



Republic of Iraq,
Ministry of Education
General Directorate of Curricula

English — for — Iraq

4th Preparatory Student's Book

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استنادًا إلى القانون يوزع مجانًا
ويمنع بيعه وتداوله في الأسواق.

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Book map

Lexical areas

Communicative activities

Unit 1

Language learning

- Language-learning methods, equipment and activities
- Words to describe languages
- Words to describe trends
- Adjectives ending in *-ed* and *-ing*
- Synonyms

- Making and responding to requests for information
- Exchanging personal information
- Agreeing and disagreeing
- Greeting people and taking leave
- Making a poster
- Filling in an application form
- Practising proofreading

Unit 2

Education

- Education, schools and academic subjects
- Collocations (*take an exam, watch a film, etc.*)
- *Lend vs borrow*
- Words for making comparisons
- Sequencing words and phrases (*just before, then, a little later, etc.*)

- Listening for and saying plural words
- Comparing and contrasting
- Asking and talking about past events
- Writing interview questions
- Carrying out an interview

Unit 3

Travel

- Place names and landmarks
- Noun phrases (*two-bag limit, five-hour journey, etc.*)
- Words for things to see and do on holiday
- Travel and hotels
- Adjectives to describe places
- Words to express proximity (*nearby, around the corner, etc.*)

- Listening to telephone conversations
- Checking and confirming information
- Talking about timetables and itineraries
- Making and responding to polite requests
- Listening to directions and explaining where things are
- Describing a place
- Writing a postcard or email to a friend

Unit 4 Review

- Revision and practice of skills, grammar and lexis from Units 1–3.

Unit 5

Family and friends

- Adjectives to describe appearance and character
- Extreme adjectives
- Intensifying adverbs
- Words connected with celebrations and family occasions
- Family-related words
- Determiners
- Conjunctions: *while, as a result, a little later, when, after that, because, once*

- Reading short film reviews and expressing an opinion
- Listening to and practising contracted forms in speech
- Giving invitations, making offers and promises
- Describing people's appearance and character
- Describing a person in writing
- Writing about wedding customs in Iraq

Unit 6

Health and fitness

- Vocabulary related to health and fitness
- Prefixes and affixes
- Compound words

- Discussing healthy eating and the importance of sleep
- Explaining problems, asking for and giving advice
- Speculating about the future
- Listening to and practising when to pause in extended speech
- Listening to and practising conventional phrases used in a talk
- Role-playing conversations between a doctor and a patient
- Writing paragraphs about eating habits and preferences, about own lifestyle and about possible future events
- Writing about a future school event

Unit 7

Science and technology

- Words related to science and technology
- Collocations
- Adverbs of certainty/uncertainty: *perhaps, probably, definitely*

- Using pictures to describe a process
- Exchanging information
- Giving a presentation
- Discussing the advantages and disadvantages of online shopping
- Writing an email with definite and possible plans for the next day
- Writing a report on a marine animal
- Studying and discussing ways of revising

Unit 8 Review

- Revision and practice of skills, grammar and lexis from Units 5–7.

Language learning activities

Grammatical areas

Pronunciation & phonology

- Listening for gist and specific information
- Interpreting graphs and tables
- Skimming and scanning
- Identifying topic sentences and using them to find information
- Brainstorming ideas before writing

- Present simple to talk about habits and facts
- Present continuous to describe changes
- Indirect questions
- Imperatives

- Phonemic alphabet: /i:/ and /e/
- Listening for main stress and number of syllables

- Listening to identify the attitudes and feelings of speakers
- Listening for the gist of a discussion
- Skimming and scanning
- Recognizing the purpose of a text
- Using grammar and syntax to follow a sequence of events
- Proofreading and editing
- Planning and organizing an essay (paragraphing)

- Making comparisons (*both ... and; neither ... nor; as ... as; like/unlike; too*)
- Expressing obligation and lack of obligation: *have to/don't have to*
- Talking about ability: *can/can't; could/couldn't*
- Adjective + infinitive (*fun to ride; easy to do*)
- Past simple and past continuous
- Past perfect simple and continuous

- Phonemic alphabet: /z/ and /ɪz/
- Guessing the meaning of new words from context
- Listening to identify linking words

- Listening to identify topic and context
- Reading to identify features and purpose
- Using a contents page
- Scanning a range of texts and transferring information
- Identifying the main idea of a paragraph

- Present perfect with *ever, never, yet* and *already*
- Articles with names of places (*the Alps, but Saudi Arabia*)
- Present simple for timetables
- Making requests (*Could I have ...?; Would you send ...?*)
- Present perfect continuous

- Phonemic alphabet: /eɪ/, /æ/ and /ə/

- Dealing with unfamiliar vocabulary
- Working out meanings from context; using dictionaries to check
- Listening for pronunciation, gist and specific information and taking notes
- Extracting information from factual articles about wedding customs and glass-blowing
- Identifying types of language in different types of invitations and announcements

- Future simple to express firm decisions, make predictions and promises
- Future continuous to talk about events that will be happening at a specified time in the future
- Present perfect simple and continuous
- Causative *have, get*
- Verbs followed by *to + infinitive*
- Modals *will, shall, would*

- Working out the meaning of new words from context and clues in pictures
- Listening to check predictions
- Listening and taking notes
- Skimming and scanning
- Predicting content of a text
- Identifying topics and main points in a text

- Reported speech
- Modals *could, should, ought to* for advising
- Modals *may, might* to talk about possible events

- Working out meanings of unfamiliar words from context and clues in pictures
- Highlighting important information in texts
- Listening for details in a weather report
- Skimming and scanning
- Reading a variety of texts, mainly factual, for detail, language and organization
- Reading and sequencing paragraphs
- Reading for pleasure

- Zero conditional to talk about events that are always true when a condition is met
- First conditional to talk about possible future events if a condition is met
- Passive voice
- Conjunctions *however, although, but* to introduce contrast

- Listening for and practising contrastive stress in sentences



UNIT 1

- How do you learn?
- Changes
- Choosing a summer programme
- So do I!
- Asking for information
- A tour of the self-access centre
- Meeting and greeting
- Arabic and English
- Official languages

How do you learn?

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



2 1 Listen and check your ideas. Then do Exercise A in the Activity Book.

3 **AB** Look at some things the people said. Match them with the pictures on page 6.

A Sometimes I write new words on cards and test my friends, and my friends test me.

B I practise writing every day.

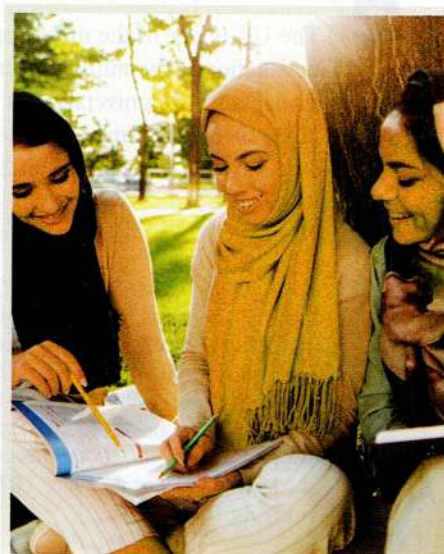
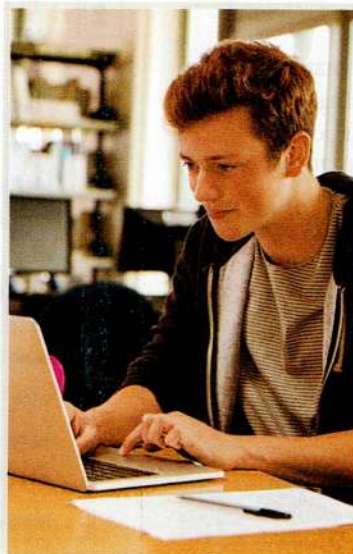
C I usually look up new words in a dictionary and write them in a notebook.

D I write what I have learnt in my learning diary after every class.

E I go to the self-access centre and practise saying the words with a CD.

F I go to the café with my friends, and we speak only English for two hours.

4 **ABC** Are they good ideas? What else can you do to learn English?




5 Look at the examples. Then do Exercise B in the Activity Book.

Present simple Grammar and Functions Reference p 88

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

Changes

1  Read and match the topic sentences with the paragraphs below.

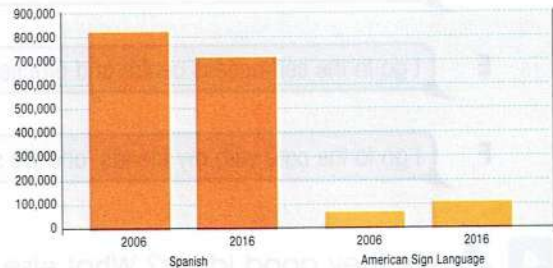
- 1 The number of American university students learning Spanish **is falling**.
- 2 Many students travel abroad to get a degree, learn a language or learn about a new country.
- 3 It is difficult to say exactly how many languages are spoken in the world today.
- 4 The number of people learning Arabic in American universities **is going up**.

2  Read and match each paragraph with a graph.

A

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

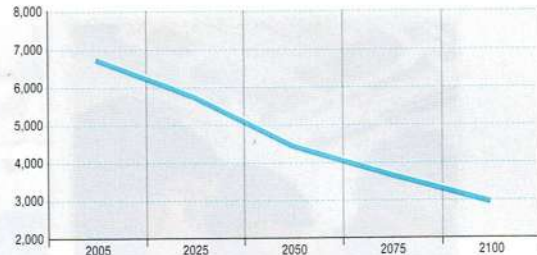
1



B

The UK is one of the most popular destinations. The number of international students in UK universities is rising. In 2014/2015, the number of international students was 442,225, but in 2020/2021 it was 605,130.

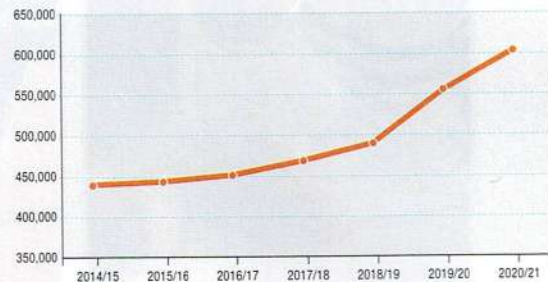
2



C

It is still the most studied language, but in 2006, 822,148 students were studying Spanish at universities in the USA and in 2016, that number was 712,240. Other languages are rising, including American Sign Language. In 2006, there were 79,744 students studying it, while 107,060 were studying it in 2016.

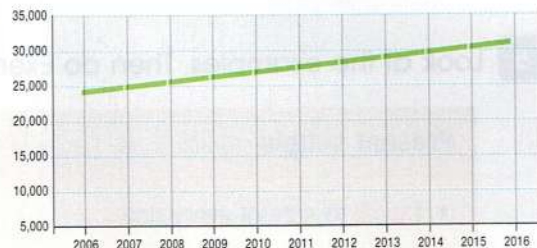
3



D

It rose from 24,010 students to 31,554 students between 2006 and 2016. Most people who study Arabic learn it at university, then go to an Arabic-speaking country to practise speaking and listening.

4



3 Read the paragraphs. Then do Exercises A to E in the Activity Book.

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

HOW TO CHOOSE A SUMMER PROGRAMME

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

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

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

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

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

For more information, email us at summerprogramme@summer.edu or visit our website.

- 2 Read the leaflet again. Then do Exercises A and B in the Activity Book.
- 3 Study the language box. Then do Exercises C and D in the Activity Book.

Adjectives ending in *-ed* and *-ing*

- Use adjectives with *-ed* to talk about how a person feels.
Use adjectives with *-ing* to talk about the person, place or thing that makes them feel that way.
- Sami is very **interested** in history.
- He thinks the British Museum is very **interesting**

So do !!

1 **AB** Match the teenagers with the best summer programme for them.

1



Anwar

I want to visit lots of famous UK cities during my course.

2



Mariam

I'd like to do some sports while I study English.

3



Mahdi

I want to improve my English, but I'd love to study another language, too.

4



Maha

I think it's really important to practise speaking and listening.

A



At **Bluebell School**, you study English in the morning, and you can choose from Spanish, French or German to study in the afternoon.

You also practise English with your host family, and at weekends, we take you to visit different parts of Oxford, where our school is located.

B



Come and study at **Rushmore School!** Our classes are very small, with a maximum of six students. With a focus on conversation, our lessons are dynamic and get all students talking. In the afternoon, we offer lots of activities, including painting, theatre and music.

C

WS

At **Worcester School**, we offer an intensive English programme for students who really want to learn the language. You study 30 hours of English during the week, then go on trips to popular British destinations, including London, Cambridge and Oxford, at the weekends.

D

L

S

E

At **LSE Bristol**, we offer the perfect programme for active teenagers. Apart from studying English five hours a day, practising all skills, you also enjoy a number of physical activities, including football, swimming and tennis. We have students from lots of different nationalities, so you will speak English all the time!

2 **AB** Listen to the teenagers in Exercise 1 talking to their friends. Do they agree or disagree? Then do exercises A to D in the Activity Book.



- 1 Look at the direct questions (left) and the questions Rashid asks the secretary (right). What's the difference?

Indirect questions Grammar and Functions Reference p.89

Direct

What sports do you offer?
Do you have drawing classes?
Do you have a pool?
Where is the school?
How much does it cost?

Indirect

Could you tell me what sports you offer?
Can you tell me if you have drawing classes?
Could you tell me if you have a pool?
Can you tell me where the school is?
Could you tell me how much it costs?

Reply

Certainly ...
Yes, we do.
I'm afraid we don't.
Of course.
It depends ...

- 2 Now do Exercises A and B in the Activity Book.
- 3 Look at Rashid's application form. Do Exercise C in the Activity Book.

Application form for Rashid Al Sudani:

Surname: Al Sudani Forenames: Rashid


Date of birth: 16/05/98 [DD/MM/YY]

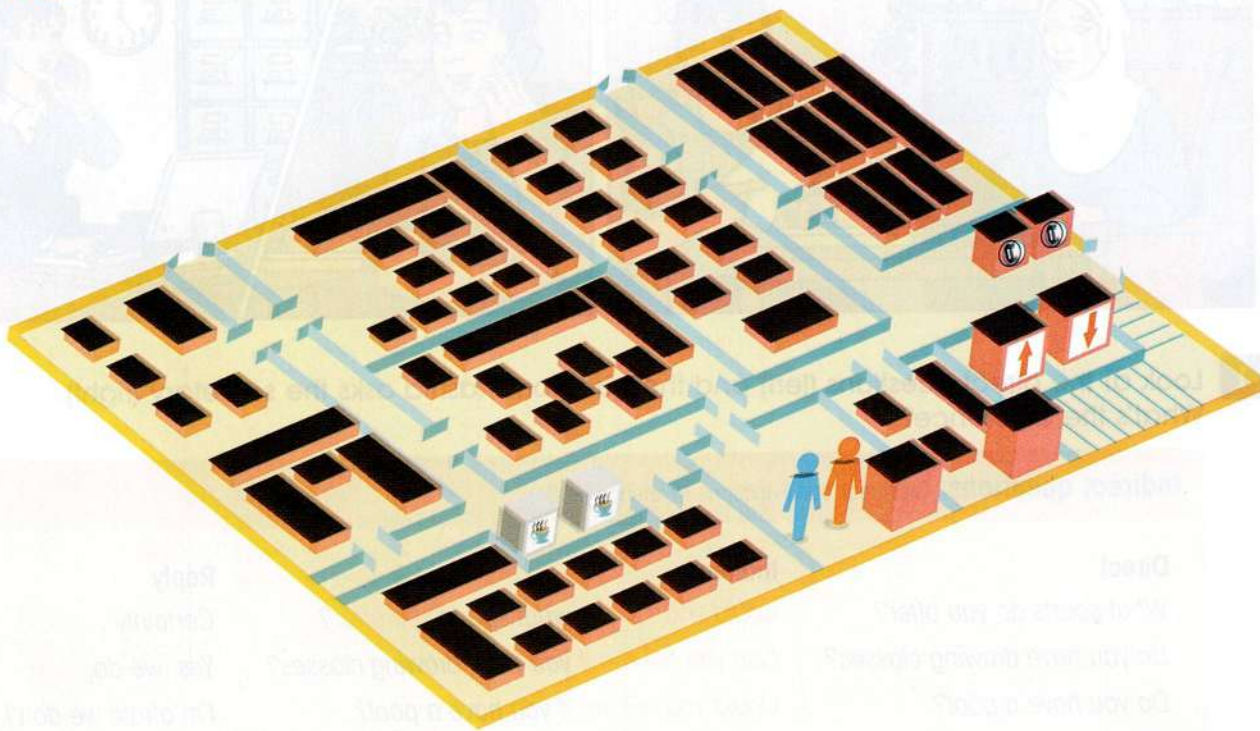
Address: P.O. Box 3674, 100 Maghreb Street [STREET]
Baghdad [CITY]
— [POSTCODE] Iraq [COUNTRY]

Phone number: 964 4XXXXXX Email: rashid@qnet.qa

Why are you interested in our school?
I would like to go on a summer programme to improve my English. I am interested in your school because you offer English classes at many levels. I also think I would like to be in the country, and to have an opportunity to do sport.


A tour of the self-access centre

- 1  10 Listen and find the self-access centre.



- 2 What can you do in a self-access centre?  11 Listen and follow the tour with the pictures. Are any of your ideas mentioned?




- 3  Match the sentences with the pictures.

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

- 4 Now do Exercise B in the Activity Book.

1 Look at the photo. What do you know about this event? What usually happens at book fairs?

2  12 Listen to two conversations at the fair. Do the people know each other or not?

3 Now do Exercise A in the Activity book.

4  Match the parts of the conversations.

A He's a bit late though. Are you enjoying the book fair?

B Of course. Nice to meet you too, Susan. Where are you from?

C Hello, Susan! Good to see you here at the fair! How are things?

D Good morning! Sorry I'm late, everyone. I was lost in the fair!





1 Nasiriyah.

2 Yes, I am. It's really big! How's your family?

3 Were you? Well, I'm glad you're here now, Mr Jassim.

4 All good, thanks. And how are you?

5  Do you think the sentences in Exercise 4 belong with Conversation A or B in Exercise A?

6  13 Listen to two conversations and look at the pictures. Do the people know each other? What are they talking about?



7 Now do Exercises B and C in the Activity book.

Arabic and English

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

ARABIC TODAY

- ~230 m. people
- 5th lang. in the world
- One of official lang.s of UN

TYPES OF ARABIC

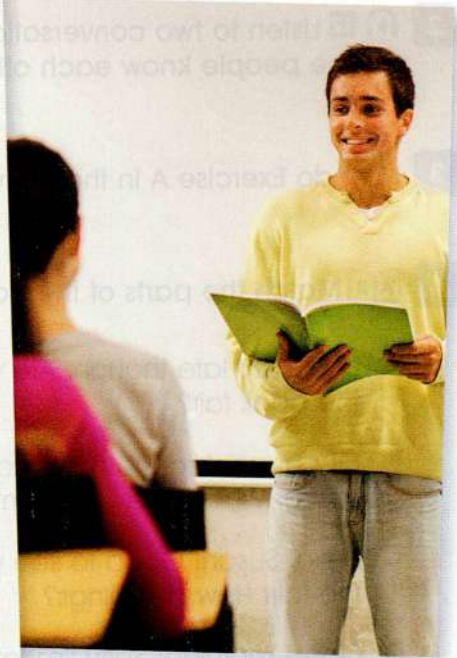
- People from different countries maybe don't understand each other - dialects (e.g., Egypt)
- Modern Standard Arabic in books/newspapers, on radio/TV, in mosques all over the world

HISTORY

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

THE HOLY QUR'AN

- Pure lang. of Holy Qur'an v. similar to Modern Arabic
- Helped Arabic survive for 1,000 yrs



- 2 15 Do Exercise A in the Activity Book and then listen and check. What does the teacher ask Jamil?
- 3 Jamil is doing some research about English. Read the article. Then do Exercises A to C in the Activity Book.

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

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

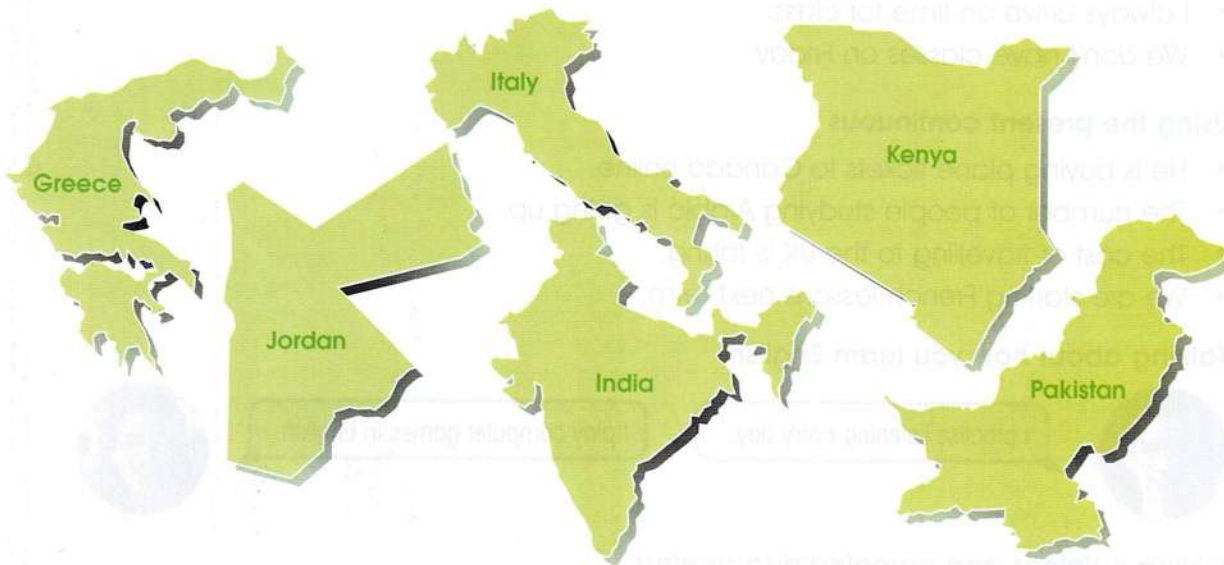
The same thing happened after 1066, when the Normans invaded England. They brought the French language and this added more words to the mixture (*close* for *shut*, *desire* for *wish* and *liberty* for *freedom*).

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



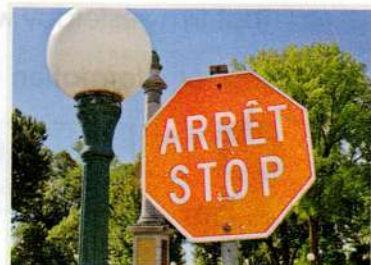
1 **AB** Match the countries with their official languages from the box.

Arabic English Greek Hindi Italian Urdu



2 Read the assignment. Then do Exercises A to C in the Activity Book.

- A** *Canada is the second largest country in the world, after Russia. It is 9,979,619 km². It has a population of 38.01 million, and that number is growing. But Canada's population is not large for its size. Most people live near the border with the USA.*
- B** *Canada is a beautiful country. Because it is so big, there are many national parks and wilderness areas. If you travel to Canada, you can see rivers, lakes, forests, and even glaciers. One of Canada's most famous natural features is Niagara Falls.*
- C** *How do people live in a country with two official languages? The two official languages of Canada are English and French, because some Canadians are of British origin and some are of French origin. Most people don't speak both languages. About 22% of the population speak French, and about 75% speak English. You will hear more French or English depending on where you are.*
- D** *Canada has several large cities. The biggest of these is Toronto. The capital, Ottawa, is only the fourth largest city. In Ottawa, about half the people speak both French and English. Communication is easier there!*





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

Using the present simple to talk about routine and facts

- I always arrive on time for class.
- We don't have classes on Friday.

Using the present continuous

- He is buying plane tickets to Canada online.
- The number of people studying Arabic is going up.
- The cost of travelling to the UK is falling.
- We are starting French lessons next term.

Talking about how you learn English



I practise listening every day.

I play computer games in English.



Giving opinions and agreeing/disagreeing



I'd love to learn Japanese.

So would I! I love mangas and animes!

I wouldn't. It's too difficult!



Using adjectives ending in -ed and -ing

- I'm very *interested* in British culture.
- The extra activities are really *interesting*.
- I'm *bored* because I have nothing to do.
- That film yesterday was so *boring*!

Asking for information and giving directions



Could you tell me where the self-access centre is?

Of course. Go straight on and turn left. Go past the canteen, and it's the blue door on your right.



Greeting and taking interest



Hi, I'm Mahdi.

Hello Mahdi, I'm Ana. Pleased to meet you.

Pleased to meet you, too. Where are you from?

Brazil.




Really? What's it like there?

UNIT 2

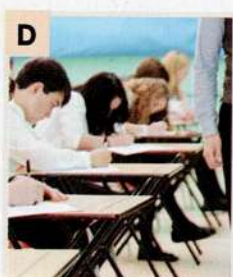
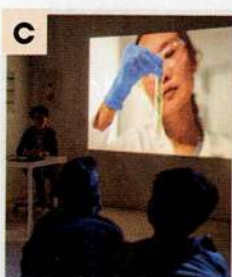
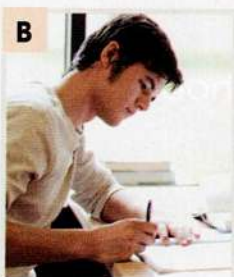
- What do you do at school?
- Two students
- Helping people learn
- Denise's story
- School memories
- A special school
- An interesting job
- Sami writes an essay
- An interview

What do you do at school?

- 1  Match the pictures and the words. Write complete sentences to describe what they are doing.

give a presentation
use the self-access centre

take an exam
watch a film
write a report



- 2 Look at Mahmoud's timetable. Ask and answer questions.

	8.00	9.00	10.00	11.00-11.30	12.30	1.30
Sunday	Biology		English		Arabic	
Monday	Geography	English	Maths		Physics	
Tuesday	Arabic	English		Geography	Maths	
Wednesday	History	Chemistry		Maths		
Thursday	Arabic		Maths	History	English	



History



Geography



Physics




Chemistry



Biology

How often does Mahmoud have History?

He has History twice a week.

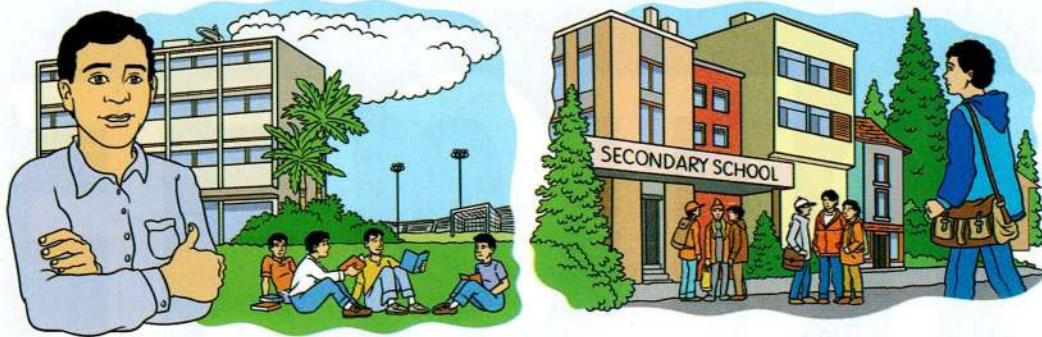
- 3  Listen to Mahmoud and do Exercises A and B in the Activity Book.

- 4 Look at two things Mahmoud said.

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

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

- 5 Now do Exercise C in the Activity Book.



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

English homework October 12th – My school

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

Both Kamal and I are in Year 10, but our schools are very different. I go to a private school for children from Year 1 to Year 12. There are about 800 students in the school and only about 25 students in each class. The school is big and beautiful. It has a lot of modern facilities, like a self-access centre, a swimming pool and a football field. It has a mosque, too.

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

for students in Years 10 to 12. Kamal says he likes going to a school where everyone is his age. I like going to a school with children of all ages. It's more fun. Kamal's school has students from many countries, and they speak a lot of different languages. I think that sounds interesting. And Kamal is happy because he is not the only student trying to improve his English.

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

2 Now do Exercises A to C in the Activity Book.

3 Look at the examples.

To say things are the same.

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

To say things are different.

- Unlike my school, Kamal's school is only for students in Years 10 to 12.
- Kamal's school is in the city, and it is not as big as mine.

4 Now do Exercises D and E in the Activity Book.

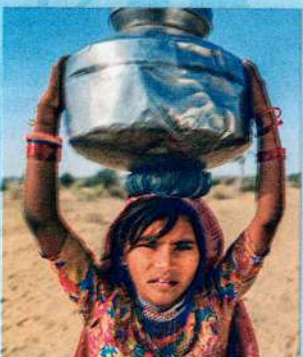
Grammar and Functions Reference p.89

UNICEF



What is UNICEF?

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



Why do some children not go to school?

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



How does UNICEF help?

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

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

2 **AB** Skim the text and match the numbers and facts.

- | | |
|---------------|--|
| A 1946 | 1 the number of children who don't go to school in the world |
| B 1953 | 2 the year UNICEF was founded |
| C 121 million | 3 the number of children who work |
| D 246 million | 4 the year the emergency in Europe was over |

3 Some words in a text can help you understand other words. Read the examples and do Exercise B in the Activity Book.

A

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

B

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

C

Natural disasters *like* floods can destroy schools.

4 Look at the text below. What is it for? Read and answer the questions in the Activity Book.



Nothing is more important than education.


Unfortunately, not all children can go to school.

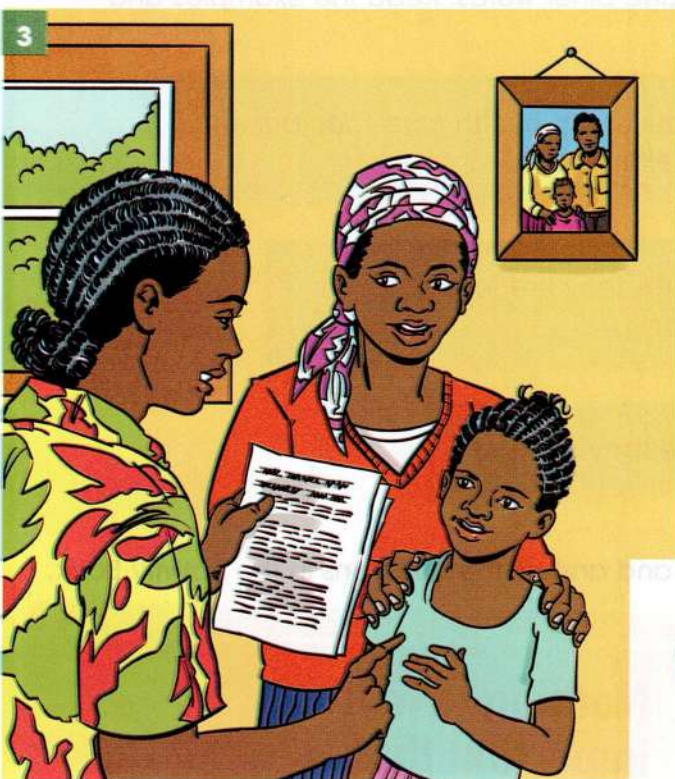
Schools for All is an organization that helps the poorest children go to school. We give them money to pay for books. We make sure their schools are safe. Last year we built two schools in Kenya, and gave books to 500 children.


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

Denise's story

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

 22 Listen and check your ideas.



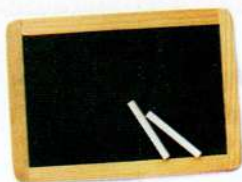
2  24 Read and listen to the sentences.
Answer your teacher's questions.

We didn't have much money anymore, so I had to leave school.
I was unhappy because many of my friends were going to school.
The organization pays for my school fees and my uniform.
I want to be a teacher or a doctor when I grow up.

3 Now do Exercises B to D in the Activity Book.



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



slate and chalk



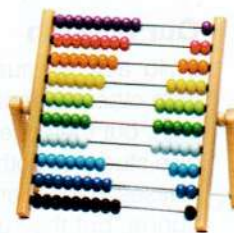
computer



calculator



car



abacus



notebook
and pen



rickshaw

- 2 Listen to the men talk about what school was like for them. Answer the questions for each man.

How did he travel to school?

Did he like school?

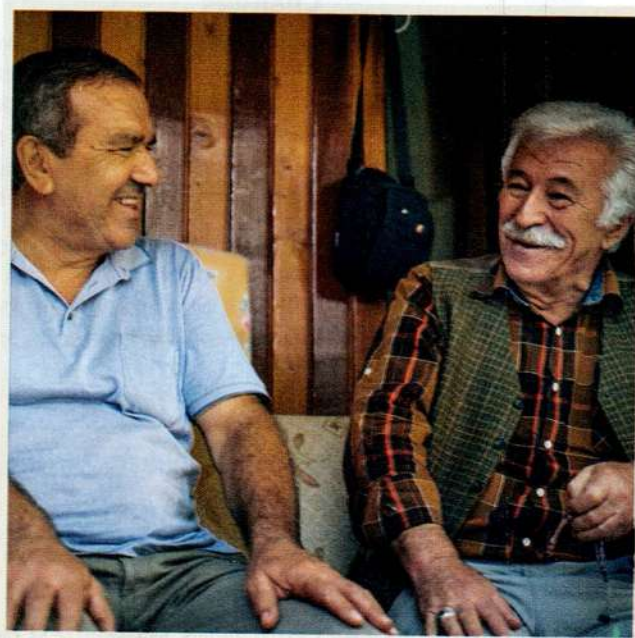
Which things did he use at school?

- 3 How is school different for you?

- 4 Read the examples. Do Exercises B and C in the Activity Book.

Adjective + infinitive

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



1 Read the website. Who goes to this school? Is your school like this one? Write sentences.

Q

The Meade School

for Children in the Arts (MSCA)

**School
Calendar**

**Class
Timetables**

**Famous
Students**

Our Mission

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

Our History

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

Changes

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

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





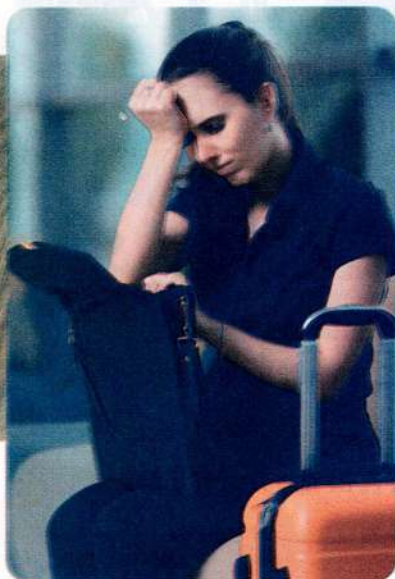


Past simple and past continuous Grammar and Functions Reference p.89–90

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

2 Read Grammar and Functions Reference pages 89–90 and do Exercises C to E in the Activity Book.

- 1  27 Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?
- 2  28 Read and listen to Sally talking about two things that happened at her old job. Answer the questions in the Activity Book (Exercise A).



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

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

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

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



- 3 Read the sentences and answer your teacher's questions.

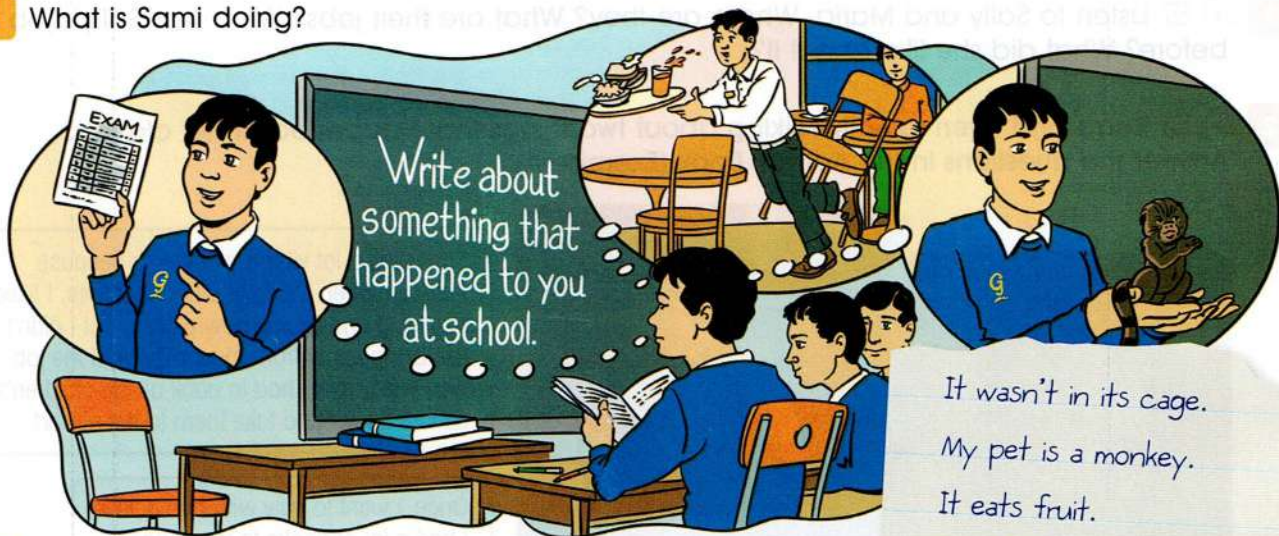
Past perfect (simple and continuous) Grammar and Functions Reference p.90

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

- 4 Read Grammar and Functions Reference page 90 and do Exercise B in the Activity Book.

Sami writes an essay

1 What is Sami doing?



2 Skim Sami's notes and say what he decided to write about. What do you think happened?

3 Read Sami's essay. Then do Exercise A in the Activity Book.

It wasn't in its cage.
My pet is a monkey.
It eats fruit.
I got it for my 15th birthday.
I brought it to school.
I didn't feed it.
My uncle gave it to me.

My uncle gave me a monkey. He bought it in a special pet shop. My uncle knows I love monkeys, so he bought it for my fifteenth birthday. My monkey is small, with brown and black fur. It eats fruit and loves to play.

One day my science teacher asked us to give a presentation about an interesting animal. I decided to bring my monkey to school. The class thought he was great. **Earlier**, I had decided not to feed him. When I brought him to school, he was very excited and wanted to play with everyone. My teacher told me I should leave him in the cage in the science room until after lunch.

Just before lunch, I went to see how my monkey was. He looked lonely. I opened the cage and patted his head. **Then** I hurried to the cafeteria because I was hungry. **After** lunch, I went to the playground with my friends and, **a little later**, I went to my Science class. That's when I saw the monkey was gone.

Everybody helped me look for him. **First**, we looked for him in the classroom. **Then** I said he was hungry, so we looked in the cafeteria. **Finally**, we heard a yell from the principal's office. We ran to see what it was, and saw my monkey hiding under the desk.

4 Look at the red words. Answer your teacher's questions.

5 Now do Exercises B to D in the Activity Book.

- 1 **AB** Reem interviewed a teacher at her school. Read the teacher's answers and write Reem's questions.



Reem: (a)

Mrs Hassan: I teach Maths.

Reem: (b)

Mrs Hassan: I started four years ago.

Reem: (c)

Mrs Hassan: I worked in a bank.

Reem: (d)

Mrs Hassan: I changed jobs because I wanted to help people. I think being a teacher is a way of helping people, because they need an education so they can do what they want to do in their lives.

Reem: (e)

Mrs Hassan: I had to go back to school to get a different diploma called a Master's degree. I went to university and studied Maths and teaching for two years.

Reem: (f)

Mrs Hassan: What I like most is my students. They are all different, and they teach me things, too. Teaching them is not always easy, but it's a lot of fun.

Reem: (g)

Mrs Hassan: Writing reports. I think it's boring. But it's also important because it's one of the ways parents can see how their children are doing at school.

- 2 **29** Listen and check.



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

Using borrow and lend

- Can you **lend me** your ruler?
- Can I **borrow** a pen?

Saying things are the same/different

- **Both** Aisha **and** Nasir are in this class.
- **Like** your school, my school has a pool.
- This teacher is **as good as** the last one.
- I go to school by bike, **too**.
- **Neither** Amir **nor** Aaliyah knows the answer.
- **Unlike** you, I practise English every day.
- Your class **isn't as big as** mine.

Using adjective + infinitive

- It was **fun to try** a new sport.
- It's not **easy to get** to Faisal's house.

Using past simple and past continuous

- The teacher **was finishing** the lesson when the principal **came** in.
- I **dropped** my phone while I **was running** in the park.

Using past perfect (simple and continuous)

- Ahmed couldn't get on the bus because he **had forgotten** his bus pass.
- Salma felt really tired because she **had been studying** all night.

Having a job interview



What did you do before you were a chef?

I worked in a shop.



Why did you change jobs?

Because I wanted to learn new things.



What did you have to do to become a chef?

I had to go back to school.



What do you like most about your job?

I like receiving compliments from the customers.



What do you like least?


Peeling potatoes and chopping vegetables.



UNIT 3

- Places to go
- Choosing a holiday
- Holiday fun
- Getting information
- What do you need?
- At the hotel
- Where is it?
- A guidebook
- Writing home

Places to go

1  Match each picture with a country. Say what you know about each place.

Egypt

England

Greece

Iraq

1



The Great Pyramids of Giza

2



Hanging Gardens of Babylon

3




Stonehenge

4



The Parthenon

2  Read and match with the places Sandra visited. Which place would you like to visit most?


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

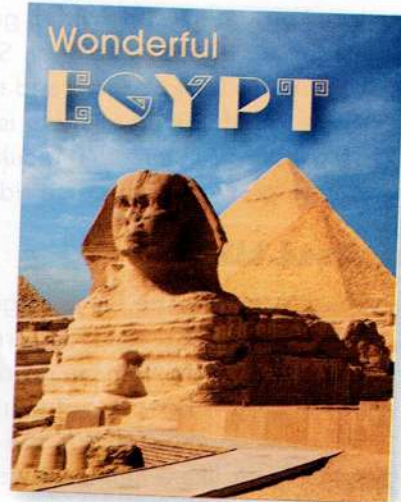
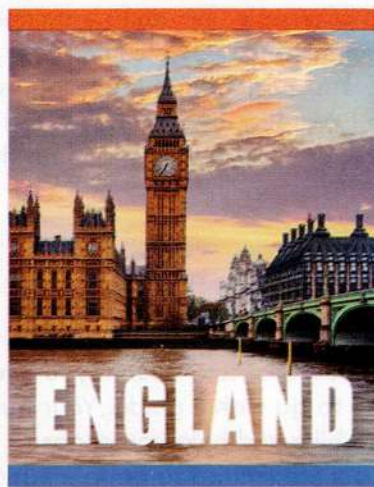
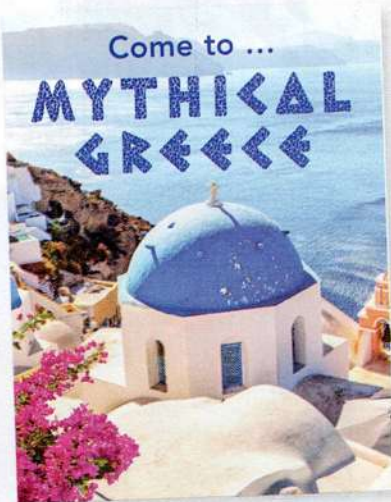
B Nobody is sure what the stones were for, but we know that they are very old. The first ones were put there about 5,000 years ago. There used to be more of them, but some were taken for building houses. I wasn't allowed to get very close to the stones because tourists had damaged them by writing on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


C I went there with my family. It was really beautiful. We walked along the banks of the river Euphrates. We camped there for one night. It was magical at night. But I hadn't brought a warm jacket, so I was cold.

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

3 Now do Exercises B and C in the Activity Book.

1 What are Tariq and his family talking about?  31 Listen and tell your partner.



2  32 Listen again. Then do Exercise A in the Activity Book.

3 Read the examples. Then do Exercises B to E in the Activity Book.

Present perfect with *ever*, *never*, *yet* and *already* Grammar and Functions Reference p.91-92

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

Holiday fun

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

Snowboarding

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

Whitewater rafting

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

Quad biking

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



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

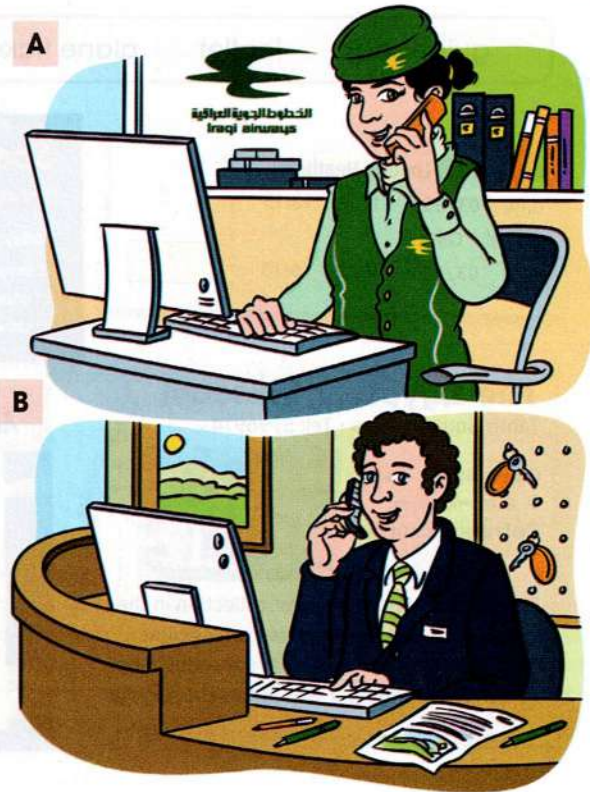
2 Read and think about why some place names have 'the'.

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

Grammar and Functions Reference p.92

3 Now do Exercises A to D in the Activity Book.

1 33 Listen to the start of two conversations. Number the pictures.



2 34 Listen to the whole conversations and choose the correct options.

Conversation 1

- | | | |
|--|----------|----------|
| 1 How many flights are there from Iraq to London on 10/06? | a two | b three |
| 2 What time does he want to leave? | a 6:20 | b 11:30 |
| 3 What type of ticket does he want? | a single | b return |

Conversation 2

- | | | |
|---|----------|----------|
| 4 What type of room does Tariq's father want? | a single | b double |
| 5 When does high season start? | a June | b August |
| 6 How much is he going to pay for the room? | a £90 | b £99 |

3 Now do Exercises A to C in the Activity Book.

35 Checking information

- It's cheaper to fly on Friday, **right**?
Do you mean a single room without a shower for the night of 10th June costs £63?
- I'm sorry, **did you say** the flights leave at 6:20 and 11:20? I'm sorry, **could you say that again**?

Yes, that's right.

No, 11:30.
Of course.

What do you need?

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

guidebook leaflet plane ticket receipt timetable

departure **London Heathrow**
date **03/05** time **10:15**
arrival **Cairo**
date **03/05** time **16:10**

Spectacular tour
ending in sound and light show!

Today Thursday May 5th

1st show 8.30 p.m. in Japanese
2nd show 9.30 p.m. in English
3rd show 10.30 p.m. in Arabic

Fabulous Nile
dinner cruise
Leaves 8.00 p.m.



Special menu £15

The Egyptian Museum

Tahrir Square, Cairo • Tel: 5796974

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



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

Airport Shuttle Bus

Departs Cairo Airport (Arrivals)	Arrives Hotel (Car Park)
12:00	12:35
14:00	14:35
16:00	16:35
18:00	18:35
20:00	20:35
22:00	22:35
00:00	00:35

Super Taxis

£20 fare
to Heathrow Airport



03/05/22

Receipt

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



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



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



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



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

3 Now do Exercise A in the Activity Book.

4 Look at the language box.

5 Now do Exercises B and C in the Activity Book.

Present simple for timetables

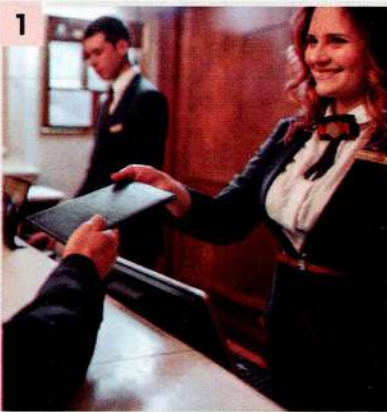
- Use the present simple to talk about when planes leave, when museums open or other timetabled events.
- My plane **leaves** at 10:00 in the morning.
- I don't know what time the museum **opens** tomorrow.

1 Name as many items as you can in the photos of hotels in Baghdad.



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

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



3 **38** Listen and check your ideas. Then study the phrases below.

Making requests

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

Saying yes

Of course.
Certainly.

Saying no

I'm afraid ...
I'm sorry but ...

4 Now do Exercises A to C in the Activity Book.

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

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

B Could you tell me where the bus stop is?

C Excuse me, where's the train station?

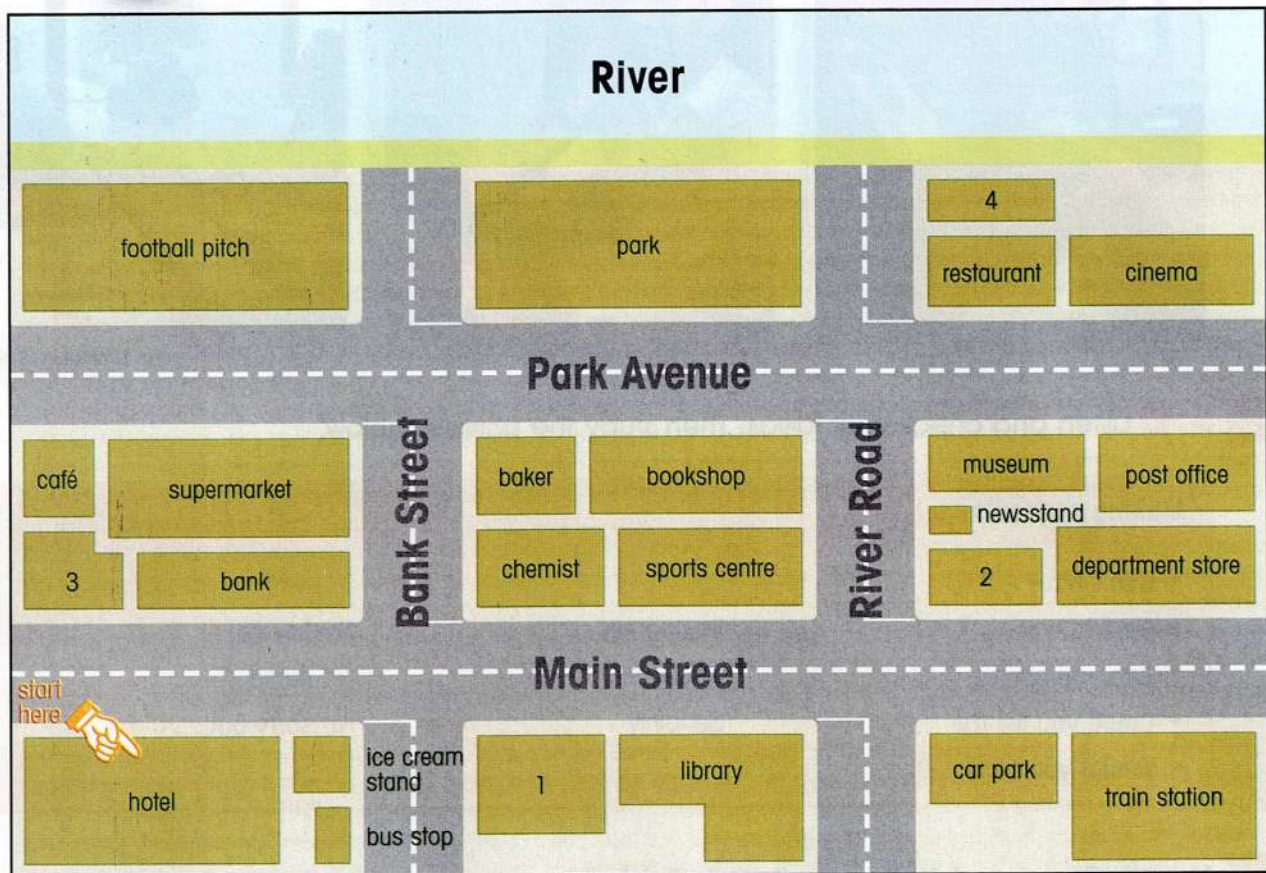
D Excuse me, where's the nearest restaurant?

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

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

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

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



2 Now do Exercises A to E in the Activity Book.

1 **AB** Look at the table of contents. What is it for? Where can you read about:

- a a monument to visit?
- b a place to buy gifts?
- c a restaurant?
- d a hotel?
- e how to travel around?

2 Read and decide which place you would visit first. What do you think the blue words mean? Can you find them in the pictures?

Contents

Transport	1
Where to stay	8
What to see	15
Food and drink	22
Shops and markets	26
Outside Rome	43



Piazza Navona

It's a huge, busy square, with three magnificent **fountains**. It is usually crowded because it is a nice place to walk or sit outside a café and have a cappuccino. There are often people selling toys and gifts.



The Spanish Steps

They were built in the 18th century. They are very wide and sometimes decorated with colourful flowers. Above the steps are **terraces** where you can stop and look down. It is a pleasant place to sit and rest in the sun, or watch the world go by.



The Pantheon

It was built in 118 AD. There are eight **columns** at the front. From the outside the roof looks triangular, but when you are inside you can see that it is actually a dome. The building has just one hole in the roof to let in light. The floor is made of marble. Many kings of Italy are buried there.



The Roman Forum

This is where you can see the vast **ruins** of the most important buildings of ancient Rome. In Roman times this was a very busy area. Some of the buildings were temples. Others were places where politicians went to vote on laws. There may be only stones left, but you can still imagine what it was like 2,000 years ago.

3 Now do Exercises A to D in the Activity Book.

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

A



Dear Huda,
I've been having a great time here in Saudi Arabia. Yesterday we went riding on quad bikes. It was loads of fun and the desert is really pretty. I'll show you some pictures when I get home.
Christine



Huda Hammadi
PO Box 202
Baghdad
Iraq

B




- 2 Look at the examples in the language box. Can you find more examples of the present perfect continuous?

Present perfect continuous Grammar and Functions Reference p.93

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

- 3 Now do Exercises A to C in the Activity Book.

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

Names of places

- the Pantheon
- Italy
- the Colorado River

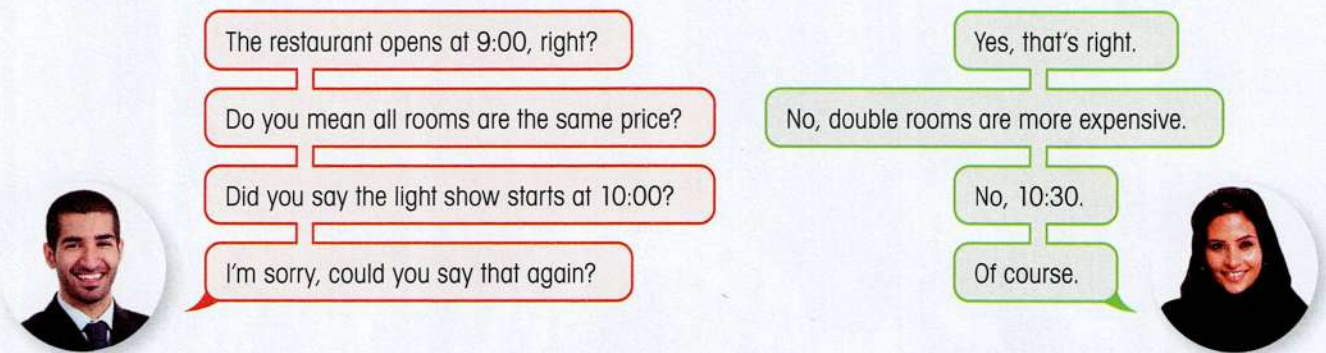
Using the present perfect with *ever, never, yet* and *already*

- I **have** ever **been** to Australia?
- I **have** never **seen** a buffalo.
- I **have** already **bought** some postcards.
- He **hasn't** **written** to his friends yet.

Using the present simple to talk about timetables

- The plane from Baghdad **arrives** at 2:00.
- When **does** the film **start**?

Checking and confirming information



Man:

- The restaurant opens at 9:00, right?
- Do you mean all rooms are the same price?
- Did you say the light show starts at 10:00?
- I'm sorry, could you say that again?

Woman:

- Yes, that's right.
- No, double rooms are more expensive.
- No, 10:30.
- Of course.

Making polite requests

- Can I have a coffee, please?
- Could you tell me when the boat leaves?
- Would you help me with my suitcase?
- Of course.
- Certainly.
- I'm afraid ...

Saying where things are

- The hotel is just past the cinema.
- The museum is near the restaurant.
- There's an ice cream stand around the corner.
- The pyramids are 15 minutes away.

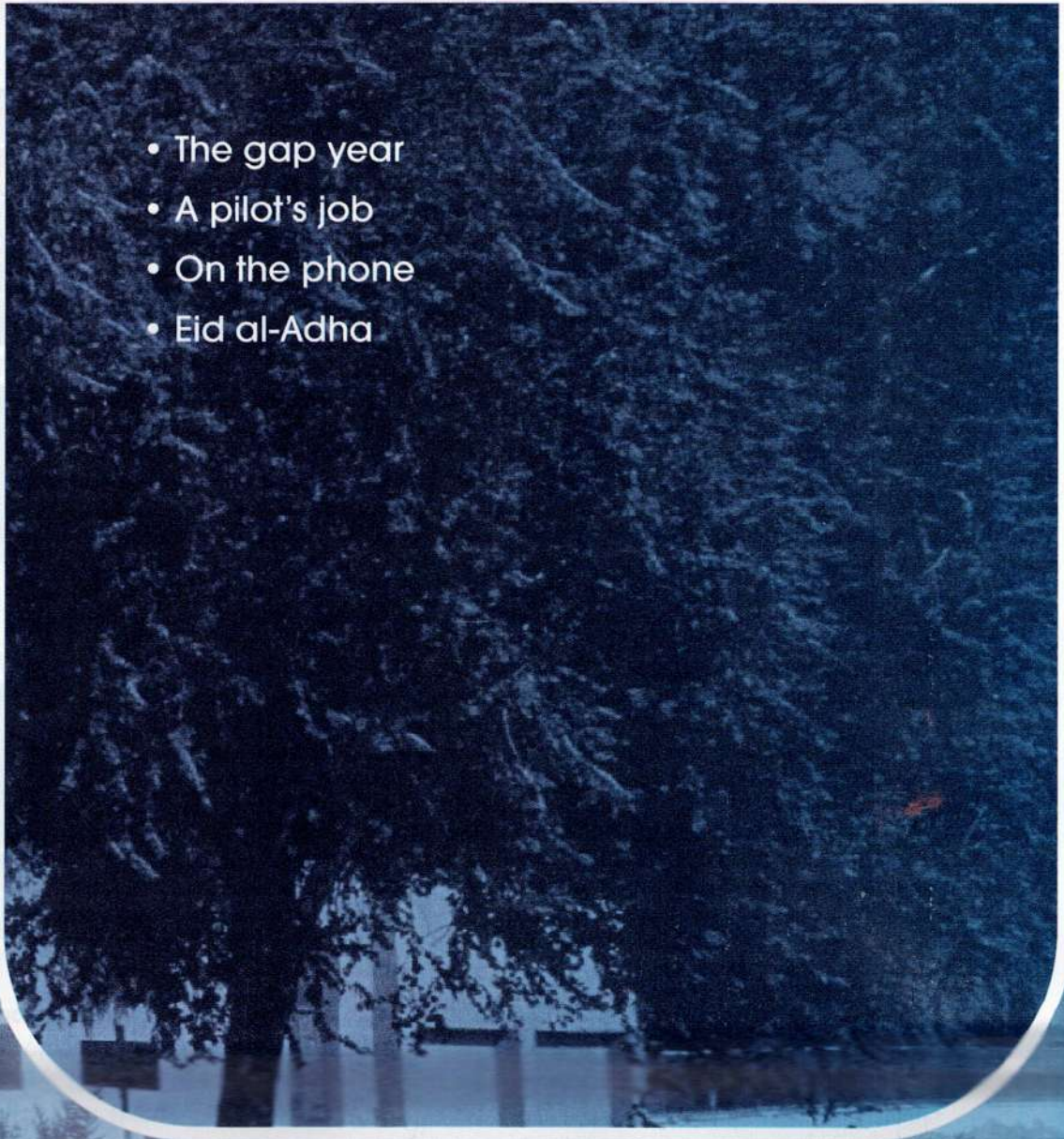
Saying what you have been doing (the present perfect continuous)

- I **have been learning** how to ride a quad bike.
- **Have you been swimming** a lot?



UNIT 4

- The gap year
- A pilot's job
- On the phone
- Eid al-Adha



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

Is a gap year for you?

The number of people taking a gap year is rising. What is a gap year? It is time you take off from school or work to do something different. If you think this sounds like a good idea, you are not alone.

A In 2021, about one in five students took a gap year in the UK (compared to just 3% in 2018). If you want to take a gap year, you have to decide what to do. There are many possibilities. More and more people are choosing to work with charity organizations, for example. They help build houses for people who have no money, or teach in countries where there aren't enough local teachers. Many people decide to learn a new sport, like whitewater rafting.

B Others use the time to see the world. The number of British teenagers travelling far from home during their gap year is going up. The top five areas for British teenagers to go to now are Tibet, Indonesia, Taiwan, Eastern Europe and Canada.


C It is important to plan your gap year well. Learning a new sport is not easy to do. Find an organization that can teach you, and help you get the right safety gear. If you decide to travel to another country, learn as much as you can about the country before you go. Find out if you need any vaccinations, and what type of clothing you should take. You can also get help with that: the number of organizations that organize gap years is growing year by year.



D Taking a gap year has many advantages. You can decide what you like and what you are good at. You can also learn things that will help you find a good job when you get home. For example, a gap year is a good time to learn or practise a language. Having a second (or third) language is becoming more and more important in the job market. A gap year also gives you a chance to meet new people and see the world.

- 2 Now do Exercises A to C in the Activity Book.

1 What do you know about these jobs?
Do you think they are interesting?

2  45 Listen to two people talking about a pilot's job. Are the speakers ...

- two pilots?
- a radio interviewer and a pilot?
- two students at a school for pilots?




3 Now do Exercises A to C in the Activity Book.

4 Look at the Iraqi Airways timetable. Number the destinations in alphabetical order.

Iraqi airways الخطوط الجوية العراقية



	Destination	Flight number	Departs	Arrives
	Tripoli	IR550	00:30	05:30
	Ankara	IR134	07:30	08:45
	Abu Dhabi	IR124	08:15	10:10
	Beirut	IR422	12:35	14:45
	Amman	IR400	12:35	14:50
	Sana'a	IR454	12:45	15:50
	Dubai	IR110	13:30	15:30
	Dammam	IR714	20:15	21:10

5  Ask a partner about the flights on December 10th.



What time does flight IR550 leave?

What time does it arrive?

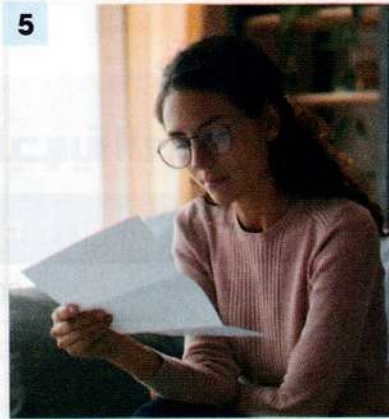
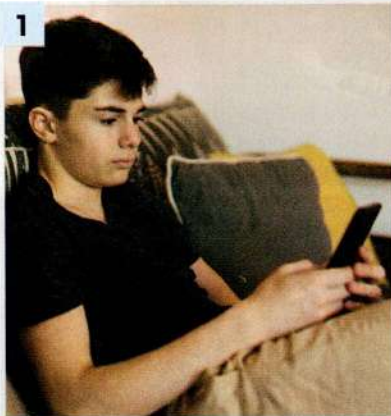
At twelve thirty.

It arrives at five thirty in the morning.



On the phone

1 Which of these communication methods do you use?



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

3 Read the opinions below. Match each opinion with one of the pictures above.

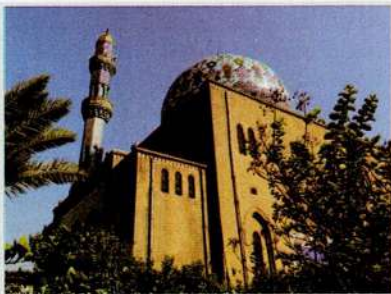
A In my opinion, it's the best way to communicate because you can say as much as you want, and you don't need any special equipment.

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

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

4 Do you agree? Think of other reasons why you like or dislike these ways of communicating and write them in the Activity Book (Exercise B).

1 What do you know about Eid al-Adha?




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

- visited cousin in Baghdad
- during Eid ad-Adha holidays
- sacrificed a goat
- shared the meat out - family, friends, poor
- went to mosque for prayers
- thanked Allah
- prepared sweets the day before
- dressed in new clothes
- visited family and friends
- gave gifts
- gave money to the poor
- went to an amusement park

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

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


4  50 Ahmed's second paragraph is about the rest of the day. What do you think it talks about? Listen and check. Then do Exercises A and B in the Activity Book.



UNIT 5

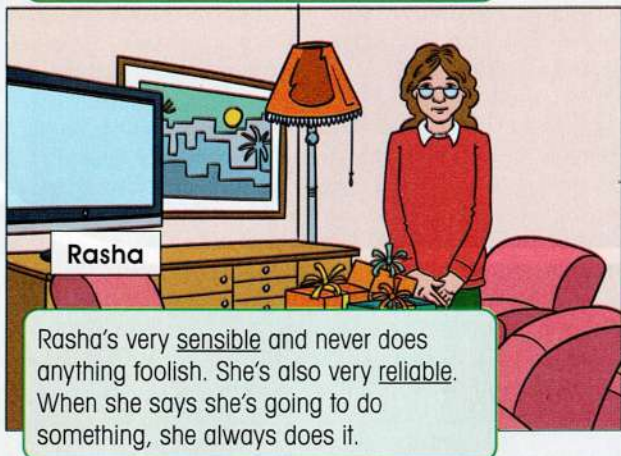
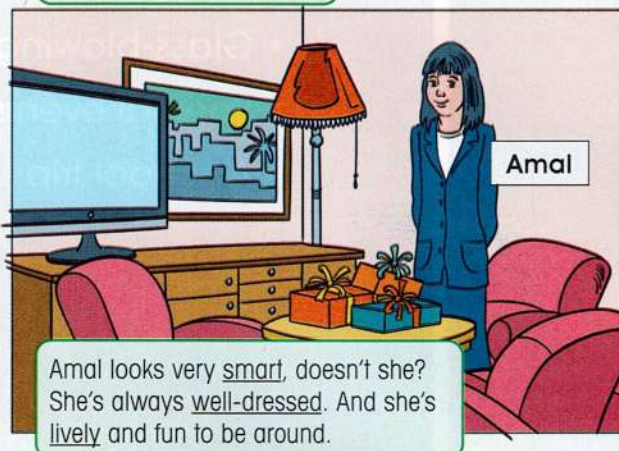
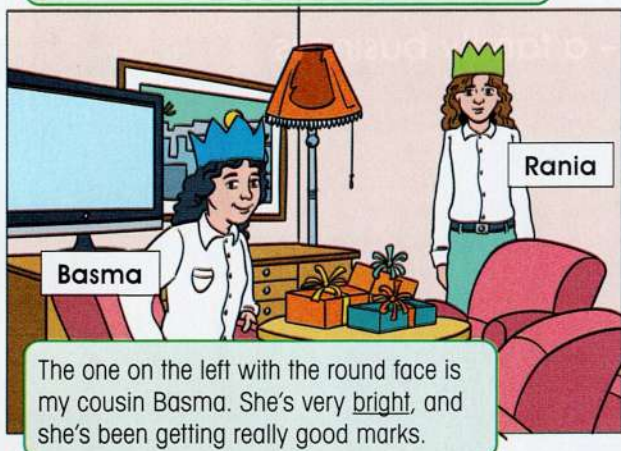
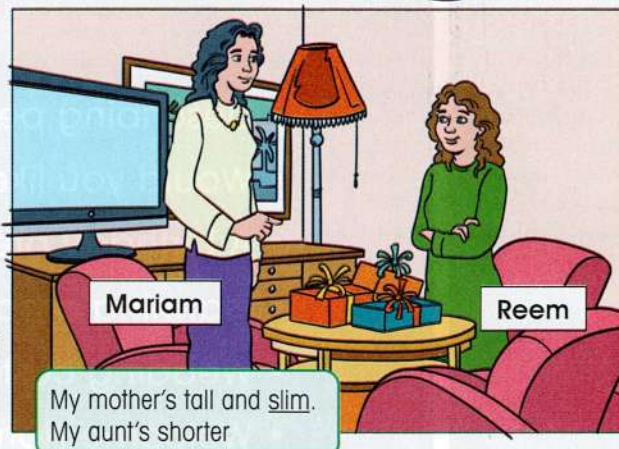
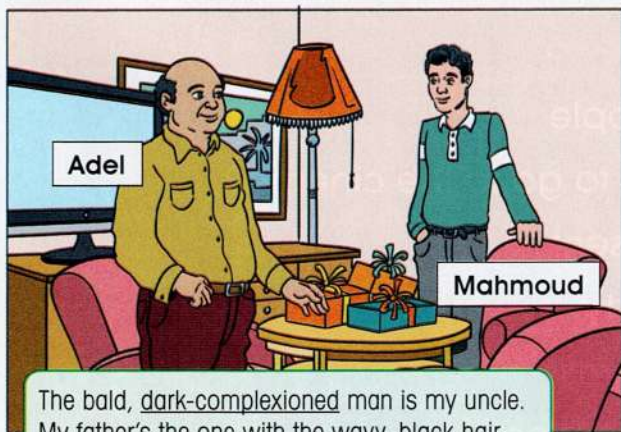
- Describing people
- Would you like to go to the cinema?
- A birthday present
- Planning a party
- Wedding customs
- Welcome Home Week
- Glass-blowing – a family business
- Special events
- A school trip


Describing people

- 1  Listen to Hanaa and Lina.
How many sisters has Lina got?

- 2 Listen again and do Exercise A
in the Activity Book.

digital camera



- 3  Work in pairs. Tell your partner what you think the underlined words mean, then look them up in a dictionary. After that, do Exercises B to E in the Activity Book.

- 1 Read the film reviews. Which film would you most like to see?
- 2 Look at the pairs of words in bold. Does the first one make the second one stronger or weaker?

Holiday

COMEDY ●●●

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

Film times: 6:15, 9:30

Polar Bear

(documentary)



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

If you love animals, you must see this film.

Film times: 5:00, 8:20

A Mystery by the Nile



MYSTERY

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

Film times: 6:30, 8:45



- 3 53 Listen to Samir and Ali. Which film do they decide to see?
- 4 Now do Exercise A in the Activity Book.
- 5 Read the language box and answer the questions.

Invitations, offers and promises Grammar and Functions Reference p.93

- | | |
|--|---|
| • Would you like to come with us? | I'd love to.
I'm afraid I can't. |
| • I'll drive you if you want. | Thanks, that would be nice. |
| • Shall I read you the review? | Sure.
No thanks. |
| • I'll pick you up at 6:00, then. | Great. |

- 1 Which expression is followed by *to*?
 - 2 Which word can be used to make an offer and to make a promise?
 - 3 What do *I'll*, *I'd* and *I'm* stand for?
- 6 Now do Exercises B to D in the Activity Book.

A birthday present

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



diary bilingual dictionary
man's shirt music CD
computer game mobile phone



- 2 55 Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned?

- 3 Now do Exercise A in the Activity Book.

Amal: Mustafa's birthday is next week. Do you know what you're going to get him?

Yasmin: No, I don't, Amal. What about you, Yusif?

Yusif: Uh, I'm not sure yet. Maybe I'll get him some CDs. There's a fantastic new CD by his favourite group. Then he won't borrow mine all the time!

Amal: Oh yes! He'd like that. Maybe you should get him a diary, Yasmin. He'll need one at university next year. He's so forgetful!

Yasmin: A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.

Yusif: Well, you could get him a computer game.

Yasmin: Hmm, that's not a bad idea. He said the one you lent him last week was too easy.

Yusif: He did? That's amazing! I haven't won that game once.

Amal: What are you and Dad going to get him, Mum?

Mother: I think we'll buy him a mobile phone this year. He won't be at home as much and he'll want to stay in touch.

Yusif: Wow! He'll be thrilled! I'd like one, too. I hope you'll buy me one for my birthday.

Mother: You don't need one yet, Yusif. I'll buy you one when you go to university.

Amal: I still don't know what to get him.

Mother: He'll want some new clothes when classes start.

Amal: Mm. Not very exciting, but useful. I'll get him a new shirt.

- 4 Study the language box and find examples in the conversation.

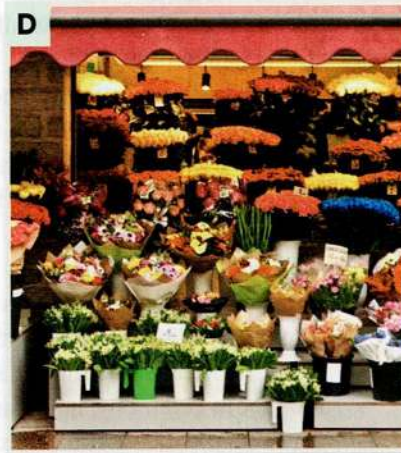
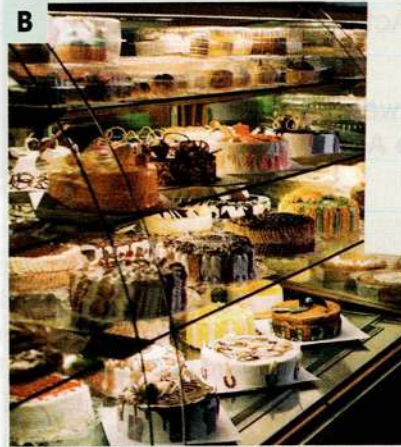
- 5 Now do Exercises B to D in the Activity Book.

Future simple

 Grammar and Functions Reference p.93

- use **will/won't** + infinitive:
 - to say what you think or hope will happen
 - to make a promise
 - to say what you have just decided to do.

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



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

E

Party Menu

- Crisps & peanuts
- ✦
- Selection of sandwiches
- ✦
- Cold chicken pieces
- ✦
- Olives & cheese
- ✦
- Chocolate cake
- ✦
- Ice cream
- ✦
- Soft drinks

2 Now do Exercise A in the Activity Book.

3 Read the language box, then do Exercises B to D in the Activity Book.

get/have + object + past participle Grammar and Functions Reference p.93

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

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

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

Wedding customs

- 1 Look at the photo. Have you ever been to a wedding? What was it like?
- 2 Now do Exercise A in the Activity Book.
- 3 Read the article, then answer the questions in Exercises B and C in the Activity Book.



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

A wedding is important to the bride and groom and also to both families. Because of

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

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

and whips. Food is also an important part of the celebration. The parents of the bride and groom invite friends and relatives for big meals. In Morocco, the bride's mother-in-law welcomes her to her new home with milk and dates.

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



- 4 Read the language box. Does the determiner come before or after the noun?


Determiners *few, some, both, all* Grammar and Functions Reference p.94

Determiners tell you more about the noun.

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

- 5 Now do Exercise D in the Activity Book.

1 Look at the photos. Which culture are they showing? What do you know about this culture?

2  **58** Listen to a conversation and complete the notes about Sean's relatives on page 86 of the Activity Book. Then read the conversation below and check your answers.

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

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

Waleed: What's that?

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

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

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

Waleed: That sounds good.

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

Waleed: Will they all be staying with you?

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

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

Sean: It's normal where I live!



3 Read the rules and find examples. Then do Exercises C to E in the Activity Book.

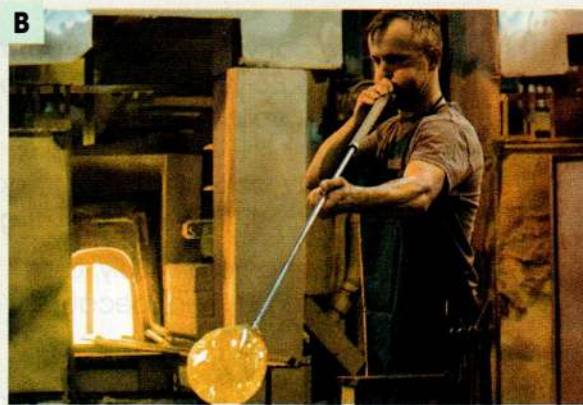
Future continuous Grammar and Functions Reference p.94

Determiners tell you more about the noun.

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

Glass-blowing – a family business

- 1 Read the extract from a guidebook about Lebanon. Then do Exercise A in the Activity Book.



embroidered table cloth




copper jug

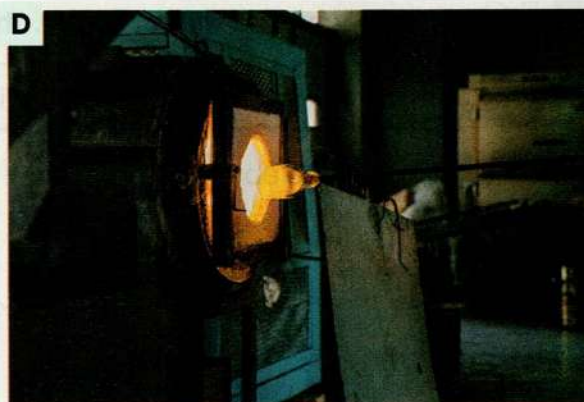
If you are travelling to Lebanon, try to see some of the **gorgeous** objects people make there. Some of the most popular crafts are embroidery, copper-engraving and glass-blowing. If you are lucky, you can visit a **workshop** and see how the objects are made.

Glass was known in the Middle East over 4,000 years ago. People used glass to make things like bowls, vases and jewellery, but the glass was thicker than the glass we know today. Then, over 2,100 years ago, Syrian **craftsmen** invented glass-blowing. They used this technique to make finer, more beautiful glass objects.

Glass-blowing has been a popular craft for centuries in Lebanon. Today it is used by some small **family businesses**. The **skills** used are passed down from father to son and the craftsmen are proud of their work. Unfortunately, it is difficult to make enough money just by blowing glass. Many craftsmen have to have other jobs, too.

- 2  59 Listen to an interview with Hadi, a glass-blower. Do you think he likes his job?

- 3 Now do Exercise B in the Activity Book.



4 Read the interview and check your answers.

Interviewer: Can you tell me what glass-blowing is?

Hadi: It's an ancient craft. You shape the glass while it's still very hot by blowing into a pipe.

Interviewer: How long have you been a glass-blower?

Hadi: Since I was about 16. My father was a glass-blower and so was his father. The skills were passed down from father to son for **generations**. When my son is old enough, I'll teach him to blow glass, too.

Interviewer: Do you work with other members of your family?

Hadi: Yes. I work with my father, my uncle and two of my brothers.

Interviewer: Do you like working with your family?

Hadi: Of course. We all get on well. And we all want to do the best we can because we're proud of our work.

Interviewer: Do you have other **siblings**?


Hadi: Yes. Unfortunately, my third brother didn't want to join the family business. He wanted a job that paid better, so he went to the city. I'm afraid that one day no one will remember how to blow glass.

Interviewer: Is it difficult?


Hadi: A bit. It takes a lot of practice. And it's **exhausting** because of the heat. The ovens can get up to 1,400 degrees.

Interviewer: Do you need special tools?

Hadi: It depends on what you want to make. You can use pliers to shape the glass. But the most important tool is the rod you blow into.

5  Discuss the meaning of the words in bold on these pages with a partner. Check your ideas in a dictionary.

Special events

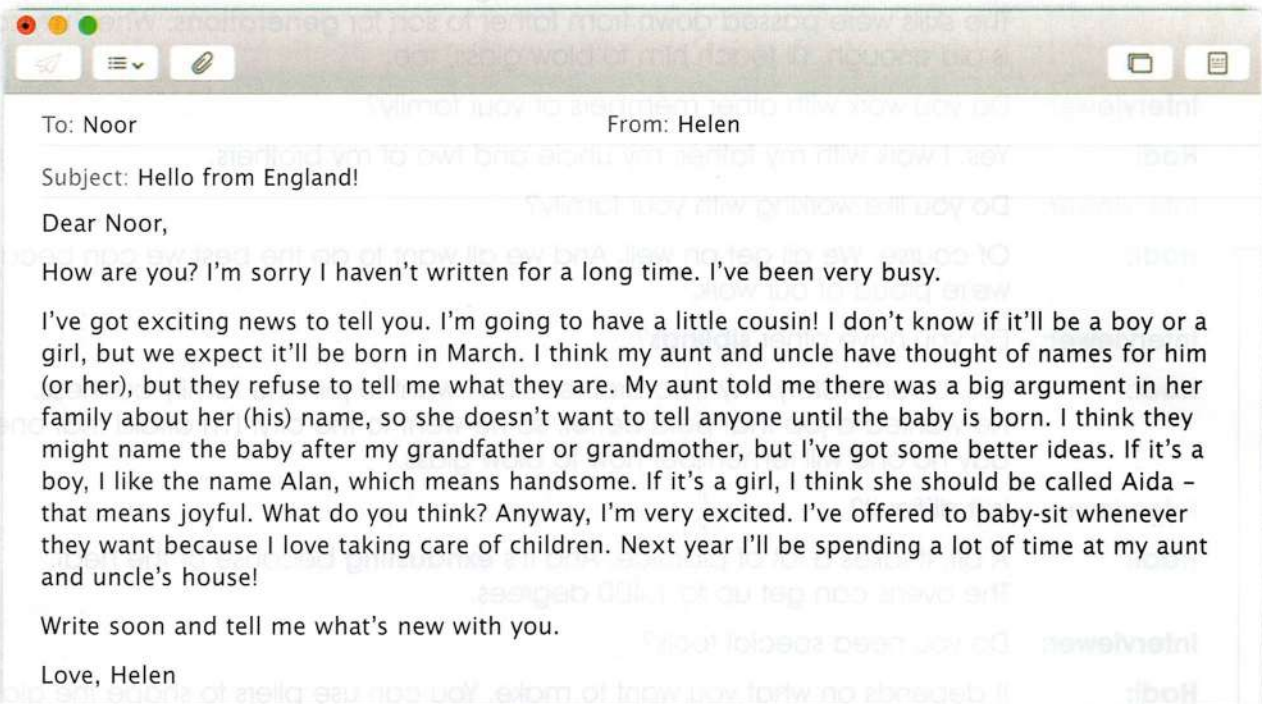
1  Match each card with an event. Then discuss these questions:

- a** birth announcement **b** birthday invitation **c** New Year card **d** wedding invitation

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



2 Read the email and answer the questions in Exercise A in the Activity Book.

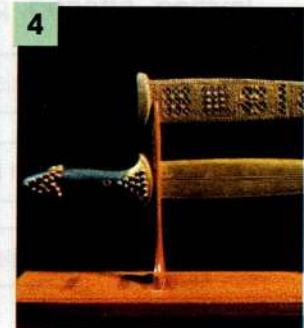
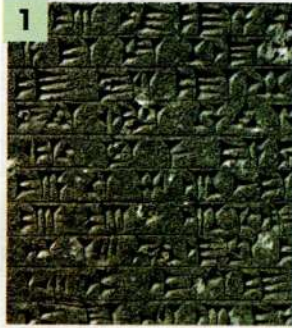


3 Read the examples in the language box, then do Exercises B and C in the Activity Book.

Verb + to + infinitive Grammar and Functions Reference p.94

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

- 1** Look at the photos. Have you been to these places and seen these things? Now read the text and find the words for the places and things in the photos.




The history of Iraq is the history of all humanity.

By Raziq Gharib

- A** Last week we went on a school trip to the National Museum of Iraq. It is a very nice building, and you feel calm there. A lot of artefacts and relics were first collected in a government building in Baghdad in 1922. In 1966, the Iraqi government moved the collection into the new two-storey museum building in Al-Salihiya, in Al-Karkh in Baghdad. This building is the National Museum of Iraq.
- B** We arrived at the museum at ten o'clock. When we went inside, a museum guide gave us some worksheets with information about things in the museum and questions to answer. We divided into groups of four. I was with Mazin, Osama and Jalal.
- C** We stayed first on the ground floor and went to the Assyrian and Babylonian galleries. We wanted to look at the Mesopotamian cuneiform texts, which date back to 1500 BC. We also looked at the Assyrian sculpture of the winged bull, Lamassu, with its five legs. Then we looked at the fine pieces of Assyrian jewellery that were found in the royal tombs at Namrud. My friend Mazin took brilliant photos in the Sumerian and Akkadian galleries. We also wandered in the ivory gallery, where we saw some furnishings decorated with ivory, gold and precious stones.
- D** Once we had visited all the galleries and answered all the questions on our worksheets, we went to the cafeteria on the ground floor. Then we went to the gift shop. I bought a postcard and Jalal bought a beautiful cup with a golden pattern on it.
- E** We had a fantastic time at the museum, and we learnt a lot about many civilizations in Iraq. I want to come again soon to study the beautiful jewellery because one day I want to be a jewellery designer.

- 2** Now do Exercises A to C in the Activity Book.



 Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.

Inviting, offering, promising and responding



Would you like to go to the cinema with us?

I'd love to./I'm afraid I can't.

Shall I go to the supermarket with you?

Thanks, that would be nice.

I'll take you home after the party.

Great!



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



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

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



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

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



I'll **have the house cleaned** for the party.

Using determiners to give information about a noun



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



Few people went to see that film.

Using verbs that are followed by the infinitive




I promise **to call** tomorrow.

UNIT 6

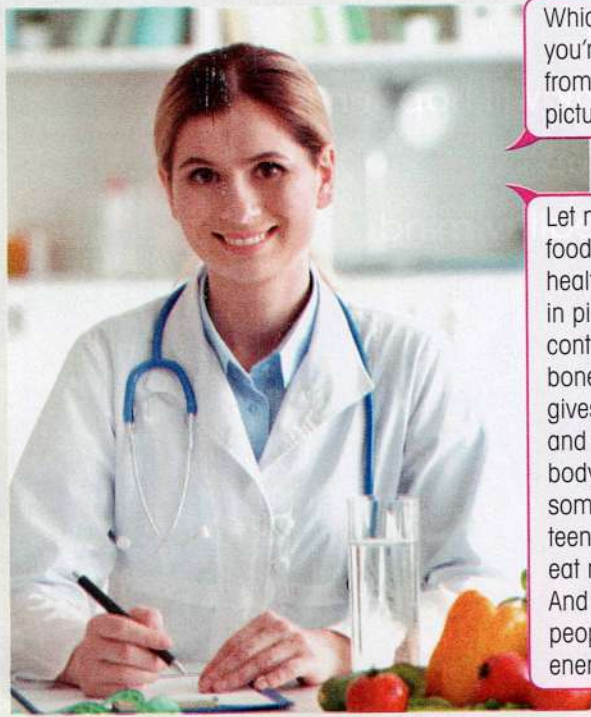
- A healthy lunch
- Have a good night!
- How do you feel?
- A check-up
- At the chemist's
- Take my advice!
- What do you think will happen?
- The FIFA World Cup
- Healthy body, healthy mind!

A healthy lunch

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




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




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

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

3 Guess what Wijdan will talk about next.  61 Then listen and check.

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

4 Now do Exercises A to C in the Activity Book.

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

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

A GOOD NIGHT'S SLEEP

Do you think sleep is a waste of time? Do you like to stay up late to do homework, talk with friends, or play computer games? We asked Dr Ibrahim Ansari, a sleep expert, if sleep was really important for teenagers.

The need for sleep

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

sleep, too.' Dr Ansari told us that many of the teenagers he saw got bad marks because they were often tired.

Different stages of sleep

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

body is relaxed, but your eyes move.'

Cures for sleeplessness

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

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





2 Read the article again and answer the questions in Exercise A in the Activity Book.

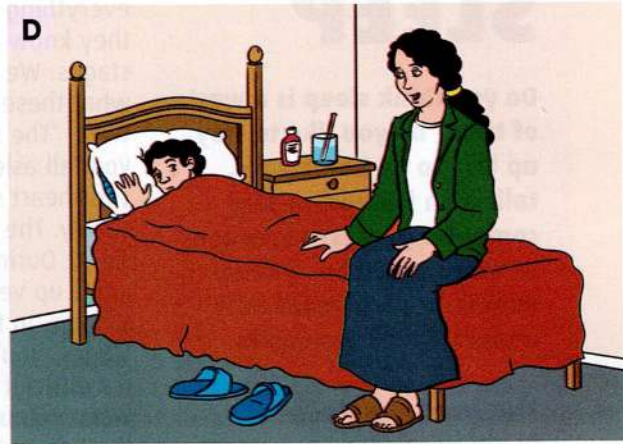
3 Read the language box and find examples in the article. Then do Exercises B to D in the Activity Book.

Reported speech Grammar and Functions Reference p.95

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

How do you feel?

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



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

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

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

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

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

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

Jane: What happened to you?

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

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

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

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

Sally: A few more days.

Khalid: Ouch!

Ibrahim: Are you all right?

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

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

Khalid: Yes, I think so.

Ibrahim: What happened?

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

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

Khalid: No thanks. I can manage.

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

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

John: Does it hurt?

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

John: Didn't you use sun cream?

Tim: No, I forgot.

3 Now do Exercises A and B in the Activity Book.

4 Match the advice with the people in the pictures (A–D) in Exercise 1. Two don't match.

1

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

2

You ought to take an umbrella.

3

You shouldn't eat much chocolate.

4

You could take some aspirin. It might help.

5

You shouldn't walk on it.

6

You could try using after-sun cream.

Modal verb + infinitive

Grammar and Functions Reference p.95

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

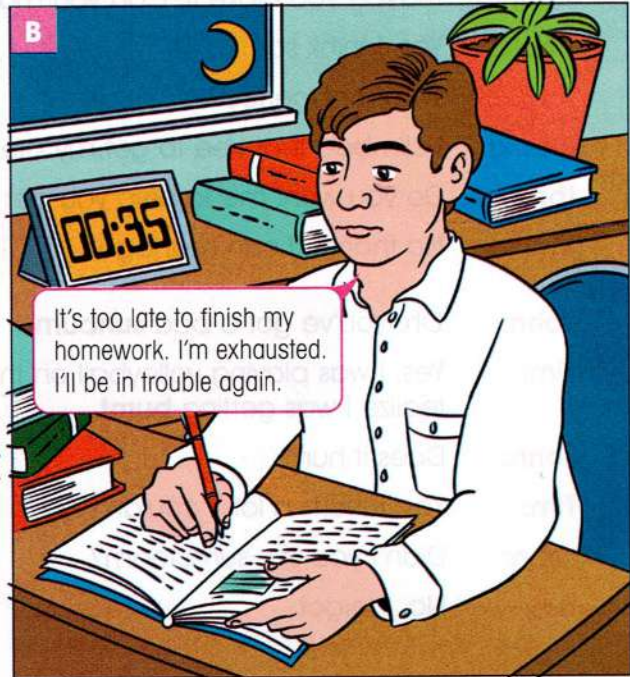
5 Look at the advice on this page. Which modal verb is not as strong as the others?

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

He should ...

He ought to ...

He shouldn't ...



2 64 Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?

3 Now do Exercises A and B in the Activity Book.

1 **AB** Match the pictures with the words below.



A a sunburn

B a cough

C a sore throat

D a headache

E a cut

F a sprain

G a fever

2 **66 AB** Listen to some people at the chemist's and answer these questions:

- Who ...
- should see a doctor?
 - is buying something for a child?
 - needs advice?
 - doesn't get what she wants?
 - has had an accident?



Noura



Layla



Sultan





Adnan



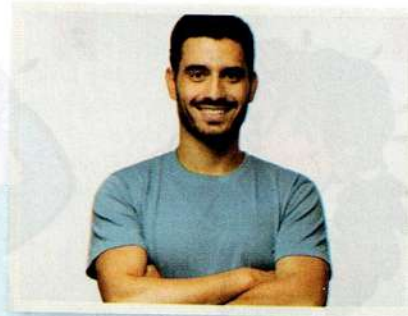
Yassir

3 Now do Exercises A and B in the Activity Book.

Take my advice!

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

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



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

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

The second thing I want to talk about is sports injuries. These can be extremely painful and difficult to cure. Of course, accidents can always happen and people will get injured in any sport, but lots of injuries need never happen. They happen because people are careless and don't follow proper safety procedures. If you want to avoid injuries, you'll take my advice.

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

3 Read the language box. Then do Exercises A to C in the Activity Book.

Affixes: prefixes and suffixes Grammar and Functions Reference p.96

- Affixes are letters that are added to words to make new words. Prefixes go at the beginning of the word, e.g., *impatient*, *dehydrated*. Suffixes go at the end, e.g., *careless*, *painful*.

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

WORLD'S OLDEST PERSON DIES AT 130

No cases of heart disease found this year

Amazing new marathon world record!

CLEAN DRINKING WATER FOR EVERYONE

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



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

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



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



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




3 Read the language box. Find other examples on the page.

Talking about possible events: *may/might* + infinitive Grammar and Functions Reference p.96

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

4 Now do Exercises A to D in the Activity Book.

- 1  Read the article about the World Cup. What did you learn about the event? Which piece of information was the most interesting for you? Tell a partner.

The biggest football event in the world

The FIFA World Cup is the most popular single sport event in the world: around 3.5 billion people (nearly half the world's population) gather every four years to watch the games. Here's why the competition is so popular.

How it started

The first World Cup took place in 1930 in Uruguay, and has happened every four years, except in 1942 and 1946 because of the Second World War. Uruguay was also the first World Cup champion, playing at home. They defeated Argentina 4-2 in front of 93,000 supporters in Montevideo.

Where it is played and who won it

The World Cup is played in a different country each time. Seventeen countries have hosted the World Cup so far, the last host being Qatar in 2022 – the first time a World Cup was in an Arab country. The World Cup in Qatar was also the first time the tournament took place in winter (to avoid the country's high summer temperatures).

In 2026, the hosts will be the United States, Canada and Mexico. It's the first time the tournament will be held in three countries at the same time. Mexico will also become the only country to have hosted games in three World Cups (it was the host in 1970 and 1986).

The most successful countries are Germany, Italy, Argentina, France, Uruguay and Brazil (Brazil is also the only team that has played in all tournaments so far).

The format

In the current format, 32 teams are divided into eight groups of four teams. The top two teams from each group go to the next stage. The last 16 countries then play each other in knock-out games. If the game ends in a draw, there is extra time and then a penalty shoot-out.

From the 2026 World Cup, however, there will be 48 teams in the competition, divided into 16 groups of three countries.

Interesting facts

The history of the World Cup is full of curious pieces of information. Did you know, for example, that the Al Janoub stadium was designed by Iraqi architect Zaha Hadid? That Russia had the longest distance between matches (2,414 kilometres) and Qatar had the shortest – all matches were played within an area of 74 kilometres? Or that the 2022 World Cup was the first to use a smart football which uses sensors to track the position of the ball on the pitch and help the referees make decisions?



- 2 Now do Exercises A to C in the Activity Book.

1 Read the webpage. Have you been to a National Fitness Day event? What would you like to do at this event?

Come and join us to celebrate
National Fitness Day!

We'll offer activities for all ages and levels of fitness (and all free!), including:

- 5-a-side football tournament
- Yoga and meditation sessions
- Healthy cooking lessons
- Outdoor run (5k, 10k and 20k)

Come to Florence Park on 21/09 from 9 a.m. with your whole family!

2 68 Listen to two friends, Amira and Salah, talking about this event. What is each person going to do there? Then do exercises A to C in the Activity Book.



Here are some of the things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

Reporting what somebody said



Yes, you can go to the match.

My father said I could go to the match.



Will you go to the chemist's please?

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



Asking for, giving and responding to advice

Do you think I should start a new sport?

Yes, you should.

What do you think I should do to get fit?

You could go to a gym.

That's a good idea.

And you shouldn't eat so many sweets.

I know. I'll try.



Using words with prefixes and suffixes

This problem is **im**possible to do.

The chemist gave me some **help**ful advice.



Talking about possible events in the future

I **may** go to the swimming pool this afternoon.

We **might not** see her later.



Using punctuation to make your writing clear

What sports do you like?

I like football, basketball, swimming and tennis.



UNIT 7

- Meet the scientists
- Winds
- A weather forecast
- Restoring the Garden of Eden
- From the Earth to the refinery
- Online shopping
- A presentation
- The International Space Station
- A science report

Meet the scientists

- 1 **AB** Match the texts and the pictures. Work out what the names of these jobs mean. Then do Exercise A in the Activity Book.



meteorologist



geologist



aerospace engineer



marine biologist



forester

- A** I study plants and animals that live in the sea. Sometimes I work in a laboratory, but today I'm working on the beach. I have a test tube to collect water samples in. I use these samples to see if the water is too polluted for fish and plant life. It is important to protect our oceans because fish is an important source of food in many countries. It is also important for people who don't eat fish. Some fish and marine plants may help us find cures for diseases like cancer one day.
- B** If you watch the weather forecast on TV, you probably know why my job is important. I can help you decide what to wear, or tell you if it is a good time to go to the beach. Sometimes the information I give people about the weather can save lives. Pilots need to know what the weather will be in order to fly their planes safely. Some parts of the world have severe storms. The people need to know when they are coming so that they can be prepared. I use different tools to help me predict the weather. This is a radar map. It shows where it is raining.
- C** I study the Earth. How does that help you every day? I work for a petroleum company. I help the company find petroleum in the Earth. We use petroleum to make different products such as petrol to drive your car, glasses to help you see better and even ink for the pens you write with. In fact, it is almost impossible to live today without using some products made from petroleum.
- D** My job is to help satellites get information from space and send it back to Earth. You may not know it, but things you use every day use satellite technology. Satellites can help you get television programmes from far away on your TV screen. They can also take pictures of the Earth and give us information about the weather or about pollution in the atmosphere.
- E** Forests are an important part of our world because they are home to thousands of plants and animals. Many of these plants release oxygen that we need in order to breathe. Some plants are important because we use them to make medicines. My job is to study forests in different parts of the world and see what we need to do to protect them for future generations.

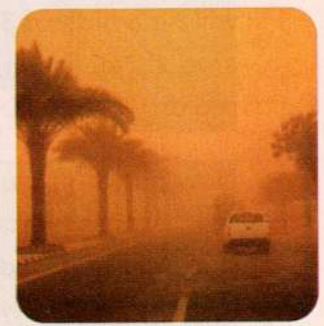
- 2 How do these scientists help us? Discuss this question in groups. Then read what the scientists say and find out.

- 3 Now do Exercises B and C in the Activity Book.

1 Look at the pictures and the title. What do you think the article is about?

SCIENCE TODAY

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



- 2** Now do Exercises A and B in the Activity Book.
- 3** Read the language box and find more examples. Then do Exercises C to E in the Activity Book.

Zero conditional Grammar and Functions Reference p.96

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

<i>If clause</i>	<i>main clause</i>
If the air is warm, it expands and rises.	

A weather forecast

- 1 Read the weather forecast to check your answers to Exercises A and B in the Activity Book.

And now for our international weather forecast. Let's start with the Middle East. In Iraq, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in Iraq, you may have high winds on Wednesday. In other parts of the region ...

Now on to Africa. If you are in Egypt, you will be very hot on Wednesday. The highest temperature will be 40 degrees, and the lowest will be 30. The skies will be cloudy, but there is no chance of rain. Algeria will also have cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be cool, with a high of 23 degrees and a low of 13 degrees. Skies will be cloudy. If this stormy weather over the Atlantic continues to move, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...



Finally, there is a hurricane warning for the southeast of the United States. If you live in that area, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more.

- 2 Read the language box and find examples in the text.

First conditional Grammar and Functions Reference p.96

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

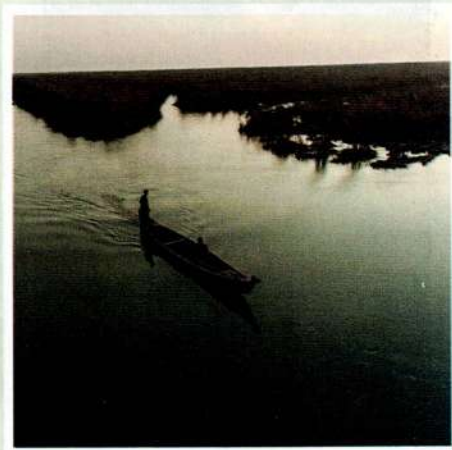
<i>If clause</i>	<i>main clause</i>
Present simple	will/may + infinitive
If you study hard,	you will pass the test.

- 3 Now do Exercises C to E in the Activity Book.

- 1 Look at the picture. What kind of place do you think this is? Read the article quickly and find out. Then do Exercise A in the Activity Book.

Restoring the Garden of Eden

The Al-Hammaar Marshes, known as the Garden of Eden, are one of the largest and most important wetlands in the world. They have a wide range of plants and animals and are a stopping point for migrating birds. The Marshes are also home to more than half a million people called Marsh Arabs, who are probably the descendants of the Sumerians. The Al-Hammaar Marshes used to cover an area of up to 4,500 km² during periods of floods, but the actual size varies according to the amount of rain that falls. However, they were dried out in the 1990s and a huge area was destroyed, which definitely had a very negative impact on the environment and the community living there. Now, in a project called 'Restoring the Garden of Eden in the south of Iraq', a group of experts are working hard to restore the damaged environment, and this is encouraging the animals and birds of the Marshes to return. The project also aims to improve the life of the people who live there. The Marsh Arabs are very generous and friendly, but they don't have suitable health care, education and drinking water. They live on fishing, shooting birds, raising buffaloes and growing rice. A few families breed cows and sheep. Buffaloes provide milk, butter, cheese and yoghurt. They live in reed houses built on the waterside or on artificial islands of reeds, papyrus and mud, and use a canoe called *mashhoof* to go from one house to another. Restoring the marshes is not only important for the environment and the local people. There are also many marsh plants that have not been studied yet, and they will perhaps be made into medicines in the future.



- 2 Now do Exercises B and C in the Activity Book.

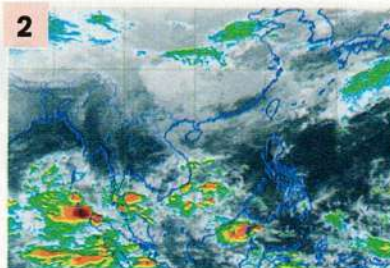
Adverbs of certainty Grammar and Functions Reference p.97

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

From the Earth to the refinery

- 1 **AB** Match the pictures and the words. What are they for? Read the text and check your ideas. Then do Exercise A in the Activity Book.

derrick petrol station pipeline radar map refinery rock samples



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

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

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

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

- 2 Read the language box. Then do Exercises B to E in the Activity Book.

The passive

Grammar and Functions Reference p.97

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

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



Online shopping

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

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

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


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

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

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

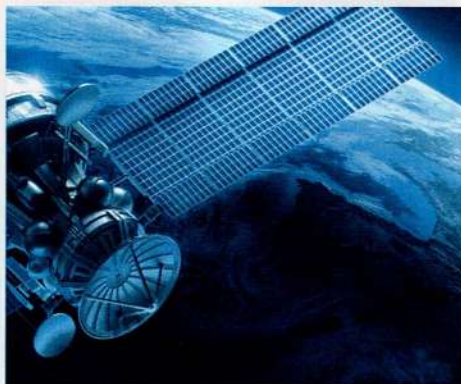
- 2** Now do Exercises A to E in the Activity Book.

A presentation

1  Read Jaber's presentation and put the paragraphs in order.

  Then listen and check your answers.

A Right. Now, let me tell you what a satellite is, first of all. A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. Take a look at this picture. This is an example of a man-made satellite. They are launched into the sky by a rocket or the space shuttle. Satellites are usually made of metal or fibreglass, and most of them have solar panels, which get energy from the sun. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies, from hundreds to tens of thousands of kilometres.



B Now I'll talk about what satellites are used for. You may know that they *transmit* television programmes and give meteorologists information about the weather. But do you know that satellites also take pictures from the sky that are used to make maps? Also, without satellites, cars and mobile phones wouldn't have a global positioning system, or 'GPS'. So next time you watch your favourite TV programme, plan to go for a picnic on a sunny day or use your phone to find someone's house, remember that it is all thanks to a satellite! Now, do you have any questions?



C My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about man-made satellites. Finally, I'll talk about some of the different things these satellites are used for. If you have any questions, you can ask them at the end of my presentation.

2 Now do Exercises A to F in the Activity Book.

1 Read a presentation about the International Space Station (ISS). Match the phrases (A–F) with the gaps (1–6). **74** Listen and check.

- | | |
|--|--|
| A Moving on to | D First of all,/Then,/Finally, |
| B To sum up, | E Thank you for listening. |
| C The topic of my presentation today is | F As you can see from this table, |

1 _____ the International Space Station, or ISS. **2** _____ I'll explain what the ISS is. _____ I'll talk a bit about the history of the station. _____ I'll tell you why the station is important. You can ask any questions at the end.

So, basically / the ISS is a large spacecraft, / going round our planet about 400 kilometres above us, / where astronauts live, / work / and study. / The whole space station / is about the size of a football pitch, / but the part where the astronauts live / is like a big house really. It has five bedrooms, / two bathrooms / and a gym. / There are also labs from the US, / Russia, / Japan and Europe. /

3 _____ its history, the International Space Station took ten years and more than 30 missions to put together. The first modules were sent to orbit in 1998, and two years later, it received its first astronauts. **4** _____ the ISS has been the home of more than 250 astronauts from 20 different countries, most of them American and Russian.

Now, many people ask why we need a space station. The scientists at the space station study many things, including what happens to people in space. They also learn about how to keep a spacecraft working for a long time. Space agencies are planning to go deeper in space in the future, and the lessons learnt at the ISS will be an important step for that.

5 _____ I said that the ISS is like a big house for astronauts from many countries. It took ten years to build, and is now going round the planet. The astronauts there are learning important things about living in space.

6 _____. Do you have any questions?

2 Match the phrases (A–F) from Exercise 1 with the purposes below.

Which phrase ...

- | | |
|---|---|
| 1 gives the order of the topics in the presentation? | 2 reviews what the person said? |
| 3 refers to a slide? | 4 starts a new topic? |
| 5 ends the presentation? | 6 introduces what the person is talking about? |

3 **75** Listen again to the second paragraph. Notice how the speaker pauses where there is a slash (/).

4 Now do Exercises A to F in the Activity Book.

- 1 Read the report and find the missing sentences in Exercise A in the Activity Book.

The hawksbill sea turtle

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



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

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

- 2 Now do Exercise B in the Activity Book.

- 3 Read the language box. How is *however* different from *but* and *although*?

Contrasting information Grammar and Functions Reference p.97

- Use *however*, *although* and *but* to introduce contrasting or surprising information.
Hunting for them is illegal. **However**, they are still endangered.
Hunting for them is illegal. They are still endangered, **however**.
These turtles are rare, **but** there are things we can do to help them survive.
Although the turtles spend most of their time in the water, females come out to lay their eggs.

- 4 Now do Exercises C to E in the Activity Book.



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

Using the zero conditional to talk about things that are always true

- If there **isn't** enough rain, plants **die**.

Using the first conditional and *will* or *may* to express degrees of possibility in the future

- I **will** write a report about the Arabian Sea if I **find** the information I need.
- If you live in the south, you **may want** to check the forecast tomorrow.

Using the passive

- Shopping **is done** online these days.
- The Garden of Eden **is being restored**.
- Petroleum **was formed** millions of years ago.
- Sea turtles **have been protected** since the 1970s.
- Many more rainforest plants **will be studied** in the future.

Talking about certainty and uncertainty

- I'll **definitely** bring some sun cream.
- I'll **probably** go to the beach tomorrow.
- **Perhaps** you should listen to the weather forecast.

Using formal vocabulary in reports

- Scientists ^{observed} ~~saw~~ the turtles laying their eggs on the beach.

Using words to link contrasting ideas

- I stayed up late, **but** I couldn't finish my homework.
- **Although** the desktop computer is cheaper, I want to buy a laptop.
- It will be sunny in most of the UK. **However**, it may rain in London.





UNIT 8

- GPS receivers
- Keeping fit in space
- What's the job for you?
- Would you like to go out?

- 1 Read this text and find out how a GPS receiver works. Then do Exercises A and B in the Activity Book.

How a GPS receiver works

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

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

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

Once the receiver knows its distance from the satellites, it is able to find its position on Earth. When its position has been calculated, it is matched to a map the receiver has in its memory. Then you can look at the map and see exactly where you are.

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



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

- 1 What problems do you think astronauts have staying fit in space? How do they stay healthy?
- 2 Read the interview and check your ideas. Then do Exercises B and C in the Activity Book.

Our guest on today's programme is an astronaut. He's going to tell us what astronauts do to keep fit. First of all, could you tell us why it's important for an astronaut to keep fit?

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

Why is that?

Because in space, there's no gravity, so moving takes very little effort. Although we don't need to be strong in space, we need to stay healthy. When we don't experience gravity, we don't need to use many of the muscles we use every day on Earth just to stand up and walk. Astronauts can lose up to 20% of their strength on a mission in space. This becomes a problem when we return to Earth. Another problem is with our bones. On Earth, activities like walking, running and climbing stairs help keep our bones healthy. But because there's no gravity in space, our bones can get weaker through lack of exercise. As a result, our arms or legs can be broken more easily, and it takes longer for us to get better.

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

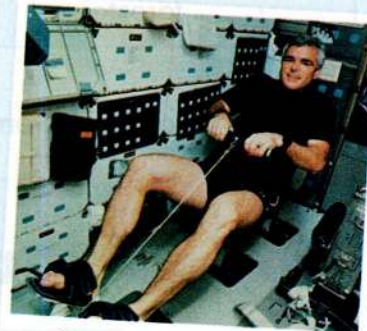
Yes, we prevent this with exercise and a healthy diet. Astronauts on the International Space Station spend two-and-a-half hours exercising every day. Since there's no gravity, we can't do many of the exercises we do on Earth, like lifting weights. And there's no place to walk or run. So we use special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

What about your diet?

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

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

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



Using a rowing machine



Monitored on a treadmill



Eating in space




Fast asleep!

What's the job for you?

- 1 Are you wondering what's the right job for you? Here are some jobs you may not have thought of.

aerospace engineer chemist dentist
forester ~~marine biologist~~ meteorologist

- 2  Now match a job from the box with the interests in the columns below.

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



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



... you might like to be a
marine biologist.

A

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

B

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

C

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

D

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

E


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

F

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

- 3 Use the magazine quiz to find out what job would suit you.

- 4 Now do Exercises A to C in the Activity Book.

- 1** Read these questions. Where is Yousif going ... with Rashid? ... with Kamal?
 **78** Now close your books and listen to two conversations to answer the questions.
 Then do Exercise A in the Activity Book.

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

Rashid: I was studying for my Physics exam.

Yousif: When was it?

Rashid: Yesterday. I think I did really well.

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

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

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

Rashid: Thanks, that'd be nice.

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

Rashid: Great!



Kamal: Hello. Kamal here.

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

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

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

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

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

Kamal: There's a comedy showing at 6:00. My brother saw it and said it was incredibly funny.


Yousif: That sounds great.

Kamal: OK. Shall I pick you up?

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

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

Yousif: Fine. Bye.

- 2**  Work with two partners. Practise the conversations. Then do Exercise B in the Activity Book.

UNIT 1

Present simple (page 6)

Form

Regular verbs

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

Question

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

To be

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

Question

Am	I
Are	you?
Are	we/you/they?

Use

Use the present simple to talk about facts and habits.

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

Present continuous (page 8)

Form

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

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

Question

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

Use

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


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

Use the present continuous to talk about changing situations.

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

Use the present continuous to talk about planned future events.

- *We are having dinner with my uncle at 8:00.*
- *What are you doing at the weekend?*

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

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

Indirect questions (page 11)

Form

Indirect questions start with a polite phrase.

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

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

Direct question:

- *How much does it cost?*

Indirect question:

- *Can you tell me how much it costs?*

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

Direct question:

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

Indirect question:

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

Use

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

UNIT 2

Comparing people and things

(page 19)

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

- *Geography is as interesting as Physics.*

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

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

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

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

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

- *Neither Hamad nor Rashid likes Physics. (Hamad doesn't like Physics and Rashid doesn't like Physics.)*

Past simple (page 24)

Form

Regular verbs

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

Question

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

To be

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

Question

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

 Some verbs have irregular past simple forms:

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

See page 98 for more irregular verbs.

Use

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

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

Past continuous (page 24)

Form

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

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

Question

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

Use

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

- What were you doing at 7:00?

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

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

Past perfect simple (page 25)

Form

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

Regular verbs

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

Question

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

 Some verbs have irregular past participle forms:

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

See page 98 for more irregular past participles.

Use

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

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

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

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

Past perfect continuous (page 25)

Form

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

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

Question

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

Use

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

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

UNIT 3

Present perfect simple (page 31)

Form

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

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

Question

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

Use

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


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

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

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

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

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

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

- *We came back from our holiday yesterday.*

Ever/never (page 31)

Use

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

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

Form

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

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

Yet (page 31)

Use

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

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

Form

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

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

Already (page 31)

Use

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

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

Form

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

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

Articles (page 32)

Indefinite article *a/an*

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

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

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

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

Definite article *the*

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

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

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

- *the United Arab Emirates*
- *the United States*

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

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

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

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

Prepositions *at, on, in*

Use *at* with times.

- *I get up at 7:00.*

Use *at* in some fixed expressions.

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

Use *on* with days of the week

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

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

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

Use *at* with night.

- *There is a sound and light show at night.*

Use *in* with some fixed expressions.

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

Present perfect continuous (page 38)

Form

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

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

Question

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

Use

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

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

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

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

UNIT 5

Invitations, offers and promises

(page 49)

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

- *Would you like to come?*

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

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

Use *will* + infinitive to make promises.

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

Future simple (page 50)

Form

Make the future simple with *will* + infinitive.

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

Question

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

Use

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

- *Our team will win the match.*

Use the future simple to make a promise.

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

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

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

Get/Have something done (page 51)

Form

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

Use

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

- *I am having the windows washed this afternoon.*
(I am paying someone to wash the windows for me.)
- *He had his bicycle stolen yesterday.*
(A thief stole his bicycle.)

- *They got the mobile phone fixed at the shop.*
(Someone at the shop fixed the mobile phone for them.)
- *The students got their report cards signed by their parents.*
(The parents signed the report cards for their children.)

Determiners (page 52)

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

Compare

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

Future continuous (page 53)

Form

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

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

Question

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

Use

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

- *At six o'clock, I will be eating dinner. Can you call me at seven?*

- *A lot of people will be coming to Mosul next week for the festival.*

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

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

Verb + to + infinitive (page 56)

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

refuse	agree	offer	want	decide
promise	learn	remember	forget	

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

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

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

UNIT 6

Reported speech (page 61)

Use

Use reported speech to tell another person what somebody said.

Form

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

Reported statements

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

⚠ 'that' can be left out.

Change the tense of some, but not all verbs:

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

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

Change the pronouns.

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

Reported questions

They become statements when they are reported.

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

Use *if* in yes/no questions.

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

Modal verb + infinitive (page 63)

Form

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

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

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

Question

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

Use

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

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

Use *should* to ask for advice.

- *Should I bring my umbrella?*

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

tabbas3rd

Affixes: Prefixes and suffixes

(page 66)

Form

Prefixes are added to the beginning of words.

- *impatient*

Suffixes are added to the end of words.

- *painful*

Use

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

Here are some common prefixes:

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

Here are some common suffixes:

	meaning	example
~less	without	worthless
~ful	full of	joyful

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

May and might (page 67)

Form

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


Question

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

Use

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

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

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

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

UNIT 7

Zero conditional (page 73)

Form

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

if clause	main clause
<i>If</i> + present simple,	present simple

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

Use

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

First conditional (page 74)

Form

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

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

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

Use

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

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

Adverbs of certainty (page 75)

Perhaps

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

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

Probably

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

- *He is probably very tired from all that walking.*
- *We will probably visit the marshes when we are in the south of Iraq.*
- *Layla probably learnt a lot on her trip.*

Definitely

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

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

The passive (page 76)

Form

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

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

Use

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

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

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

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

Contrasting information with *however, although and but* (page 80)

Use

Use *however, although* and *but* to introduce or link contrasting or surprising information. Put *however* at the beginning or the end of a sentence that contrasts with the sentence before it.

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

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

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

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

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

Phonemic alphabet

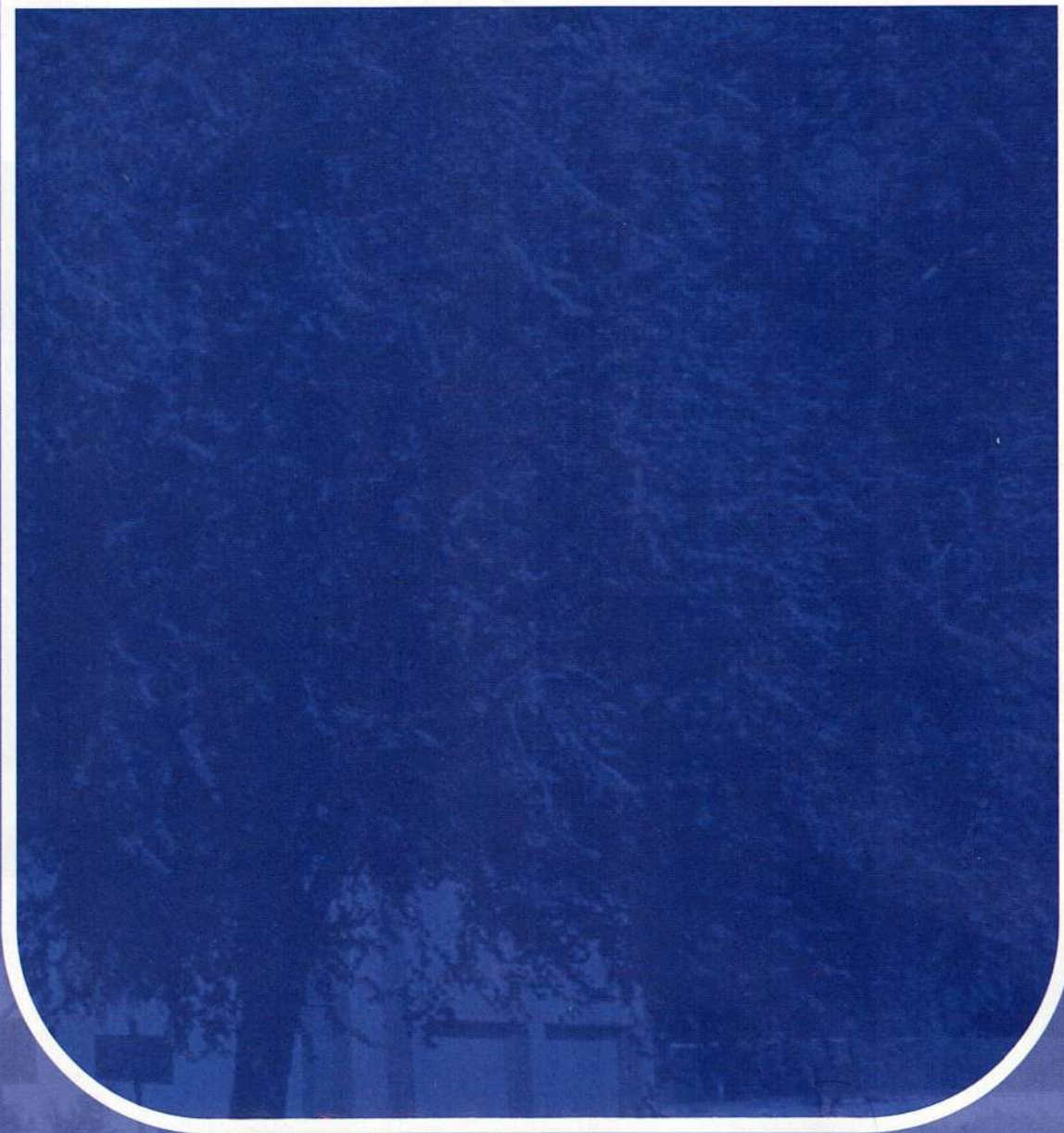
Vowels	
i:	be
ɪ	fish
e	ten
æ	cat
a:	hard
ɒ	hot
ɔ:	horse
ʊ	put
u:	shoe
ʌ	cup
ɜ:	bird
ə	about
eɪ	train
əʊ	go
aɪ	time
aʊ	now
ɔɪ	toy
ɪə	hear
eə	chair
ʊə	tourist

Consonants	
p	p <u>en</u>
b	b <u>ad</u>
t	t <u>ake</u>
d	d <u>og</u>
k	k <u>an</u>
g	g <u>irl</u>
tʃ	t <u>ch</u> ip
dʒ	d <u>g</u> juice
f	f <u>oo</u> t
v	v <u>is</u> it
θ	th <u>in</u>
ð	th <u>e</u>
s	s <u>o</u> ftware
z	z <u>oo</u>
ʃ	sh <u>e</u>
ʒ	te <u>l</u> evision
h	h <u>o</u> t
m	m <u>a</u> n
n	n <u>o</u>
ŋ	th <u>ing</u>
l	l <u>e</u> g
r	r <u>u</u> n
j	y <u>ou</u>
w	w <u>a</u> ter

Some irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
bring	brought	brought
buy	bought	bought
come	came	come
do	did	done
eat	eat	eaten
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
speak	spoke	spoken
swim	swam	swum
take	took	taken
think	thought	thought
write	wrote	written

Literature Focus



Treasure Island

A Scale of 3 English Miles.

1 Match the headings below with the texts.

- A The story
- B Importance of the book
- C About the author

1 Born in 1850 in Edinburgh, Scotland, Robert Louis Stevenson suffered from severe bronchitis* for most of his life. This did not stop him from travelling the world while publishing his novels. He started writing at a young age but began his career by writing travel books around the same time he moved to California with his wife Frances in 1879. *The Scottish writer was ranked* the 26th most-translated-author in the world, and his works have been adapted to film hundreds of times. He became involved with politics in his late life, but unfortunately passed away* in 1894 in Samoa, where he was living at the time.*

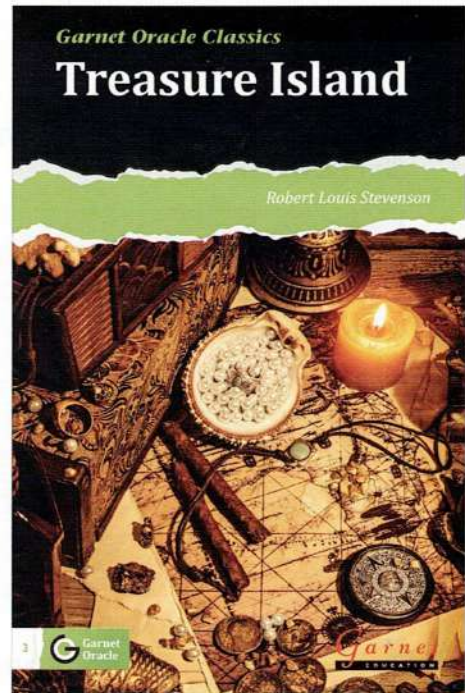


*Treasure Island
Aug 1750. E. S.*

*Given by above J. F. & M. W. Bone's Master of ye Ship
Savannah this twenty July 1754 W. B.*

*Facsimile of Chart, latitude and
longitude struck out by A. Hawkins*

2 *Treasure Island* was originally a series in a children's magazine called *Young Folks* from 1881 to 1882. Stevenson's illness forced him to interrupt the series briefly, but it became extremely popular, leading to its official publication in 1883 as a novel. From wooden* legs to talking parrots and X marking the spot, *Treasure Island* is responsible for how we see pirates today in popular media. Most of Stevenson's original documents were sold, including original drafts* for *Treasure Island*, when it was previously known as *The Mutiny of the Hispaniola*. However, the final product is available to the public, being republished by many publishing houses and adapted to film 50 times (including a futuristic version by Disney, *Treasure Planet*).



3 Young Jim Hawkins' life is forever changed by the visit of a mysterious old seaman called Billy Bones at his father's inn. Before being killed by pirates, Billy Bones gives Jim a chest that belonged to the infamous* pirate Captain Flint, along with a warning to watch for a one-legged man. Inside, Jim finds a map to an island, with multiple red Xs on it. Jim then sets sail with his friends Dr Livesey and John Trelawney on the *Hispaniola*, in search for the captain's lost treasure. Jim forms an unlikely friendship with the ship's one-legged cook, Long John Silver. This soon leads to trouble when he finds out that John Silver, along with many members of the *Hispaniola*, was part of evil Captain Flint's crew on board his ship, *The Walrus*, and that they were planning to take over the ship and steal the map.

Glossary

bronchitis (n): a lung infection

drafts (n): the first few copies of something before the final version

infamous (adj): well-known for something bad

passed away (v): died

ranked (adj): to give someone a place in a grading system

wooden (adj): made of wood

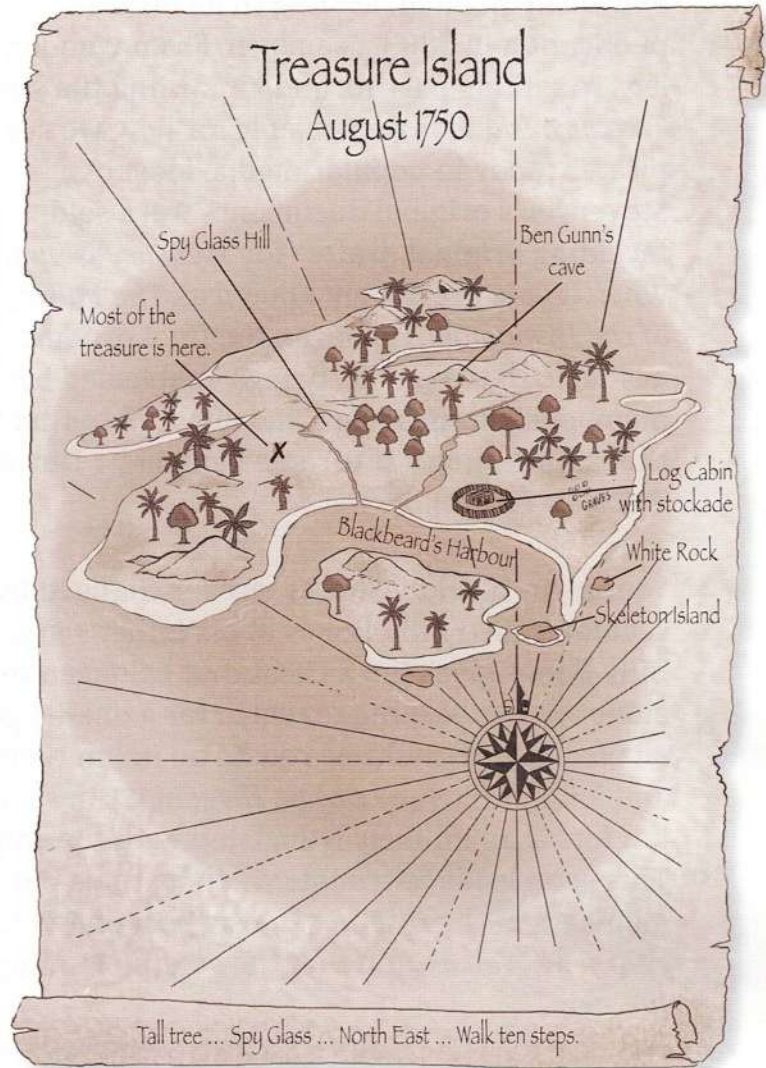
2 What do you think might happen in the story?


Section 1

- 1 Read *The story so far* box and look at the picture. What do you think is going to happen to Jim Hawkins?

The story so far ...

A man staying in young Jim Hawkins' father's inn was a pirate. But not just any pirate; part of the evil Captain Flint's crew. After being killed by his former crewmates, he leaves Jim Hawkins with the key to an old sea chest, which contained gold, a book and a mysterious package. He brings it to Dr Livesey and the squire John Trelawney.



- 2  Read the extract on the opposite page. In small groups, discuss the questions below.
- A What do you think happened to Captain Flint?
 - B Who do you think is also looking for the treasure?
 - C What do you think will happen in Bristol?
- 3 Now do Exercises A, B and C on page 148 in the Activity Book.

After the meal, Dr Livesey said, 'Have you heard of Captain Flint?'

The squire* laughed. 'Heard of him? Yes! He was the worst pirate of all. He burnt ships and attacked towns and killed people all across the Caribbean Sea. I saw his ship once, The Walrus, near Trinidad. The captain of my ship turned round and sailed back to the town immediately. Everyone was afraid of Flint.'

'I've heard of him myself,' said Livesey. 'Did he have money?'

'Money! Everyone talks about Flint's treasure – gold, silver, jewels, jewellery. There is a story. They say Flint buried his treasure somewhere. No one knows where.'

Livesey put the packet on the table. 'Is the answer in here?'

'If the answer is in there,' said the squire, 'Then I'll get a ship, take you and Jim Hawkins with me, and we will find it! We'll search until we do!'

'Shall we open it, Jim?' said the doctor.

He opened the packet. There was a book, and a piece of paper. 'We'll look in the book first.'

The book had names, dates and numbers.

'This is Flint's book. These are the ships and the towns he attacked and burnt, and here is the money – 70 pieces of gold here, 40 Spanish gold coins there – page after page of money. There are 20 years of it! Think of the poor sailors on those ships! All dead now.'

The squire opened the paper. It was a map of an island. On the map there were coves, hills, a river and two good harbours. Some words: 'log cabin with stockade*'. The island was nine miles long, and five miles wide. There was a hill in the centre 'Spy Glass Hill'. There were three red crosses, two in the north of the island, and one in the south-west. Next to the last cross was writing: 'most of the treasure is here'. On the back of the map, there were notes: 'Tall tree ... Spy Glass. North-east. Walk ten steps ...' The page was full of notes.

The squire read the notes carefully. 'Livesey!' he said. 'You must come with me. I'm going to Bristol tomorrow. I'll get a ship, and in three weeks we'll have the best ship and the best sailors! Jim Hawkins will be our cabin boy. You'll be the ship's doctor. We'll take my best workers with us – Redruth, Joyce and Hunter. We'll find this island, and we'll find the treasure!' 'I'll go with you,' said the doctor. 'And so will Jim, I think. But there is one man that I am afraid of.'

'Who is it?' shouted the squire. 'Tell me his name!'

'You,' replied the doctor. 'Because you cannot keep silent. You talk too much. We are not the only people who know about this map. Those men attacked the inn tonight. And there were more of them on the ship. We must be careful, because they will watch us. I'm sure they are not far away. We must not travel alone. Jim will stay with me. Take Joyce and Hunter with you when you ride to Bristol. And none of us must speak about this map.'

'Livesey,' said the squire. 'You are right. I shall be silent.'

Glossary

squire (n): a man of high social status who owns land

stockade (n): a barrier made from wooden posts

Section 2

- 1 Read *The story so far* box and look at the picture. Who do you think is the man in the picture?



The story so far ...

Jim Hawkins, Dr Livesey and the squire John Trelawney set sail to find Treasure Island. What they don't know is that part of the crew (including one-legged Long John Silver) worked for the famous pirate Captain Flint and are planning to take over the ship. When they finally find the island, Jim discovers their plan and follows them to the island to stop it.

- 2 Now do Exercises A, B, C and D on page 149 in the Activity Book.

I heard stones moving down the hill and looked up. I saw something jump behind a tree. Was it an animal? Was it a man?

I began to walk away, slowly. I was feeling nervous and afraid. I saw the animal or man. It was moving through the forest. Then it moved faster, so it was in front of me. It was a man, a wild man, with dirty old clothes and very long hair. The man ran towards me, then fell to the ground. I stopped.

'Who are you?' I asked.

'Ben Gunn,' he answered. 'I'm poor Ben Gunn, and I haven't spoken to anyone for three years.'

His face was dark, burnt by the sun. His mouth was nearly black, but his eyes were bright blue. His clothes were old ship sails and the skin from wild goats.

'Three years?' I said. 'Did your ship go under the water in a storm?'

'No, friend,' he said. 'Marooned*. They marooned me. They left me here and sailed away. I've been alone these three years, with no food but fish and some fruit. Have you got any English food? I dream about cheese every night.'

'There's cheese on board my ship,' I said.

'What's your name, mate?' he asked.

'Jim Hawkins,' I told him.

'You're a lucky lad*, Jim. You found me, and I'm rich! I'll make you rich too, Jim,' he stopped. 'But tell me about the ship, and tell me true. Is that Captain Flint's ship?'

'It's not Flint's ship, and Flint is dead, but I will tell you true. There are some of Flint's men on that ship.'

Ben looked frightened. 'Not ... a man with one leg?' he asked. 'Yes. Long John Silver,' I said.

'Did Long John send you?' he asked. 'Because if Long John finds me, I'm a dead man!'

So I told him the story of our journey.

'Will your squire take me home?' he asked.

'I know he will,' I said.

Ben Gunn told me his story, too.

'I was on Flint's ship,' he said. 'We landed here, and Flint went to the island with six men and the treasure. They were six strong brave men, too. They were on the island for a week while we were waiting out on the ship. Then Flint came back, rowing a little boat. He was alone. The six men were dead. Dead and buried on the island. He killed them all. Just him against six. Billy Bones and Long John Silver were the officers, and they asked him where the treasure was, but he never told them.'

He continued.

'So, three years ago I was on a different ship, and we passed by this island. 'Mates,' I said. 'Flint's treasure is here. Let's land and find it.' Twelve days they searched for it, and they got angrier every day. On the last day, they went back to the ship. 'Ben Gunn,' they said. 'You can stay here and find Flint's gold for yourself.' Then they sailed away and marooned me here.'

'Well,' I said, 'the Hispaniola's out there, and now we're both here. But how are we going to get on board?'

'Ah,' said Ben. 'I have a secret. I've made a small boat. It's under the white rock at the end of the beach. We can try after dark.'

Just then, we heard a noise like thunder. 'That's the ship's cannon!' I said. 'They're fighting!'

Glossary

lad (n): a young boy or man

marooned (adj): abandoned with no means of going home

Section 3

- 1 Read *The story so far* box and look at the picture. Why do you think Long John Silver is holding Jim Hawkins prisoner?



The story so far ...

Long John Silver realizes that the treasure was taken by Ben Gunn, the man marooned on the island, and makes a deal with Dr Livesey and John Trelawney to betray his crewmates. The pirates find the place of Flint's treasure, only to see it was empty.

- 2 Now do Exercises A, B, C and D on page 150 in the Activity Book.

Tom Morgan picked something up. A gold coin. The pirates passed it from hand to hand. Tom looked up. 'One coin! That's not your seven hundred thousand pounds, Silver! Just one coin!'

'He knew it!' shouted George. 'Silver knew that the hole was empty!'

The pirates came out of the hole. They were on one side, five of them. Silver and I stood on the opposite side. George lifted his gun and pointed it at us.

Just then ... Crack! Crack! Crack! ... There were three shots. George fell forward into the hole. Another man fell dead. The three others ran away. George was trying to get up. Silver shot him two times in the head. 'That's the end of you, George,' he said.

The doctor, Gray and Benn Gunn ran from the trees, guns in their hands. 'Forward!' shouted the doctor. 'Don't let them get to the boats!'

We ran fast, but then Silver shouted, 'Look, they're going the other way, to the middle of the island.'

We let them go.

'Thank you, doctor,' said Silver. 'You arrived just at the right time. And hello, Ben Gunn.'

'How are you, Mr Silver?' Ben said. He seemed embarrassed.

The doctor explained everything. Ben Gunn, in his lonely years on the island, found the bones. Then he found the place, made the hole and took out the treasure. He spent a long time, carrying it slowly to his cave. He told the doctor. Dr Livesey knew the stockade was a place of insects and sickness. Ben's cave was in clean sea air on its hill. So the doctor gave Silver the stockade and the map. They wanted to move to Ben Gunn's cave where the treasure was.

Silver had a strange smile. 'I'm lucky that Jim Hawkins was with me. That's why you didn't shoot me.'

'Correct,' said the doctor.

We moved the Hispaniola to near the cave, and we worked for many days. We took the gold from Ben's cave and carried it to the ship, but we never found all of Flint's treasure. We didn't see the mutineers*, but we sometimes heard them shouting.

Finally, the treasure was on board. We left some food and guns and gunpowder* in the cave so that the mutineers could find it. As we lifted the ship's anchor, we saw the three pirates on the beach. They were calling out to us. 'Don't leave us here!' they shouted. 'Take us with you.'

'We have left you food and guns,' shouted the doctor, 'But we will not take you.'

At that, Tom Morgan lifted his gun. The shot just missed Silver and made a hole in the sail.

We took the ship to the nearest port, in Mexico. It was hard work with so few men. We needed more sailors for the journey home. We were in the port for a few days. On the last morning, we couldn't find Long John Silver. Ben Gunn let him escape. Silver took a bag with three or four hundred gold coins with him.

'It is the best thing,' said Ben. 'That one-legged man is too clever and too dangerous. We can't sail with him, sir.'

We returned safely to Bristol. We were all rich men. I never saw nor heard of Long John Silver again.

Glossary

gunpowder (n): an explosive powder placed inside a gun

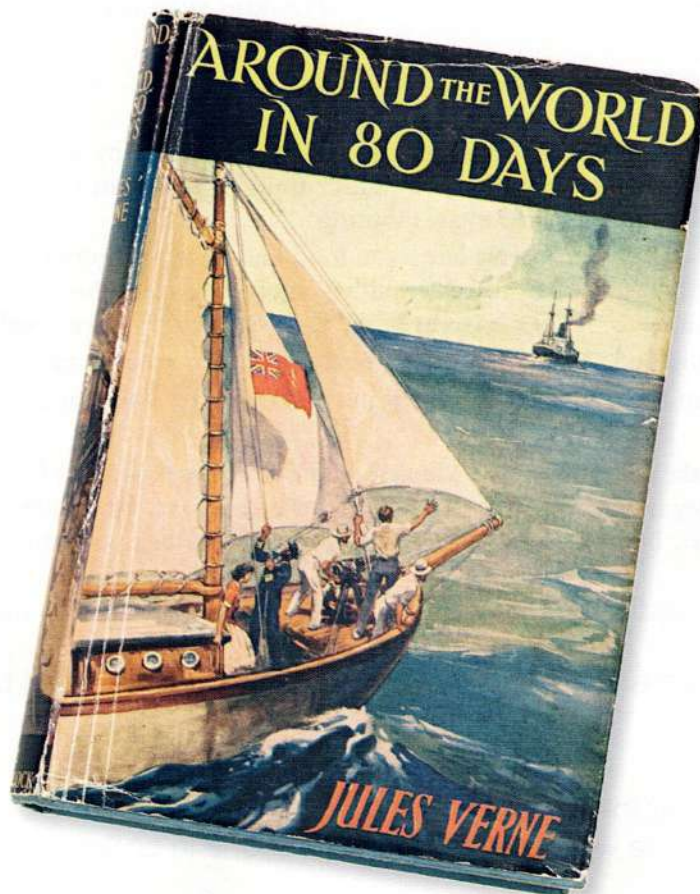
mutineers (n): someone who rebels against someone in charge

Around the World in 80 Days

1 Match the headings below with the texts.

- A The story
- B Importance of the book
- C About the author

1 *Around the World in 80 Days*, which was first published in 1872, is part of Verne and Hetzel's *Extraordinary* Journeys* collection of stories. This series aimed to teach its readers modern science through fun adventures to create what Hetzel called 'the history of the universe'. This particular novel was inspired* by newer forms of fast travel that had been invented, allowing people to explore different countries and cultures in a much shorter amount of time than before. The story has remained hugely popular ever since. It was turned into a play in 1874, which the authors wrote themselves, and in the 1950s, a film adaptation* won five Oscars, including Best Picture. This hugely popular and successful book has inspired thousands of people to attempt* the journey around the world for 150 years.

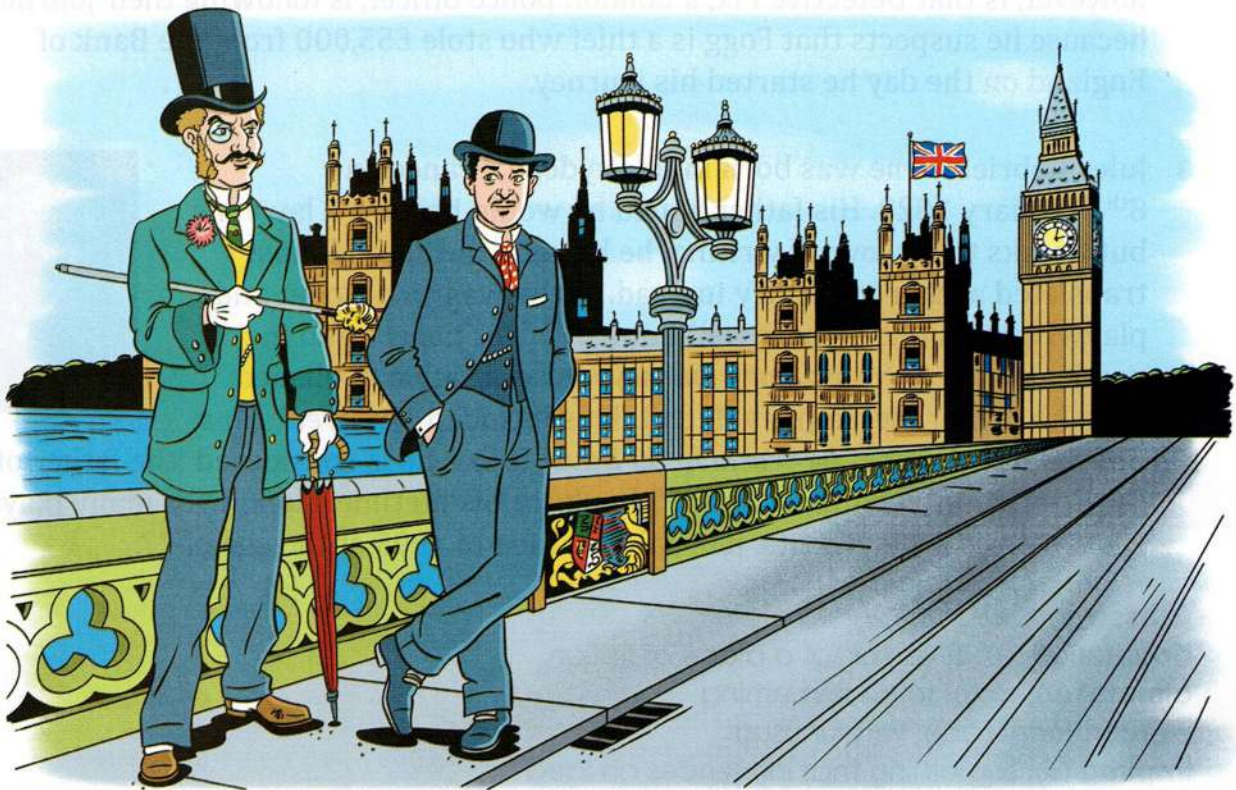


Section 1

- 1 Read *The story so far* box and look at the picture. What do you think is going to happen to Phileas Fog?

The story so far ...

Phileas Fogg is a strict* English gentleman who plans his days down to the second. After firing his last servant for serving him shaving water that was two degrees too cold, Fogg hires a French man called Passepartout. Passepartout likes that Fogg is so well-organized as he had problems with other jobs in the past. That morning, £55,000 mysteriously disappears from the Bank of England. Later the same day, Fogg and his friends at the Reform Club discuss the robbery*.



- 2 Read the extract on page 111. Discuss the questions in small groups.

- A Who do you think stole the money from the Bank of England?
- B Do you think the estimate by the *Daily Telegraph* is correct?
- C Do you think Phileas Fogg can travel around the world in 80 days?

- 3 Now do Exercises A to C on page 151 in the Activity Book.

'I still think,' said Stuart, 'that the thief* has an advantage, and he must be a clever man.'

'Well, but where can he flee* to?' asked Ralph. 'No country is safe for him.'

'Pshaw!'

'Oh, I don't know that. The world is big enough.'

'It was once,' said Phileas Fogg, in a low tone.

The discussion died down, after which Stuart picked it up again.

'What do you mean by 'once'? Has the world grown smaller?'

'Certainly,' returned Ralph. 'I agree with Mr Fogg. The world has grown smaller, since a man can now go round it ten times more quickly than a 100 years ago. And that is why the search for this thief will be more likely to be successful.'

'And also why the thief can get away more easily.'

'Let us talk about something else,' said Phileas Fogg. But Stuart was not convinced, and once the talk quieted down again, said, 'You have a strange way, Ralph, of proving that the world has grown smaller. So, because you can go round it in three months -'

'In 80 days,' cut in Phileas Fogg.

'That is true, gentlemen,' added John Sullivan. 'Only 80 days, now that the section between Rothal and Allahabad, on the Great Indian Peninsula Railway, has been opened. Here is the estimate* made by the Daily Telegraph:

From London to Suez through Mont Cenis and Brindisi, by train and steamboats	7 days
From Suez to Bombay, by steamer	13 days
From Bombay to Calcutta, by train	3 days
From Calcutta to Hong Kong, by steamer	13 days
From Hong Kong to Yokohama (Japan), by steamer	6 days
From Yokohama to San Francisco, by steamer	22 days
From San Francisco to New York, by train	7 days
From New York to London, by steamer and train	9 days
Total	80 days.

'Yes, in 80 days!' exclaimed Stuart, 'But that doesn't consider bad weather, strong winds, shipwrecks*, railway accidents and so on.'

'All included,' returned Phileas Fogg.

'But suppose someone steals the train rails,' said

Stuart. 'Suppose they stop the trains, take the luggage-vans and rob the passengers!'

'All included,' calmly replied Fogg.

'You are right, in theory, Mr Fogg, but in practice -'

'In practice also, Mr Stuart.'

'I'd like to see you do it in 80 days.'

'It depends on you. Shall we go?'

'I will not! But I know for a fact that doing such a journey in 80 days is impossible.'

'Quite possible, actually,' returned Mr Fogg.

'Well, make it, then!'

'The journey round the world in 80 days?'

'Yes.'

'I should like nothing better.'

'When?'

'At once.'

Stuart suddenly banged his hand on the table.

'Well, Mr Fogg,' said he, 'Then I dare* you to do it. If you manage to do so, I will pay for the trip.'

'Calm yourself, my dear Stuart,' said Fallentin. 'It's only a joke.'

'When I make a promise,' returned Stuart, 'I mean it.'

'All right,' said Mr Fogg, and turning to the others, he continued: 'I have £20,000 at Baring's bank, which I will use to pay for the trip in the unlikely event I don't make it.'

'Twenty thousand pounds!' cried Sullivan. 'Twenty thousand pounds, which you would lose by something out of your control! I'm telling you: it's impossible!'

'Nothing is impossible,' quietly replied Phileas Fogg, 'So, we have a deal?'

'We accept,' replied Stuart, Fallentin, Sullivan, Flanagan and Ralph, after talking to each other for a while.

'Good,' said Mr Fogg. 'The train leaves for Dover at a quarter before nine. I will take it.'

'This very evening?' asked Stuart.

'This very evening,' returned Phileas Fogg. He took out and checked his pocketbook, and added, 'As today is Wednesday, the 2nd of October, I shall be due in London on Saturday, the 21st of December, at a quarter before nine p.m.'

Glossary

dare (v): to challenge someone to do something

estimate (n): a rough calculation of something

flee (v): to move away from something or someone quickly

robbery (n): the act of stealing something from a building or vehicle

shipwreck (n): the destruction of a ship, usually because of an accident

strict (adj): describing someone who follows rules exactly

thief (n): a person who illegally takes something that belongs to others and keeps it

Section 2

- 1 Read *The story so far* box and look at the picture. Who do you think the man in the picture is?



The story so far ...

After Fogg's dare* made the news in London, police officer Detective Fix suspects* that Fogg is actually the thief who stole £55,000 from the Bank of England. He decides to follow Fogg and his servant around the world in order to catch him. After his journey from Egypt to India, Fogg has to travel by elephant, which delays his travels. However, during his journey, he saves an Indian princess named Aouda from being murdered by thieves, and she joins the two men on their adventure. After many more issues, including Passepartout and Fogg nearly going to court after wearing shoes in a Hindu pagoda, they finally arrive in Hong Kong. Fix has yet to receive permission from the police to arrest Fogg, which leaves him no choice but to reveal* his identity to Passepartout.

- 2 Now do Exercises A to D on page 152 in the Activity Book.

What should he do? Passepartout seemed to be telling the truth, but this made his plan more difficult. It was clear that he was not working with Fogg, as he once thought.

'Well,' said the detective to himself, 'as he is not working with him, he will help me.'

He had no time to lose: Fogg must be stopped at Hong Kong, so he chose to tell the truth.

'Listen to me,' said Fix. 'I am not, as you think, one of the members of the Reform Club –'

'Bah!' replied Passepartout, as if he did not believe him.

'I am a police detective, sent out here by the London office.'

'You're a detective?'

'I will prove it. Here is my commission.'

Passepartout was surprised when Fix showed him this document, which looked real.

'Mr Fogg's trip,' continued Fix, 'is part of his plan to trick you and the gentlemen of the Reform.'

'But why?'

'Listen. On the 28th of last September, someone with Mr Phileas Fogg's exact description* stole £55,000 from the Bank of England!'

'That's impossible!' cried Passepartout, hitting the table with his fist. 'My boss is an honest man!'

'How can you tell? You know nothing about him. You started working for him the day he left, for a silly reason, without any suitcases and with a lot of money in his pocket! And you still say he is an honest man!'

'Yes, yes,' replied the poor man.

'Would you like to be arrested for helping him?'

Passepartout, not believing what he had heard, held his head between his hands, and did not look at the detective. Phileas Fogg, the hero of Aouda, that brave and kind man, a thief! Passepartout tried to stop thinking about it; he did not want to believe it.

'Well, what do you want of me?' said he, at last.

'See here,' replied Fix; 'I have followed Mr Fogg to this place, but I cannot arrest him yet. I need you to help me to keep him here in Hong Kong.'

'But I –'

'I will share with you the two thousand pounds prize offered by the Bank of England.'

'Never! Mr Fix,' he shouted. 'Even should what you say be true – if my boss is really the thief you are looking for – which I know he isn't – I have been, am, in his service. I have seen his kindness and goodness; and I will never help you – not for all the gold in the world!'

'You will not?'

'I will not!'

Glossary

dare (n): something dangerous or difficult you persuade someone to do

description (n): a written or spoken account of what something or someone looks like

reveal (n): to make something secret known

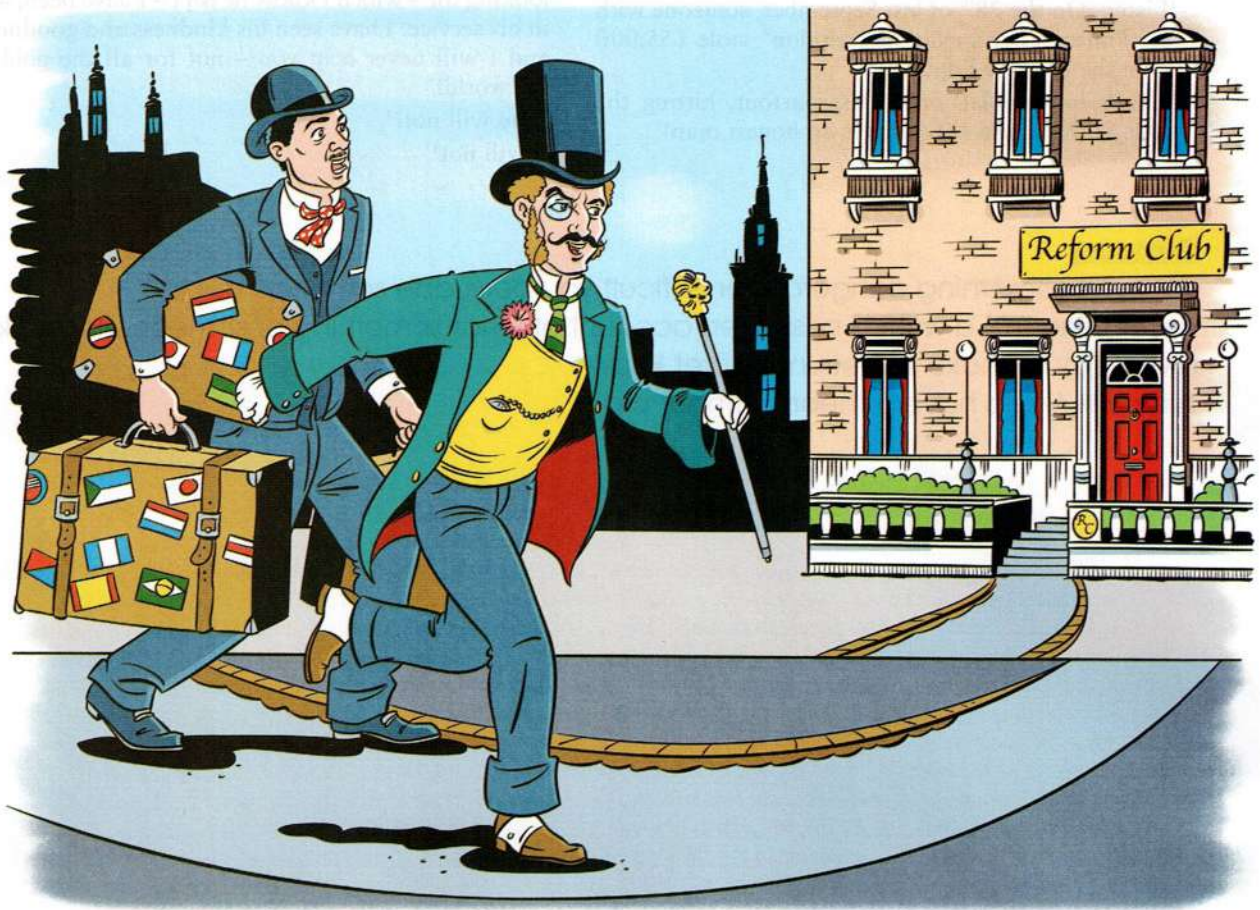
suspects (v): to have a theory without proof

Section 3

1 Read *The story so far* box and the extract below.

The story so far ...

After travelling from Japan, Fogg, Passepartout and Aouda run into trouble in America. Due to the weather, transportation* and attacks from tribes, they have to make up for the time they lost when they get to New York. However, they miss the last boat to England, so Fogg tricks a captain named Speedy to take them to London instead of France. They even had to burn parts of the ship because it ran out of fuel in the middle of the trip! But it was no use, as they arrived in London a day too late. Fogg is incredibly unhappy, so Aouda decides to confess her love in an attempt* to cheer* him up. The happy couple agrees to marry, and Fogg asks Passepartout to speak to the priest, Reverend Wilson. However, he returns with news.



2 Now do Exercises A to D in on page 153 in the Activity Book.

'What is wrong?' asked Mr Fogg.

'Boss!' gasped* Passepartout – 'marriage – impossible –'

'Impossible?'

'Impossible – for tomorrow.'

'Why so?'

'Because tomorrow – is Sunday!'

'Tomorrow is Monday,' replied Mr Fogg.

'No – today is Saturday.'

'Saturday? Impossible!'

'Yes, yes, yes, yes!' cried Passepartout. 'You have made a mistake of one day! We arrived 24 hours ahead of time; but there are only ten minutes left!'

Phileas Fogg and Passepartout jumped into a cab, promised £100 to the cabman, and, after passing five carriages, reached the Reform Club.

The clock showed a quarter before nine when he appeared in the great saloon.

Phileas Fogg had done the journey round the world in 80 days!

Phileas Fogg would not have to pay for the trip at all! How could a man that was so careful and on time have made this mistake of a day?

How did he think that he had arrived in London on Saturday, the 21st day of December, when it was really Friday, the 20th, 79 days after he left?

Well, the reason is very simple.

Phileas Fogg had, without thinking about it, been early by travelling East. If he had gone West, he would have lost a day!

In travelling eastward* he had followed the sun, and the days were therefore four minutes shorter for him as he crossed degrees* in this direction. There are 360° around the earth, and these 360°, multiplied by four minutes, gives exactly 24 hours – that is, a whole day.

That evening, Mr Fogg, as calm as ever, said to Aouda: 'Do you still agree to our marriage?'

'Mr Fogg,' replied she, 'it is for me to ask that question. You were ruined*, but now you are rich again.'

'Well, madam, my fortune is yours. If you had not asked me to marry you, Passepartout would not have gone to the Reverend Samuel Wilson, and I wouldn't have realized my mistake –'

'Dear Mr Fogg!' said the young woman.

'Dear Aouda!' replied Phileas Fogg.

The marriage took place 48 hours after, and Passepartout, ever so happy for his boss, gave the bride away. He had saved her after all.

The next day, as soon as it was light, Passepartout knocked at his boss's door. Mr Fogg opened it, and asked, 'What's wrong, Passepartout?'

'What is it, sir? Why, I've just found out –'

'What?'

'That we might have made the tour of the world in only 78 days.'

'Of course,' said Mr Fogg. 'By not crossing India. But if I had not crossed India, I would not have saved Aouda, she would not have become my wife and –'

Mr Fogg quietly shut the door.

Phileas Fogg had completed a journey around the world in 80 days. To do this, he had travelled by train carriage, yacht and even elephant. He had proven to his friends that it was possible.

The journey was long and tiring. But there was a reward for going through this trouble. This reward was the love of a beautiful woman, who made him the happiest of men.

For such a prize, would you not make the tour around the world?

Glossary

attempt (n): an act of trying something difficult

cheer (v): to try and make someone happy

degrees (n): a unit of measurement

eastward (adv): towards the east

gasped (v): took a deep breath when surprised

ruined (adj): without money

transportation (n): vehicles such as buses or trains that are used to move people from one place to another

Unit 1 Lesson 1

Track 1

Listen and check your ideas.

1

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

2

Boy: My parents came to France from Algeria when I was a baby. We go to Algeria every summer to visit my grandparents, so I can speak Arabic and French. I'm learning English at school, and I'm pretty good at it. I mean, I can read it well, but sometimes it's difficult to say. I go to the self-access centre and practise saying the words with a CD so I can speak better.

3

Teenage boy: I like reading newspapers to help me learn English. Of course, I don't know all the words, but I know a lot about sports, so I can understand most of the sports pages. Sometimes I look up new words in a dictionary – you know, one that has translations from English to Arabic. Then I write the words in a notebook. I'm going to take a summer course in England next year. I'll learn English and watch a lot of football, too.

4

Woman: In China, it's very important to learn English because most people who come to China don't speak Chinese. You need to speak English if you want to do business and if you want to get a good job. I'm studying English at university. Once a week, I go to the café with my friends and, well, we try to speak only English

for two hours. Sometimes I meet English people, but I don't always understand them. They speak fast. Next year, I'm going to England on an exchange programme, and I'll learn to understand English better.

5

Teenage girl: Most people learn English at school here. I watch a lot of films and sometimes listen to music in English, so I understand it well, but it is difficult to remember vocabulary. Sometimes, I write new words on index cards and test my friends, and then my friends test me.

6

Teenage girl: I live in Russia, and I'm learning English at school. We learn a lot of things in English class, and sometimes it's hard to remember everything. I write what I learn in my learning diary after every class. My teacher reads it and answers any questions I have about the lesson.

Track 2

A

Listen to people talking about learning languages. Mark the sentences true or false.

[Track 2 is a repeat of Track 1.]

Unit 1 Lesson 4

Track 3

Listen to the teenagers in Exercise 1 talking to their friends. Do they agree or disagree?

1

A: I want to visit lots of famous UK cities during my course.
B: So do I! I'd love to go to London and Oxford.

2

A: I'd like to do some sports while I study English.
B: So would I! I love playing football and basketball.

3

A: I want to improve my English, but I'd love to study another language, too.

B: I wouldn't. English is hard enough!

4

A: I think it's really important to practise speaking and listening.

B: I disagree. I think reading and writing are the most important skills.

Track 4

A

Listen to Ali and Rashid talking about study programmes. Answer the questions.

Rashid: Hi Ali.

Ali: Hi Rashid.

Rashid: Did you see these posters for summer study programmes? I'd love to go on a study programme. I could improve my English.

Ali: Me too. And I need to work on Maths.

Rashid: Look. This poster says the school is in the country. I bet you can do lots of sports there. If I went on a summer programme, I'd like to go swimming and play basketball too, not just work.

Ali: Well, I think it's better to learn about the history of the country. See – this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.

Rashid: Cities are noisy, though, and you might not be able to do as much sport. Wouldn't you like to play volleyball?

Ali: Yes, but I can play volleyball at home! Anyway, I think it's more important to learn about the culture of the country.

Rashid: Well, I don't. I want to be in the country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students that way.

Ali: Maybe, but it's much better to stay with a family. That way, you have to speak English, and you make progress much faster.

Rashid: Well, I'm going to get more information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes, too. Maybe I can go this summer.

Track 5

C

Listen and check your answers.

1

Boy 1: I'd love to go on a study programme.

Boy 2: I wouldn't. I'd rather go on holiday with my family.

2

Girl 1: I need to work on my English.

Girl 2: So do I. I failed the exam last week.

3

Boy 2: I think it's really important to learn about the culture of the country you're in.

Boy 1: I agree. It might be very different from ours.

4

Girl 2: I want to be in the countryside where there's lots of fresh air.

Girl 1: I don't. I think it's boring. Cities are much more interesting.

5

Boy 1: I think it's much better to stay with a family.

Boy 2: I disagree. I'd rather meet lots of new people.

6

Girl 1: I'd like to take drawing classes.

Girl 2: So would I. I love art.

Track 6

D

Listen and repeat.

Voice: speak
people
test
access
three
Chinese
be
get
meet
self
website
centre

Track 7

Listen and check.

Voice: /i:/ speak, people, three, Chinese,
be, meet
/e/ test, access, get, self, website, centre

Unit 1 Lesson 5

Track 8

A

Listen and tick the things Rashid's mother wants to know about.

- Rashid: I've just seen a poster for a summer study programme in the UK I'm interested in.
- Mother: Really? Where is the school?
- Rashid: I don't know exactly, but it's in the country, and I think I could do lots of sports. And it has English classes in really small groups.
- Mother: What sports do they offer?
- Rashid: I'm not sure yet.
- Mother: You said you wanted to do some drawing this summer. Do they have art classes?
- Rashid: I think so. I'm going to call them and find out.
- Mother: That's a good idea. You should make a list of all the things you want to ask before calling.
- Rashid: I will.
- Mother: How long do you want to go for?
- Rashid: I'd like to go for four weeks.
- Mother: That could be expensive! How much does it cost?
- Rashid: I don't know that either. I'll ask when I call them.

Track 9

B

Listen to the telephone conversation and answer the questions.

- Secretary: Good morning, Fisher School, how can I help you?
- Rashid: Hello. I'd like some information about your summer programme.
- Secretary: Certainly. What would you like to know?
- Rashid: First of all, could you tell me where the school is?
- Secretary: Of course. It's near Cambridge. Do you know where that is?
- Rashid: Yes, I do. Can you tell me if you have art classes?
- Secretary: Yes, we do. We have drawing and painting classes.
- Rashid: Oh good. I'd really like to do some drawing this summer. Could you also tell me what sports you offer?
- Secretary: Yes, you can play volleyball or basketball.
- Rashid: And could you tell me if you have a swimming pool?
- Secretary: I'm afraid we don't. But it's a perfect area for cycling.
- Rashid: Can I rent a bicycle there?
- Secretary: Yes, of course. Can I help you with anything else?
- Rashid: Yes, can you tell me how much it costs for four weeks?
- Secretary: It depends how many classes you take, but probably around £1,500.
- Rashid: Thank you. Goodbye.
- Secretary: Goodbye.

Unit 1 Lesson 6

Track 10

Listen and find the self-access centre.

- Rashid: Excuse me. Could you tell me how to get to the self-access centre?
- Man: Of course. Er ... Go through the door and turn left. Go straight on until you see the vending machines, then turn

right. Walk past the cafeteria. The self-access centre is the second door on your right, opposite the teachers' room.

Rashid: Thank you.

Track 11

Listen and follow the tour with the pictures. Are any of your ideas mentioned?

Rashid: Could you show me how to use the self-access centre?

Teacher: Of course. The computers are over here. They're for using our special language-learning software. The computers are always on. Just sit down and type your password. Then click on the icon for the program you want to use.

Rashid: I haven't got a password.

Teacher: Don't worry, I'll give you a password before you go.

Rashid: Do you have magazines and newspapers?

Teacher: Yes, we do. You have to read them here, though. Don't take the magazines out of the self-access centre. They are easy to lose. ... And here are the language books. We have hundreds of books in English. You can read them here, of course, but you can also borrow books to read outside.

Rashid: How do I do that?

Teacher: Fill out a card and bring it to the desk as you leave.

Rashid: Televisions! Can I watch television here?

Teacher: No, the monitors are only for watching videos. Don't try to change the channels.

Rashid: Do you have films in English?

Teacher: Yes. They are on the shelf by the door. Put on the headphones so you don't disturb other people in the self-access centre.

Rashid: Thanks.

Teacher: That's OK. Let's set you up with a password for the computers.

Unit 1 Lesson 7

Track 12

Listen to two conversations at the fair.

Conversation A

Bassam: Hello, Susan! Good to see you here at the fair! How are things?

Susan: All good, thanks. And how are you?

Bassam: Fine, thanks. What are you waiting for?

Susan: My favourite author is coming, and I want him to sign my book.

Conversation B

Fouad: Good morning! Sorry I'm late, everyone. I was lost in the fair!

Susan: Were you? Well, I'm glad you're here now, Mr Jassim.

Fouad: Please call me Fouad. What's your name?

Susan: I'm Susan. Pleased to meet you. Can you sign my book?

Track 13

B

Listen to two conversations and look at the pictures. Do the people know each other? What are they talking about?

Conversation 1

Andrea: Good morning. Are you the new English teacher?

Kathryn: Yes. I'm Kathryn Black.

Andrea: And I'm Andrea Smith, the head of Science.

Kathryn: Pleased to meet you.

Andrea: Where are you from, Kathryn?

Kathryn: I live in London, but I'm from Ireland.

Andrea: That's nice. Have you been in England long?

Kathryn: Only about two months.

Conversation 2

Ahmed: Hello Abdulla.

Abdulla: How are you, Ahmed?

Ahmed: Fine. I'm on my way to the library.

Abdulla: Are you going to the football match tonight?

Ahmed: I can't. I've got to finish my report for tomorrow.

Abdulla: See you tomorrow, then!

Track 14

C

Listen for the number of syllables and write each word in the correct column.

fine
enjoying
author
pleased
museum
classes
months
tomorrow
problem

Unit 1 Lesson 8

Track 15

Listen and check your ideas. What does the teacher ask Jamil?

Teacher: OK. Today's it's Jamil's turn to give a presentation. Are you ready, Jamil? Let's give him a round of applause ...

Jamil: Thank you. Well, ... I'm going to tell you about Arabic today. I speak Arabic and so do about 230 million people around the world. Arabic is the fifth most important language in the world. And it's also one of the six official languages of the United Nations.

There are lots of different types of Arabic. They are called 'dialects'. If I listen to some people from Egypt speaking Arabic, I might not understand them. But we can all speak to each other in Modern Standard Arabic. This is the type of Arabic you see in books and newspapers. You hear it on TV and on the radio and in mosques in many different countries.

Arabic has a very long history. It is part of the Semitic family. Most other languages in this group are now dead, but not Arabic. In fact, lots of words in European languages come from Arabic, especially words in Science and Maths. English borrowed a lot of words

from Arabic around 800 years ago.

One important reason why Arabic has survived is the Holy Qur'an. The language in the Holy Qur'an is very pure, and it isn't very different from the Modern Standard Arabic we speak today. It has helped Arabic survive for a thousand years.

Teacher: Thanks very much, Jamil. Well done. Has anyone got any questions? ... No? Well, I've got a question for you. Which English words come from Arabic?

Jamil: Oh ... Lots of words ... chess, sofa, um ... racket and cotton.

Teacher: Well, that's surprising. Those are words we use a lot, really, aren't they?

Unit 2 Lesson 1

Track 16

A

Listen and tick the subjects Mahmoud mentions.

Mahmoud: School has just started. I have a lot of work, but I like seeing my friends again. This is my new timetable. I'm in Year 10 this year, which means I'm taking a lot of new subjects, like Chemistry and Biology. I love Science, and I think I will really like my Science classes this year.

My favourite class so far this year is Geography. Yesterday we watched a film about Antarctica in Geography class. I love watching films because I can see what other countries look like. Antarctica is really interesting. My Geography teacher said it is the coldest continent. I'm going to write a report about it. This afternoon I'm going to the self-access centre to borrow some books for my report.

I like writing reports but I don't like giving presentations. My English teacher told me I have to give a presentation about my trip to England. My cousin is going to lend me some maps and photographs he took when we were there last year, but I am still

really nervous. I don't like talking in front of the class. I also hate taking exams. But I suppose everybody does!

Track 17

B Listen again and check.

[Track 17 is a repeat of Track 16.]

Track 18

D Listen to the conversation between Jawad and Salma and complete the timetable.

- A: Can I borrow your timetable? I think mine is wrong.
- B: I don't have it here, it's in my other notebook. But I know it by heart. Let's check your timetable.
- A: OK. So today's Sunday, and we've had English first, then Geography and Arabic. What's after break now, Computers?
- B: No, we've got two hours of Physics now.
- A: Right. Tomorrow's Monday: we have History, Biology and Chemistry before the break, right?
- B: Yes, that's right. And after the break, Computers. Then Tuesday is just like Sunday, but we don't have Physics after the break. It's Maths.
- A: Maths, got it! What's on Wednesday?
- B: We've got a double Arabic, from 08:00 to 10:00, then Chemistry before the break. At 11:30 we start Biology.
- A: OK. And on Thursday, I've got Arabic, Physics and then Maths. Is that right?
- B: No, we don't have Arabic on Thursday. We have English. So English, Physics and Maths. And then Chemistry after the break.
- A: Great, got it. Thanks!

Unit 2 Lesson 2

Track 19

A Listen and repeat.

Voice: letters, schools, classes, languages, days, ages

Track 20

Listen and check.

Voice: /z/ letters, schools, days
/tʒ/ classes, languages, ages

Track 21

B Listen to the sentences.

Voice: There are students of different ages.
His classes start very early.
He's learning two languages.
Their schools are very different.
He sends me letters about his school.
The students come from different countries.

Unit 2 Lesson 4

Track 22

Listen and check your ideas.

Denise: I know how it feels not to go to school. I started school when I was 6. Then, when I was 8, my father died. We didn't have much money anymore, so I had to leave school. I started working on a farm with my mother, picking coffee. I hated it. It was hard work, and I was always tired. Worst of all, I didn't know how to read or write.

I was unhappy because many of my friends were going to school. I wanted to go to school too, but I earned very little money so I couldn't pay the school fees. And I couldn't buy a uniform to wear to school. It was too expensive.

One day, a woman came to see my mother. She worked with an organization that helps children who want to go to school. She talked to my mother, then she asked me if I wanted to go to school again. I said yes. I was so happy I cried.

Now I go to school every day. The organization pays for my school fees and my uniform. I am lucky that they came to help me. Now I can read and write, and I am learning to do Maths. Most of all,

I'm happy because I can go to university when I am older. I can get a good job, and I never have to work on the farm again. I want to be a doctor or a teacher so I can help children too when I grow up.

Track 23

A

Listen and check.

[Track 23 is a repeat of Track 22.]

Track 24

Read and listen to the sentences.

Denise: We didn't have much money anymore, so I had to leave school.

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

The organization pays for my school fees and my uniform.

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

Unit 2 Lesson 5

Track 25

Listen to the men talk about what school was like for them.

1

Indian man: I grew up in India. Life was very different when I was a child. We went to school by rickshaw. Six children could fit in the rickshaw, and a man pulled it to take us to school. It was fun to ride in the rickshaw. We could see the city. We couldn't leave the house alone because we were too young, but on our way to school we could see the shops and the food stands. So we liked going there. In school, we couldn't use computers because they didn't exist. We didn't even use calculators. We used an abacus to do Maths.

2

Algerian man: When I was a child in Algeria, we couldn't go to school by bus or by car. I got up very early to walk to school. I liked school because I could play with my friends. And I really wanted to learn to read. It was difficult to get paper and pencils then, so we wrote on a slate with chalk. When the teacher wrote a Maths problem on the board, we wrote the answers on our slates and held the slates above our heads so the teacher could see them.

Track 26

A

Listen again. Write sentences about what the men could and couldn't do.

[Track 26 is a repeat of Track 25.]

Unit 2 Lesson 7

Track 27

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

Maria: Hi. Are you the new Maths teacher?

Sally: Yes, I am. I'm Sally Bishop.

Maria: I'm Maria Lennox. I teach Biology.

Sally: Nice to meet you.

Maria: So, how do you like working here?

Sally: I like it. It's very different from my old job.

Maria: Really? What was that?

Sally: I was a teacher for child actors.

Maria: You mean film stars?

Sally: Well, they weren't all stars. But they all acted in films, yes.

Maria: Wow! Where did you work?

Sally: Everywhere! We travelled a lot. When children have to be away from school for a long time, they have to have a teacher with them.

Maria: Did you like it?

Sally: Yes, I loved it. The children were very nice, and I liked travelling and seeing new places.

Track 28

A
Read and listen to Sally talking about two things that happened at her old job. Answer the questions in the Activity Book (Exercise A).

Sally: I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring, too. I had to pack all the children's school books and take them to the airport. Once I went to Italy with two actors. I had a lot of books to pack, and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

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

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

Unit 2 Lesson 9

Track 29

Listen and check.

- Reem: What do you teach?
Mrs Hassan: I teach Maths.
Reem: When did you start teaching?
Mrs Hassan: I started four years ago.
Reem: What did you do before you were a teacher?
Mrs Hassan: I worked in a bank.
Reem: Why did you change jobs?
Mrs Hassan: I changed jobs because I wanted to help people. I think being a teacher is a way of helping people, because they need an education so they can do what they want to do in their lives.

- Reem: What did you have to do to become a teacher?
Mrs Hassan: I had to go back to school to get a different diploma called a Master's degree. I went to university and studied Maths and teaching for two years.
Reem: What do you like most about your job?
Mrs Hassan: What I like most is my students. They are all different, and they teach me things, too. Teaching them is not always easy, but it's a lot of fun.
Reem: What do you like least?
Mrs Hassan: Writing reports. I think it's boring. But it's also important because it's one of the ways parents can see how their children are doing at school.

Track 30

B
Listen and check.

- A: How did you hear about this position?
B: I saw an advert on your website.
A: Why do you want to work at this company?
B: I think I can learn a lot working here.
A: What did you do in your last job?
B: I was an activity supervisor at a language school.
A: Why did you leave your last job?
B: It wasn't a challenge for me anymore.
A: What are your strong and weak points?
B: I think I'm very organized, but sometimes I have difficulty in asking for help.
A: Do you have any questions for us?
B: Yes, I do. What type of training do you offer?

Unit 3 Lesson 2

Track 31

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

- Tariq: Hello Uncle Bashir.
Uncle: Hello everyone. Have you decided where you're going on your holiday yet?
Father: Er, no, not yet. We want to go somewhere we've never been, and we can't agree.

Tariq: I'd really like to go to Egypt. I want to see the Pyramids. But Dad has already seen them. He went to Egypt last year on business.

Uncle: Oh, yes. I remember. Hmm. Well, have you ever been to Greece?

Father: No, we haven't.

Uncle: It's really beautiful. I went there two years ago, remember? I showed you the pictures I took of the ruins. We had a lot of fun. We took a boat to some beautiful islands, and we went swimming, too.

Mother: Well, I'm not sure I want to go to Greece in the summer. It's very hot. I'd like to go somewhere that isn't too hot.

Father: How about England? I've never visited England. There's a lot to see.

Mother: That's a great idea. We could go to Stonehenge. Wouldn't you like that, Tariq?

Tariq: Sure! Can I see the brochures?

Mother: Er, I haven't picked up any brochures about England yet. I'll get some tomorrow at the travel agent's.

Track 32

A

Listen to the conversation and mark the sentences true or false.

[Track 32 is a repeat of in Track 31.]

Unit 3 Lesson 4

Track 33

Listen to the start of two conversations. Number the pictures.

Conversation 1

Airline clerk: Iraqi Airways, how can I help you?

Father: Hello, I'd like some information about flights from Baghdad to London.

Airline clerk: Certainly. When would you like to fly?

Father: Well, it's cheaper ... [volume tailing off]

Conversation 2

Receptionist: Good morning, Central Hotel.

Father: Good morning. I'm calling for information about your rates.

Receptionist: Do you want a single room or a double room?

Father: A double ... [volume tailing off]

Track 34

Listen to the whole conversations and choose the correct options.

Conversation 1

Airline clerk: Iraqi Airways, how can I help you?

Father: Hello, I'd like some information about flights from Baghdad to London.

Airline clerk: Certainly. When would you like to fly?

Father: Well, it's cheaper to fly on a Friday, right?

Airline clerk: Yes, that's right.

Father: Then I'd like to fly on Friday 10th June.

Airline clerk: OK. We have two flights from Baghdad to London on Friday 10th June. One leaves at 6:20 and the other leaves at 11:30.

Father: I'm sorry, did you say the flights leave at 6:20 and 11:20?

Airline clerk: No, that was 11:30.

Father: Oh. Well, I think I'd like to leave at 11:30.

Airline clerk: OK. Do you want a single or return ticket?

Father: Return, please.

Airline clerk: Sure. Let me get your information ...

Conversation 2

Receptionist: Good morning, Central Hotel.

Father: Good morning. I'm calling for information about your rates.

Receptionist: Do you want a single room or a double room?

Father: Two double rooms, please.

Receptionist: OK. Double rooms cost £90 per night. All rooms cost a little more per night during high season, so this room would be £99.

Father: When's high season exactly?

Receptionist: From June to August.

Father: I'm sorry. Could you say that again?

Receptionist: Of course. I said from June to August.

Father: Do you mean a double room for the night of 10th June costs £99?
 Receptionist: Yes, that's right.
 Father: OK then.
 Receptionist: Alright. Can I have your name please?

Track 35

Checking information.

Voice: It's cheaper to fly on Friday, right?
 Do you mean a single room without a shower for the night of 10th June costs £63?
 I'm sorry, did you say the flights leave at 6:20 and 11:20?
 I'm sorry, could you say that again?

Unit 3 Lesson 5

Track 36

C

Listen and repeat.

Voice: rain
 bag
 platform
 plane
 pack
 play
 late
 travel

Track 37

Listen and check.

Voice: /eɪ/ train, plane, play, late
 /æ/ bag, platform, pack, travel

Unit 3 Lesson 6

Track 38

Listen and check your ideas.

Conversation 1

Receptionist: Good evening, madam.
 Guest: Good evening. I have a reservation for three nights.
 Receptionist: Could you give me your name, please?
 Guest: Yes, it's Dubey.

Receptionist: Ah, yes, Mrs Dubey. You have a reservation for a single room with a shower from April 5th to April 7th.

Guest: That's right.
 Receptionist: Could you sign here, please?
 Guest: Of course ...
 Receptionist: Thank you. Do you need help with your luggage?
 Guest: No, thanks. I'll take it up myself.
 Receptionist: Here's your key, madam. The lift is on your left.
 Guest: Thank you.

Conversation 2

Receptionist: Reception. How can I help you?
 Guest: Hello. This is Peter Smith in room 202. I'm calling because I only have one pillow in the room. Can you bring me another one?
 Receptionist: Of course.
 Guest: And would you please send up some soap as well? There isn't any in the bathroom.
 Receptionist: Oh, I'm very sorry. I'll send some up right away.
 Guest: Thank you very much.

Conversation 3

Waiter: Do you know what you'd like?
 Woman: Yes. I'll have a boiled egg, please.
 Man: I'll have the same.
 Woman: Could I have some toast, please?
 Waiter: Of course. Would you like some too, sir?
 Man: Yes, please. And can I have some jam as well?
 Waiter: Certainly. We've got apricot and raspberry. Would you like anything else?
 Woman: Oh yes. Would you bring us some tea, please?
 Waiter: I'll bring it right away.

Track 39

A

Listen to Conversations 2 and 3 again and tick the sentences you hear.

[Track 39 is a repeat of Conversations 2 and 3 from Track 38.]

Track 40

B

Listen and check your answers.

- Waitress: Do you know what you'd like?
Guest: Yes, could I have a cooked breakfast, please?
Waitress: Certainly. Would you like something to drink?
Guest: Yes, can you bring me a glass of orange juice?
Waitress: I'm afraid we haven't got any more. We have apple and grape juice.
Guest: I'll have an apple juice then.
Mr Adams: Good morning. I have a reservation for two nights.
Receptionist: Could you give me your name, please?
Mr Adams: Yes. It's John Adams.
Receptionist: Would you fill out this form, please, Mr Adams?
Mr Adams: Yes, of course.
Guest: Can I buy a newspaper at the gift shop?
Receptionist: Yes, but I'm afraid it's closed at the moment.
Guest: Could you tell me when it opens?
Receptionist: At half past nine.
Guest: And when does it close?
Receptionist: At eight o'clock in the evening.

Unit 3 Lesson 7

Track 41

Listen and check.

- Young man: Excuse me, how far is the football pitch from here?
Porter: It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.
Young man: Thanks.
Woman: Could you tell me where the bus stop is?
Porter: Yes. It's around the corner. Just turn right on Bank Street, and you'll see it.
Woman: Thank you very much.

- Man: Excuse me, where's the train station?
Porter: Go along Main Street. It's on the right, just past the car park.

Man: Thanks.

Young man: Excuse me, where's the nearest restaurant?

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

Young man: OK. Thanks.

Track 42

B

Look at the map in the Student's Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1-4).

A

- A: Excuse me, where's the school?
B: It's just over there, opposite the hotel.

B

- A: Could you tell me where the theme park is?
B: Of course. Er ... it's on River Road, past the restaurant.

C

- A: Excuse me. Is the sports shop far from here?
B: No, it's only two minutes away, on the corner of River Road and Main Street.

D

- A: Excuse me, where's the fire station?
B: It's along this street on the right, near the library.

Track 43

C

Listen and repeat some of the words from this unit. Pay attention to how the underlined letters are pronounced.

- Voice: again
Arabic
around
baker
corner
porter
river
waterfall

Unit 3 Revision

Track 44

C

Listen and read the conversations. Match the words in bold with the definitions (1–6).

Conversation 1

- Woman: I'd like a return ticket to London, please, leaving this afternoon.
- Ticket agent: Certainly. There's a train that leaves at 2 o'clock. That's in 30 minutes.
- Woman: That's fine. I'd like to return on Monday morning.
- Ticket agent: There's a train on Monday morning at 10 o'clock.
- Woman: Great. Does the journey take long?
- Ticket agent: It's a five-hour journey. If you're hungry, you can have lunch in the buffet car.
- Woman: That's a good idea. And where does the train leave from, please?
- Ticket agent: Platform 4.

Conversation 2

- Woman: I'd like to keep my laptop with me on the plane.
- Clerk: I'm afraid there's a two-bag limit for hand luggage, madam. How many bags do you want to take on the plane?
- Woman: Just this one.
- Clerk: That's fine then.
- Woman: Does the plane stop before arriving in Baghdad?
- Clerk: Yes. There's a one-hour stopover in Kuwait City to pick up more passengers. But you won't be able to get off the plane.
- Woman: That's OK. Where does the plane leave from?
- Clerk: Gate 3.

Unit 4 Lesson 2

Track 45

Listen to two people talking about a pilot's job.

Interviewer: Many young people think it would be very exciting to be an airline pilot. You

have been a pilot for 15 years. Is it really as much fun as it seems?

Pilot: Well, being a pilot can be a lot of fun. I have always loved planes, so flying one is always exciting for me. This job has a lot of other advantages, too. Many people have to work in an office, but I can go to different countries, meet new people and see wonderful things. But, like all jobs, being a pilot does have some disadvantages.

Interviewer: Can you tell us about some of them?

Pilot: Of course. The worst part for me is being away from home for long periods. Before becoming a pilot, I could spend a lot of time with my friends and family. Now I am away about two weeks every month.

Track 46

A

Listen to the first part of the interview again and answer the questions.

[Track 46 is a repeat of Track 45.]

Track 47

B

Listen to the end of the interview. Tick what pilots have to do.

Interviewer: What do you have to do to become a pilot?

Pilot: Well, of course it depends on the country you are in and on the airline you want to work for. But in general, pilots have to learn to fly at a special school or university. They have to get a lot of practice while they're learning. Then they also get on-the-job training from the airline they work for.

Interviewer: Do you have to speak a lot of different languages?

Pilot: No, but most pilots have to learn English.

Interviewer: Is it true that pilots have to have perfect eyesight?

Pilot: No! You don't have to have perfect eyesight. But if you don't see well, you have to wear glasses. You don't have

to be very strong, but you have to stay healthy. Pilots have to see their doctors quite often to check they aren't ill.

Interviewer: What happens if a pilot gets ill?

Pilot: If a pilot is too ill to go to work, he has to call the airline right away. There are always pilots waiting to replace a sick pilot. They have to live near the airport so they can come very quickly.

Interviewer: Thank you very much for joining us today. I'm sure you've answered many people's questions.

Pilot: Thanks for inviting me, I've enjoyed being here.

Unit 4 Lesson 3

Track 48

Listen and see if the speakers had the same ideas.

Sami: You don't look very happy, Mahmoud.

Mahmoud: That's because my parents don't want me to get a mobile phone.

Sami: Why do you want to get a mobile phone? I think they are a complete waste of money. They're expensive, and you don't really need one. You see your friends and family every day.

Mahmoud: I don't agree. They're very useful. If you have a problem, it's important to be able to reach someone. Last week I asked my brother to pick me up at the sports centre at 4 o'clock, and he forgot. I waited for an hour before he remembered to come. I wished I'd had a mobile phone then!

Sami: What do you think, Hamad?

Hamad: I agree with Mahmoud. And anyway, a lot of parents like their children to have mobile phones. They like to know they can contact them any time.

Sami: Maybe you're right, but they can't talk to them if the phones don't work. That's another problem with mobile phones: they don't work everywhere.

Hamad: Yes, but you can leave a message when the phone isn't working or is turned off.

Sami: That's another problem! I think people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants. It really annoys me.

Track 49

A

Listen again. Match each opinion with a reason.

[Track 49 is a repeat of Track 48.]

Unit 4 Lesson 4

Track 50

Listen and check.

Ahmed: After that, we went to visit our family and friends. We gave them our gifts, and we all ate the special food. There was so much to eat! My aunt and uncle took some of the meal to the poor people in the city and gave them money, too. In the afternoon, my cousins and I went to an amusement park and went on all the rides. I had a fantastic day!

Unit 5 Lesson 1

Track 51

Listen to Hanaa and Lina. How many sisters has Lina got?

Hanaa: What's that, Lina?

Lina: It's a digital camera.

Hanaa: Is it yours?

Lina: Yes. My uncle gave it to me for my birthday.

Hanaa: Have you taken any pictures yet?

Lina: Yes, I have. I took a lot of pictures yesterday at my birthday party. Look, I'll show you. You can see the pictures on the screen.

Hanaa: That's brilliant! Who's in the picture?

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

Hanaa: They don't look anything alike!

Lina: Of course not! Uncle Adel is my mother's brother.

Hanaa: Oh. Does he look like her?

Lina: Well, she's got more hair!

Hanaa: Do you have a picture of her?

Lina: Yes. Here she is with my Aunt Reem. My mother's tall and slim. That's her on the left. My aunt's shorter.

Hanaa: Who are these two girls?

Lina: These are my cousins, Basma and Rania.

Hanaa: Do you get on with them?

Lina: Most of the time. The one on the left, with the round face, is my cousin Basma. I really like her, but I don't see her much anymore. She's been studying Physics at university for a year now. She's very bright, and she's been getting really good marks. My aunt and uncle are very proud of her.

Hanaa: And who's that?

Lina: That's my niece, Amal. She's my brother Fuad's daughter. She looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.

Hanaa: Let's see the other pictures. Oh, that's a picture of you!

Lina: That's not me. That's my twin sister, Rasha.

Hanaa: You look exactly alike.

Lina: But we aren't really. She's much more serious than I am, and she gets better marks at school. Rasha's very sensible and never does anything foolish. She's also very reliable. When she says she's going to do something, she always does it.

Hanaa: Not like you!

Lina: No, I'm afraid not. Sometimes I'm a bit forgetful. Oh, no! I forgot! I was supposed to meet Rasha at four o'clock to play tennis. I've got to go! I'll see you soon, Hanaa.

Track 52

A Listen again.

[Track 52 is a repeat of Track 51.]

Unit 5 Lesson 2

Track 53

Listen to Samir and Ali. Which film do they decide to see?

Samir: Hello.

Ali: Hello Samir. This is Ali.

Samir: Hi, Ali! How are you?

Ali: Fine, thanks. Listen, Mahmoud and I are going to the cinema, Samir. Would you like to come with us?

Samir: I'm afraid I can't. My brother's taken the car, and the cinema's too far from my house to walk.

Ali: Well, I'll drive you if you want.

Samir: Thanks, that'd be nice. What are you going to see?

Ali: We haven't decided yet. There are three films playing at the Mall Cinema. One is called *Holiday*. Have you heard of it? The review says it's extremely funny.

Samir: I don't like comedies much. What else is playing?

Ali: Well, there's a film called *Polar Bear*. It's a documentary about polar bears. The review says it's absolutely fascinating.

Samir: That sounds good. What are the film times?

Ali: Five o'clock and eight-twenty.

Samir: We can't go to the five o'clock show. It's already four forty-five. The eight-twenty show is a bit late for me. I have to get up early tomorrow.

Ali: Well, the third film is called *A Mystery by the Nile*.

Samir: I don't know anything about that film.

Ali: Shall I read you the review?

Samir: Sure.

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

Samir: That sounds exciting. What are the film times?

Ali: Six-thirty and eight forty-five.

Samir: Six-thirty is a good time for me. Is it good for you and Mahmoud?

Ali: Yes, it's fine. I'll pick you up at six, then.
Samir: Great! See you at six.

Track 54

A
Listen to the conversation again and tick the expressions you hear.

[Track 54 is a repeat of Track 53.]

Unit 5 Lesson 3

Track 55

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

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

Track 56

A
Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?

[Track 56 is a repeat of Track 55.]

Unit 5 Lesson 4

Track 57

A
Listen and check.

- 1**
Mother: There's a lot to do. Do you think we'll have time to do it all?
Nabil: I'm sure we will.
- 2**
Mother: Oh, dear! I forgot to arrange to have a cake made.
Nabil: That's OK. I'll do it. Then I can choose the style.
- 3**
Mother: I hope we can get the camera fixed. I want to take a lot of pictures.
Nabil: Shall I take it to the repair shop?
Mother: Yes, that would be nice of you.
- 4**
Mother: Will you remember to order the food before the end of the week? It's very important.
Farah: I will. Don't worry.
- 5**
Mother: We must get the invitations printed quickly.
Nabil: Farah has time. I'm sure she'll go to the printer's.
- 6**
Mother: Would you like to come to the flower shop with me? It might be fun.
Farah: OK. I can help you choose the flowers.

Unit 5 Lesson 6

Track 58

A

Listen to a conversation and complete the notes about Sean's relatives.

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

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

Waleed: What's that?

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

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

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

Waleed: That sounds good.

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

Waleed: Will they all be staying with you?

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

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

Sean: It's normal where I live!

Unit 5 Lesson 7

Track 59

Listen to an interview with Hadi, a glass-blower. Do you think he likes his job?

Interviewer: Can you tell me what glass-blowing is?

Hadi: It's an ancient craft. You shape the glass while it's still very hot by blowing into a pipe.

Interviewer: How long have you been a glass-blower?

Hadi: Since I was about 16. My father was a glass-blower and so was his father. The skills were passed down from father to son for generations. When my son is old enough, I'll teach him to blow glass, too.

Interviewer: Do you work with other members of your family?

Hadi: Yes. I work with my father, my uncle and two of my brothers.

Interviewer: Do you like working with your family?

Hadi: Of course. We all get on well. And we all want to do the best we can because we're proud of our work.

Interviewer: Do you have other siblings?

Hadi: Yes. Unfortunately, my third brother didn't want to join the family business. He wanted a job that paid better, so he went to the city. I'm afraid that one day no one will remember how to blow glass.

Interviewer: Is it difficult?

Hadi: A bit. It takes a lot of practice. And it's exhausting because of the heat. The ovens can get up to 1,400 degrees.

Interviewer: Do you need special tools?

Hadi: It depends on what you want to make. You can use pliers to shape the glass. But the most important tool is the rod you blow into.

Track 60

B

Listen to the interview with Hadi again and answer these questions.

[Track 60 is a repeat of Track 59.]

Unit 6 Lesson 1

Track 61

Listen and check.

Wijdan: There are many things on the first tray that can be bad for you. For example, the soft drink is not a healthy choice. It is important to drink a lot, but water and fruit juice are better than soft drinks. They often contain far too much sugar, and they also contain chemicals to give the drinks colour. The crisps have a lot of fat. Not all fats are bad for you, but the ones in crisps can be bad for your heart. Finally, it is not a good idea to eat too many sweet desserts. This is because sweet desserts often have a lot of calories. And if there are too many calories in your diet, you can become overweight. If you want something that tastes sweet, choose something that has few calories, like an apple.

Track 62

B

Listen again and answer the questions.

[Track 62 is a repeat of Track 61.]

Unit 6 Lesson 3

Track 63

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

Dialogue 1

Salwa: [coughs]
Mother: You sound ill. How are you feeling this morning?
Salwa: Not very well. I have a sore throat. And I've been coughing a lot.
Mother: Do you have a headache?
Salwa: Yes, and my head feels very hot. I think I have a fever.
Mother: You can't go to school today. You probably have flu. You'll have to stay in bed.

Dialogue 2

Jane: What happened to you?
Sally: I had an accident. I fell off my bicycle.
Jane: Did you break your ankle?
Sally: No. I only sprained it. It was bruised and swollen, but not broken.
Jane: How long do you have to keep the bandage on?
Sally: A few more days.

Dialogue 3

Khalid: Ouch!
Ibrahim: Are you all right?
Khalid: Well, my arm hurts.
Ibrahim: Maybe you broke it. Can you move it?
Khalid: Yes, I think so.
Ibrahim: What happened?
Khalid: I climbed that tree to get my kite, but a branch broke, and I fell to the ground.
Ibrahim: Do you want me to help you get home?
Khalid: No thanks. I can manage.

Dialogue 4

John: Oh, you've got a bad sunburn!
Tim: Yes. I was playing volleyball on the beach with my friends yesterday, and I didn't realize I was getting burnt.
John: Does it hurt?
Tim: Yes, it hurts a lot. I couldn't sleep last night.
John: Didn't you use sun cream?
Tim: No, I forgot.

Unit 6 Lesson 4

Track 64

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

Doctor: Good evening, Abdulla. What can I do for you?
Abdulla: I'm not sure, Doctor. It's just that I'm always tired.
Doctor: Have you been getting enough sleep?
Abdulla: Yes, I sleep for six or seven hours a night.
Doctor: You should try to get eight hours.
Abdulla: I can't. I have to get up early for school.
Doctor: Well, then you ought to go to bed earlier!

Abdulla: But I often have to stay up late doing homework.

Doctor: You shouldn't do your homework late at night. You could do your homework in the afternoon, or you could do more work at the weekend.

Abdulla: That's a good idea. But do you think I need to take vitamin pills?

Doctor: That depends on your diet. If you have a balanced diet, you shouldn't need pills.

Abdulla: Yes, but I don't like vegetables, doctor, so I never eat them.

Doctor: Never! There must be something you like, Abdulla. Tomatoes, carrots, lettuce? You should try different vegetables until you find some you like. And try raw vegetables. You might like them better.

Abdulla: All right, doctor. I'll try.

Doctor: And fruit, of course. You should try to eat five things from the fruit and vegetable group every day.

Abdulla: Five pieces! That's a lot. But, OK. I'll try to do that.

Doctor: Now, what about exercise? Do you play any sports?

Abdulla: Well, I used to enjoy basketball and swimming, but I'm too tired these days.

Doctor: You're too young to be so tired, Abdulla. I'll do a blood test just to make sure there's nothing wrong, but I think it's your lifestyle. You need to get more sleep and more exercise. You can go for a walk in the park every day even if you don't feel like doing anything else. And you should start eating fruit and vegetables.

Abdulla: All right, doctor. I'll try.

Doctor: I hope you will. Come and see me again in two weeks' time. Now go to the nurse and get a blood test.

Track 65

A
Listen again and mark the advice the doctor gives Abdulla true or false.

[Track 65 is a repeat of Track 64.]

Unit 6 Lesson 5

Track 66

Listen to some people at the chemist's and answer these questions.

Conversation 1

Noura: Good morning.

Chemist: Good morning. How can I help you?

Noura: I want some cough syrup, please.

Chemist: Is it for you?

Noura: No. It's for my daughter. She's been coughing since she got home from school yesterday.

Chemist: How old is she?

Noura: Twelve.

Chemist: Here you are. She needs to take it three times a day.

Noura: Should she see a doctor?

Chemist: Only if the cough continues for more than three days.

Noura: Thank you.

Conversation 2

Chemist: Good morning.

Layla: Good morning. I have a sore throat. I'd like some throat lozenges.

Chemist: Uh, let's see. We have orange and lemon lozenges.

Layla: Oh. Do you have any cherry lozenges? I hate the other ones.

Chemist: I'm sorry, we're out of those. We'll have some this afternoon.

Layla: That's OK. I'll take the lemon ones.

Conversation 3

Chemist: Hello. How can I help you?

Sultan: I need some advice. I went to the beach this morning, and I got a bad sunburn on my arms. It hurts a lot. What should I do?

Chemist: Oh, yes. You're very red. Well, first you should put some ice on it. It will feel better, and it won't swell.

Sultan: OK. Should I put some after-sun cream on it?

Chemist: Yes, you should. And if it's very painful, you ought to take some aspirin. Have you got some at home?

Sultan: Yes, but I haven't got any after-sun cream.

Chemist: Here you are.

Sultan: Thank you.

Conversation 4

Chemist: Good morning. Oh dear, you've got a big bruise. What happened?

Adnan: I fell down the stairs and hit my head.

Chemist: How does your head feel now?

Adnan: My head feels all right, but my wrist hurts. I think I've sprained it.

Chemist: Can you move it?

Adnan: Yes, but I don't think it's broken. Have you got any bandages?

Chemist: Yes, of course. Here you are.

Conversation 5

Yassir: Good afternoon. I'd like some aspirin, please. I've got a bad headache.

Chemist: Yes, of course.

Yassir: And I'd like some cough syrup.

Chemist: Certainly, sir.

Yassir: And I need some throat lozenges, too.

Chemist: Oh, now I remember you. Didn't you buy throat lozenges two days ago?

Yassir: Yes, I did. But my throat still hurts.

Chemist: How long have you been coughing?

Yassir: For about a week.

Chemist: Have you got a fever?

Yassir: I don't know. I haven't got a thermometer. But I feel a bit hot. And I'm very tired.

Chemist: Sir, you really ought to see a doctor.

Track 67

A

Listen to the conversations again and answer the questions. Write short answers.

[Track 67 is a repeat of Track 66.]

Unit 6 Lesson 9

Track 68

A

Listen to two friends, Amira and Salah, talking about this event. What is each person going to do there?

A: They're organizing an event for National Fitness Day at Florence Park. Do you want to come with me?

B: I really don't have time for exercise right now. I have a lot to do at school. I'm already really stressed about my grades.

A: But exercise isn't just good for your body, it's also good for your mind. It's like they say: healthy body, healthy mind.

B: What do you mean?

A: Well, when you do exercise, you feel more relaxed, so that will help with your stress. You also sleep better, feel more confident and even concentrate better.

B: Wow, that's interesting. How do you know that?

A: I read it in an article. I think I have it on my phone. I'll send it to you.

B: Thanks. So what are you doing there then?

A: I'm running 20k, then doing some yoga.

B: Well, I definitely can't run 20 kilometres, but I can try the 5k run. And I'll go with you for the yoga class, too.

A: Great, see you there!

Unit 7 Lesson 3

Track 69

A

Listen to a weather forecast. Which country will have dangerous weather?

And now for our international weather forecast. Let's start with the Middle East. In Iraq, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in Iraq, you may have high winds on Wednesday. In other parts of the region ...

Now on to Africa. If you are in Egypt, you will be very hot on Wednesday. The highest temperature will be 40 degrees, and the lowest will be 30. The skies will be cloudy, but there is no chance of rain. Algeria will also have cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be cool, with a high of 23 degrees and a low of 13 degrees. Skies will be cloudy. If this stormy weather

over the Atlantic continues to move, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the southeast of the United States. If you live in that area, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more.

Track 70

B

Listen again and complete the table.

[Audio Track 70 is a repeat of Track 69.]

Unit 7 Lesson 7

Track 71

Listen and check your answers.

My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about man-made satellites. Finally, I'll talk about some of the different things these satellites are used for. If you have any questions, you can ask them at the end of my presentation.

Right. Now, let me tell you what a satellite is, first of all. A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. Take a look at this picture. This is an example of a man-made satellite. They are launched into the sky by a rocket or the space shuttle. Satellites are usually made of metal or fibreglass, and most of them have solar panels, which get energy from the sun. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies, from hundreds to tens of thousands of kilometres.

Now I'll talk about what satellites are used for. You may know that they transmit television programmes and give meteorologists information about the weather. But do you know that satellites also take pictures from the sky that are used to make maps? Also, without satellites, cars and mobile phones

wouldn't have a global positioning system, or 'GPS'. So next time you watch your favourite TV programme, plan to go for a picnic on a sunny day or use your phone to find someone's house, remember that it is all thanks to a satellite! Now, do you have any questions?

Track 72

C

Listen and repeat.

So, first I'll tell you what a satellite is. Then I'll talk about man-made satellites. Finally, I'll talk about some of the things that satellites are used for.

Right. Now, let me tell you what a satellite is, first of all.

Take a look at this picture.

Now I'll talk about what satellites are used for.

Now, do you have any questions?

Track 73

F

Listen and check.

- 1 Rubber trees grow in the rainforest, but cacti grow in the desert.
- 2 John wants to be a geologist, but Omar wants to be a meteorologist.
- 3 This machine can only print documents, but that machine can copy them, too.
- 4 My camera weighs 300 grams, but my brother's camera weighs 500 grams.
- 5 A map shows you where you want to go, but GPS also shows you where you are.

Unit 7 Lesson 8

Track 74

Listen and check.

The topic of my presentation today is the International Space Station, or ISS.

First of all, I'll explain what the ISS is. Then, I'll talk a bit about the history of the station. Finally, I'll tell you why the station is important. You can ask any questions at the end.

So, basically the ISS is a large spacecraft going round our planet, about 400 kilometres above us,

where astronauts live, work and study. The whole space station is about the size of a football pitch, but the part where the astronauts live is like a big house really. It has five bedrooms, two bathrooms and a gym. There are also labs from the US, Russia, Japan and Europe.

Moving on to its history, the International Space Station took 10 years and more than 30 missions to put together. The first modules were sent to orbit in 1998, and two years later, it received its first astronauts. As you can see from this table, the ISS has been the home of more than 250 astronauts from 20 different countries, most of them American and Russian.

Now, many people ask why we need a space station. The scientists at the space station study many things, including what happens to people in space. They also learn about how to keep a spacecraft working for a long time. Space agencies are planning to go deeper in space in the future, and the lessons learnt at the ISS will be an important step for that.

To sum up, I said that the ISS is like a big house for astronauts from many countries. It took 10 years to build, and now is going round the planet. The astronauts there are learning important things about living in space.

Thank you for listening. Do you have any questions?

Track 75

Listen again to the second paragraph. Notice how the speaker pauses when there is a slash.

So, basically / the ISS is a large spacecraft, / going round our planet about 250 miles above us, / where astronauts live, / work / and study. / The whole space station / is about the size of a football pitch, / but the part where the astronauts live / is like a big house really. It has five bedrooms, / two bathrooms / and a gym. / There are also labs from the US, / Russia, / Japan and Europe. /

Track 76

A

Listen and put a slash in the sentences in the places where the speaker pauses.

Now, many people ask why we need a space station. The scientists at the space station study many things, including what happens to people in space. They also learn about how to keep a spacecraft working for a long time. Space agencies are planning to go deeper in space in the future, and the lessons learnt at the ISS will be an important step for that.

Unit 8 Lesson 3

Track 77

A

Listen to a conversation and match the speakers and the sentences. Write the numbers.

Mother: What are you reading?

Noura: It's a sort of test to help you learn about jobs you might like to do.

Mother: That's interesting, Noura. Have you seen one you like?

Noura: Yes, I'd like to be a marine biologist. I'd like a job where I can travel to different places and be outdoors.

Amani: I'm sure that's an interesting job, but I don't think you can make a lot of money if you're a marine biologist. You should be a pilot; they travel a lot.

Noura: Yes, but I like animals, Amani. And I love nature. I don't think I would like being a pilot.

Mother: Money isn't everything. It's important to do something that you really enjoy. You'll spend a lot of time at your job.

Amani: Well, I'd like to be a dentist.

Noura: I'd hate it. You have to work in the same place every day. It sounds really boring.

Amani: I think it's a good job because you can make people feel better. It's terrible to have a toothache. I'd like to be a doctor, too. I want to help people.

Mother: What about this job, Amani – a forester?

Amani: I don't really know what they do.

Mother: Well, turn to page 147.

Amani: It says they study forests to find out how to protect them. That doesn't sound like much fun. They're probably alone a lot of the time.

Noura: I think it sounds interesting. Foresters probably work outdoors a lot. And they protect the environment. It's an important job.

Mother: You have to be good at science to do many of these jobs. If they interest you, you've got to work hard in school.

Noura: You're right, Mum.

Mother: Where are you going, Noura?

Noura: I'm going to revise for my science exam.

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

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

Yousif: That sounds great.

Kamal: OK. Shall I pick you up?

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

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

Yousif: Fine. Bye.

Track 79

A

Listen to the conversations again and answer the questions.

[Track 79 is a repeat of Track 78.]

Unit 8 Lesson 4

Track 78

Listen to two conversations and answer the questions.

Conversation 1

Yousif: Hi, Rashid, how are you? I didn't see you at the match last week.

Rashid: I was studying for my Physics exam.

Yousif: When was it?

Rashid: Yesterday. I think I did really well.

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

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

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

Rashid: Thanks, that'd be nice.

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

Rashid: Great!

Conversation 2

Kamal: Hello. Kamal here.

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

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

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

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

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