

English for Iraq



Republic of Iraq,
Ministry of Education
General Directorate of Curricula

3rd Intermediate Student's Book

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استناداً إلى القانون يوزع مجاناً
ويمنع بيعه وتداوله في الأسواق.

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Garnet
EDUCATION

Book map

Lexical areas

Communicative activities

Unit 1

Describing things

- Things in a shopping mall
- Cars and motoring
- Adjectives describing people

- Writing an advert
- Reading for enjoyment
- Describing a photograph of someone
- Explaining why you chose something
- Reading a story for enjoyment and commenting on the text: *Lucky customer 50*

Project 1: More than just shopping!

Unit 2

Spare time activities

- Spare-time activities
- Equipment used in spare-time activities
- Places to visit
- Types of stories
- Film, theatre and concerts

- Writing a fact file on a film
- Using written factual information
- Making an advertisement for a film, play or concert
- Role-playing a dialogue
- Writing an email invitation
- Reading a story for enjoyment and commenting on the text: *The champion*

Unit 3

Our world

- Animals, birds, insects
- Habitats
- Landscape
- Adjectives to describe animals

- Completing a questionnaire: *Caring for the natural world*
- Reading for interest
- Researching and writing a fact file on wildlife
- Reading a story for enjoyment and commenting on the text: *How to fill a space*

Project 2: Helping wildlife!

Unit 4 Review

- Review and practice of strategies for developing listening, speaking, reading and writing

Unit 5

The media

- Sport
- Newspaper and magazine sections
- Buying and selling
- School activities

- Reading for enjoyment
- Role-play: buying second-hand objects
- Doing a survey
- Reading a story for enjoyment and commenting on the text: *A powerful lesson for everyone*

Project 3: People who make a difference

Unit 6

Jobs and careers

- Occupations
- Jobs, workplaces and education

- Role-play: asking for and giving directions/career plans
- Reading for pleasure
- Interviewing someone and writing a career history
- Playing language games
- Reading a story for enjoyment and commenting on the text: *Hard work pays*

Unit 7

Other countries

- Countries and nationalities
- Ways of travelling

- Playing a language game
- Role-play: making and responding to apologies
- Reading for interest
- Researching and writing about a country
- Reading a story for enjoyment and commenting on the text: *Together for a better school*

Project 4: Perform a story

Unit 8 Review

- Review and practice of strategies for developing listening, speaking, reading and writing

Language learning activities

Grammatical areas

- Describing people, places and things
- Telling the time
- Expressing purpose orally and in writing
- Listening for gist and detail and to understand style
- Reading for gist, specific information and vocabulary development
- Writing emails: describing a friend

- *There is/are ...*, *It has ...*, *It doesn't have ...* for describing places
- Adjectives and the modifiers *very*, *quite*, *really*
- Present and past continuous
- Expressing purpose with *so you can ...* and *to help you to ...*
- Question formation
- Compound words
- Giving reasons

- Expressing likes and dislikes
- Expressing preferences and making suggestions
- Talking about stories
- Giving opinions and advice
- Listening for questions and answers
- Reading for gist and detailed understanding
- Reading and transferring information to tabular form
- Guessing words in context
- Improving written text

- Verbs + gerund/Verbs + infinitive
- Present simple and past simple tenses
- Compound and complex sentences
- Question formation with the present and past simple

- Listening for word stress, gist and specific information; taking notes
- Describing and comparing animals
- Expressing feelings, opinions, agreement and disagreement
- Discussing probable and less probable consequences
- Reading factual texts for gist, detail, inference and figurative language
- Forming a questionnaire

- Comparative and superlative forms of adjectives ... *(not) as (beautiful) as ...*
- First and second conditional tenses
- Past habitual tense (*used to*)
- Possessive adjectives and pronouns
- Present simple passive with *can*

- Listening and understanding biographical information
- Talking about sport
- Reading a newspaper: using index and headlines
- Using numbers

- Contrasting past simple and past continuous
- Question forms
- Subject and object pronouns
- Future simple with *will*
- Quantifiers *most*, *least*, *some*, *a few*

- Listening for gist, language and details; taking notes
- Talking about plans for the future
- Reading for gist, language and text organization
- Writing sentences, a blog asking for advice and a career history

- *going to* + infinitive to express plans for the future
- Defining relative clauses with *who*, *which*, *that*
- Articles: *a*, *an*, *the*, zero article

- Listening for gist, ideas and details
- Expressing opinions about ways of travelling
- Practising conversations for pronunciation
- Using a chart to compare information
- Reading for specific information and detail
- Making deductions from short texts
- Writing sentences and a paragraph
- Apologizing

- Position of adverbials
- Present perfect and past simple tenses
- Present and past simple passive

Lesson 1: At the mall

A Look at the photographs. Match the numbered items with the words in the box.

cinema	clock	escalator	information desk	lift
plant	queue	security guard	shop assistant	


B Read what Richard says about a mall in England. What does he like?

‘We’ve got a big mall in Manchester. I like going there with my family. It has lots of good shops. I like the sports shops and the ones that sell video games. There are loads of clothes shops. My father likes the electronics shops. He likes buying things for his computer. I like going up and down in the lift because you can see everything.



The mall has lots of restaurants. There isn’t a supermarket, so we can’t go food shopping. There are plants and trees everywhere, and there’s a big car park underground. It has three floors. Sometimes my father can’t find his car when we go home. It’s very funny!’




C  Talk about a local mall. Use the language below to help.

Describing places

There is	an information desk.
There are	lots of clothes shops. shops that sell computers. some plants and trees.
There isn't	a supermarket.
There aren't	any sweet shops.
It has	a big car park. lots of clothes shops.
It doesn't have	a swimming pool. any bakeries.



D  Choose a person or a place from one of the photographs. Describe it for your partner to guess.



Lesson 2: Hurry up! It's time to go!

A Which clocks show the same time? Practise saying the times.



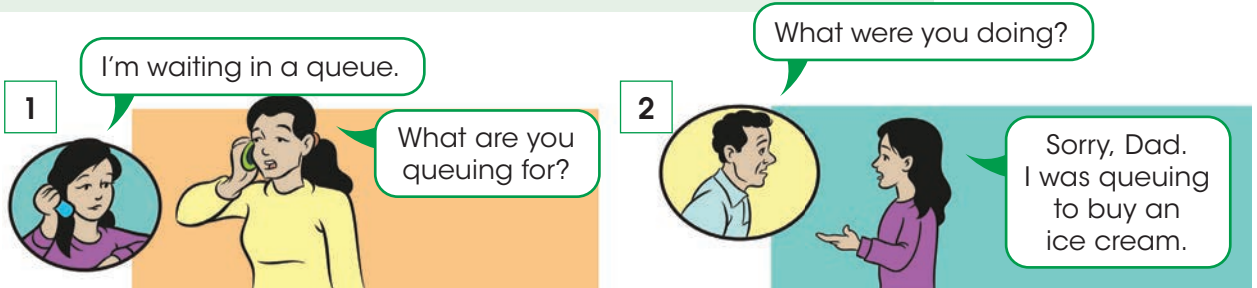
B Look at the pictures and answer the questions.

The mother in the picture looks worried.

- Why do you think she is worried?
- What do you think she is saying on the phone?



C Listen to the four conversations. Point to the correct picture.



Look at the pictures and read the conversations. Which one happens first - 1 or 2?

Lesson 3: Car of the Year!

A Match the numbered car features with the words in the box.

airbags
Bluetooth connection
electric windows
GPS
sunroof
tinted windows

B Read the newspaper article.

1 Does the writer like the Panther 3.0D? How do you know?

CAR OF THE YEAR AT ONE OF BAGHDAD'S MOTOR SHOWS!

I'm here at one of Baghdad's motor shows, and the car everyone is talking about is the Panther 3.0D. The new Panther is Car of the Year, and it's really fantastic. Some people just stand and gaze at its beautiful shape. Some young men want to sit in the driver's seat and dream. However, this car is not just good-looking; it is also a hybrid car. With its combination of an electric motor and petrol engine, this fuel-saving car is good for the planet, and good for your pocket, too! The Panther is self-charging, so you don't need to worry about finding charging points. You just drive like you always do.

It is not only the driver who will be impressed by the Panther 3.0D. Inside, children can sit in the back and try the electric seats and windows while their older brothers and sisters play with the built-in video-game player. These are standard

for all models. Extra features include: GPS, the sunroof, tinted windows and an excellent Bluetooth connection.


Switch on the engine and it runs so quietly. All of the features are really fun to try. But there's more! There's loads of space inside. The Panther 3.0D has seats for eight people - two in the front, three in the middle and three in the back. And there's space for all of their bags.

It looks very expensive, but the Panther 3.0D is actually quite cheap. And you don't need a lot of money to run this car. It does 12 kilometres to the litre and has a four-year warranty.

But there's something even more important. This is a really safe car. You don't have to worry in an accident. There are airbags for the driver and passengers and many other safety features. The Panther 3.0D really is the Car of the Year!

2 Is the car in the picture the Panther 3.0D? How do you know?

Lesson 4: Buying and selling

A  **2** Look at the photographs. Then listen and think. Which objects are the people describing?

B Look at the photographs. What is being described?

Mountain bike




Lightweight tent



- 1 It's waterproof, and it's easy to put up.
- 3 It sleeps two, so it is big enough for us.
- 5 It is strong and insect-proof.

- 2 It has disc brakes to help you stop quickly in the rain.
- 4 It is fast and safe.
- 6 It is made from nylon, so it is light and easy to carry.

Who are the people in the conversations?

C  Discuss the new vocabulary. What do the words mean?

Compound words

Words in English are sometimes made from two nouns.

Example:

windproof = made from material that wind can't get through

disc brakes = brakes that use discs

Can you think of any other compound words? Look in Lessons 1 and 3 in the Student's Book.

Giving reasons

There are disc brakes **to help you stop quickly.**

It has the latest suspension **to help you keep on the road.**

It is easy to put up **so you won't waste time.**

There are clear instructions, **so you can put it up easily.**

Think about the features of the Panther 3.0D. What are they for?

Lesson 5: What are they for?

A Look at the adverts. How can these things help you?

a

ARE YOU TIRED OF YOUR MOBILE PHONE?

Buy a new cover and bring some colour into your life!

- All makes and models
- Massive stock



Phones4u on the High Street

b

THE SUN CAN BE DANGEROUS.

Find the sunglasses for you on our website



LOOK COOL THIS SUMMER!

shades **R**us

c

Be a cool Runner!

Look great and run faster with our new range of stylish trainers.



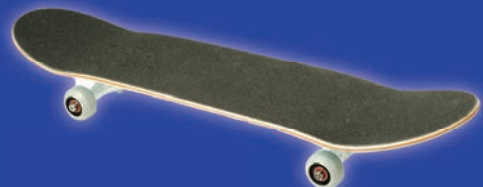
We stock a wide range of styles and sizes.

runners.com

d

Make the most of the latest technology.

These boards don't just look good – they're great for turning and fast, too!



skateboards.com

B



Match the adverts above with what people say.

- | | |
|---|---|
| 1 I tried one yesterday and it was fantastic! It turns so well! | 2 Huda wears her pair on a sunny day. They look great on her. |
| 3 I love them! They are so comfortable and stylish and my exact size! | 4 Mine's grey and I hate it. I'll have to get a new one. |
| 5 They are colourful, but they won't protect the screen. | 6 They are good quality and the lenses are scratch-resistant. |
| 7 I tried them on, but they were too narrow and they hurt my toes. | |

Lesson 6: What do they look like?

A Look at the pictures of Sally and Ahmed. What do they look like?

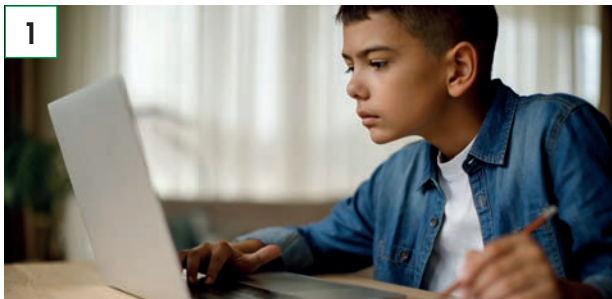


He/She	is wearing	a	pink jumper.
			grey/black trousers.
	has	a	pink bag.
		a	skateboard.

He/She	has	straight	black	hair.
		curly	brown	
		blue	eyes.	
		brown		
	is	quite	tall/short.	
		a bit	thin/fat.	



B Describe someone in the photographs below for your partner to guess.



C Match the character words in the boxes with the people in the photographs.

artistic

friendly

hard-working

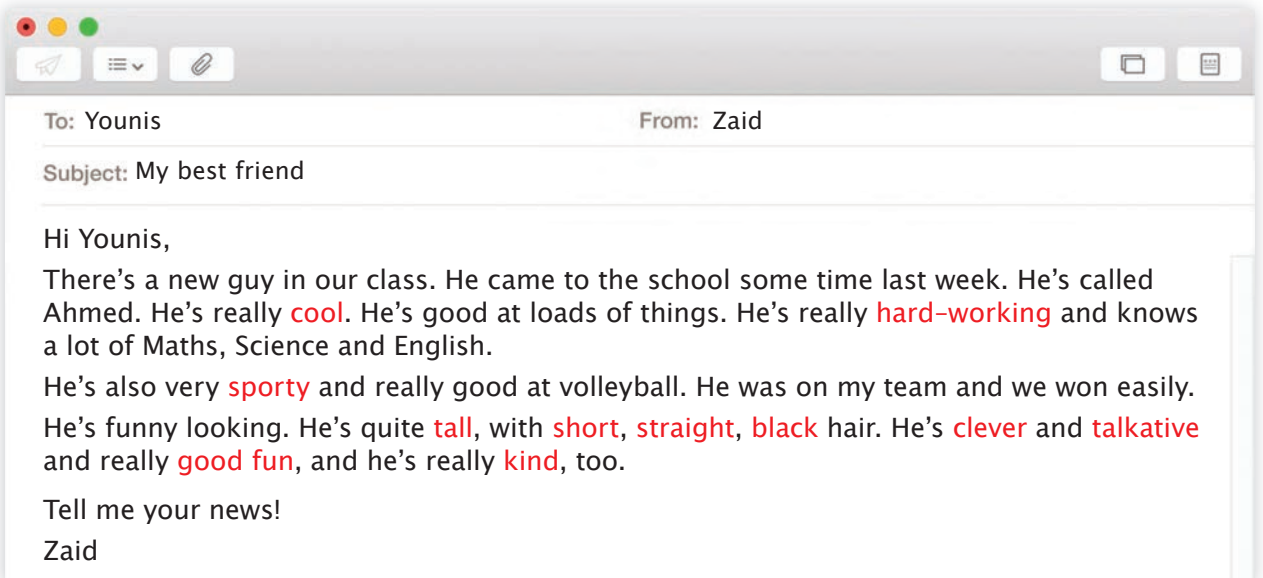
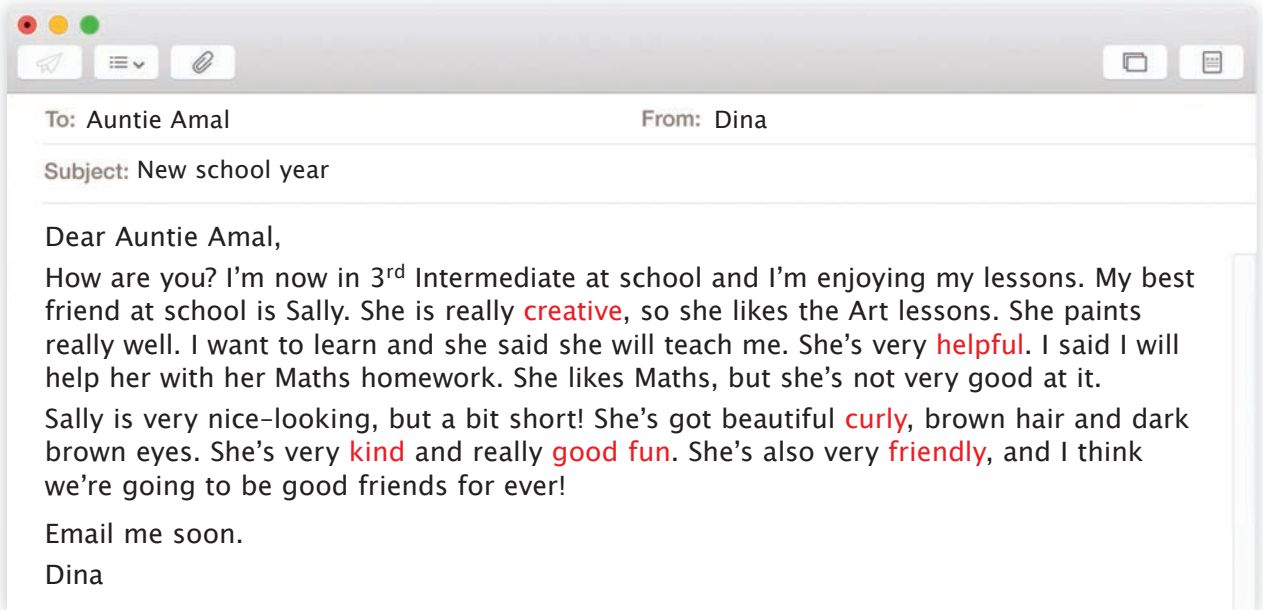
musical

sporty

Lesson 7: Good friends

A Read the two emails.

- 1 Find one thing Sally and Ahmed have in common.
- 2 Find three differences in appearance between Sally and Ahmed.

B  Read the emails again. Who ...

- | | | |
|-----------------------|-----------------------------|--------------------------|
| 1 is good at Maths? | 2 has brown eyes? | 3 is friends with Sally? |
| 4 is good at English? | 5 has short, straight hair? | 6 talks a lot? |
| 7 plays volleyball? | 8 is friends with Younis? | |

Lesson 8: Writing an advert

A

Work in pairs. Look at these three adverts for smartwatches. Ask and answer questions about each of the smartwatches. Use the following prompts to help you.

Which smartwatch:

- is the most/least expensive?
- is the best for a beginner?
- has the best battery life?
- is available in the most colours?
- is the best for water sports?
- is the best for monitoring your health?

1

MAXOUT 500

Make a Statement!

A stylish, state-of-the-art watch for every occasion. Functions include a sleep, heart rate, pace setter, depth and height monitor. Smash-proof and drop-proof. Waterproof to 100 m. Battery life: 12 hours. Leather, plastic and metal straps available. 1,300,000 IQD



2

Slimline 40

**FOR A FITTER,
FASTER LIFE!**

A neat, lightweight watch, perfect for runners and athletes.

Easy to set up and use.

One button to change the screen.

Functions include a stopwatch, step counter and heart rate monitor.

Water-resistant.

Comes in six colours.

Battery life: 6 hours. 250,000 IQD



3

THE WATCHER 2.0

Watch your health – in style!

Works with all operating systems.

Functions include: calorie counter, step counter, heart rate, sleep and blood pressure monitor.

Easy to move between functions with the touchscreen.

Water-resistant and drop-proof.

Battery life: 8–10 hours.

460,000 IQD



B

Choose a smartwatch from the adverts above. Tell your partner why you chose it.

I'm going to buy the Slimline 40 because it is less expensive than the other watches. It is also ...

In this unit, you have practised:

1 Describing places

There **is** a supermarket.
 It **has** a supermarket.
 or It **has got** a supermarket.
 There **isn't** a swimming pool.
 It **doesn't have** a swimming pool.
 Is there **a** sweet shop?
 Are there **any** sweet shops?

There **are** lots of shops.
 but It **has** lots of shops.

There **aren't any** bakeries.
 It **doesn't have any** bakeries.
 Does it **have a** sweet shop?
 Does it **have any** sweet shops?

2 Describing a continuous state

Present

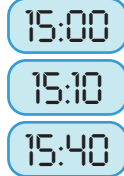
I **am talking** to my friend.
 He **is wearing** a green jacket.

Past

I **was talking** to my brother.
 He **was wearing** his white trainers.

3 Telling the time

It's **three o'clock**.
 It's **ten past** three. It's **three ten**.
 It's **twenty to** four. It's **three forty**.



4 Adjectives

Note the order of adjectives:

Opinion	Size	Age	Shape	Colour	Origin	Material
beautiful	little	new	curly	black	French	plastic

It is a **beautiful, little, black, French** table. She has **beautiful, curly, black** hair.

5 Describing people

He **is quite tall** and **a bit thin**. He **has straight black hair** and **brown eyes**.
 He **is kind** and **helpful**. He **is wearing** a white shirt. or He **has** a white shirt.

6 Compound words

We can make many new words in English by joining two words together.

Examples: litter bin, information desk, sunroof, windproof

7 Giving reasons

The car has a Bluetooth connection, **so you can** listen to music.
 It also has air conditioning **to help you** keep cool.

8 And you have ...

- compared formal and informal ways of describing things.
- written diary entries and exchanged information orally.
- written two emails to a friend.
- written an advert.

A



5 Listen, read and find out.

- 1 Can you find three words used to describe Kareem's character?
- 2 What is the name of the new book Kareem wants to buy?
- 3 What does 'saving up' mean in paragraph 1?
- 4 What do you think the collection of poems *Islands of Salt* is about?

NEW RELEASE

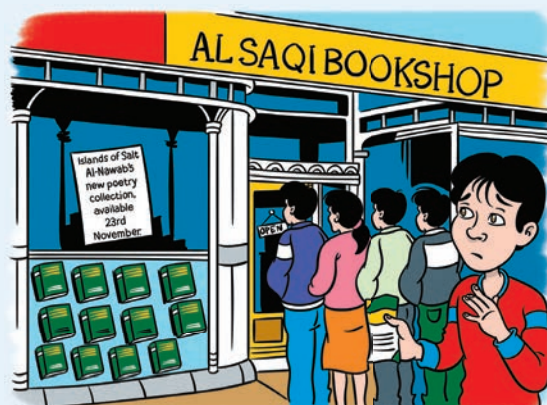
from bestselling poet
Mudhafar Al-Nawab

Come to Al Saqi Bookshop
on 23rd November and get
your copy of Al-Nawab's
new collection of poems
Islands of Salt

PLUS an extra special prize
for the 50th customer of the day!



Kareem went to Al Mutanabbi Street and hurried towards Al Saqi bookshop. As he got closer, he saw there was a long queue forming outside the door to the shop, and his heart sank. He had been saving up for months and wanted to be the first one to buy the new book by his favourite poet – now he would have to wait in line. As he stood waiting, the hard-working schoolboy pulled the advert for the new book out of his pocket.



Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day.



Lucky customer 50

Finally, the shop door opened and the owner welcomed the queue of customers in. When Kareem got to the door, the shop owner suddenly rang a bell and everyone started clapping and cheering. Kareem was very surprised and didn't know what was happening. After a while, the shop owner saw Kareem's confusion and explained, 'You are the 50th customer through the door today, young man. There is a big prize for customer number 50 ... you will get to meet Al-Nawab. Are you any good at writing poems?'



'Yes! I've got notebooks full of poems,' replied Kareem. He felt a surge of happiness as he understood what was happening. His patience was being rewarded. It was a good thing after all that he wasn't first to buy the latest book.

The shop owner shook Kareem's hand and said, 'Wait here. Al-Nawab will arrive in a minute. Here is a free copy of his book. He will sign it for you when he arrives.'



Al-Nawab arrived to the bookshop in a minute. Right on time! Kareem couldn't believe how lucky he was. The poet signed Kareem's book and gave him six more copies for his friends and family. They spent a long time talking, and Al-Nawab promised to read some of Kareem's poems and give him some advice on how to publish his own book of poetry.



P

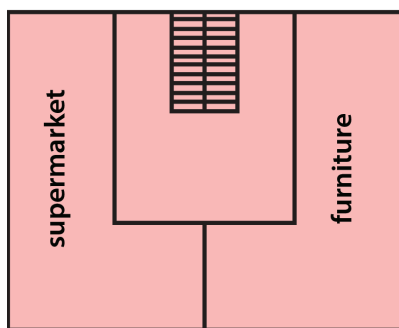
Project 1: More than just shopping!

A

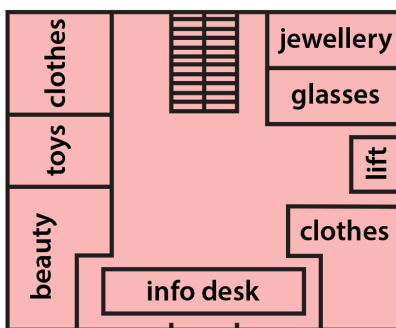


Look at the map of a mall and answer the questions.

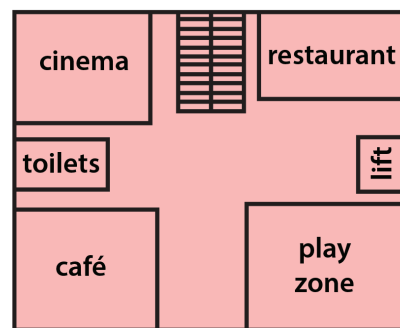
- 1 How many shops does the mall have?
- 2 What is the main purpose of the mall?



Basement



Ground floor



Floor 1

B



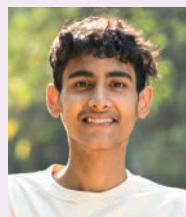
Read about two malls. Which mall is better? Tell your partner why.



This mall is called a StudyMall. You don't spend money or buy things here! A StudyMall is all about getting children and families learning in different ways.

The StudyMall is designed for education. It has a library, a museum, an art gallery and classrooms. The classrooms are large, light and comfortable learning environments, and visitors have access to computers, the internet, headsets, 3D printers and a digital library.

At the StudyMall, adults and children can join workshops and training programmes for free. StudyMalls are about more than spending money – they educate and teach you skills for life!



I want to tell you about a new type of mall called an EcoMall. This type of mall is all about looking after the environment. The building of an EcoMall is made from recyclable

materials such as steel, iron, glass and wool. It is surrounded by thousands of trees and plants, and it has a roof garden. There is a small café on the roof where people can relax and enjoy the views. An EcoMall doesn't use any fossil fuels. It uses energy from the wind and the Sun.

The mall has lots of shops and cafés like normal malls. However, the shops sell sustainable food, clothes and beauty products, so you can enjoy shopping without killing the planet!

C



Work in pairs. Discuss the sentences. Do they describe the StudyMall or the EcoMall?

- 1 You don't need money in this mall.
- 2 There are some great paintings in this mall.
- 3 You can enjoy a drink outside here.
- 4 This mall has solar panels.
- 5 You can print documents in this mall.
- 6 Teachers volunteer at this mall.

P

Project 1: More than just shopping!

D Design a new type of mall which is about more than shopping.

1

Think about how your mall will be different.



Education Arts
 Technology
Solar energy
History Animals
 Community
Science

2

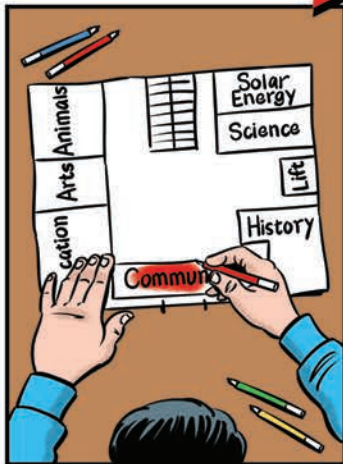
Name your mall. List the different places in your mall.



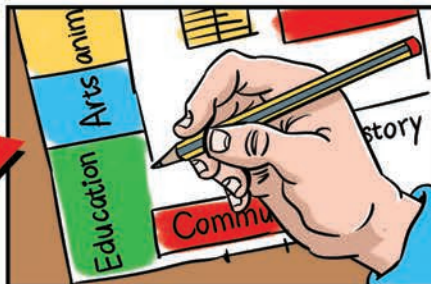
3

You will need a large piece of paper, a ruler, pencils and colouring pens.

4

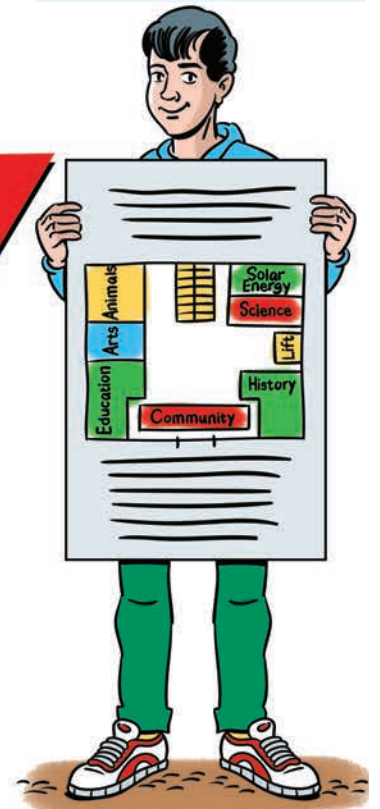


5



6

Share your new mall with the class.



Unit 2

AB 22-23

Lesson 1: A perfect holiday

A Read the advertisement.

1 Name all the activities in the photographs.

**Come to Tourist City
for the perfect holiday!**

You can have a rest – or do your favourite hobby. It's your holiday, so you choose what you want to do!

Spend the morning on the beach. You can relax and read a book. Or go swimming, sailing or fishing. In the afternoon, you can go shopping in the city, visit a museum or go to the cinema. In the evening, have a delicious picnic on the beach with a campfire. Why not spend the night camping on the beach and enjoy the beautiful stars? Camping is FREE!



2 Which of the activities would you like to do? Tell your partner why.

B Read the advertisement again. Which statements are true?

- | | |
|---|--|
| 1 The holiday destination is called Tourist City. | 2 There is a theatre where you can see a play. |
| 3 You can visit the local shops. | 4 You can go hiking in the mountains. |
| 5 Visitors must do all the activities available. | 6 You can camp on the beach at night. |

C    Listen to Reema talk about her perfect holiday. Tick (✓) the activities she enjoys.



D  Think about your likes and dislikes. Discuss your perfect holiday with your partner.

 Talking about likes and dislikes

love.	swimming.
enjoy	trying new food.
like	camping.
don't like	fishing.
hate	sailing.

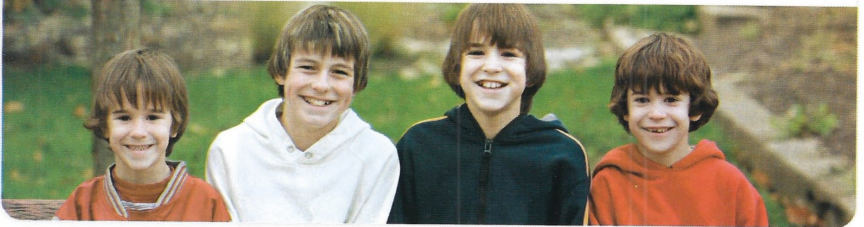
A



7 AB

Listen. Where do the boys decide to go? Order the dialogue as you hear it.

- I'd rather not. I don't like the films at the cinema at the moment.
- Let's go to the mall. There's a new game shop and we can have lunch there.
- What, to play football?
- How about going to the park?
- No, it's too hot.
- OK. What would you like to do?
- Yes! That's a good idea.
- What would you like to do this afternoon?
- I hope you have some money.
- I don't know.
- I'd rather go to the cinema to watch a film.
- Yes. Why not?



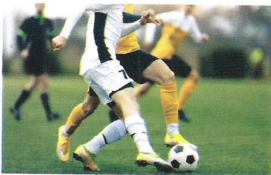
Expressing preferences and making suggestions

I'd like I'd love Would you like	to go	to the beach. to the mall?
I'd rather Why not Let's	go	
How about	going	

B



What would you like to do at the weekend? Discuss with your partner.



Lesson 3: My favourite kind of book

A **AB** Study the book covers and reviews. Match each book with a type in the box.

adventure

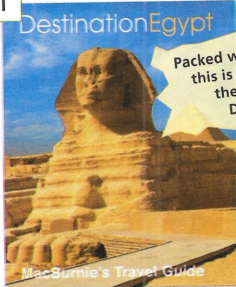
comedy

fiction

horror

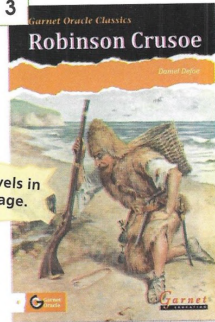
travel

1



Packed with detailed information, this is the definitive guide for the discerning traveller. Don't go without it!

3



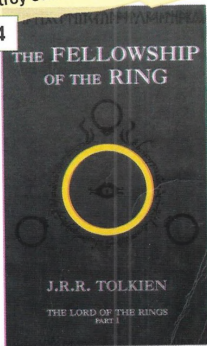
One of the first novels in the English language.

2

The sinister events in this story will keep you awake at night.

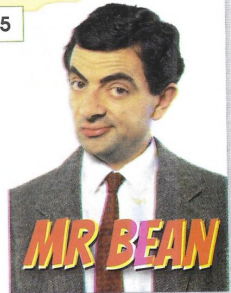
An epic tale of a journey to destroy evil set in another world.

4



5


The funniest comedy book of the year.



‘The island was empty ... Was this a good thing or a bad thing? It was terrible to be alone, but people might be dangerous. There were frightening stories about the islands ... my heart was full of fear.’

Robinson Crusoe is the only survivor of a shipwreck. He is alone and afraid on an island far away from anywhere. Over 28 long years, he turns the island into a home. Then, one day, he finds a footprint in the sand. Is there someone else on the island? Will Robinson Crusoe ever leave the island?

Lesson 4: Work or play?

- A**  **AB** This is Lucy Fisher. She is the star of a new TV comedy. Some students are interviewing her. Match the questions and answers.




Questions


- 1 How old are you?
- 2 What character do you play?
- 3 What kind of TV programme is it?
- 4 How did you get the part?
- 5 How long did it take?

Answers

- a Six months.
- b I play the part of Samara.
- c I saw a poster at school.
- d I'm 16.
- e It's a comedy.

- B**  Practise saying the interview with your partner.

- C**  Write three more questions to ask Lucy.

- D**  Listen to the interview. Do the students ask any of your questions?

 Asking about the present and the past

Present simple

How old **are you**?What character **do you** play?

Past simple

Were **you** happy?How **did you** hear the news?

Lesson 5: Two conversations

A



10



Listen to the conversations. Then practise in pairs.

I went to the cinema yesterday.

Oh, yes? What did you see?

A

*The Night of the
Killer Cockroaches.*

B

Taxi City.

What kind of film is that?

It's a horror film.

It's a factual film.

So, what's it about, anyway?

These cockroaches.
They're huge. They
start attacking people.

The taxi driver, who is
also the director, films
and records his journeys
and discussions over
two or three days.

That sounds a bit strange.

Yes, it's not very good.

Yes, but it's good.

Who's the main character?

The leader of the
team to kill the
cockroaches is
called Mason Dixon.

It's the driver – he's called
Ahmed. So, it's him and
all the different people he
takes in his taxi.

What's the ending like?

It's not very good.
The cockroaches are
cornered and end
up being zapped.

It's great. It also
shows how effective
a low-budget film
can be.

So, do you think
I should see it?

No, it isn't really
very good.

Yes. It's on for
another week.

B



Ask and answer with your partner about a film you have seen recently.

A Look at the magazine article. What kind of TV show do you think it is about?

STAR! Magazine

Schoolgirl in new TV comedy

16 year old takes main part

Wonderful! *Very, very funny!* **Fantastic!**

Lucy Fisher, 16, talks to **STAR! Magazine** about her part in the new TV comedy, *The Badri Family*.

In this comedy, I play Samara, the daughter in a traditional family. I live with my mother, father and younger brother.

(1) My brother is very clumsy and is always having silly accidents.

(2) In the first episode, he accidentally put salt instead of sugar in my mother's tea and it tasted awful! In every episode he trips over a lot and drops things.

I really enjoyed filming the latest episode because we go away as a family on a holiday.

(3) We stay in a fancy hotel with a swimming pool and my brother falls in the pool with all his clothes on! He gets soaked.

(4) Later that day, he spills his drink at lunch and then slips in the puddle. (5) Next week, we are filming an episode where my brother puts cleaning fluid on his hair instead of hair gel and his hair turns green. It's going to be so funny!



STAR! Magazine Issue 254 July **12**

B **AB** Read the article. Match sentences (1-5) with photographs (a-e).

Lesson 7: Invitations

A

Read the emails and advertisements and answer your teacher's questions about the two events.

School Graduation Party!

The amazing end-of-year graduation party for students of Al-Quds Intermediate School

Thursday 15th April
In the main hall of the school

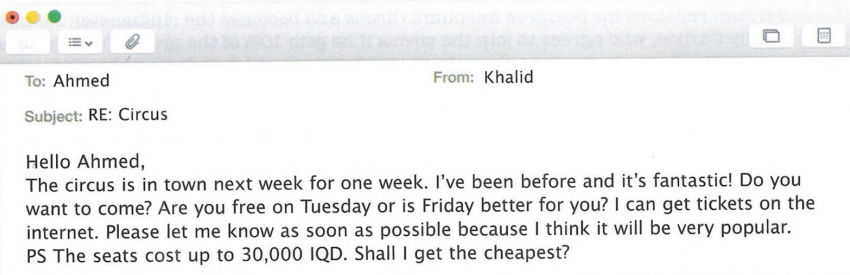
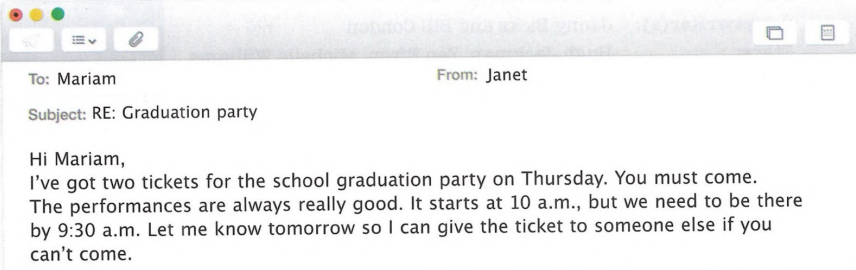
Doors open 9:30 a.m.
Party starts 10 a.m.
Tickets: Free

The greatest show on Earth!

Happy Town Circus is coming to Al-Jadriyah for one week from Saturday 18th March
Doors open at 7:30. The show starts at 8:00 p.m.
Seats 10,000, 20,000 and 30,000 IQD

To book on the internet, visit our website at:

www.happytowncircus.com



B

Study the dialogue below about the school graduation party. Role-play a similar dialogue about the circus.

Hi. Would you like to come to the school graduation party?

Oh, that sounds good. When is it?

It's on Thursday 15th April.

What time does it start?

Well, the party starts at 10 a.m., but the doors open at 9:30 a.m.

Oh, OK. I think I can make that. How much are the tickets?

They're free. Shall I get one for you?

Yes, please. I'm looking forward to it!

A Read the fact file and answer the questions.

- 1 What three jobs does Barnum do?
- 2 How does Barnum attract new customers to his circus?
- 3 Who does Barnum rescue?

Fact File

Title:	<i>The Greatest Showman</i>
Released:	2017
Genre:	Musical
Director:	Michael Gracey
Scriptwriter(s):	Jenny Bicks and Bill Condon
Stars:	Hugh Jackman, Zac Efron, Michelle Williams
Main characters:	PT Barnum, Phillip Carlyle, Charity Hallett, Caroline and Helen Barnum



The story: It is the early 1800s. PT Barnum gets married to Charity Hallett, the daughter of the family he works for, and they have two daughters, Caroline and Helen.

When Barnum loses his job as a shipping clerk, after the company goes out of business, he gets a loan from a bank and opens a wax museum, showing wax figures of famous people.

The museum is not successful, so he decides to find some live acts.

Barnum renames his business Barnum's Circus and becomes the ringmaster. He meets Phillip Carlyle, who agrees to join the circus if he gets 10% of the profit. To attract more customers, Barnum starts to show 'freak' performers, which include a bearded lady, a dwarf man and an extremely tall man. However, although these acts bring in bigger audiences and more money, they also create poor media reviews and complaints.

One day, Barnum finds his circus on fire. He rushes into the fire and rescues Carlyle.

After the fire, everyone decides to stay with the circus. Barnum wants to spend more time with his family, so he hands over the circus to Carlyle, who uses his money to rebuild the circus and make it a huge success.

Interesting facts: The musical is based on the true story of PT Barnum, a famous American showman and entertainer, and his creation of a circus. The film made 435 million US dollars!

My opinion: I don't usually like musicals, but I loved this film! The songs are absolutely brilliant, and the story is incredible. I challenge you not to cry!

B



Ask and answer with your partner.

When was it released?

It was released in 2017.

In this unit, you have practised:

1 Talking about things you like or dislike

I **love** swimming./I **enjoy** new food./I **like** camping.
I **don't like** fishing./I **hate** sailing.

2 Expressing preferences and making suggestions

I'd like/I'd love **to go** to the beach. Would you like **to go** to the mall? Yes, I'd love to.
I'd rather **go** to the funfair. How about **going** to the museum? Yes. Let's go.
Why not **go** to the theatre?
Let's **go** to the mall.

3 Present simple: Questions with *to be* and with other verbs

Are you a movie fan? Yes, I **am**. or No, I'm **not**.
Is he an actor? Yes, **he is**. or No, **he isn't**.
How old **are you**? I'm 14.
What kind of TV programme **is it**? It's a comedy.
Do you like movies? Yes, I **do**. or No, I **don't**.
Does he play your brother? Yes, **he does**. or No, **he doesn't**.
What part **do you play**? I **play** the daughter of the family.

4 Past simple: Questions with *to be* and with other verbs

Were you happy? Yes, I **was**. or No, I **wasn't**.
Was she surprised? Yes, **she was**. or No, **she wasn't**.
Why **weren't you** hopeful? Because **there were** 200 girls at the film test.
What **was his name**? **He was** called Jackson - Peter Jackson.
Did you always **want** to be an actor? Yes, I **did**. or No, I **didn't**.
Did she **want** you to do the show? Yes, **she did**. or No, **she didn't**.
How **did you get** the part? I **got** it after a film test.

5 Talking about films

I watched a good film last week. It was called *The Greatest Showman*. It was about a poor man who became a famous entertainer. The story was incredible, and the songs were amazing!

Useful questions are:

What's it called?


What's it about?

Who wrote it?

How does it end?

6 And you have ...

- made compound and complex sentences.
- edited texts for grammar and spelling mistakes.
- made notes about a book you have read.
- written email invitations.
- made a summary of a story orally and in writing.
- completed a fact file for a film.

A  **12** Listen, read and find out.

1 What was Karam's favourite sport?

2 What challenge did Karam overcome?

Karam was a very talented student. He enjoyed school, and he was really good at sports - especially basketball. In fact, he played basketball for his school team. Karam also liked to help others. He helped his mother in the kitchen, he helped his father in the garden and he helped his two younger brothers with their homework.



One day, Karam's mother asked him to go to the bakery to buy some bread. However, while he was walking, he saw a little girl run into the busy road. At the same time, a large car was speeding quickly along the road towards the girl. Karam saw the car, but the little girl didn't. Karam ran into the road and pushed the girl to safety.

The car screeched to a stop. All the people on the street stopped and looked. The little girl was fine. She ran across the road to her family, who gave her a hug. Sadly, Karam was lying in the road. He had been hit by the speeding car, and his left foot was badly injured.

Karam was taken to hospital. The doctors and nurses worked hard on him. Unfortunately, they couldn't save his foot. Karam suffered a lot during his treatment, and he felt very sad. He thought that this was the end of his sporting life. Would he ever be able to play basketball again?



But Karam was lucky. He had a loving and supportive family. His parents and all of his family members visited and helped him during his treatment. After a few months, he was able to use crutches, and he returned to school. Everyone was happy to see him back at school, and he had no problems at all academically.

However, Karam still felt sad. Sport had been an important part of his life, and now he couldn't do it. His teachers tried to encourage and support him by explaining all the other activities he could do, such as art, playing chess, joining a debating club and cooking. But none of them were basketball. Karam missed the physical activity, the speed, the teamwork and the competition of his favourite sport.

One day, Karam's PE teacher told him about a wheelchair basketball team in his city.



But Karam didn't have a wheelchair.

'Don't worry!' said the PE teacher. 'I will offer you one!'

So, Karam joined the team. Very quickly, he learnt how to turn, stop and sprint with his wheelchair. It was quick and light, and it felt like part of his body. Once again, he felt the speed, teamwork and competition of his favourite sport. He was soon good enough to become a member of the national team, and he began to participate in many international contests, where his team won several titles.



B



Retell the story to your partner.

Unit 3

AB 40-41

Lesson 1: Our world

A

Read each category and look for the examples in the photographs. Then add two or three more examples for each category.

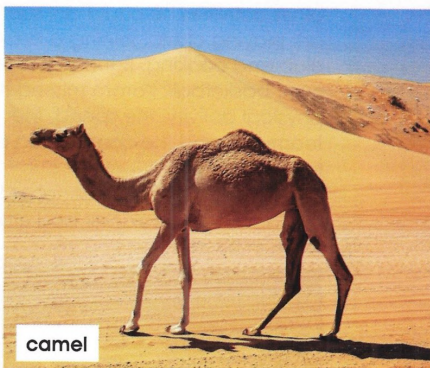
- 1 wild animals (e.g., *tiger*)
- 2 birds (e.g., *crow*)
- 3 farm animals (e.g., *cow*)
- 4 habitats (e.g., *grazing land*)

B

Use the adjectives in the box to describe the photographs. Does your partner agree?

beautiful dangerous dry hot huge
large small useful wet

Bears are dangerous.



⚠ Comparing things with adjectives

- 1 England is **colder than** Iraq.
- 2 I am **quieter than** my brother.
- 3 The dawn is **more beautiful than** the night.
- 4 The night is **less beautiful than** the dawn.
- 5 Tablets are **more expensive than** phones.

How to form comparatives of adjectives

- 1 Adjectives with one syllable, add *er*, e.g., *cold* ➔ *colder*
- 2 Adjectives with two syllables, add *er*, e.g., *quiet* ➔ *quieter*

BUT, if the second syllable is *ful*, add *more* or *less*, e.g., *useful* ➔ **more useful**

Note: *clever*, *gentle*, *friendly*, *quiet* and *simple* can be used with *er* OR *more/less*, e.g., *cleverer* OR *more clever*.

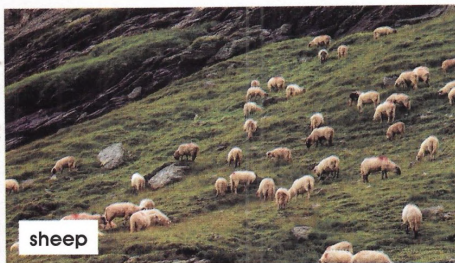
- 3 Adjectives with more than two syllables, add *more* or *less*, e.g., *beautiful* ➔ **less beautiful**


Another way to compare things:

(not) *as* + adjective + *as*

A bear is not **as fast as** a lion.

C Play a guessing game: Which photograph is it?



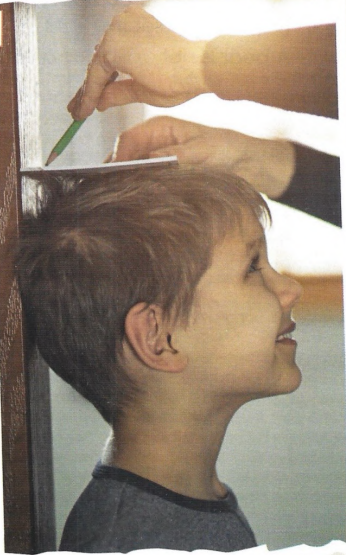
A  Use the newspaper headlines and the photographs to answer this question.

Which news stories do you expect to find these words and phrases in?
Write the numbers.

better food _____ 40 million _____ better health services _____
life expectancy _____ birth rate _____ 2 cm every ten years _____

People Growing Taller

1



People Living Longer

2




Population Increasing

3



B  **13** Listen and check your ideas.

 **Discussion**

What may happen if these changes continue?

Example:


If people **grow** a lot taller, we **will need** bigger houses.

If the population **increases**, we **will need** more food to feed everybody.

Unit
3

Lesson 3: I hate spiders



A  How do you feel about spiders, mosquitoes and the animals below? Discuss with your partner. Try to give reasons for your feelings.


Student 1

- I hate
- I don't mind
- I'm afraid of
- I'm not afraid of
- I like

- horses
- spiders
- mosquitoes
- flies
- falcons

Student 2

- So do I. ...
- Neither do I. ...
- So am I. ...
- Neither am I. ...
- I don't. ...

B  **14** Look at the picture and guess the answers to these questions about Kareem and Rami. Then listen and check your ideas.

- | | |
|--|---|
| <ul style="list-style-type: none"> 1 How does Kareem feel about spiders? 3 Are spiders useful? | <ul style="list-style-type: none"> 2 How does Rami feel about spiders? 4 What is Rami going to do with this spider? |
|--|---|




Lesson 4: If we didn't have any spiders ...

! Talking about imaginary situations

If + past simple, would + infinitiveIf we **didn't have** any spiders, we **would have** more mosquitoes.If there **were** more mosquitoes, we **would get** more bites.

A

 **Make second conditional sentences using these sentence beginnings. Read them to your partner and check each other's work.**

Example: If I had lots of money, I would buy presents for all of my friends.

If I had lots of money ...

If I was late for school ...


If I met an alien ...

If I had to eat snails ...

If the internet disappeared ...



B

 **Now make second conditional sentences using these sentence endings. Read them to your partner and check each other's work.**

Example: If I broke my leg, I would be in a lot of pain.

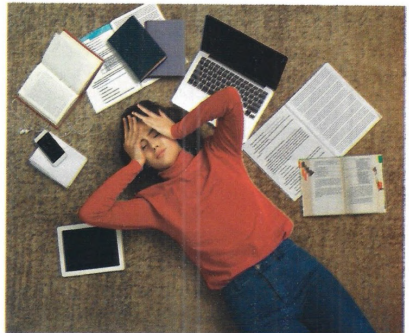
... I would be in a lot of pain.

... there would be too many insects.

... my teacher would be very angry.

... I wouldn't do very well in the test.

... I would be very hungry.



Lesson 5: The fastest living things

A Read the text and then suggest two possible titles for it.

Have you ever watched a falcon diving down from the sky? They are the fastest things in the natural world. They fly high up and then dive down to kill a bird or a small animal. Some falcons can dive at 240 kph!

More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food. The Bedouin lived mostly on dates, milk and bread because it was difficult to catch animals and birds. Then they learnt how to catch falcons. Soon, the Bedouin were eating meat their falcons caught for them. Their favourite bird was the large, long-legged houbara. They cooked it over a fire and it tasted delicious.



The houbara



A diving falcon

The Bedouin used to hunt on camels. They rode fast as they followed their flying falcons. Today falconry is a sport, not a necessity, and many falconers arrive in the deserts and valleys of Muthanna, Samarra and Dhi Qar in Iraq in air-conditioned 4WDs.

One disadvantage of this sport is that too many rare birds might be killed. If nothing was done about this, there would soon be no birds left. However, the government has set up protected areas for birds. People cannot hunt there. These safe areas for birds are also good habitats for other animals. As a result, wildlife numbers have gone up and the environment is richer.

B



What do the words in the box mean?

dive

necessity

government

area

environment

Lesson 6: Do you care about wildlife?

A



Read the questionnaire and follow the instructions.

CARING FOR THE NATURAL WORLD

How do you feel about nature?
Choose your answers to these questions and find out.

1 What would you do if you found a bird with a broken wing in your garden?

- (a) Ignore it. I hate birds.
- (b) Tell my parents.
- (c) Place it carefully in a small box with some soft bedding and feed it worms and fresh water until it got better.

2 What would you do if you found a bird's nest with eggs in it?



- (a) Eat the eggs.
- (b) Take it to school to show all my friends.
- (c) Not touch it and check every few days to see if the eggs have hatched.

3 If a bat came into your bedroom, what would you do?

- (a) Try to kill it with a broom.
- (b) Scream and run to another room.
- (c) Leave the window open and wait quietly for it to fly out.



4 If you found a spider on your desk, what would you do?

- (a) Squash it with my book.
- (b) Scream and ask my friend to kill it.
- (c) Carefully capture it in a cup and release it outside.

5 If you saw a wolf in the desert, what would you do?

- (a) Shoot it.
- (b) Chase it.
- (c) Stay very still and watch it.

ABOUT YOUR ANSWERS

Give yourself points:

- (c) answers = 2 points
- (b) answers = 1 point
- (a) answers = 0 points

- If you have 10 points, you care quite a lot about wildlife.
- If you have fewer than 8 points, you need to learn more about wildlife.

B



Compare your answers with your partner. Give reasons for your answers.

Lesson 7: Some of Iraq's animals

A



15



Listen to three descriptions. Match them with the photographs.



B



Describe the other animals with your partner.

A



Look at the fact file. Ask and answer questions about the underlined information.

Example: Where can Marsh Arabs be found?

Fact File

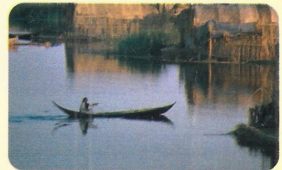
Way of life

Marsh Arabs can still be found living a traditional life in the marshlands in the south-east of Iraq. They raise domestic buffalo. Some sheep and cattle are also kept. Crops such as rice, wheat and barley are grown by the Marsh Arabs. Most Marsh Arabs live in arched houses which they build from reeds. Their houses are usually about three metres wide and about six metres long. They are less than three metres high. Houses are built at the waterside or on artificial reed islands. Houses have entrances at both ends. One part of the house is for the family and the other half is for their animals. Guest houses are built separately. Traditional boats (mashhoof and tarrada) are used as transport.



Wildlife

Forty species of birds can be found in the marshlands. The marshes were once home to millions of birds and the stopover for millions of other migratory birds, including flamingos, pelicans and herons as they travelled from Siberia to Africa.



What has changed in recent years?

40% to 60% of the Marsh Arabs are at risk because most of the wetland has dried up. Many species of birds are also at risk. Some are now extinct or near extinction. The draining of the marshes in the 1990s caused a significant change in the ecosystem. However, some of the marshes have recently been restored after flooding the area.



Active and passive

Where can people find 40 species of birds?

Where can 40 species of birds **be found**?

In this unit, you have practised:

1 Forming comparatives and superlatives of adjectives

cold	⇒	colder	⇒	coldest
useful	⇒	more useful	⇒	most useful
dangerous	⇒	more dangerous	⇒	most dangerous

2 Making positive and negative comparisons with adjectives

A bear is **bigger than** a wolf. A wolf is **not as big as** a bear.
 Monkeys are **more interesting than** sheep. Snakes are **not as dangerous as**
 Small cars are **less expensive than** big ones. crocodiles.

3 Comparing the present and past with *used to*

Iraq is greener than it **used to be**. There is more wildlife than there **used to be**.

4 Talking about things that may happen in the future

A What **will happen** if people **continue** to grow taller? **B** We **will need** bigger houses.

And talking about things that are not very likely to happen

A What **would you do** if you **were bitten** by an animal? **B** I **would go** to a doctor.

5 Expressing and (dis)agreeing with attitudes, feelings and opinions

A I like spiders.

B So do I.

A I don't mind spiders.

B Neither do I.

A It **would be good** if there was less pollution.

B I think so, too.

6 Using pronouns and possessive adjectives correctly

Subject	Object	Possessive adj.	Subject	Object	Possessive adj.
I	me	my	it	it	its
you	you	your	we	us	our
he	him	his	they	them	their
she	her	her			

Examples:

My friend lent **me his** pen and I forgot to give **it** back to **him**.

At Eid, **we** give presents to **our** friends and **they** give presents to **us**.

7 Using passive forms


Marsh Arabs **can be found** in the south-east of Iraq.

Crops **are grown** by Arab marshes.

Some of the marshes **have been restored** after flooding the area.

8 And you have ...

- learnt spelling rules about double consonants.
- learnt to understand inferences in a text.
- practised stressing words correctly.
- practised punctuation.
- written a questionnaire.
- written a fact file about wildlife in Iraq.

A  **16** Listen, read and find out.

- 1 What did the rich merchant sell?
- 2 What did he give to his three sons?
- 3 What did each son buy?

Long ago, there lived a wise and rich merchant in Iraq. He spent his working life buying and selling gold, animal skins, silks and salt. He had a lot of land and he lived in a large, strong house with a beautiful garden.

However, after many years, the merchant became old and tired. He decided to give his riches to his three sons because he wanted to spend more time relaxing in his garden.



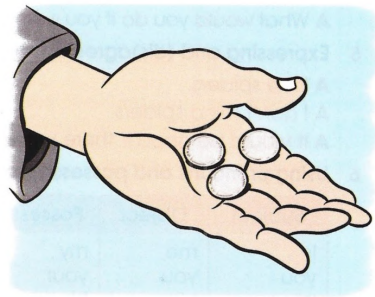
The merchant's oldest son was called Majid, his second son was called Ali and his youngest son was called Hamad. The merchant called his sons to him and told them his plan.

'My children, I want to give my riches to you today, while I am alive. My land is easy to cut up, and I will give each of you a piece of land that is the same size.'

'Thank you, Father,' the three sons said.

'But what about the house?' asked Hamad.

The merchant smiled. 'That is a difficult question. I cannot cut up my house! So, I want my house to go to my cleverest son. Then the merchant opened his hand to show three small coins.



'Take one coin each. Take it to the souq and spend it. The son who buys something that can fill this room, will have the house. Go now and return before night.'

Each son took a small coin and went to the souq.

Majid entered the souq. The first stall he saw was full of baskets, mats and straw.

'Straw!' he shouted. 'Straw is cheap, and it fills up space!' He returned to the house with sacks full of straw.



Ali entered the souq. The first stall he saw was full of goats, rabbits and birds.

'Feathers!' he shouted. 'Feathers are cheap, and they fill up space!' He returned to the house with sacks of feathers.



Hamad entered the souq. He walked around the souq and he thought and he thought. Then he had an idea.

Majid and Ali waited for Hamad to return to the house. They waited and they waited. The hours went past, and he did not arrive. Then, as the sun disappeared and night started, Hamad arrived.

Majid and Ali laughed when they saw Hamad. He had nothing! 'Hamad will not get the house,' thought Majid and Ali.

The three sons entered the house together and stood in front of their father.

The merchant asked his oldest son to go first. Majid emptied the sacks of straw around the room. When he finished, the room was half full.

'Well done!' said their father. 'Now it is Ali's turn.'

Ali emptied the sacks of feathers around the room. When he finished, the room was half full.

'Well done!' said their father. 'Now it is Hamad's turn.'

Hamad stood in the middle of the room. He had no sacks. Then he took a long, white stick out of his jacket. It was a candle. Hamad placed the candle in the middle of the room and lit it. The light from the candle filled the dark room with light.

'What a clever idea!' said Majid and Ali laughing. 'Our little brother is the cleverest son!'

'Yes,' said the merchant. 'I think we all agree that the house will go to Hamad!'

Then the three brothers joined their father and mother for a delicious evening meal.



P

Project 2: Helping wildlife!

A Read the text. Match each heading with a paragraph.

Bees in Iraq

Making a bee helper

Solitary bees

Helping our bees

Bees pollinate a third of everything we eat.

Bees can travel over 80,000 kilometres.

Bees travel at 25 km/h.

- I want to help bees where I live. Here in Iraq, we usually think about honey when we think about bees. We have kept honey bees in Iraq for thousands of years. There are ancient inscriptions on clay tablets with recipes using honey to treat skin problem. However, I want to help solitary bees.
- Some bees live on their own, like the solitary bee. These bees are small bees that move from flower to flower. They don't produce honey, but they have a very important role, because they are pollinators. Farmers benefit because these bees pollinate crops and increase the harvest. However, solitary bee populations have decreased in the last 20 years because their habitats have been lost.
- I made a bee helper to give solitary bees a home. First, I got some old bamboo sticks and I cut them into 10 cm lengths. I scraped out the middle to make them hollow. Then, I made a wooden box and filled it with the hollow sticks. Finally, I used some wire to hang it up on a sunny wall. I hope that bees will come and visit my bee hotel!

B

Look at the animals in the box. Discuss the different ways you could help these animals with your partner.

bees

birds

butterflies

hedgehogs

P

Project 2: Helping wildlife!

C Read about different bird feeders. Match the paragraphs with the photographs.

1

Get some netting that has some holes in it. Get some nuts and seeds and fill the netting with them. Tie the netting closed with a ribbon. Thread some string through one of the holes in the netting and hang it from a tree.

3

Get some metal wire and some nuts. Thread the nuts onto the wire. Do this several times. When you have enough nuts on the wire, make a circle and tie some string around the wire before hanging it in a tree.

2

Cut a grapefruit in half. When you have eaten the fruit, keep the skin. Put two sticks through the skin in a cross shape. Tie some string to the sticks and fill the grapefruit skin with seeds. The birds can stand on the sticks when they eat the seeds.

4

Take some oil and melt some fat in a bowl. Roll the oil and fat into a ball. Then roll the balls in a bowl of seeds to make seed cakes. Make a small hole in the cake to thread some string through, then hang the cakes up outside.



D

Choose an animal from Exercise B. Design and make your own animal feeder for this animal. Count how many animals use your feeder. Share your design and the number of animals that used your feeder with the class.

Unit 4

AB 58

Lesson 1: Listening

Remember! When a person is speaking in English, you don't have to understand every word. Use these tips to help you.

Listening tip 1 – Listen for the loud, slow words.

People often say the important words more loudly and more slowly.

What are the important words here?



Can I have your **attention**, please?
We have a report of a **young boy**
missing in the **shopping mall**. His name
is **Jamal**. He has **curly black hair** and
brown eyes. He is **seven** years old and is
wearing a **red sweater**, a **white shirt**
and **blue jeans**. He also has **white**
shoes and **socks**.

A  17 Listen to two speakers.

What are the important words in each case?

Listening tip 2 – Listen for the loud sounds in words.

Long words in English have one loud sound. This is often the only sound you will hear clearly from an English speaker. You must learn to recognize long words from the loud sound.

What are the loud sounds here?

attention

missing

curly

sweater

B  18 Listen to some long words from the course.

Write the words you hear.

Listening tip 3 – Listen for repetition of the words.

Don't worry if you don't hear important information the first time. People often say the important information twice.

Notice how the speaker repeats the information in a different way.



That's a
young boy
called Jamal with
curly black hair
and brown eyes,
wearing a red
sweater,
a white shirt
and blue
jeans.

C  19 Listen to two announcements.

Remember the important information in each case.

Lesson 2: Reading

Remember! You should use the visual clues in a newspaper article, a magazine article or a story on the internet before you read. Use the tips below to help you to prepare.

 Reading tip 1 – Look at any pictures/photographs.

Look at the pictures or photographs before you look at the text.

Think: *What is this text about?*

What words will be in the text?

A



Look at the photographs and follow Tip 1.



 Reading tip 2 – Look at the headline or the title.

Look at the headline of the article or the title of a story before you look at the text. Think: *What is this text about?* Then read the text and think: *Did I get it right?*

B

Look at these headlines and titles. What do you think each text is about?

Headlines

**GIRL WINS
COMPETITION**

**TENNIS STAR
ARRIVES IN
BASRA**

**MINISTRY
GIVES DATES
FOR FINAL
EXAMINATIONS**

**OIL PRICES
RISE; MORE
JOBS FOR
LOCAL PEOPLE**

Titles

The first school day

A dream comes true

How to learn English

Lost in the desert

 Reading tip 3 – Read the first paragraph.**Newspaper story**

The first paragraph tells you what the article is about. It usually tells you also:

- **where** the news happened
- **when** the news happened
- **who** was involved

Sometimes the whole article is just one paragraph.

Magazine article

The first paragraph tells you **what** the article is about.

It also tells you if the article is in the **first person** (I).

It talks about **opinions** or **experiences**.

Story


The first paragraph usually sets the scene. For example:

- **where** the story happened
- **when** the story happened
- **who** the main characters are

Read the first paragraph of the article in your Student's Book page 7:
Car of the Year!

Read the first paragraph in your Student's Book page 24:
Schoolgirl in new TV comedy

Read the first paragraph in your Student's Book page 40:
How to fill a space

 Reading tip 4 – Read the topic sentences.

Paragraphs in English usually begin with a **topic sentence**. This sentence prepares the reader for the information in the **paragraph**.

Magazine article

All the **topic sentences** together usually make a good **summary** of an article.

Story

All the **topic sentences** together usually give you the **gist** of the story.


Newspaper article

Topic sentences are not so important in newspaper articles. Each paragraph may only have one sentence.

Find and underline the topic sentences in the article in your Student's Book page 24:
Schoolgirl in new TV comedy

Find and underline the topic sentences in your Student's Book page 40:
How to fill a space

C

 What information is in these paragraphs?
CAR OF THE YEAR!

I'm here at one of Baghdad's motor shows, and the car everyone is talking about is the Panther 3.0D. It is not only the driver who will be impressed by the Panther 3.0D. It looks very expensive, but the Panther 3.0D is actually quite cheap.

HUNTING WITH BIRDS

More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food. The Bedouin used to hunt on camels. One disadvantage of this sport is that too many rare birds might be killed.

Lesson 3: Speaking

Don't be lost for words! When you have a conversation in English, use these tips to keep it going!

A



Read Tip 1 and practise in pairs.

Speaking tip 1 – Ask people to repeat information.

If you don't understand something, don't just say 'Yes!' Ask the person to repeat the important information. You can ask in several ways.

Sorry? What was that?

Pardon?

What did you say?

I didn't get that.

B



Give your partner some information about yourself. Ask your partner to repeat information. Use different ways.

Speaking tip 2 – Repeat information.

You can repeat information from another person:

- to show that you don't understand
- to show that you are surprised
- before asking for more information
- before giving an opinion

Conversation 1

- I bought some trainers.
- Trainers? What are they?
- They're the kind of shoes you wear for sports.

Conversation 3

- Hi, Sara. Have you seen Reem?
- Reem? Who's that?
- She's the new girl.

Conversation 2

- Where are you?
- I'm in a restaurant.
- In a restaurant?
- Yes, I was hungry.

Conversation 4

- What's Salah like?
- Well, he's tall with green eyes.
- Green eyes? That's unusual.

C



Give your partner some information. Repeat the information you hear and continue the conversation.

Speaking tip 3 – React to opinions.

When someone gives an opinion, react to it. It's a good idea to give your opinion, too.



I like war stories.



I don't like fantasy stories.



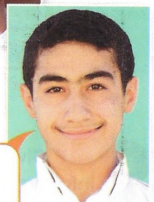
I hate comedy books.



Do you?
I don't.
I prefer comedies.



Don't you?
I do. I love them.



Really?
I quite like them.

D



Give an opinion. Use different verbs. React to the opinion.

Speaking tip 4 – Ask open questions.

When you meet a person for the first time, don't ask closed questions. Always ask open questions.

E



Practise these conversations with your partner and notice the difference.

1 Closed questions

- Are you English?
- No, American.
- Do you like Iraq?
- Yes.
- Are you staying here long?
- No.

2 Open questions

- Where are you from?
- I'm from the USA. New York, actually.
- What do you like about Iraq?
- Lots of things – the people, the weather, the markets.
- How long are you staying here?
- I'm not sure. Five or six days, I think. You see, it depends on ...

Lesson 4: Writing



Writing tip 1 – Make a plan.

Make a plan with the information in a logical order.

A

Look at the paragraph headings for narrating a story. Put them in a logical order.

- Give facts about the story – title, author, when published.
- Give your own opinion.
- Introduce the topic.
- Introduce the main character(s).
- Tell the story, briefly, in order.



Writing tip 2 – Write a summary with topic sentences.

Write the topic sentences first. The **topic sentences** introduce each **paragraph**.

B

Match these topic sentences for the story with the correct paragraph heading.

- I read a very interesting book recently.
- I think this story is excellent.
- It is about a traveller called Lemuel Gulliver.
- It is called *Gulliver's Travels*.
- Gulliver is lost at sea.



Writing tip 3 – Make notes of the information in each paragraph.

Make notes after each topic sentence and give all the extra pieces of information.

C



Match these notes with the topic sentences in Exercise B.

- about a lost traveller's adventures
- Jonathan Swift, 1726
- Lilliputians capture him, they become friends, Gulliver returns home
- Gulliver wakes up tied to the ground
- Lilliputians/tiny people



Writing tip 4 – Write sentences from your notes.

Examples: **Gulliver prisoner of Lilliputians:** *Gulliver is a prisoner of Lilliputians.*
Lilliputians set him free: *The Lilliputians set him free. = Gulliver is a prisoner of Lilliputians, but the Lilliputians set him free.*

D

Use your notes to write about a book, play or film you know. Follow the tips.

Unit 5

AB 66-67

Lesson 1: Watching the match

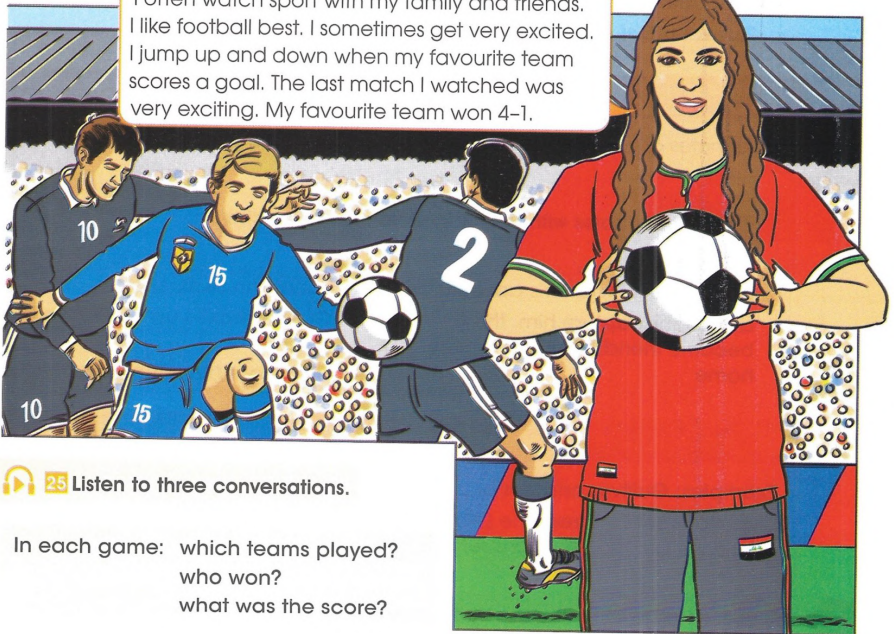
A  Look at the pictures. What sports in the box are they used for?

badminton baseball basketball football running table tennis tennis



B Read what Sara says. Then talk about yourself.

I often watch sport with my family and friends. I like football best. I sometimes get very excited. I jump up and down when my favourite team scores a goal. The last match I watched was very exciting. My favourite team won 4-1.



C  **25** Listen to three conversations.

In each game: which teams played?
who won?
what was the score?

A Look at the photographs and answer the questions.

- 1 What was Nawal Ramzi doing in 2019?
- 2 What do you think has happened?



2019



B **26** Read and listen to the interview between Nawal Ramzi and a reporter from the *Iraqi Morning News*. What is Nawal Ramzi doing these days?

Reporter Good morning. Today we are talking to the well-known dentist, Dr Nawal Ramzi. Dr Ramzi, first of all, where were you born?

Dr Ramzi I was born in Mosul.

Reporter What were you doing before you became a famous dentist?

Dr Ramzi Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.

Reporter I see. So what changed your life?

Dr Ramzi One day, I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine, but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping

the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.

Reporter What happened then?

Dr Ramzi I participated in different workshops on using lasers in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.

Reporter Are you happy with your work now?

Dr Ramzi Oh, yes, very happy, because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families and to the families of Iraqi soldiers.

Reporter Now, show me the new equipment that everybody is talking about ...

Narrating a story

Background events	Story events
It was raining.	Fuad spoke to me.
We were playing a game.	I joined a new club.

- A Look at a page from the *Iraqi Morning News*.

Which item is most interesting for you?

21 June 2016

Iraqi Morning News



Minister of Education in London

THE IRAQI MINISTER OF EDUCATION arrived in London yesterday for the International Education Conference which will take place at the Park Lane Hotel today.

The focus of the meetings is to discuss educational development programmes between countries.

The minister will suggest opening English schools in Iraq to develop English language learning. The British Minister of Education welcomed the Iraqi minister at the airport before escorting him to the conference venue.

B

AB Find the numbers in the box in the articles and the advertisements. What does each number refer to?

1 billion IQD three 10 11 26 five 13 seven 17

ning News



Minister at opening ceremony

THE SPORTS MINISTER opened a new sports city in Basra yesterday. The new city cost 1 billion IQD and took three years to build.

Many people were waiting when the minister arrived at 10 a.m. He spoke to youth and community representatives before opening the sports city at 11 a.m.

Boy saves child

A BOY FROM THE UK was a hero yesterday when he saved a child from a dangerous animal.

The child's mother, Esra'a Al-Bayati, 26, told our reporter, 'I was going to the shops with my daughter, Salma. She's just five years old. We were walking across the park, and Salma was playing with a ball. Suddenly, a big black dog ran up to us. It seemed very angry, and it barked at Salma. Then it jumped on her and knocked her down. It was horrible.

A boy was playing football nearby. He kicked the ball at the dog. The ball hit the dog hard, and it ran away.'

The boy was John Smith, 13, who is in Iraq for one year with his family. John said afterwards, 'I'm not a hero. I saw the little girl was in trouble, so I kicked the ball at the dog. It was a lucky shot.' John plays in the football team at Baghdad International School.

CEDARS

Lebanese Restaurant

The best in the world

Lunch: 10,000 IQD • Dinner 12,000 IQD
Open seven days a week.

17 Yafa Street, Tel. 790 261 4600

Hassan and Son CARPETS

Helpful and friendly service

Thousands of carpets in the shop
Sat-Thurs 9-5
Al Mansour Mall

CLASSIC TABLES

and chairs and beds, too!

The No. 1 furniture shop!

Open every day from 9-5

Late night Tuesdays: 9-8

Al Mansour Mall

A Match each extract with one of the newspaper sections.

Today's newspaper

Section	page
Home News	1-2
International News	3
Arts	4
Sport	5
Business	6-7
Television	8
Cartoons	9

1

The Al Mansour Mall in Baghdad is now fully open. It's one of the largest shopping centres in Iraq.



2

Two films opened last night. One was very good, but the other one was probably the worst film of the year.

3

Meeting in South America to talk about rainforests.



4

Oil company chiefs meet to discuss the price of oil.

5

The second part of **The Badri Family** is on tonight at 7 p.m. This is one of the funniest comedies on TV and ...

6



7



B

Which newspaper sections do different people read? Think about men, women, girls and boys.

- 1 What about you? Which sections are you interested in?
- 2 Which sections are you not interested in?

- A Dalia and Sara both went to the school graduation party featured in Unit 2, Lesson 7. They wrote reviews of the party for their school magazine. Read the reviews and answer the questions.

Amazing graduation day



Al-Quds Intermediate School hosted the concert of the year last Thursday. The party was really amazing. By 10 a.m., the hall was full and everybody was smiling. The students were wearing their uniforms and everyone was waiting patiently for the party to start. When the curtains went up on stage, the lights went down and a hush spread through the hall. The school arts team opened the show before some talented students did some solo performances. They all performed well and you could tell they had practised a lot. When they had finished, the audience clapped loudly. *Dalia*

School party

Last Thursday's party was supposed to start at 10 a.m., but when I arrived at 9:45 the hall was already full. I had to stand right at the back and I was struggling to see or hear anything. The students around me were chatting loudly while the arts team were performing. I'm not sure if the performance was any good as I couldn't hear much of it, but the rest of the audience clapped at the end so they were enjoying it. I was disappointed I didn't enjoy it as much. Next time, I will try and get there earlier to make sure I get a good seat. *Sara*



- 1 How are the opinions of the party different?
- 2 What were all the students wearing?
- 3 Why didn't Sara enjoy the party?
- 4 What will Sara try and do differently next time?

Remember

There are two ways of talking about the past:

- 1 Richard went to Iraq in the holidays.
(past simple tense)
- 2 While he was staying in Iraq, he went to a football match.
(past continuous tense)

- B Find two clauses in the two reviews which use the past continuous tense. Change them to the past simple tense.

Unit
5

Lesson 6: Would you take less?

A Look at the bicycle advertisements. Which one would you buy? Why?

B Imagine you want to buy both bikes. Practise a telephone conversation asking about the mountain bike. Then practise a telephone conversation asking about the town bike.

BIKES FOR SALE

Tel 234987

<p>1 a mountain bike</p> 	<p>2 a town bike</p> 
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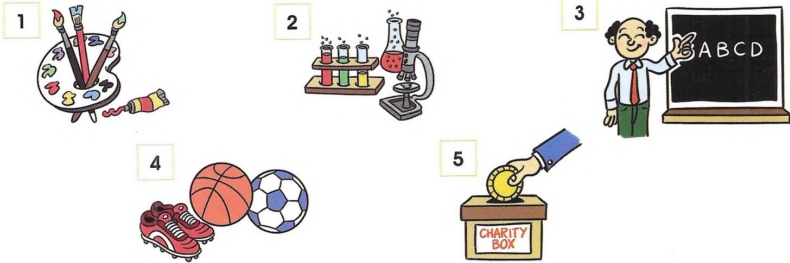
C Ask and answer the questions with your partner. Write *M* for the mountain bike and *T* for the town bike.

Questions	Answers
1 What kind of bike is it?	a It's a town bike. b It's a mountain bike.
2 What size is it?	a It's smaller than a man's bike. b It's the same size as a man's bike.
3 Is it in good condition?	a Yes, very good. b It's OK, but the front tyre is worn.
4 What colour is it?	a It's brown. b It's mainly red.
5 How many gears does it have?	a It doesn't have any. b Twenty-one.
6 Does it have any extras?	a No, but it's a really good bike. b Um ... I don't think so.
7 What about lights?	a No, it hasn't got any lights. b No, but it has reflectors.
8 How old is it?	a It's only a year old - it's as good as new. b It's about ten years old.
9 How much is it?	a It's 75,000 IQD. b It's 50,000 IQD.
10 Would you take less?	a No, sorry. 50,000 is a good price. b Well, maybe 70,000.

D Listen and check. Then practise the two conversations with your partner.

Lesson 7: When will the School activity week start?

A **AB** Look at the timetable featuring some of the events for the next School activity week. Match the events (a-e) with the pictures (1-5).



Activities	Date	Start	Finish
a Art	Sun. 12 April	08:00	12:00
b English	Mon. 13 April	09:30	12:30
c Science	Tues. 14 April	09:15	13:15
d Charity activities	Weds. 15 April	08:25	12:45
e Sport	Thurs. 16 April	10:00	11:30

! Remember

In English, there are a number of ways of talking about the future. Here we use **will** and the **main verb** to talk about events in the future that we cannot control. It also expresses a definite fact or opinion about the future.

*The Science activities **will start** at 9:15.*

*When **will** the Sport activities **finish**?*

B

AB Ask and answer with your partner about the events in the table in Exercise A. Ask about when events will start and how long they will go on for.

When will the Art activities start?

The Art activities will start at 8:00 on Sunday 12th April.

Lesson 8: A website for me

- A** Before launching a new magazine or website, it's good to do some research to find out what the readers find interesting. Read the following information about the popularity of sports in different countries.


The most popular sport in the world is football (or soccer as some people know it). Football is the top sport in many countries, including Iraq, the UAE and the UK. In the USA, most people prefer American football while in India cricket is the favourite. In China, the most popular sport is basketball. Which sport is your favourite?



- B** **AB** Imagine you are creating a new magazine or website for the students in your school. What would you include? Do a survey of your classmates and find out what the most popular features are. Create a tally chart in your Activity Book to show the results.

Example:

sport	
music	
fashion	
puzzles	1
true stories	
cartoons	

- C**  Work with your partner and discuss the results of your survey. Use the words *most*, *least*, *some* and *a few*.

Most people like reading cartoons. It's the most popular feature. Some people enjoy true stories and sport and a few people like music and puzzles best. The least popular feature is fashion.

In this unit, you have practised:

1 Past simple – for narrative

Affirmatives

The Education Minister **waved**. He **drove** quickly to his meeting.

Negatives

He **didn't stop**. He **didn't talk** to anyone.

2 Past continuous – for background to narratives

Affirmatives

It **was raining**. We **were playing** a game.

Negatives

It **wasn't raining**. I **wasn't playing** well.

3 Subject and object pronouns

Salma was with her mother. **She** was playing in the park. A dog chased **her**.
It ran after the girl. John kicked a football at **it**.

4 Future simple with will

The charity activities **will start** at 8:25.

The sport activities **will finish** at 11:30.

5 Questions in the future simple

When **will ... start/finish**?

6 Most, some and a few when discussing opinions

Most people prefer ...

7 the before certain country names

the UK, **the** UAE

8 And you have ...

- talked about football scores.
- understood the different sections of a newspaper.
- used a timetable.
- carried out a survey.

A



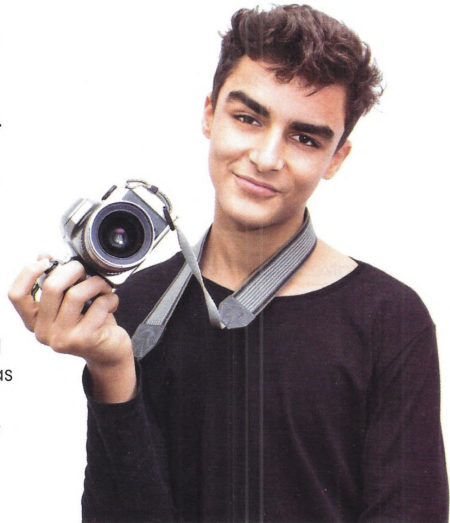
30 Listen, read and find out.

What was the 'powerful lesson'?



Every year, *Al Sabah* newspaper makes a special offer to two young students from local schools. In the summer holidays, these students can work as reporters on the paper. They can see what reporters really do in their jobs, and they can learn to write reports.

Last summer, Salam Ahmed was the lucky boy. He was 15 years old, and he wanted to be a reporter. On his first day at the paper, he took a new reporter's notebook and his camera. One of the reporters was showing Salam his desk when the editor came in and said, 'A big new restaurant is opening in Baghdad next Tuesday. I need someone to write a good report on the event.'



'I can do it,' Salam said.

On Tuesday, Salam took his notebook and camera and went into the new restaurant. Salam watched everything, but one special thing attracted his attention. A young boy was taking his old father, who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in disgust, but his son looked at him with love and respect.

After the old man had finished eating, his son, who was not at all embarrassed, quietly took him to the washroom and patiently wiped the food from his clothes, combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in

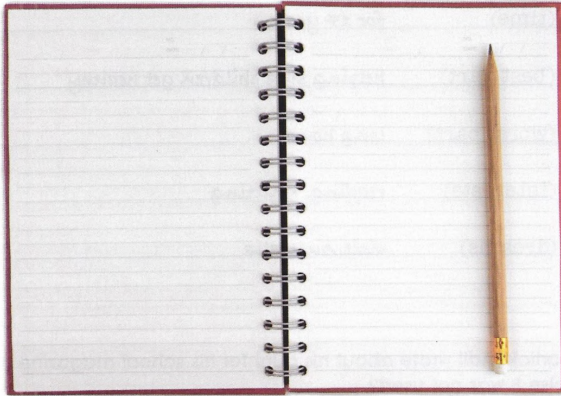
dead silence, not able to grasp how someone could embarrass themselves publicly like that.

The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you think you have left something behind?'

The son replied, 'No sir, I haven't.'


The old man said, 'Yes, you have! You left a lesson for every son and hope for every father.'

The restaurant went silent. Salam was watching everything and followed the boy and his father. After asking them questions and taking notes, he thanked the boy and kissed the old man on his head. Salam made his very first report about this touching story, and it was praised by everyone.

**B**

What questions do you think Salam asked the young boy? Can you think of three?

P Project 3: People who make a difference

A  Look at the words in the box. These are people who make a difference.

- 1 Discuss what each person does and the difference they make.
- 2 Choose your top three and explain why.

artist	charity worker	farmer	
footballer	health worker	teacher	writer

B  Adil's aunt is a nurse. Adil interviewed her. Look at his notes and the words in brackets and work out what questions Adil asked her.

Interview with Aunt Sana

- 1 (how) *makes a difference by helping people get well and healthy*
- 2 (do) *nurse*
- 3 (work) *in a health centre in Ramadi*
- 4 (training) *3 years*
- 5 (time) *for 17 years*
- 6 (best part) *helping sick children get healthy*
- 7 (worst part) *long hours*
- 8 (interests) *reading, knitting*
- 9 (dreams) *visit Australia*

C Read the article Adil wrote about his aunt for his school magazine. Which question from Exercise B was not used?

D Think of someone you know who makes a difference. Interview them and write an article about them for a magazine. Share your article with the class.

Inspiring Nurse Makes a Difference

By Adil Alsarraf

Do you ever think about the people around you who make a difference? These people keep our roads in good condition so traffic and services can keep moving. They put themselves in danger to stop crime. They create beautiful images for us to enjoy. They clean our streets, and they even give money to charity. My aunt Sana is one of these people, so I interviewed her about how she makes a difference.

My aunt makes a difference by helping people get well after an illness and become healthy again. She is 42 years old, and she has been a nurse for 17 years. After training for three years, she started her career, and today she is working in a health centre in Ramadi. I asked her what her favourite part of the job is, and she told me that it is working with young people and children because she enjoys helping them get better when they have been sick. However, being a nurse can be tough, so when she is not working she reads and knits to relax. Her dream is to travel, and she really wants to visit Australia in the future.

I am really proud of my aunt. Because of her, I want to make a difference when I am older, too. I hope to be a writer and give joy and new knowledge to my readers.



A



Talk about the photographs.

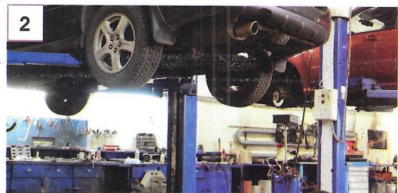
- 1 Write the names of the numbered workplaces.
- 2 Write one or two jobs for each workplace.
- 3 Take turns describing the jobs.

Example:

A mechanic is someone who works in a garage and repairs cars and vans.



1



2



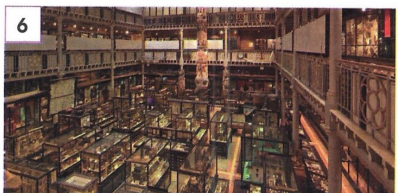
3



4



5



6



7



8

B**Read the definitions and write the jobs.****Someone who ...**

- | | |
|------------------------------|------------------------------|
| 1 plans buildings | 2 flies a plane |
| 3 plays football | 4 writes books |
| 5 designs websites | 6 takes care of sick animals |
| 7 flies in a rocket | 8 takes photographs |
| 9 looks after people's teeth | 10 paints rooms |

**C****Play a guessing game: *Who am I?***

Describe a job. Tell your partner as much as you can, but don't make it too easy! Think about the prompts below when you ask about your partner's job.

I work outside a lot. I am very fit and healthy. I have to train for three hours every day. People come to watch me.

- Who usually works outside?
- Who has to go to university to do this job?
- Who has to travel?
- Who has to give people orders?
- Who works alone?
- Who has to be very fit?
- Who has to work with animals?
- Which jobs are dangerous?

D**Ask and answer the question.**

Would you like to do any of the jobs on these pages? Why/Why not?

Lesson 2: Careers advice

 Talking about the future**be + going to + infinitive; will + infinitive***I'm going to leave school as soon as I'm 16.*
(The speaker has made a plan.)*You will get your pocket money on Friday.*
(The speaker is talking about something in the future that is certain.)

Layla and Dania are twins aged fifteen and a half. They go to the same secondary school. Today they are getting advice from their headteacher.

A

**31 Listen to Layla and Dania's conversations with the headteacher.****What are the main differences between Layla and Dania?****Headteacher** Good morning, Layla. Please sit down. How can I help you?**Layla** I don't know.**Headteacher** Well, do you have any career plans?**Layla** Career plans? No, I haven't got any plans.**Headteacher** None at all?**Layla** No ... Actually, I do have a plan. I'm going to leave school as soon as I'm 16.**Headteacher** I see ...**Headteacher** Hello, Dania.**Dania** Good morning, Headteacher.**Headteacher** Well now, Dania, do you have any career plans?**Dania** Oh, yes, Headteacher. I'm going to be a vet.**Headteacher** A vet? That's a tough course, and it takes a long time at university.**Dania** Yes, I know. I've found out all about it and I'm going to do it.**Headteacher** Excellent! Now, ...

B

**Work in pairs. Ask and answer questions about your future career plans.****Use the model conversation below to help you.****Student 1** Do you have any career plans?**Student 2** Actually, I do have a plan. I'm going to go to university.
I want to be a doctor.**Student 1** That's a tough course. And it will be a lot of work.**Student 2** It'll be worth it.

Lesson 3: What should I do?

A Read the text and answer the questions.

- 1 What advice would you give Mona?
- 2 Which reply below is the most sensible advice? Why?
- 3 Which reply is the worst advice for Mona? Why?

Mona is 18. She has been worrying about what she is going to do after her exams next year. Some of her friends are planning to go to college and study further. Others are leaving school and getting jobs in shops and offices. Mona is confused and cannot decide what is best for her, so she starts a blog and invites anyone and everyone to give her some ideas and advice.



Hi everyone. I'm Mona. Please help me decide what to do when school finishes next year. Shall I get a job or shall I continue studying? I really don't know what job I want to do. I enjoy Science, Maths and Art and I am getting good grades, but I really don't like being away from home. Thanks! Mona



Hi Mona. I think you should give up school and work in a shop. You could live at home and you would be using your Maths every day. You would have money to spend from your job, too! 😊 Fatima



Hi Mona – you should really go to college. Until you decide what job you want, you need to stay in education. Ask your teachers for advice and do some research about different jobs and how you become qualified to do them. If you find a job you really enjoy, you will be much happier! Fouza



Mona, make sure you apply for university now. You are good at some very important subjects and you must study Medicine. It will take a long time to become a doctor, but you will earn good money and have a very important job. Give up Art – it is useless and will not help you in life. Leena



Dear Mona, I think you need to go to a language school in another country like me. It's great fun and you meet lots of new people. Dalia

B

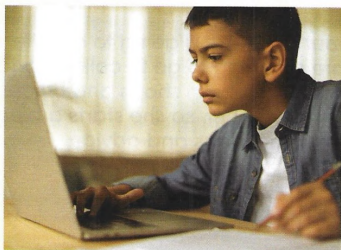


Write your own reply to Mona's blog.

Lesson 4: The school of the future

- A**  Hassan has entered a competition to design a school of the future. Read his entry and match the headings with the paragraphs.

- a A 'super school' b Global education c Virtual learning



1 Schools in the future will be very different to schools now. There will be much more technology and students will only need to come in to the actual school buildings once or twice a week. Most of the teaching and learning will take place over computers which are connected to the internet in students' own homes. Teachers will deliver lessons using the internet at times to suit each student. Students will also be able to use the internet to communicate and discuss work with other students.

2 I think there will be fewer small schools in the future because students will learn mostly at home. There will be one 'super school' in each town or city that students of all ages come to and use the fantastic facilities. There will be sports facilities, a science park, a museum and a mosque. Young people who are interested in Science or Music will be able to study at the special buildings designed for those subjects.

3 This new way of learning will make it possible for students to connect with other students and teachers all over the world. If someone has a special interest in something, they can search a global database to find a teacher who can teach that student all about their chosen specialism. The schools of the future will teach many subjects that are important for Iraq's future because students will be able to learn from experts all around the world.

 Giving more information about people and things

Relative pronouns *who, that/which*

To explain which person or thing you are talking about, you can add information after **who**, **which** or **that**. Use **who** for people and **which** or **that** for things.

Example:

The schools of the future will teach many subjects **that** are important for the future ...

Find more examples in the text.

- B** Read the text again. Find three sentences with the relative pronouns *who, that* and *which*.

Lesson 5: A, an or the?

A  32 Listen to two conversations, then study the language box.

 Articles - a, an, the

1 Use a and an ...

- when you are talking about one thing in a general way, e.g.,
Can I have a pen, please?
(any pen, not a particular one)
Can I have an apple, please?
(an before a vowel)
- before jobs, e.g., *I want to be a teacher.*
Don't use a before things that you can't count, e.g., *money, milk.*



2 Use the ...

- when you are talking about a particular thing, or one that you have spoken about already, e.g., *The pen on your desk is mine.*
- when there is only one of these things or people in the world, e.g., *Have you seen the Pyramids? The sun is shining.*

3 Don't use a, an or the ...

- before the names of school subjects, e.g., *I'm good at Maths, but I'm not good at History.*
- before the names of places, e.g., *We went to Abu Dhabi in the holidays.*
- after *like* when you are talking in a general way about more than one thing, or about something that you can't count, e.g., *I like potatoes, but I don't like carrots. I also like ice cream.*

B

 32  Listen again and complete the conversations. Leave a space if no article is needed.

- 1 ● Can I borrow _____ ruler, please?
○ Sure. Which _____ ruler?
● _____ one you used in _____ Maths.
○ Sorry, _____ ruler I used in _____ Maths is in _____ library.
- 2 ● I went to _____ London in _____ holidays.
○ Wow! Did you enjoy _____ sightseeing?
● I do like _____ sightseeing, and _____ shopping was amazing.

Unit
6

Lesson 6: How do you get to ...?

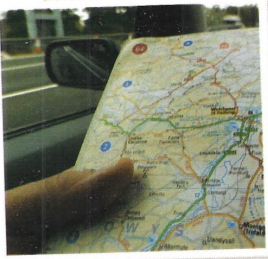
A



33



Listen. Find the bookshop on the map.



Asking for directions

Can you tell me how to get to ...? How far is it? How long will it take?

Giving directions

Go to the traffic lights.

Turn left at the lights.

Take the first turning on the right/left.

Go straight on.

Go along ... Road/Street.

Go past the ...

The bookshop is on the right/left.

My house is next to/near the ...

B



Give your partner directions to your house.

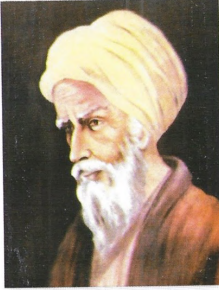
- 1 Make a simple drawing to show where your house is. Then work out the directions.
- 2 Give your partner a copy of your map without your house marked on it.

Student 1 Ask your partner how to get to his/her house. Write notes and draw where his/her house is on the map.

Student 2 Give your partner directions.

A

AB Read the text quickly. Match the underlined words from the text with their meaning.



Ibn al-Haitham

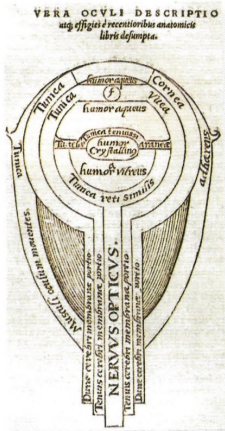


Diagram of the human eye

A famous career

Abu Ali al-Hasan Ibn al-Haitham was born in 965 in Basra, Iraq. He went to school in Basra and Baghdad, and later he travelled to Egypt and Spain. In Europe, he was called 'The Physicist'. He is also sometimes called 'al-Basri' after his birthplace, Basra in Iraq.

We don't know much about Ibn al-Haitham's early career. We do know that when he was in Egypt, the Caliph needed him to regulate the flooding of the River Nile. He proposed a hydraulic system, but the task was impractical at the time.

People called Ibn al-Haitham the 'Father of optics'. His most famous work is *Kitaab al Manazir* (*Book of Optics*), which is in seven volumes. This great work was translated into Latin and many other languages. He did many experiments on the movement of light, colours and reflections. He also gave a scientific explanation of the parts of the eye and the process of vision. In 2015, the UNESCO celebrated Ibn al-Haitham's achievements in Optics, Mathematics and Astronomy.

He was one of the most eminent physicists who ever lived. All the Medieval and Western scientists of optics based their work on Ibn al-Haitham's theories on light and optics. He wrote more than 200 works and also contributed to the fields of Mathematics, Medicine and Physics. Most of his works are now lost, but more than 50 of them have survived.



This successful and famous mathematician died in 1040, possibly in Cairo.

Lesson 8: A school project

Bob Pearson is a British teacher working in Iraq. Faisal has interviewed him for a school project.



A

  Read Faisal's notes. Write the questions Faisal asked and read what Bob's answers were.

1 Name

Bob Pearson

2 Present job

English teacher for Iraq Petroleum. Works at training centre.

3 Duties

Teaches English to trainees - students training to be technicians or fire officers.

4 Career history

After school, University of London - studied English - 3 yrs.
Teacher-training course - 1 yr.
Taught English in Italy - children. Then Turkey - adults.

5 Advantages of the job

Enjoys working with young people.
Iraq a great place - opportunities for visiting historical sites.
People very friendly.

6 Disadvantages

None, except sometimes too hot.

7 Plans for the future

Go back to university - study for higher degree to improve career.
Go to another country.


B



34 Now listen to the interview.

C



 Write three more questions to ask Bob.

In this unit, you have practised:

1 Talking about the future

I'm **going to leave** school as soon as I'm 16. (The speaker has made a plan.)

You **will get** your pocket money on Friday. (The speaker is talking about something in the future that is certain.)

2 Using clauses with *who*, *which* or *that* to identify people and things

Use *who* for people and *which* or *that* for things.

A vet is someone **who takes care of sick animals**.

That's the dog **that frightened my little sister**.

3 When to use and when not to use *a*, *an*, *the* before nouns

- 'a' when talking about *one* thing in a general way: Can I have **a pen**, please?
before jobs: I want to be **a teacher**.

- 'an' before a vowel: Can I have **an apple**, please?

- 'the' when talking about a particular thing or one already mentioned:
The pen on your desk is mine.

- 'the' when there is only *one* of these in the world. **The sun** is shining.

Don't use a before things that cannot be counted: I need (some) fresh **milk**.

Don't use a, an or the

- before the names of school subjects: I'm good at **History**.
- before the names of places: We go to **Dohuk** for our holidays.
- after *like* ...

- (a) before plural nouns if they are general: I **like apples**.

But: I **like the apples that grow in our garden**.

- (b) before things you can't count: I **don't like meat**.

But: I **like the meat that we had for dinner last night**.

4 Asking for and giving directions

Can you tell me how to get to the Grand Hotel?

Go to the traffic lights. Turn left at the lights. Go straight along East Street. The Grand Hotel is on the right.



5 And you have ...

- talked about jobs you would and wouldn't like to do.
- studied paragraphs.
- written a paragraph about your plans for the future.
- listened to conversations and taken notes.
- interviewed someone and used your notes to write about the person's career.

A



35 Listen, read and find out.

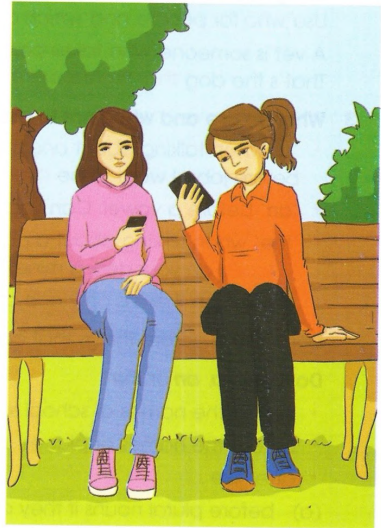
1 How is Dalia different from her classmates?

2 What job did Dalia get after school?

Once, there was a girl called Dalia, who came from a simple family. Her parents had died, so she lived with her old grandparents. Dalia was an only child, and she knew that when she finished school, she would have to get a good job so she could help her family.



Dalia enjoyed school and she worked hard in her classes. In particular, she liked studying Maths. Dalia had two classmates, who were called Huda and Mariam. They both came from rich families, and they did not enjoy going to school. In fact, they were never happy about anything. They complained about getting up early in the morning, they hated wearing a school uniform and they moaned about going to school. All they wanted to do was to play games and chat on their phones.



One day, Huda asked Dalia, 'Why do you study so hard? You are not enjoying life!' Dalia replied, 'I enjoy learning new things. Many children in the world can't go to school. We are very lucky to have our education.' But Huda and Mariam just laughed at Dalia's response.

Months passed. Soon, it was time for Dalia to take her final exams, which she passed. Now, it was time to leave school and start to work so she could help her grandparents, who were too old to work. Dalia soon got a job working for a farmer.

Dalia worked hard on the farm. She became acquainted with the latest reports on farm management, which helped her make decisions about buying new, disease-resistant seeds, modernizing the farm's systems and marketing the farm's products to customers at the local market.



Dalia enjoyed seeing the farm thrive under her care, and two years later, the farm was turning a profit. The farmer was happy with the changes to the farm, and he started paying Dalia a good salary. Dalia used her money to support and care for her grandparents, but she also had an idea for her own business, which would give management advice to other farms. She began to save her money and make a plan for her future.



A few years later, Huda and Mariam, who were still bored and lazy, decided to visit Dalia's business. They were very surprised to see that Dalia was now a powerful businesswoman who was running a successful company. 'How did you do this?' asked Huda, as she gazed around the company office.

'Well,' replied Dalia. 'Nothing ever comes to you, that is worth having, except as a result of hard work. You should try it one day.'

B




Summarize the story with your partner.

Unit 7

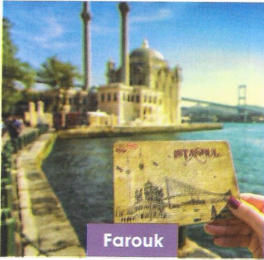
AB 102-103

Lesson 1: Other countries

A  Talk about the photographs.

Here are some souvenirs people have brought back from their holidays. Where do you think they have been?

I think Farouk has been to ... because ...



Farouk



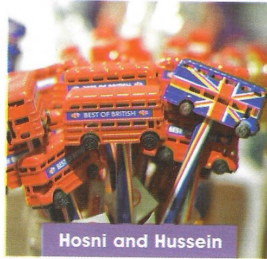
Lina



Zahra



Mansour



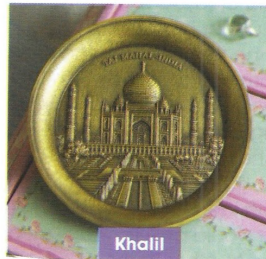
Hosni and Hussein



Fatima




Amina and Aisha



Khalil

B  36 Now listen and check your ideas.

C  What other names of countries do you know? Try to think of one for each letter of the alphabet.

Lesson 2: Different countries, different customs

A  Find names of the following in the texts very quickly.

3 countries 1 city
2 days 5 forms of transport



Different ways of getting around

- The Netherlands is very flat, so people there often ride bicycles.
- People who live in Africa usually travel by bus.
- North Americans hardly ever walk. They nearly always use cars.
- Because London is an extremely crowded city, most people who work there travel by bus or underground every day.
- People who live in cities in India often travel by rickshaw.

Business hours


British schools and government offices are usually closed on Saturdays and Sundays. Shops used to close on Sundays, but now most of them are open. Banks and post offices are open on Saturday mornings. People who work in Britain often start work at nine in the morning and finish at half past five in the afternoon. Business hours in European countries that have hotter climates than Britain are different. Shops and offices close after lunch and open again at four or five in the afternoon.

Time adverbs

- 1 Some time adverbs give a definite time:
every day, in the morning
- 2 Some time adverbs give an indefinite time:
often, usually

Find examples of both in the texts. Where do they go in a sentence?

Lesson 3: Travel adventures

- A  How are the people in the three photographs travelling?
Why do people choose to travel in these ways?



- B  Read about three travel programmes and answer the questions.

- 1 Match photographs 1-3 with each travel programme.
- 2 What natural features are mentioned in the text?

TV this week

A new series of travel programmes: Wednesdays at 7:30 See the first of 12 travel programmes on Wednesday this week. Each week, a different adventurer travels to some of the greatest natural features on Earth. The most famous rivers, mountains, deserts and volcanoes in the world are visited in this series and the photography is stunning.

Week 1: John Wilson, from the United Kingdom, goes on a journey through Africa down the Nile, the longest river in the world. He travels by boat for most of his journey. It begins at Lake Victoria and follows the White Nile to Khartoum. It continues slowly down to Lake Nasser in Egypt, past the cities of Aswan, Asyut and Cairo. John has many adventures before he reaches the end of his journey at the Mediterranean Sea.



Week 2: Alan Bridges, from Australia, aims to do the 1,000-kilometre journey through the Himalayas from India to China. He does the first 250 kilometres

on horseback, riding carefully through the foothills of the mountains to Mount Everest. Then he climbs higher on foot for another 100 kilometres. Although this is very tiring, Alan says it is the best way to enjoy the fantastic scenery. Although he soon becomes exhausted and is unable to complete the whole distance, this programme still makes wonderful viewing.

Week 3: Fareed Lafta, from Iraq, travels by hot-air balloon over the world's largest desert, the Sahara. Lafta's goal is to fly right across the desert from the Atlantic Ocean to the Red Sea. The journey ends unhappily with a helicopter rescue in Niger, but there are fantastic views of the Sahara from the balloon before the adventure comes to its unexpected end.

Lesson 4: How? Where? When?

! Adverbs and adverbials

These give information about a verb. They tell us how, where and when something happens.

Example: *We got here very **quickly**.* (how)

Adverbs are single words (*quickly*).

Adverbials are phrases: *We left **on Tuesday**.* (when)

A



Find eight adverbs or adverbials in the text in Lesson 3 in your Student's Book.

! Word order

Time/Frequency: Put indefinite time and frequency adverbs before the verb:
*I **sometimes** go swimming.*

Put definite time adverbs at the beginning or end of a sentence or clause:

***After school**, I'm going to have a swim.*

*I'm going to have a swim **after school**.*

Manner: Put adverbs of manner after the verb or the object:

*They walked **slowly**.*

*They crossed the desert **on foot**.*

Place: Put adverbs of place after the verb or object:

*I put the books **on the shelf**.*

*She went **to London**.*

If you have three adverbials, the usual order is Manner, Place, Time:
*My friend sang **very well** (M) **at the concert** (P) **last night** (T).*

B

Use words from each speech bubble to say sentences. Check your partner's sentences.

Example:

I played happily in our house last night.



Lesson 5: I'm sorry ...

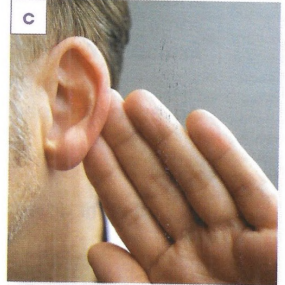
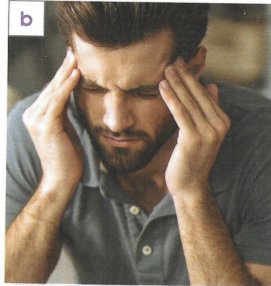
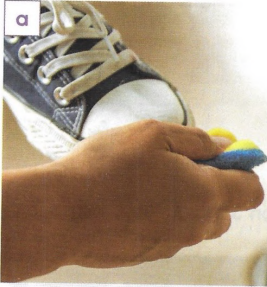
A



37



Listen and number the photographs in the order you hear the conversations.



Apologizing

Here are some examples of making and responding to polite apologies in English.

- 1 **A** Hey! You just knocked into me!
B I'm sorry.
A That's OK.
- 2 **A** I'm so sorry. I just knocked your bag on the floor.
B Don't mention it.
A Thank you.
- 3 **A** Open your books at page 43, please.
B Pardon?
A Page 43, please.
- 4 **A** I have a bad headache.
B Oh, I'm sorry. Can I get you anything?
A That's OK, thanks. I think I'll just go to bed.

B



Use the photographs to role-play conversations with your partner.

I'm sorry. I just dropped some water on your shoe.

Don't mention it. I can dry it easily.

C



Swap roles and repeat.

Lesson 6: How many are made each day?

A



Read and match the sentences 1-6 with the headlines a-c.

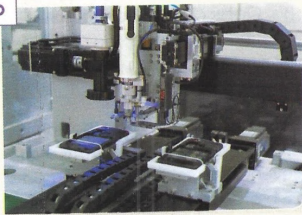
- 1 By 2020, that number had doubled, as four million barrels of crude oil per day were produced that year.
- 2 Earlier in 2014, 68 million mobile phones were manufactured in India's mobile phone plants.
- 3 Today, over 350,000 cars are produced by Kia Motors' European factory.
- 4 In 2019, 290 million mobile phones were manufactured in Indian factories, and this number is set to rise.
- 5 In 2008, 150,000 cars were produced in the Slovakian Kia Motors' factory.
- 6 Around two million barrels of oil per day were produced by Iraq back in 2006.

a



Assembly lines at car plant reach 98% efficiency

b



Phone production in India has reached 290 million


c



Oil production doubled in less than 15 years

Lesson 7: The Asian Games

A

 How much do you know about the Asian Games?
Discuss with your partner.

- 1 How often do the Games take place?
- 2 When did they begin?
- 3 Whose idea was it to hold the Games?
- 4 Where were the first Games held?
- 5 Where and when were the last Games held?
- 6 Has Iraq won any medals in the Games?

B



38



Listen and read the text and check your ideas. Write the answers.

The Asian Games

The Asian Games are held every four years. Young people from all over Asia compete in more than 30 kinds of sport. It is an exciting festival. Strength and skill are tested and friendships are built between people from different countries. The Games are also an opportunity for cultural exchange because the programme includes musical performances and exhibitions of architecture and the arts.

History of the Games

The Asian Games were started after the end of the Second World War. The idea was to build international friendship through sport. This idea came from India, so the first Games were held in the Indian capital, New Delhi, in 1951. In that year, 489 athletes from 11 countries took part in the Games. Since then, the number has grown, and now more than 40 countries compete in the Games.

The OCA

The Asian Games are organized by the OCA. These letters stand for the Olympic Council

of Asia. Forty-five countries and regions are members of the OCA, and most of them have won medals at the Games.

Where they've been held

Most recently, the Games have been held in Doha, Qatar (2006), Guangzhou, China (2010), Incheon, South Korea (2014) and Jakarta and Palembang, Indonesia (2018).

Iraq's record in the Games

An Iraqi team has attended the Asian Games eight times since 1974. Up to 2018, Iraq has won seven gold medals, 17 silver medals and 23 bronze medals, which is unusually good for a country in a difficult situation. An extraordinary Iraqi competitor was Ali Adnan Amir, who at just ten years old competed in a Men's 200 m individual medley heat at the Asian Games in Doha, Qatar on 6th December 2006. More recently, in 2018, Iraq has shone in weightlifting, with Safaa Rashed winning gold in the Men's 85 kg event and Salwan Jassim taking silver in the Men's 105 kg event.



Recent host cities

1982	New Delhi (India)
1986	Seoul (South Korea)
1990	Beijing (China)
1994	Hiroshima (Japan)
1998	Bangkok (Thailand)
2002	Busan (South Korea)
2006	Doha (Qatar)
2010	Guangzhou (China)
2014	Incheon (South Korea)
2018	Jakarta and Palembang (Indonesia)

Total number of medals won in the Asian Games

Nation	Gold	Silver	Bronze	Total
China	1,473	994	720	3,187
Japan	1,032	1,037	985	3,054
South Korea	745	663	827	2,235
Iran	179	181	197	557
India	155	201	316	672
Kazakhstan	155	158	244	557
Thailand	132	175	279	586
North Korea	110	144	179	433
Chinese Taipei	99	144	276	519
Indonesia	91	120	235	446
Uzbekistan	83	120	140	343
Philippines	67	114	230	411
Malaysia	63	101	148	312
Pakistan	44	63	90	197
Qatar	43	31	56	130
Singapore	42	58	116	216
Hong Kong	38	79	112	229
Bahrain	37	25	23	85
Kuwait	26	30	34	90
Mongolia	25	46	91	162
Saudi Arabia	25	13	23	61
Vietnam	18	70	93	181
Myanmar	16	28	55	99
Sri Lanka	11	10	20	41
Syria	9	8	15	32
Iraq	7	17	23	47
United Arab Emirates	7	17	17	41
Jordan	5	16	24	45
Lebanon	5	5	8	18
Kyrgyzstan	4	23	38	65
Tajikistan	4	7	17	28
Turkmenistan	3	8	12	23
Cambodia	3	2	4	9
Macau	2	11	20	33
Bangladesh	1	5	6	12
Korea	1	1	2	4
Oman	1	0	3	4
Laos	0	4	11	15
Afghanistan	0	4	7	11
Nepal	0	2	22	24
Brunei	0	0	4	4
Yemen	0	0	2	2
Palestine	0	0	1	1

Lesson 8: Two African countries

A  What do you know about the countries below?

B Read the texts and do the Activity Book exercises.

LIBYA

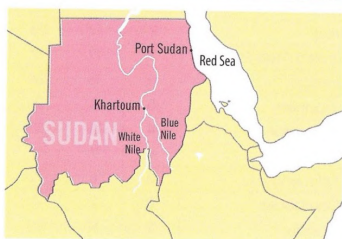


Area	1,759,541 sq. km.
Population	7,043,769
Currency	Libyan dinar
Language	Arabic

Libya is a large country in North Africa with a long coastline on the Mediterranean Sea. Most of the population live in and around the capital, Tripoli, and the second city, Benghazi. The rest of the country is mostly desert and mountain. It can be quite cold in the mountain areas in winter, but, in general, the climate is hot and dry. In the spring and autumn, the *ghibli*, a hot, dry wind that carries sand, blows. Then the temperature can rise very fast. The highest temperature in the world, 58 degrees centigrade, was recorded in Libya in 1972.

In the narrow, fertile northern area, agriculture is important and a lot of food is produced. Many people farm sheep, goats and cattle. However, Libya's main product is oil. It also has natural gas. The country has some magnificent ancient places to visit such as Leptis Magna, an important city 2,600 years ago.

SUDAN



Area	1,849,233 sq. km.
Population	45,840,054
Currency	Sudanese pound
Language	Arabic

high mountains in the south and west. Two rivers, the Blue Nile and White Nile, join at Khartoum, the capital. These are the country's main source of water.

Sudan is the third largest country in Africa. Most of the north is desert, but there are flat grasslands in the centre and forests and

The main crops and exports are cotton and sugar. Sudan has one of the world's largest sugar refineries. Sudan is the world's main producer of gum arabic. Animal farming is also important.



In this unit, you have practised:

1 Adverbs of time to say **when** something happens

Examples of definite time adverbs: **yesterday, every day, in the morning**

Examples of indefinite time adverbs: **often, usually**

2 Adverbs of manner to say **how** something happens

They can be single words: **slowly, well**

They can be phrases: **by car, on foot, in a friendly way**

Single adverbs of manner often end in *ly*.

3 Adverbs of place to say **where** something happens

They can be single words: **here, there**

They can be phrases with a preposition: **in the house, on the table**

4 Word order for adverbials

Indefinite **time** adverbs go before the verb: I **sometimes** go swimming.

Definite time adverbs can go at the beginning or end of a sentence or clause.

After school, I'm going to have a swim. I'm going to have a swim **after school**.

Adverbs of **manner** go after the verb or the object:

They walked **slowly**. They crossed the desert **on foot**.

If you have two adverbs of manner, you can choose the order in which to put them:

They crossed the desert **slowly on foot**. They crossed the desert **on foot slowly**.

Adverbs of **place** go after the verb or object:

I put the books **on the shelf**. She went **to London**.

With three adverbs, the usual order is Manner, Place, Time:

My friend sang **very well** (M) **at the concert** (P) **last night** (T).

5 Present and past passive

Cotton and sugar **are grown** in Sudan. (by farmers)

The highest temperature ever **was recorded** in Libya in 1972. (by? We don't know.)

6 Past simple and present perfect tenses

I **saw** him **an hour ago**. I **lived** in that house **when I was little**.

I **have been** to England. I **have been** in this school for three years.

I **have lived** in this house since I was three.

7 And you have ...

- talked about different ways of getting around.
- asked and answered questions about using English.
- noted details in a recorded narrative and used them to write a summary.
- read factual texts about other countries.
- written about souvenirs and customs.
- found out about a country and written two paragraphs.

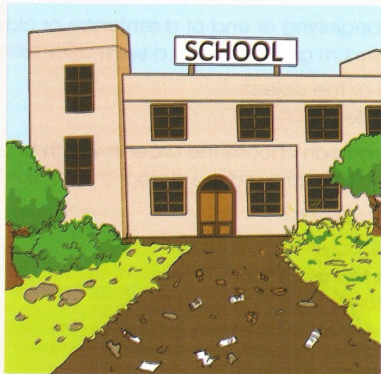
A

 39 Listen, read and find out.

1 Why did Ammar call his friends?

2 What was the students' reward?

During the summer vacation, Ammar was passing his school. He looked through the gate, and he was shocked by what he saw. The school grounds were a mess! The grass in the garden had grown really tall, the thorn trees had grown too big and there were weeds, rocks and rubbish everywhere.



Ammar decided that something needed to be done about the mess. The next morning, he took a large bag to the school grounds. All morning, he moved rocks and filled the bag with rubbish. When it was time to go home, he looked around. The grounds were still a mess.

'This job is too big for one person,' sighed Ammar. 'I need some help.' He made a phone call to his friend.

The next day, Ammar met Fahad in the school grounds. Fahad felt sad when he saw the untidy grounds. Together, they moved rocks and filled a bag with rubbish. When it was time to go home, they looked around. The grounds were still a big mess.

'This job is too big for two people,' sighed Fahad. 'We need more help.'

Both boys got on their phones and made some calls.



The next day, Ammar and Fahad met three of their classmates in the school grounds. Everyone felt sad when they saw the untidy state of the grounds.

'The grounds are a mess,' explained Ammar. 'We need to clean

up before the start of next term. But it is a big job and we need help.'

'My older brother has a lawn mower,' said Fahad. 'He could cut the grass.'

'My brother works for a gardener,' said Ayaa. 'He can get us some new plants.'

'My cousin works on a farm,' said Tahar. 'He can lend us some tools.'

'And my aunt knows a lot about flowers. She can tell us which weeds are poisonous and how to make beautiful flower beds,' said Raia.

Everyone got on their phones and made some calls.

Ammar and his classmates arrived at the school grounds at 7 o'clock the next morning. They all had a rubbish bag and gloves. But nobody else arrived. Everyone felt sad. Would anyone come to help them?

A few minutes later, a truck appeared. Fahad's brother got out and waved. He opened the back of the truck and carried a large lawn mower into the grounds. Next, Ayaa's brother arrived with bags of seedlings. Tahar's cousin arrived with some gloves and tools, and then Raia's aunt came and started explaining which flowers they could keep and which they should remove. Other students from the school arrived, curious about what was happening. They joined in with the tidying, and soon the grounds were busy with activity.



At 5 o'clock, everyone sat down exhausted. Ammar looked around. The grounds were beautiful! The grass was short, the trees were tidy and there were neat flower beds. A vegetable garden had been created for pumpkins and carrots, as well as a small pond made from rocks. Everyone went home feeling happy.

When the term started, the teachers and parents were delighted with the state of the school grounds. They were so impressed with the children's hard work and dedication to the environment that they gave them certificates and made them Environment Ambassadors for the school.



B



Summarize the story with your partner.

P

Project 4: Perform a story

A Read the pieces of the play script and put them in the correct order.

1

Narrator: From that day onwards, the people could use wood to make fire.

Person 1: Hooray! Now we can cook our food!

Person 2: We can keep warm, and we will never be cold again!

Person 1: Thank you, Rainbow Bird!

2

Rainbow Bird: Look at me! I can light up the sky! This fire is for everyone, and I will share it with the people.

Narrator: Rainbow Bird flew over the forest. She touched each tree with the fire stick, and as she did so, she gave trees the gift of fire.

3

Narrator: One day, Rainbow Bird flew down to see Crocodile in his dark, muddy swamp.

Rainbow Bird: Crocodile, Crocodile! Please wake up and give me some fire! It's dark, and I'm cold! The people are also cold, and they cannot cook their food!

Crocodile: No, you cannot have the fire stick! I am the king of the fire. The fire stick belongs to me, and I will not share it!

4

Narrator: This is a folk tale from Australia. It explains where fire came from. Once upon a time, people did not have fire. Only Crocodile had a fire stick.

5

Narrator: Rainbow Bird stopped in a tree. Crocodile had made her sad.

Rainbow Bird: Why won't he share the fire stick?

Narrator: She looked at the people and she felt sorry for them.

Person 1: I'm cold! I can't cook my food!

6

Narrator: That night, as Crocodile slept, Rainbow Bird flew down to the swamp and she stole the fire stick. She put it in her tail feathers and flew up towards the sky.

P

Project 4: Perform a story

B

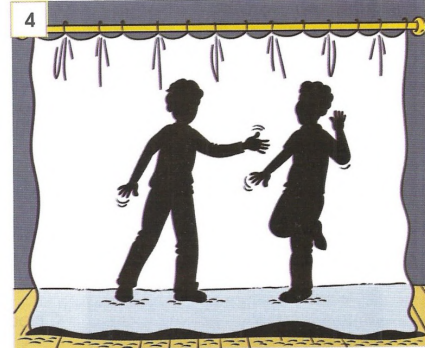
Some children are performing the Rainbow Bird story in different ways. Match the methods from the box with the pictures 1–4.

Drama

Shadow acting

Stick puppets

Narrate and draw



C



Perform a story in your groups.

- 1 Choose a story. It could be a folk tale, or a story from your Student's Book.
- 2 Decide which method you will use to perform the story.
- 3 Write a script of your story.
- 4 Make the props (masks, puppets, etc.).
- 5 Practise performing your story.
- 6 Perform your story to your class.

Unit 8

AB 120

Lesson 1: Listening

Listening tip 4 – Why it is important to listen carefully

- 1 To hear information correctly.
- 2 To hear grammatical points because they carry meaning.
- 3 To hear how the speaker feels. Sometimes meaning is carried in the way someone speaks rather than in the words themselves.

A

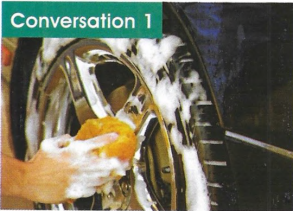


40 AB

Listen to the conversations and answer the questions.

As you listen, read the sentences. What tenses are used? Why?

Conversation 1



- 1 Which of these does Hamid say?
 - a I will help you ...
 - b I would help you ...
 - c You have been helped ...

Conversation 2



- 1 Who says these sentences?
 - a I've worked with this company for ten years.
 - b You worked with this company for ten years.
- 2 What does Mr Pearson mean?

Conversation 3



Choose the correct tense for each verb.

- 1 **Fadia** I **am phoning** / **did phone** about the class magazine.
- 2 **Haya**
 - a Oh, yes. I **have written** / **am writing** the town news article.
 - b You **had** / **will have** it tomorrow.
 - c I **am going to write** / **have written** it this evening.

B




40 Listen again. Note down the feelings of all the speakers.

A Read the tip below.

Speaking tip 5 – Working together

- Working with a friend is a good way to revise.
- Take turns asking questions about different pages.
- Only the student who is asking the questions has his/her book open.
- Remember to speak clearly.

B  Ask and answer the questions.

Graduation party reviews

(page 55)

- 1 Which girl arrived too late to get a good view?
- 2 Which group of students performed at the graduation party?
- 3 Which day was the party?

The school of the future

(page 68)

- 1 What will replace fewer small schools in the future?
- 2 Where will young people who are interested in music be able to study?
- 3 How will students be able to find a teacher for their specialist interest?

A famous career

(page 71)

- 1 Where was Ibn al-Haitham born?
- 2 What is he most famous for?
- 3 When did he die?

Travel adventures

(page 78)

- 1 How did the man travel through Africa?
- 2 How did the man travel through the Himalayas?
- 3 How did the man travel over the Sahara?

How many are made each day?

(page 81)

- 1 In 2006, how many barrels of crude oil were produced each day in Iraq?
- 2 Where are 290 million mobile phones manufactured each year?
- 3 How many cars are produced in Kia's European factory?
- 4 What has happened to oil production in Iraq in the last 14 years?

Two African countries

(page 84)

- 1 Which continents are Libya and Sudan in?
- 2 What's the capital of Libya?
- 3 Which two rivers join in Khartoum?
- 4 What's produced in Sudan?
- 5 Does Libya have oil and gas?
- 6 Which is bigger – Libya or Sudan?
- 7 Is Sudan on the Mediterranean Sea?

C  Now play the game on page 65 of your Student's Book.

A Quickly look at the newspaper page and find:

- 1 the name of the paper
- 2 the date it was published
- 3 two headlines
- 4 the names of two journalists

Daily Arab News

17 August Issue: 547



SPORTS STAR ARRIVES IN CAIRO

Report by Hussam Mustafa

Wissam Taha, who plays for Al Kahraba football club, arrived in Cairo yesterday for a short visit.

He spoke to reporters at the airport. He said, 'I'm very happy to be in this beautiful country. I would like to play for an Egyptian club in the future.'

He then went to the television studio. He spoke to Mohammed Fuad about his life and his hopes for the future.

He visited the offices of the Egyptian Football Association for lunch. He talked to some famous Egyptian footballers about football in the Arab world.

In the afternoon, he went to the main football stadium. He taught football skills to a group of young footballers. They were the winners of a sports competition earlier in the year.

In the evening, he went back to the airport. He took a plane to Iraq.

POLICE FIND GIRL AFTER THREE HOURS

Report by Ibrahim Ali



Reem Kamal went missing during a family shopping trip to the shopping mall yesterday afternoon. She was shopping with her mother and father and her two sisters.

It all started at 4:15 p.m. 'One minute she was there and the next minute she was gone,' said her mother, Huda. 'We looked everywhere for her.'

Huda told the security guards. They put out a message, but nobody found her. 'I wasn't worried at first,' said Salim, one of the guards. 'Children go missing all the time, but they always turn up after a few minutes.'

The guards called the police. 'We searched the mall for three hours,' said Police Inspector Raad, 'but we didn't find her.'

Then Policewoman Amna Ibrahim heard a noise. 'It was coming from a large cleaning cupboard,' she said. 'I tried to open the cupboard, but it was locked.' She called Salim and he unlocked the door. Reem was inside.

'I went through the door because I thought it was the toilet,' Reem told our reporter. 'The door closed behind me and I couldn't open it. I shouted, but nobody could hear me.'

Reem Kamal was home with her family last night. 'I will always tell my mother where I am going in future,' she said.

B

Choose an article from the newspaper. Close your books and retell the story to your partner.

Lesson 4: Writing



Writing tip 5 – Editing your work

After you do a piece of writing, you should always edit it for mistakes.



A First, study the mistakes in red in the piece of writing. Correct each mistake and use the key to identify which kind of mistake it is. Then think about the order of the paragraphs.

KEY	Gr. = grammar	wo = word order	↪ = join
P. = punctuation	Sp. = spelling	ww = wrong word	⊔ = word missing

More **than thousand**¹ years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching **for food birds and animals**². The Bedouin lived mostly on dates, milk and bread because it was difficult to catch animals and birds. Then they **have learnt**³ how to catch falcons. Soon, the Bedouin were eating meat **there**⁴ falcons **for them caught**⁵. Their favourite bird was the large, long-legged houbara. They cooked it over a fire and it tasted delicious.

Did you ever **watch**⁶ a falcon diving down **from sky**⁷? They are the **fast**⁸ things in the natural world. They fly high up and then dive down to kill a bird or a small animal. Some falcons can dive at 240 kph!

One disadvantage of this sport is that **too much**⁹ rare birds might be killed. If nothing was done about this, there would **no birds soon be left**¹⁰. However, the **government**¹¹ has set up protected areas for birds. People cannot hunt there. These safe areas for birds are also good **habetats**¹² for other animals. As a result, wildlife numbers **went up**¹³. The **enviroment**¹⁴ is **more richer**¹⁵.

The **bedouin**¹⁶ used to hunt on camels. They rode fast as they followed their flying falcons. Today falconry is a sport, not a necessity, and **falconers arrive many**¹⁷ in the deserts and valleys of Muthanna, Samarra and Dhi Qar in Iraq in air-conditioned 4WDs.

B

Check your ideas by looking back at page 35 in your Student's Book.

Unit 1 Describing things

Lesson 2: Hurry up! It's time to go!



C Listen to the four conversations. Point to the correct picture.

- Ibrahim** Hello? Ibrahim, here.
Mum It's your mum. Look Ibrahim, it's five past one. What are you doing?
Ibrahim Oh, hi Mum. I'm in the lift. I'm just coming to the ground floor now.
Mum Oh, well hurry up, then! And what about Salwa? What's she doing?
Ibrahim Sorry. What was that?
Mum Salwa! What's she doing?
Ibrahim I don't know.
Mum Aren't you with her, then?
Ibrahim No, I'm with Ameena.
Mum Who did you say?
Ibrahim Ameena. Don't worry, Mum. We're coming. See you in a minute. Bye!
- Salwa** Hello? Who is it?
Mum Salwa! It's me. Look. It's five past one! What are you doing? We're waiting for you!
Salwa I'm waiting in a queue.
Mum In a queue! Do you know the time? It's five past one – almost ten past one. What are you queuing for?
Salwa I'm buying an ice cream. It's very busy ...
Mum There's no time for that. Come back right now, Salwa. Please.
Salwa I'm really sorry, Mum. See you in a minute.
- Hasan** Hello?
Mum Hasan! It's Mum. What are you doing? It's five past one!
Hasan Oh, hi, Mum. It's all right I'm just coming down the stairs. Can you see me?
Mum Not yet. Be careful.
Hasan Mum. I'm OK. See you in a minute. Bye!
Jassim Hello. Jassim here.
Mum Yes, I know who it is. But what are you doing?
Jassim Nothing.
Mum You sound funny. Where are you?
Jassim I'm in the restaurant. I'm having a burger.

- Mum** In the restaurant? But it's five past one! Where's Fahad? Is he with you?
Jassim Yes, he was thirsty. He's having a cola.
Mum Look, Jassim. Will you hurry up, please! Bring the burger with you. Tell Fahad to bring his cola.
Jassim OK, Mum. Sorry. We're coming.
Mum Quickly!

Lesson 4: Buying and selling



A Look at the photographs. Then listen and think. Which objects are the people describing?

1

- Voice 1** You'll love this new model from Trekkers! It's very fast, but really safe!
Voice 2 There are front disc brakes to help you stop quickly.
Voice 1 And it has the latest front and back suspension to keep you on the road.
Voice 2 It's really comfortable.
Voice 1 And it's a great buy!

2

- Boy** I think it looks good. Do you think it is big enough?
Dad It says it sleeps two so that should be big enough.
Boy I'm glad it is insect-proof.
Dad Mmm. Yes. I don't want to get bitten.
Boy Yes ... and look, it only takes 30 minutes to put up. You'll like that!

Lesson 5: What are they for?



3 Listen to a review and choose the correct words.

- Dania** I bought a LoudHouse speaker and I'm really pleased with it. It came with a free USB cable, and the battery was fully charged after just three hours. It was easy to connect it to my phone. Although it's light, the sound is really good. It has a great battery life, which lasts for 20 hours. I got the pink one, and it's really pretty. Overall, I highly recommend this speaker.

Round up



1 Listen to the two conversations. Then write notes in the table to describe the two people.

1. Simon.

Boy 1 Have you seen Simon?

Boy 2 Who's he?

Boy 1 He's the new boy.

Boy 2 What does he look like?

Boy 1 Well, he's tall with green eyes.

Boy 2 Ah, green eyes, that's unusual.

Boy 1 Yes, and he has curly brown hair.

Boy 2 Is that him over there? He's tall ...
Oh, no, he's got straight hair.

Boy 1 No, look. There he is. He's wearing blue trousers and a red shirt.

Boy 2 But that's Pete.

Boy 1 No, he's not tall. Look, the one carrying a bag. He's wearing white shoes, well, I mean white trainers.

Boy 2 Simon! Over here!

2. Rachel.

Girl 1 Hi, Sarah. Have you seen Rachel?

Girl 2 Rachel, who's that?

Girl 1 She's new in the school. Don't you know her?

Girl 2 I'm not sure. What does she look like?

Girl 1 Well, she's quite short.

Girl 2 Yes? That could be anyone.

Girl 1 I know. Look, she's got straight hair, straight black hair and brown eyes.

Girl 2 Is that Rachel over there? She's short with straight black hair. Is Rachel's hair long or short?

Girl 1 She's got long hair. Oh, I know. This morning she was wearing a long green skirt and a white blouse.

Girl 2 Well, you've got a good memory. What about socks and shoes?

Girl 1 Yes, I do remember. She had black shoes and white socks.

Girl 2 Oh, I know who you mean. And she was carrying a CD player.

Girl 1 Yes, that's Rachel.

Story time Lucky customer 50



A Read the extract and answer the questions.

New release from bestselling poet Mudhafar Al-Nawab. Come to Al Saqi Bookshop on 23rd November and get your copy of Al-Nawab's new collection of poems *Islands of Salt*. PLUS an extra special prize for the fiftieth customer of the day!

Kareem went to Al Mutanabbi Street and hurried towards Al Saqi bookshop. As he got close, he saw there was a long queue forming outside the door to the shop, and his heart sank. He had been saving up for months and wanted to be the first one to buy the new book by his favourite poet – now he would have to wait in line. As he stood waiting, the hard-working schoolboy pulled the advert for the new book out of his pocket.

Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day. Finally, the shop door opened and the owner welcomed the queue of customers in. When Kareem got to the door, the shop owner suddenly rang a bell and everyone started clapping and cheering. Kareem was very surprised and didn't know what was happening. After a while, the shop owner saw Kareem's confusion and explained, 'You are the fiftieth customer through the door today, young man. There is a big prize for customer number 50 ... you will get to meet Al-Nawab. Are you any good at writing poems?'

'Yes! I've got notebooks full of poems,' replied Kareem. He felt a surge of happiness as he understood what was happening. His patience was being rewarded. It was a good thing after all that he wasn't first to buy the latest book. The shop owner shook Kareem's hand and said, 'Wait here. Al-Nawab will arrive in a minute. Here is a free copy of his book. He will sign it for you when he arrives.'

Al-Nawab arrived to the bookshop in a minute. Right on time! Kareem couldn't believe how lucky he was. The poet signed

Transcripts

Kareem's book and gave him six more copies for his friends and family. They spent a long time talking, and Al-Nawab promised to read some of Kareem's poems and give him some advice on how to publish his own book of poetry.

Unit 2 Spare time activities

Lesson 1: A perfect holiday



- C Listen to Reema talk about her perfect holiday. Tick (✓) the activities she enjoys.

Reema Hmm, what sort of holiday do I want? Well, I don't like beach holidays – they're boring! I prefer to be active on my trips. I love hiking in the mountains and cycling around cities. I don't enjoy cooking on my holiday, but I like tasting new food and visiting restaurants. I love flying, and I really enjoy exploring new places. I think a city break is the perfect holiday for me!

Lesson 2: Spare time



- A Listen. Where do the boys decide to go? Order the dialogue as you hear it.

Boy 1 What would you like to do this afternoon?
Boy 2 I don't know.
Boy 3 How about going to the park?
Boy 4 What, to play football?
Boy 3 Yes. Why not?
Boy 4 No, it's too hot.
Boy 1 I'd rather go to the cinema to watch a film.
Boy 4 I'd rather not. I don't like the films at the cinema at the moment.
Boy 2 OK. What would you like to do?
Boy 4 Let's go to the mall. There's a new game shop and we can have lunch there.
Boy 2 Yes! That's a good idea.
Boy 3 I hope you have some money.

Lesson 4: Work or play?



- D Listen to the interview. Do the students ask any of your questions?

Student 1 How old are you?
Lucy I'm 16.
Student 1 Is your father an actor?
Lucy No, he isn't. He's a doctor.
Student 2 What's the TV programme called?
Lucy It's called *The Badri Family*.
Student 1 What kind of TV programme is it?
Lucy It's a comedy. It's really funny.
Student 2 What character do you play?
Lucy I play the part of Samara. She's the daughter of the family.
Student 3 How did you get the part in the TV programme?
Lucy I saw a poster at school. It said 'Audition next Friday in the school hall', so I went for the audition. I did alright but I didn't think I'd get the part.
Student 1 Why didn't you think you'd get the part?
Lucy Because there were about 200 other girls there!
Student 2 How did they tell you about the part?
Lucy They phoned. My mother answered the phone. She screamed really loudly so I ran to her. She told me the news and I screamed too! Then we both started laughing – and crying!
Student 1 Did you go to school during the filming?
Lucy No, I didn't go to school for about 6 months.
Student 2 Wow! Cool!
Lucy Yes, but wait a minute! I had a special teacher with me all the time. She taught me in all the breaks and after filming each day.
Student 2 Did you have lots of words to learn?
Lucy Yes, lots and lots! But of course you only do one part of the programme at a time. You only have to learn a few words at a time.



C Listen and check.

- Speaker** a What character do you play in this new TV comedy?
 b Were you happy when you got the part?
 c How did you hear the news?
 d How did you find out about the school play?

Lesson 5: Two conversations



A Listen to the conversations. Then practise in pairs.

A

- Boy 1** I went to the cinema yesterday.
Boy 2 Oh, yes? What did you see?
Boy 1 *The Night of the Killer Cockroaches*.
Boy 2 What kind of film is that?
Boy 1 It's a horror film.
Boy 2 So, what's it about, anyway?
Boy 1 These cockroaches. They're huge. They start attacking people.
Boy 2 That sounds a bit strange.
Boy 1 Yes, it's not very good.
Boy 2 Who's the main character?
Boy 1 The leader of the team to kill the cockroaches is called Mason Dixon.
Boy 2 What's the ending like?
Boy 1 It's not very good. The cockroaches are cornered and end up being zapped.
Boy 2 So, do you think I should see it?
Boy 1 No, it isn't really very good.

B

- Girl 1** I went to the cinema yesterday.
Girl 2 Oh, yes? What did you see?
Girl 1 *Taxi City*.
Girl 2 What kind of film is that?
Girl 1 It's a factual film.
Girl 2 So, what's it about, anyway?
Girl 1 The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.
Girl 2 That sounds a bit strange.
Girl 1 Yes, but it's good.
Girl 2 Who's the main character?

- Girl 1** It's the driver - he's called Ahmed. So, it's him and all the different people he takes in his taxi.
Girl 2 What's the ending like?
Girl 1 It's great. It also shows how effective a low-budget film can be.
Girl 2 So, do you think I should see it?
Girl 1 Yes. It's on for another week.

Round up



1 Listen to Sara talking about her weekend. Complete the table.

- Girl 1** What did you do last weekend, Sara?
Sara Well, on Thursday morning I went to the mall. I met my friends. We went shopping and then had some lunch in a fast food place. In the afternoon, we went to the park. We sat and talked and then went for a walk.
Girl 1 What about the evening? Did you go out anywhere?
Sara No, I stayed at home and read a book. An adventure story, actually.
Girl 1 Was it any good?
Sara It was OK. I liked the main character but the ending was terrible.
Girl 1 Why didn't you like it?
Sara Well, nothing happened. It just ended!
Girl 1 What about Friday?
Sara I stayed at home in the morning. I had some homework to do. Then I visited my aunt and uncle in the afternoon. They have a swimming pool, so we went swimming. It was nice.
Girl 1 Oh. Where do they live?
Sara They have a house near the mountains. In the evening we had a barbecue. It was great.

Story time The champion



A Listen, read and find out.

Karam was a very talented student. He enjoyed school, and he was really good at sports - especially basketball. In fact, he played basketball for his school team. Karam also liked to help others. He helped his mother in the kitchen, he helped his father in the garden and he helped his two younger brothers with their homework.

One day, Karam's mother asked him to go to the bakery to buy some bread. However, while he was walking, he saw a little girl run into the busy road. At the same time, a large car was speeding quickly along the road towards the girl. Karam saw the car, but the little girl didn't. Karam ran into the road and pushed the girl to safety.

The car screeched to a stop. All the people on the street stopped and looked. The little girl was fine. She ran across the road to her family, who gave her a hug. Sadly, Karam was lying in the road. He had been hit by the speeding car, and his left foot was badly injured.

Karam was taken to hospital. The doctors and nurses worked hard on him. Unfortunately, they couldn't save his foot. Karam suffered a lot during his treatment, and he felt very sad. He thought that this was the end of his sporting life. Would he ever be able to play basketball again? But Karam was lucky. He had a loving and supportive family. His parents and all of his family members visited and helped him during his treatment. After a few months, he was able to use crutches, and he returned to school. Everyone was happy to see him back at school, and he had no problems at all academically.

However, Karam still felt sad. Sport had been an important part of his life, and now he couldn't do it. His teachers tried to encourage and support him by explaining all the other activities he could do, such as art, playing chess, joining a debating club and cooking. But none of them were basketball. Karam missed the physical activity, the speed, the teamwork and the competition of his favourite sport.

One day, Karam's PE teacher told him about a wheelchair basketball team in his city. But Karam didn't have a wheelchair. 'Don't worry!' said the PE teacher. 'I will offer you one!'

So, Karam joined the team. Very quickly, he learnt how to turn, stop and sprint with his wheelchair. It was quick and light, and it felt like part of his body. Once again, he felt the speed, teamwork and competition of his favourite sport. He was soon good enough to become a member of the national team, and he began to participate in many international contests, where his team won several titles.

Unit 3 Our world

Lesson 2: Our growing world



B Listen and check your ideas.

1

Voice 2 People are growing taller. People are taller than they used to be because of better food. Scientists say that we are growing two centimetres every ten years.

2

Voice 1 People are living longer. A new baby in Iraq can expect to live for 70 years or more. Thanks to better health services, life expectancy is rising by one year every five years.

3

Voice 2 The population is increasing. The number of people in Iraq is over 40 million and it is going up at a rate of one million per year. This is due to an increase in the birth rate and a decrease in the death rate.

Lesson 3: I hate spiders



B Look at the picture and guess the answers to these questions about Kareem and Rami. Then listen and check your ideas.

Rami Hi, Kareem!

Kareem Rami!

Rami What's the matter?

Kareem Look! There's a spider on my book!

Rami So? What about it?

Kareem I can't get my book!

Rami Why not?

Kareem I hate spiders!

Rami Really? I don't mind them.

Kareem You must be joking!

Rami No, I'm not joking. Most spiders are harmless.

Kareem I'm not afraid of them. I just don't like them!

Rami If there were no spiders, you wouldn't be happy.

Kareem Oh yes, I would!

Rami No, you wouldn't. They eat mosquitoes, you know - and flies.

Kareem Mm. I suppose they are useful.

- Rami** They're very useful. If we didn't have any spiders, we'd have more mosquitoes.
- Kareem** All right, all right! But there aren't any mosquitoes in here. So we don't need any spiders!
- Rami** All right. I'll put it outside.
- Kareem** Thanks, Rami.

Lesson 7: Some of Iraq's animals

15

A Listen to three descriptions. Match them with the photographs.

1

Girl 1 They're small animals. They can only be seen at night. They sleep in the daytime.

Girl 2 What do they look like?

Girl 1 Well, when they're flying, they look like birds. But, really, they're quite different. For example, they have big ears. Some of them look like mice.

Girl 2 Mice?

Girl 1 Yes. Mice that can fly! I don't like them very much.

2

Boy 1 They're long and thin animals. They can be found in deserts.

Boy 2 What else do you know about them?

Boy 1 They have long fangs with poison in. You can be killed if you are bitten.

Boy 2 They sound scary! I hope I never get bitten by one!

3

Girl 1 They're quite big animals with beautiful grey and white fur.

Girl 2 Where can they be found?

Girl 1 They can be found in many places in the Middle East, Asia, Europe and America. Some people are scared of them but there aren't many of them and they do not like to live near humans.

Girl 2 I think they're beautiful.

Girl 1 Me too.

Story time How to fill a space

16

A Listen, read and find out.

Long ago, there lived a wise and rich merchant in Iraq. He spent his working life

buying and selling gold, animal skins, silks and salt. He had a lot of land and he lived in a large, strong house with a beautiful garden. However, after many years, the merchant became old and tired. He decided to give his riches to his three sons because he wanted to spend more time relaxing in his garden.

The merchant's oldest son was called Majid, his second son was called Ali and his youngest son was called Hamad. The merchant called his sons to him and told them his plan.

'My children, I want to give my riches to you today, while I am alive. My land is easy to cut up, and I will give each of you a piece of land that is the same size.'

'Thank you, Father,' the three sons said.

'But what about the house?' asked Hamad.

The merchant smiled. 'That is a difficult question. I cannot cut up my house! So, I want my house to go to my cleverest son.

Then the merchant opened his hand to show three small coins.

'Take one coin each. Take it to the souq and spend it. The son who buys something that can fill this room, will have the house. Go now and return before night.'

Each son took a small coin and went to the souq.

Majid entered the souq. The first stall he saw was full of baskets, mats and straw.

'Straw!' he shouted. 'Straw is cheap, and it fills up space!' He returned to the house with sacks full of straw.

Ali entered the souq. The first stall he saw was full of goats, rabbits and birds.

'Feathers!' he shouted. 'Feathers are cheap, and they fill up space!' He returned to the house with sacks of feathers.

Hamad entered the souq. He walked around the souq and he thought and he thought. Then he had an idea.

Majid and Ali waited for Hamad to return to the house. They waited and they waited. The hours went past, and he did not arrive. Then, as the sun disappeared and night started, Hamad arrived.

Majid and Ali laughed when they saw Hamad. He had nothing! 'Hamad will not get the house,' thought Majid and Ali.

The three sons entered the house together and stood in front of their father.

The merchant asked his oldest son to go first.

Transcripts

Majid emptied the sacks of straw around the room. When he finished, the room was half full.

'Well done!' said their father. 'Now it is Ali's turn.'

Ali emptied the sacks of feathers around the room. When he finished, the room was half full.

'Well done!' said their father. 'Now it is Hamad's turn.'

Hamad stood in the middle of the room. He had no sacks. Then he took a long, white stick out of his jacket. It was a candle. Hamad placed the candle in the middle of the room and lit it. The light from the candle filled the dark room with light.

'What a clever idea!' said Majid and Ali laughing. 'Our little brother is the cleverest son!'

'Yes,' said the merchant. 'I think we all agree that the house will go to Hamad!' Then the three brothers joined their father and mother for a delicious evening meal.

4 Character. The main character is called Marcus.

5 Adventure. It's a very exciting adventure story.

6 Stadium. Ali went to the football stadium.

7 Information. Ask the woman at the information desk.

8 Fantastic. I just bought a fantastic new phone cover.



C Listen to two announcements.

1 At the airport.

Voice 1 This is the final call for A320 to Beirut. Would all passengers for flight A320 to Beirut go to Gate 7? That's the final call for flight A320 for Beirut leaving from Gate 7.

2 At the shopping mall.

Voice 2 Attention, please. I have a special announcement about this week's competition. This is the number of the winning ticket. The number is green 4-2-8. That's green, four hundred and twenty-eight. If you have number four hundred and twenty-eight green, come to the information desk for your prize.

Unit 4 Review

Lesson 1: Listening



A Listen to two speakers.

Announcer 1 And now, here is the weather for tomorrow. In the morning, it will be sunny and hot. In the afternoon, there will be some cloud and there is a chance of rain.

Announcer 2 It is 9 o'clock and here are the news headlines. The President of Tunisia is arriving in Baghdad at 11 o'clock today. In the morning, he will meet the Prime Minister. In the afternoon, he will visit the Iraq Foundation. He flies on to the UAE this evening.



B Listen to some long words from the course.

- 1 Supermarket. I went to the supermarket.
- 2 Beautiful. It's a beautiful car.
- 3 Artistic. She's a very artistic person.



1 Read the two questions. Listen to the announcement and answer them.

Announcer Can I have your attention, please? We have a report of a young girl missing in the shopping mall. Her name is Jenny Green. She is eight years old. She has straight black hair and brown eyes. She is wearing a blue shirt and white trousers with black trainers and socks. So that's a missing child called Jenny Green. She's eight with straight black hair, brown eyes. She has a blue shirt, white trousers, black trainers and black socks.

21

- 2 Look at the descriptions. Listen to the announcement again and tick (✓) the correct adjective.

Repeat of Track 20.

22

- 3 Listen to the advertisement and answer the questions.

Announcer Do you need a new car? Do you want to buy the best? Come to Best Cars in Al-Zaytoon Street. We have the new Panther 4.5 in stock. It has electric seats. It has electric windows. It has a sunroof and a CD player. It even has a DVD player for the kids in the back seats. And it has lots of space for six people. This beautiful car has everything that you expect in an expensive car. But it is not expensive. It is cheap to buy at 15 million Iraqi dinars. That's just 15 million Iraqi dinars. And it's cheap to run - it does 14 kilometres to the litre. Yes, that's right. 14 kilometres to the litre. So if you want a beautiful 6-seater car with electric windows and seats, a CD player and a DVD player, come to Best Cars now and test drive the Panther 4.5.

23

- 4 Read the list of features. Listen to the advertisement again and tick (✓) the features you hear.

Repeat of Track 22.

Lesson 3: Speaking

24

- B Listen and check.

a

- A Excuse me, where's the department store?
 B It's on the first floor, next to the lift.
 A What did you say?
 B I said, it's on the first floor. It's next to the lift.
 A Thanks.

b

- A Where can I see the lions?
 B Lions can't be found in Iraq.
 A Can you say that again, please? I didn't get that.
 B Lions can't be found in Iraq.
 A Really? That's a pity. What can I see here?
 c
 A I read a great book last week.
 B What was it called?
 A It was called *Thirty Days on the Farm*.
 B Sorry? What was that? *Thirteen Days on the Farm*?
 A No, *Thirty Days*. Three-zero.

Unit 5

Lesson 1: Watching the match

25

- C Listen to three conversations.

1 Ali is talking to Fahad.

Ali What did you do last night, Fahad?

Fahad I stayed at home.

Ali So what did you do at home?

Fahad I watched football on television. India and Brazil.

Ali India and Brazil! Who won?

Fahad Brazil.

Ali Yes, I'm sure they did. What was the score?

Fahad 9-0. (laughter) It wasn't a very good match!

2 Ali and Fahad are talking the next day.

Fahad There was a good match on television last night, Ali.

Ali Really? Better than the Brazil-India match, I hope.

Fahad (laughter) Yes. It was really exciting.

Ali Who played?

Fahad Juventus and AC Milan.

Ali Yes, that sounds much better. What was the result?

Fahad 2-2.

Ali So neither of them won, then?

Fahad No, I don't like a draw, but it was still a good match.

Transcripts

3 Ben is talking to James.

- James** Did you watch the match last night, Ben?
- Ben** Yes, I did. I always watch Manchester United.
- James** Was it good?
- Ben** Yes, very good.
- James** Who did United play?
- Ben** They played Arsenal.
- James** Oh, really? Who won?
- Ben** United, of course.
- James** By how much? What was the score?
- Ben** It was 3-1. They got two goals right at the end.

Lesson 2: Nawal Ramzi talks to the *Iraqi Morning News*



B Listen to the interview between Nawal Ramzi and a reporter from the *Iraqi Morning News*. What is Nawal Ramzi doing these days?

- Reporter** Good morning. Today we are talking to the well-known dentist, Dr Nawal Ramzi. Dr Ramzi, first of all, where were you born?
- Nawal Ramzi** I was born in Mosul.
- Reporter** What were you doing before you became a famous dentist?
- Nawal Ramzi** Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.
- Reporter** I see. So what changed your life?
- Nawal Ramzi** One day I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.

- Reporter** What happened then?
- Nawal Ramzi** I participated in different workshops on using laser treatment in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.
- Reporter** Are you happy with your work now?
- Nawal Ramzi** Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families and to the families of Iraqi soldiers.
- Reporter** Now, show me the new equipment that everybody is talking about ...

Lesson 6: Would you take less?



D Listen and check. Then practise the two conversations with your partner.

1 Khaled's father is ringing about a mountain bike for sale.

- Khaled's father** What kind of bike is it?
- Man** It's a mountain bike.
- Khaled's father** What size is it?
- Man** It's smaller than a man's bike.
- Khaled's father** Is it in good condition?
- Man** Yes, very good.
- Khaled's father** What colour is it?
- Man** It's mainly red.
- Khaled's father** How many gears does it have?
- Man** Twenty-one.
- Khaled's father** Does it have any extras?
- Man** No, but it's a really good bike.
- Khaled's father** What about lights?
- Man** No, it hasn't got any lights.
- Khaled's father** How old is it?
- Man** It's only a year old - it's as good as new.
- Khaled's father** How much is it?
- Man** It's 75,000 dinars.
- Khaled's father** Would you take less?
- Man** Well, maybe 70,000.

2 Khaled's father is ringing about a town bike for sale.

- Khaled's father** What kind of bike is it?
Woman It's a town bike.
Khaled's father What size is it?
Woman It's the same size as a man's bike.
Khaled's father Is it in good condition?
Woman It's OK, but the front tyre is worn.
Khaled's father What colour is it?
Woman It's brown.
Khaled's father How many gears does it have?
Woman It doesn't have any.
Khaled's father Does it have any extras?
Woman Um ... I don't think so.
Khaled's father What about lights?
Woman No, but it has reflectors.
Khaled's father How old is it?
Woman It's about ten years old.
Khaled's father How much is it?
Woman It's 50,000 dinars.
Khaled's father Would you take less?
Woman No, sorry. 50,000 is a good price.

Lesson 8: A website for me



28

1 Listen to three people talking about the most popular subjects in their class. Fill in the table with 1, 2 or 3 to show which subjects are first, second and third most popular.

- Noura** In my class, a lot of students like Sport. Many students like English, too, but the most popular subject is Sport. The subject most students dislike is Geography.
- Faisal** The least popular subject in my class is English. There are a few students who like History, but most of the students in my class prefer Maths.
- Hani** In my class, there are some students who like Sport, but everybody likes Geography. English is the subject that students in my class like least.

Round up



29

1 Listen to two conversations. Khaled is talking to Fahad and Noor is talking to Mariam. Fill in the information in the table.

1 Khaled is talking to Fahad.

- Khaled** I phoned you yesterday, in the evening, Fahad. Where were you?
Fahad Well, I was in at six. I was watching television.
Khaled That's about when I phoned. Why didn't you answer?
Fahad Maybe I didn't hear, Khaled. I was watching the news. It was very interesting last night.
Khaled Oh, I missed the news. It starts at six, doesn't it? Was there anything on after that?
Fahad Yes, there was a good programme. *The Pyramids of Giza*, I think.
Khaled So you stayed and watched that?
Fahad No, I didn't even finish watching the news. Jaber came round and we went to the park to meet some friends.
Khaled Why didn't you phone me? I could have come too.

2 Noor is talking to Mariam.

- Noor** Hi, Mariam. I didn't see you last night. Where were you?
Mariam Oh, I wanted to stay in. I was tired last night.
Noor Yes, you were up late the night before, doing that homework, weren't you?
Mariam That's right. And there was a good programme on at six thirty, a documentary.
Noor What was that?
Mariam It was called *The Pyramids of Giza*. It was very interesting. I like programmes about history. And Egypt is an amazing place.
Noor Did you watch the next programme, *The Man ...*?
Mariam No, I didn't even finish what I was watching. Amna came round at seven and we went to my cousin's house. What about you, Noor?
Noor I was just saying, I watched the film that came next. It was called *The Man from Australia*.
Mariam Oh, yes, Aisha said it was really good.

Transcripts

- Noor** No, I didn't like it. It was really long. It started at seven thirty and went on until ten thirty.
- Mariam** So what did you do?
- Noor** Oh, I finished watching it. I didn't have anything else to do. I was feeling tired last night as well.

Story time A powerful lesson for everyone



A Listen, read and find out.

Every year, *Al Sabah* newspaper makes a special offer to two young students from local schools. In the summer holidays, these students can work as reporters on the paper. They can see what reporters really do in their jobs, and they can learn to write reports. Last summer, Salam Ahmed was the lucky boy. He was 15 years old, and he wanted to be a reporter. On his first day at the paper, he took a new reporter's notebook and his camera. One of the reporters was showing Salam his desk when the editor came in and said, 'A big new restaurant is opening in Baghdad next Tuesday. I need someone to write a good report on the event.'

'I can do it,' Salam said. On Tuesday, Salam took his notebook and camera and went into the new restaurant. Salam watched everything, but one special thing attracted his attention. A young boy was taking his old father, who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in disgust, but his son looked at him with love and respect.

After the old man had finished eating, his son, who was not at all embarrassed, quietly took him to the washroom and patiently wiped the food from his clothes, combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that.

The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you

think you have left something behind?' The son replied, 'No sir, I haven't.' The old man said, 'Yes, you have! You left a lesson for every son and hope for every father.'

The restaurant went silent. Salam was watching everything and followed the boy and his father. After asking them questions and taking notes, he thanked the boy and kissed the old man on his head. Salam made his very first report about this touching story, and it was praised by everyone.

Unit 6 Jobs and careers

Lesson 2 Careers advice



A Listen to Layla and Dania's conversations with the Headteacher. What are the main differences between Layla and Dania?

1

- Headteacher** Good morning, Layla. Please sit down. How can I help you?
- Layla** I don't know.
- Headteacher** Well, do you have any career plans?
- Layla** Career plans? No, I haven't got any plans.
- Headteacher** None at all?
- Layla** No ... Actually, I do have a plan. I'm going to leave school as soon as I'm 16.
- Headteacher** I see. And what are you going to do when you leave school?
- Layla** Oh, I don't know. Get a job, I suppose.
- Headteacher** What kind of job do you think you will get?
- Layla** I've no idea! I'll do anything, but I'm never going to do another exam.
- Headteacher** What are your interests, Layla? Clothes? Music? Computers? Travel?
- Layla** No! Definitely not!
- Headteacher** What are you good at?
- Layla** I'm quite good at drawing I suppose.
- Headteacher** Perhaps you could apply to Art school and study drawing and painting further. You

- Layla might even find a job using the skills you learn there.
Oh, well, yes. That's a great idea. Do you think I could?
- 2**
- Headteacher** Hello, Dania.
Dania Good morning, Headteacher.
Headteacher Well now, Dania, do you have any career plans?
Dania Oh, yes, Headteacher. I'm going to be a vet.
Headteacher A vet? That's a tough course, and it takes a long time at university.
Dania Yes, I know. I've found out all about it and I'm going to do it.
Headteacher Excellent! Now, do you know which school subjects you will have to study?
Dania Yes, I do. And I know that I'm going to have to work hard and get good exam results.
Headteacher That's right. And will you be able to do that, Dania?
Dania I hope so. I've worked really hard this term.
Headteacher That's good, because you'll have to carry on working hard for the next three years and then at university.
Dania I know. But it'll be worth it because vets earn a lot of money.
Headteacher That's true. But money isn't everything. It's important to like your job.
Dania That's not a problem for me. I love being with animals.

Lesson 5 A, and or the?



A Listen to two conversations, then study the language box.

1

- Girl 1** Can I borrow a ruler, please?
Girl 2 Sure. Which ruler?
Girl 1 The one you used in Maths.
Girl 2 Sorry. The ruler I used in Maths is in the library.

2

- Boy 1** I went to London in the holidays.
Boy 2 Wow! Did you enjoy the sightseeing?
Boy 1 I do like sightseeing, and the shopping was amazing.

Lesson 6 How do you get to ...?



A Listen. Find the bookshop on the map.

- Boy** Excuse me, Mr Saad, I need to buy a new science book so I can do my homework. Can you tell me how to get to the bookshop?
Mr Saad Of course, Hassan. Go out of the school and go straight on until you reach the traffic lights. Turn left onto Al-Jumhuriya Road. Go along Al-Jumhuriya Road for around 300 metres and then take the second right. Go past the hotel and the supermarket and then take the first left onto Al-Rasheed Street. Take the first right and the bookshop is on the left just after the café.
Boy OK. So that's left onto Al-Jumhuriya Road, second right, then left and right again and the bookshop is on the left next to the café.

Lesson 8 A school project



B Now listen to the interview.

- Faisal** Mr Pearson. I'm doing a school project about careers. Do you mind if I ask you some questions about your career?
Bob No problem. What would you like to know?
Faisal Well, could you tell me about your present job first?
Bob Yes. I'm an English teacher and I work for IP.
Faisal IP?
Bob Iraq Petroleum.
Faisal Thank you. Is there a school at Iraq Petroleum?
Bob There's a training centre.
Faisal I see. And can you tell me what your duties are?
Bob I teach English to trainees.

- Faisal** What kind of trainees?
- Bob** Young people who are training to be technicians or fire officers.
- Faisal** Just let me get that down, please. (short pause) Right. May I ask you about your own training?
- Bob** Well, after school, I went to university. That was in London – the University of London. I studied English there for three years. Then I did a teacher-training course for one year.
- Faisal** Did you start working after that?
- Bob** Yes. I got my first job at a school in Italy, teaching English.
- Faisal** Did you teach children or adults?
- Bob** Children. After that I went to Turkey. I taught adults there – business people, doctors, and so on. I was there for two years. And then I came here.
- Faisal** What are the advantages of your present job? I mean, what do you like about it?
- Bob** Well, I enjoy working with young people. And I love being in Iraq. It's a great place!
- Faisal** Are you just saying that because this is my country?
- Bob** No, no. Not at all! There are so many opportunities for things like visiting historical sites and interesting places – oh, lots of things. And I find that people everywhere are very friendly.
- Faisal** You definitely like Iraq! Are there any disadvantages?
- Bob** Well, it is sometimes too hot to do anything!
- Faisal** I think you should stay here forever! But what are your plans for the future?
- Bob** Well, um ... I'm not sure. I'd like to stay here in Iraq, but I think I'm going to go back to university and study for a higher degree.
- Faisal** Do you have to do that?
- Bob** No, but I want to. It will improve my career. Then I'll go to another country to work.
- Faisal** Thank you very much for helping me with my project.
- Bob** Not at all. Good luck with it.

Story time Hard work pays



Listen, read and find out.

Once, there was a girl called Dalia, who came from a simple family. Her parents had died, so she lived with her old grandparents. Dalia was an only child, and she knew that when she finished school, she would have to get a good job so she could help her family. Dalia enjoyed school and she worked hard in her classes. In particular, she liked studying Maths. Dalia had two classmates, who were called Huda and Mariam. They both came from rich families, and they did not enjoy going to school. In fact, they were never happy about anything. They complained about getting up early in the morning, they hated wearing a school uniform and they moaned about going to school. All they wanted to do was to play games and chat on their phones.

One day, Huda asked Dalia, 'Why do you study so hard? You are not enjoying life!' Dalia replied, 'I enjoy learning new things. Many children in the world can't go to school. We are very lucky to have our education.' But Huda and Mariam just laughed at Dalia's response.

Months passed. Soon, it was time for Dalia to take her final exams, which she passed. Now, it was time to leave school and start to work so she could help her grandparents, who were too old to work. Dalia soon got a job working for a farmer. Dalia worked hard on the farm. She became acquainted with the latest reports on farm management, which helped her make decisions about buying new, disease-resistant seeds, modernizing the farm's systems and marketing the farm's products to customers at the local market. Dalia enjoyed seeing the farm thrive under her care, and two years later, the farm was turning a profit. The farmer was happy with the changes to the farm, and he started paying Dalia a good salary. Dalia used her money to support and care for her grandparents, but she also had an idea for her own business, which would give management advice to other farms. She began to save her money and make a plan for her future.

A few years later, Huda and Mariam, who were still bored and lazy, decided to visit Dalia's business. They were very surprised to see that Dalia was now a powerful businesswoman who was running a successful company. 'How did you do this?' asked Huda, as she gazed around the company office. 'Well,' replied Dalia. 'Nothing ever comes to you, that is worth having, except as a result of hard work. You should try it one day.'

Unit 7 Other countries

Lesson 1 Other countries



36

B Now listen and check your ideas.

Voice 1 Farouk has been to Turkey. He has a postcard of the Bosphorus.

Voice 2 Lina has been to France. She has lots of souvenirs – this is a key ring of the Eiffel Tower.

Voice 1 Zahra has been to Japan. She brought back a souvenir of a doll dressed in a kimono.

Voice 2 Mansour brought back a mug with the famous cedars of Lebanon on it. So, he's been to Lebanon.

Voice 1 Hosni and Hussein both bought pencils with the British flag and a London bus on the end of on them. So, they've been to Britain and probably to London.

Voice 2 Fatima has had an amazing trip. She has been Saudi Arabia and to Mecca.

Voice 1 Amina and Aisha have been to Egypt. They brought back a souvenir of a pyramid.

Voice 2 Khalil has been to India and has seen the Taj Mahal in Agra. He says it is very beautiful.

Lesson 5 I'm sorry ...



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A Listen and number the photographs in the order you hear the conversations.

1

Voice 1 What's wrong, Yousef?

Voice 2 I've got a really bad headache.

Voice 1 Oh, I'm sorry. Can I get you anything?

Voice 2 That's OK, thanks. I'll go and lie down for a while.

2

Hassan Hi, Omar! Oh, no! I'm so sorry. I've just spilled my water on your shoe.

Omar Don't mention it, Hassan. It's only water. I can wipe it off easily.

3

Teacher Please open your book to page 18.

Boy Pardon, sir? I didn't hear which page.

Teacher Page 18.

Lesson 7 The Asian Games



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3 Listen and read the text and check your ideas. Write the answers.

The Asian games

The Asian Games are held every four years. Young people from all over Asia compete in more than 30 kinds of sport. It is an exciting festival. Strength and skill are tested and friendships are built between people from different countries. The Games are also an opportunity for cultural exchange because the programme includes musical performances and exhibitions of architecture and the arts.

History of the Games

The Asian Games were started after the end of the Second World War. The idea was to build international friendship through sport. This idea came from India, so the first Games were held in the Indian capital, New Delhi, in 1951. In that year, 489 athletes from 11 countries took part in the Games. Since then, the number has grown, and now more than 40 countries compete in the Games.

The OCA

The Asian Games are organized by the OCA. These letters stand for the Olympic Council of Asia. Forty-five countries and regions are members of the OCA, and most of them have won medals at the Games.

Where they've been held

Most recently, the Games have been held in Doha, Qatar (2006), Guangzhou, China (2010), Incheon, South Korea (2014) and Jakarta and Palembang, Indonesia (2018).

Iraq's record in the Games

An Iraqi team has attended the Asian Games eight times since 1974. Up to 2018, Iraq has won seven gold medals, 17 silver medals and 23 bronze medals, which is unusually good for a country in a difficult situation. An extraordinary Iraqi competitor was Ali Adnan Amir, who at just 10 years old competed in a men's 200m individual medley heat at the Asian Games in Doha, Qatar on 6th December 2006. More recently, in 2018, Iraq has shone in weightlifting, with Safaa Rashed winning gold in the Men's 85 kg event and Salwan Jassim taking silver in the Men's 105 kg event.

Story time Together for a better school



Listen, read and find out.

During the summer vacation, Ammar was passing his school. He looked through the gate, and he was shocked by what he saw. The school grounds were a mess! The grass in the garden had grown really tall, the thorn trees had grown too big and there were weeds, rocks and rubbish everywhere.

Ammar decided that something needed to be done about the mess. The next morning, he took a large bag to the school grounds. All morning, he moved rocks and filled the bag with rubbish. When it was time to go home, he looked around. The grounds were still a mess.

'This job is too big for one person,' sighed Ammar. 'I need some help.' He made a phone call to his friend.

The next day, Ammar met Fahad in the school grounds. Fahad felt sad when he saw the untidy grounds. Together, they moved rocks and filled a bag with rubbish. When it was time to go home, they looked around. The grounds were still a big mess.

'This job is too big for two people,' sighed Fahad. 'We need more help.'

Both boys got on their phones and made some calls.

The next day, Ammar and Fahad met three of their classmates in the school grounds. Everyone felt sad when they saw the untidy state of the grounds.

'The grounds are a mess,' explained Ammar. 'We need to clean up before the start of next term. But it is a big job and we need help.' 'My older brother has a lawn mower,' said

Fahad. 'He could cut the grass.'

'My brother works for a gardener,' said Ayaa. 'He can get us some new plants.'

'My cousin works on a farm,' said Tahar. 'He can lend us some tools.'

'And my aunt knows a lot about flowers. She can tell us which weeds are poisonous and how to make beautiful flower beds,' said Raia. Everyone got on their phones and made some calls.

Ammar and his classmates arrived at the school grounds at 7 o'clock the next morning. They all had a rubbish bag and gloves. But nobody else arrived. Everyone felt sad. Would anyone come to help them?

A few minutes later, a truck appeared. Fahad's brother got out and waved. He opened the back of the truck and carried a large lawn mower into the grounds. Next, Ayaa's brother arrived with bags of seedlings. Tahar's cousin arrived with some gloves and tools, and then Raia's aunt came and started explaining which flowers they could keep and which they should remove. Other students from the school arrived, curious about what was happening. They joined in with the tidying, and soon the grounds were busy with activity.

At 5 o'clock, everyone sat down exhausted. Ammar looked around. The grounds were beautiful! The grass was short, the trees were tidy and there were neat flower beds. A vegetable garden had been created for pumpkins and carrots, as well as a small pond made from rocks. Everyone went home feeling happy.

When the term started, the teachers and parents were delighted with the state of the school grounds. They were so impressed with the children's hard work and dedication to the environment that they gave them certificates and made them Environment Ambassadors for the school.

Unit 8 Review

Lesson 1 Listening



A Listen to the conversations and answer the questions.

- 1 Hamid has just arrived at Jassim's house. Listen carefully.

- Hamid** Are you ready to go to the sports club, Jassim?
- Jassim** Er, no. I'm afraid not.
- Hamid** Why not? You said you'd be ready at three forty-five.
- Jassim** I have a problem, Hamid.
- Hamid** What's the problem?
- Jassim** Well, my father says I have to clean the car before I go out. I've started, but I haven't been able to finish. It'll take another half hour.
- Hamid** Jassim! You're hopeless! We'll be late for the coach. Training starts at four sharp!
- Jassim** If you gave me some help, ...
- Hamid** Well I would help you, Jassim, if ...
- Jassim** Great, Hamid! You're a real friend! Look, you do the inside.
- Hamid** Hold on! I said I would ...
- Jassim** Yes, you did, and I'm very grateful.
- Hamid** But you didn't let me finish. I was going to say ...
- 2 The manager has called John Green into his office. Listen carefully.**
- John Green** You wanted to see me, Mr Pearson.
- Manager** Yes. Come in and sit down.
- John Green** Thank you.
- Manager** When did I last ask you to come and see me?
- John Green** Oh, ages ago.
- Manager** No, not ages ago. I talked to you seven days ago and seven days before that. Do you remember what I said to you?
- John Green** Ah, well, you asked me to do one or two things, I think.
- Manager** I didn't ask you to do anything. Two weeks ago, I told you that your work was not good enough. I agreed to give you a chance to improve. One week ago, I told you that your work was no better. I said that if it didn't improve over the next week, you would lose your job. Do you think your work has improved?

- John Green** Well, er ...
- Manager** I can tell you, it hasn't.
- John Green** But, Mr Pearson, I've worked with this company for ten years and ...
- Manager** No, that's wrong, John. You worked with this company for ten years. Goodbye.

3 Fadia and Noura are in charge of their monthly class magazine. Listen to them talking about it.

- Fadia** We must have all the articles in tomorrow. Let's see which ones we already have.
- Noura** We have everything except the town news article.
- Fadia** Who's writing that?
- Noura** Haya.
- Fadia** Oh, dear. Haya always leaves things to the last minute. We'd better phone and remind her.
- Haya** Hello.
- Fadia** Hello, Haya. Fadia here. I am phoning about the class magazine.
- Haya** Oh, yes. I am writing the town news article.
- Fadia** Yes, er, we need it tomorrow, you know.
- Haya** Yes, I know. You will have it tomorrow.
- Fadia** Oh, good. Thank you, Haya. Er, have you finished it?
- Haya** Well, no. But I am going to write it this evening.
- Fadia** Haya, have you started it?
- Haya** Erm, not really, but I've been thinking about it ...



1 Listen to Tariq Radhi give a talk to some students about his job.

- Teacher** Today, students, we have a very exciting visitor to talk to us about his job as a wildlife photographer. Please welcome Tariq Radhi.
- Tariq Radhi** Good afternoon, everyone. My name is Tariq and as your teacher has already mentioned, I am a wildlife photographer. I love my job, but I didn't always plan on becoming a photographer. I actually went to university to study to become a doctor,

but during the holiday, I had an amazing experience which changed my career path. I visited the marshlands in south-eastern Iraq with my family and spent two weeks taking many photographs of the beautiful sacred ibis. We had to travel by boat to see the ibis up close. When I got home, I entered a photography competition with some of my ibis pictures and won first prize. Since then, I have been all over the world taking some amazing photographs of hundreds of beautiful animals and landscapes.

My latest project was in Alaska in the United States. I travelled with a Canadian team to the Arctic Circle to photograph polar bears in their natural habitat on the Arctic sea ice. It was fantastic! We travelled over the snow on sledges and saw a mother bear and her cub. I got some great photos.



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3 Listen and check.

a

They took the bus, so they got here quickly.

b

Sara's bike had a worn tyre, so she came to school on foot.

c

Imad played the guitar very well at the festival yesterday.

d

I gave my mother her birthday present when she woke up.

e

After school, I'm going to buy a new uniform in the market.

f

It was the weekend, so we went to the park on Friday.

Unit 1

There is/There are

Form

Singular	Plural
There is a clothes shop. There is an escalator.	There are three clothes shops. There are lots of shops that sell clothes.
There isn't a computer shop.	There aren't any computer shops.

Use

We say *There is* when there is one thing. We use *a/an* + singular noun.

There is a lift in the shopping mall.

There is an escalator in the building.

We say *There are* when there is more than one thing. If we know the exact number, we say the number and use a plural noun.

There are four restaurants in the shopping mall.

If we don't know the exact number of things, we can use *lots of*.

There are lots of plants in the shopping mall.

To make negatives, we use *There isn't a/an* for a singular noun. We use *There aren't any* for a plural noun.

There isn't a car park.

There aren't any cars.

It has/It doesn't have

Form

Affirmative	Negative
It has a lift. It has lots of plants.	It doesn't have an information desk. It doesn't have any escalators.

Use

We use *It has* and *It doesn't have* to talk about possession or things that are present in a place or area.

When the sentence is affirmative, we use *It has* + *a/an* + singular noun.

It has a car park.

It has an information desk.

In the plural, we use *It has* + plural noun. If we know the exact number of things, we can say the number. If we don't know the exact number, we can use *lots of*.

It has one hundred parking spaces.

It has lots of parking spaces.

When the sentence is negative, we use *It doesn't have* + *a/an* + singular noun.

We use *It doesn't have* any with plural nouns.

It doesn't have a supermarket.

It doesn't have any computer shops.

Grammar and functions reference

Adjectives

Form

Describing a noun/thing: adjective + noun/thing

Use

Adjectives are words we use to describe a noun or things.

We put the adjective before the noun.

It is a fast car.

We can use several adjectives to describe something. If we use two or more adjectives, we use commas to separate the adjectives.

It is a beautiful, old, red car.

When we use two or more adjectives, there is an order you should follow.

Opinion	Size	Age	Shape	Colour	Origin	Material
fantastic	small	old	round	blue	Iraqi	metal

Unit 2

Likes and dislikes

Form

Subject	Verb	Verb + -ing
I/You/We/They	love	running.
He/She/It	loves	running.
I/You/We/They	enjoy	skating.
He/She/It	enjoys	skating.
I/You/We/They	like	surfing.
He/She/It	likes	surfing.
I/You/We/They	don't like	hiking.
He/She/It	doesn't like	hiking.
I/You/We/They	hate	waterskiing.
He/She/It	hates	waterskiing.

Use

We use the verbs *love, enjoy, like, don't like* and *hate* to talk about hobbies.

These verbs have a special grammar. They are followed by a gerund.

Gerunds are verbs with the *-ing* ending. When you add *-ing* to these verbs, they act like nouns or objects in the sentence.

I like ice skating.

I enjoy reading.

I hate swimming.

Expressing preferences

Form

I'd like/I'd love	to go	to the swimming pool.
I'd rather	go	to the park.

Use

We use *I'd like*, *I'd love* and *I'd rather* to say what we want to do when we are given different choices or options. We use them in different ways.

I'd like and *I'd love* are followed by the infinitive *to* + verb. These are always followed by *to*.

I'd like to go to the shopping mall.

I'd love to go to the beach.

We use the infinitive without *to* after *I'd rather*.

I'd rather go to the beach.

Making suggestions

Form

Would you like	to go	to the swimming pool?
Why not Let's	go	to the park? to the park.
How about	going	to the shopping mall?

Use

We use *Would you like*, *Why not*, *Let's* and *How about* to make a suggestion and ask someone if they want to do something. We use them in different ways.

Would you like is followed by the infinitive *to* + verb.

Would you like to go to the beach this afternoon?

Why not and *Let's* are followed by the infinitive without *to*.

Why not is always used as a question. *Let's* is always used as a sentence.

Why not go to the swimming pool?

Let's go to the swimming pool.

How about is always followed by a gerund.

How about going to the cinema?

How about playing football?

Asking about the present and the past

Form

Present simple	Past simple
Are you friends?	Were you friends?
What do you like to do?	How did you meet her?

Grammar and functions reference

Use

To form present simple questions, we put the verb before the subject. We use *is/are* + subject + object.

Are you an actress?

Is he her brother?

When we use *Wh-* words (*who, when, where, what, why, how*), we start with the *Wh-* word and then we add the verb *do*.

When do you go to the TV studio?

Why do you like to act?

To form past simple questions, we use *was/were* + subject + object.

Was she in any other shows?

Were you in The Badri Family?

When we use *Wh-* words (*who, when, where, what, why, how*), we start with the *Wh-* word and then we add the verb *did*.

How did you find out about the role?

Where did you see the poster?

Unit 3

Comparing with adjectives

Form

Add *-er* to adjectives with one or two syllables. We use *than* after adjectives with the *-er* ending.

Use *more* or *less* before adjectives that have more than two syllables or adjectives that have the ending *-ful*, e.g., *beautiful*. We use *than* after the adjectives.

We can also use (*not*) *as* + adjective + *as* to compare things.

Use

We use comparative adjectives to describe two or more things. When we want to compare one noun to another, we use comparative adjectives with the *-er* ending and *than*.

We use *more* or *less* to say that one thing is greater or less than another thing.

We use *as* + adjective + *as* to say that one thing is about the same as another thing.

We use *not as* + adjective + *as* to say that something is lesser or worse than something else.

Iraq is hotter than England.

She is taller than her brother and sister.

The Panther 3.0D is more beautiful than the Puma 2.0C.

The cinema is less expensive than a football match.

My phone is as expensive as my computer.

My bike is not as fast as my car.

Superlative adjectives

Form

Add *the* before the adjective and *-est* to the end of adjectives with one or two syllables.

Use *the most* before adjectives that have more than two syllables or adjectives that have the ending *-ful*, e.g., *beautiful*.

Use

We use superlatives to express that something or someone has the highest amount of degree of something. We use superlatives when we compare three or more things.

Russia is the biggest country in the world.

Firas is the tallest boy in his school.

English is one of the most useful languages you can learn.

My father bought the most expensive phone the company makes.

Second conditional

Form

Affirmative: *If* + past simple, *would* + infinitive

Negative: *If* + past simple, *would not* + infinitive

Use

We use the second conditional to talk about a future situation which is imagined or unlikely to happen.

The *if* clause usually contains the imagined or unlikely part of the sentence.

If I didn't have a computer, I would write my essay with a pen and paper.

If Sally didn't fall, she wouldn't hurt herself.

Active and passive

Active forms

Form

Active sentences usually follow this order: subject + verb + object.

Subject	Verb	Object
I/You/We/They	watch	the falcons.
He/She/It	watches	the falcons.

Use

We use the active form to say who or what does the action in the sentence. The focus of the sentence is on the subject and the action that the subject does.

We camp on the beach in the summer.

She washes the dishes before school.

The Panther 3.0D does 12 kilometres to the litre.

Passive forms

Form

To form the passive, we use subject + *be* + past participle.

To make negatives, we use subject + *be* + *not* + past participle.

To make questions, we use *Wh-* words + subject + *be* + past participle.

Use

We use the passive when it's more important to focus on the action that happens to the subject.

When we use the passive, it is not important to say who or what does the action.

Falcons are found in Iraq.

Arabic isn't spoken in Spain.

What sports are played in Iraq?

Unit 5

Past simple and past continuous

Past simple

Form

	Past simple regular	Past simple irregular
Affirmative	I watched a film.	I read a book.
Negative	I didn't watch a film.	I didn't read a book.
Question	Did you watch a film?	Did you read a book?

Use

The past simple is used to describe an action that happened at a specific point in the past. Regular verbs add the *-ed* ending. Irregular verbs don't add the *-ed* ending.

I walked to school this morning.

Mariam ran to school this morning.

Past continuous

Form

	Past continuous
Affirmative	I was playing tennis.
Negative	I wasn't playing tennis.
Question	Were you playing tennis?

Use

We use the past continuous to give background information around a specific point in the past.

We form the past continuous with *was/were* + verb + *-ing*.

I was running to school when it started to rain.

Mariam wasn't running to school when I spoke to her.

Future with *will*

Form

	Future with <i>will</i>
Affirmative	The performance will begin at 7:30 p.m.
Negative	The students won't perform a play this year.
Question	When will you have Science lessons?

Use

Will is used to describe future events. We use the modal verb *will* + main verb.

We use *will* + main verb to describe events that are not under our own control, such as scheduled events or timetables.

The plane will depart at 9:15 a.m.

The train won't arrive on time.

We also use it when we express our opinion or something that is true about the future.

It will be cool and rainy tomorrow.

I think Iraq will win the World Cup match tonight.

Unit 6

be + going to + infinitive

Form

Affirmative: subject + *be* + *going to* + infinitive

Negative: subject + *be* + *not* + *going to* + infinitive

Question: *be* + subject + *going to* + infinitive

Use

We use *be* + *going to* + infinitive to talk about the future when we feel sure about what is going to happen or when we have made a plan to do something.

I'm going to study Medicine at university.

I'm not going to leave school when I'm 16.

Are you going to be a doctor?

will + infinitive

Form

Affirmative: subject + *will* + infinitive

Negative: subject + *will* + infinitive

Question: *will* + subject + infinitive

Use

We use *will* + infinitive to talk about the future when we are certain that something is going to happen.

I will meet Kareem at 3:30.

I won't study Medicine at university.

Will you become a vet?

Pronouns *who*, *that*/*which*

Form

Affirmative: subject + *who*; subject + *that/which*

Use

We use *who* or *that* when the subject is a person or people.

The students who attend this school come from the local town.

The teachers that teach at this school have been trained to become teachers at university.

Unit 7

Adverbs and adverbials

Form

Adverbs: adjective + *-ly*

Adverbials: preposition + adjective; preposition + noun

Use

We use adverbs and adverbials to give more information about a verb or an action. We use adverbs of time and frequency to say when something happens or how often something happens.

I go swimming at the sports centre on Tuesday.

I often go swimming at the sports centre.

We use adverbs of manner to say how something happens.

He played music loudly through his Bluetooth speaker.

They travelled to school by bike.

We use adverbs of place to say where something happens or where something goes.

I gave my money to the bus driver.

She gave her son his pocket money.

Past simple and present perfect tenses

Past simple

Form

Regular past simple: verb + *-ed* ending

Irregular past simple: don't add the *-ed* ending

Present perfect: *have/has* + past participle

Use

The past simple is used to describe an action that happened at a specific point in the past or an action that happened over time in the past.

I walked to school this morning.

Mariam ran to school this morning.

The present perfect is used for events that started in the past that are not definite or events that happened in the past and still continue today.

I have been to Baghdad.

I have studied English for six years.

Present and past passive

The present passive

Form

Form the passive in the present simple with *is/are* + past participle of the verb.

Use

We use passive verb forms when we focus on an action that happens, but it is not important to say who or what does that action. We can include who or what does the action using *by*.

English is studied all over the world.

Kia cars are built in Slovakia (by factory workers).

Grammar and functions reference

The past passive

Form

Form the passive in the past simple with *was/were* + past participle of the verb.

Use

We use past passive verb forms when we focus on an action that happened in the past, but it is not important to say who or what did that action. We can include who or what does the action using *by*.

The houses were built last year (by builders).

The Underground was opened in London in the 1860s.

Infinitive	Past simple	Past participle
build	built	built
buy	bought	bought
catch	caught	caught
eat	ate	eaten
fly	flew	flown
go	went	gone
invent	invented	invented
read	read	read
speak	spoke	spoken
study	studied	studied
think	thought	thought
use	used	used
want	wanted	wanted
write	wrote	written

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