

English for Libya

Preparatory 1 Course Book

Garnet EDUCATION

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English for Libya Preparatory 1 Course Book
State of Libya
Ministry of Education
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Throughout the Course Book and Workbook, you will find the following icons:

- Pairwork activity
- Group work activity
- Project work
- Functional grammar
- 21st Century Skills

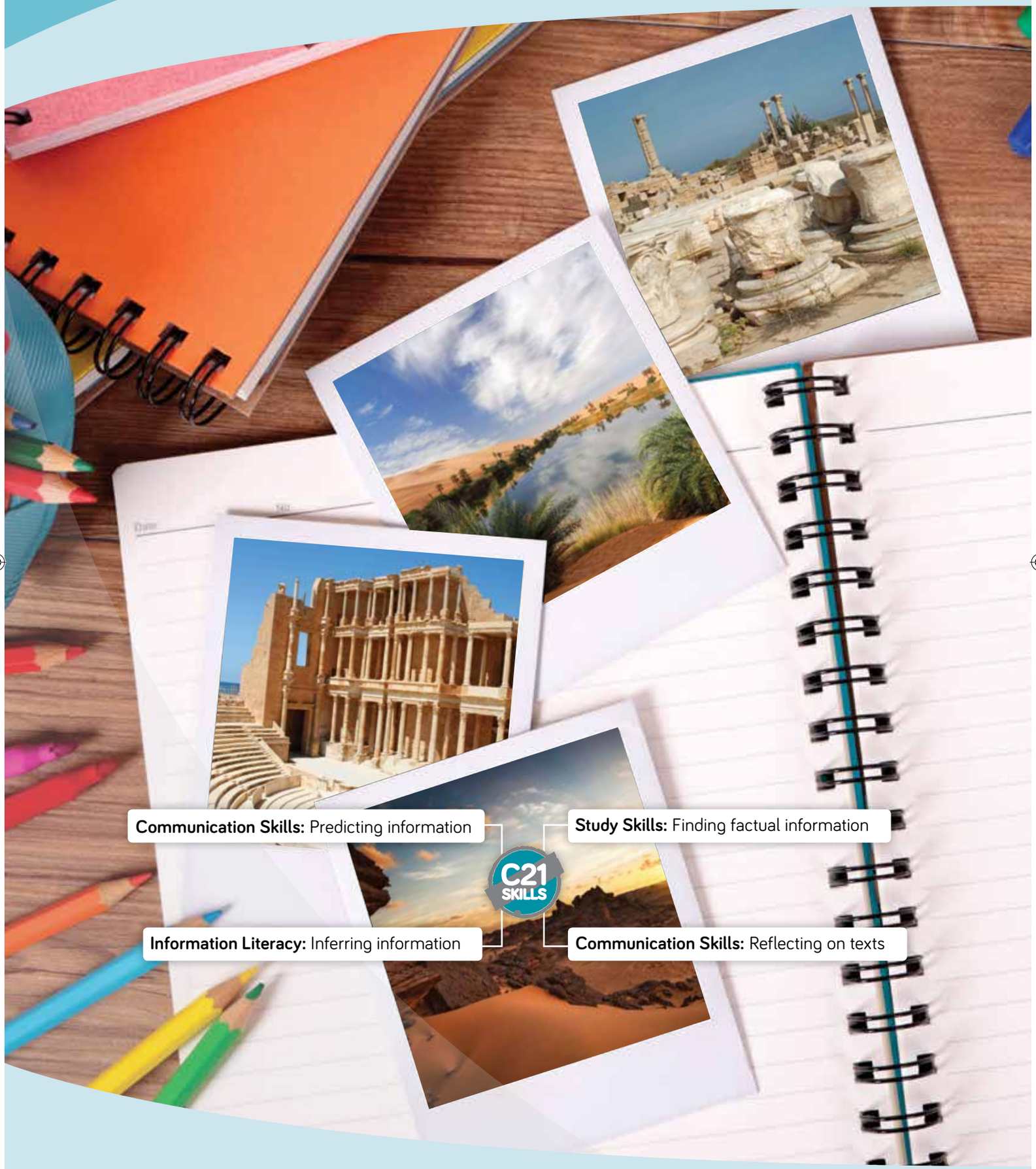
Book Map

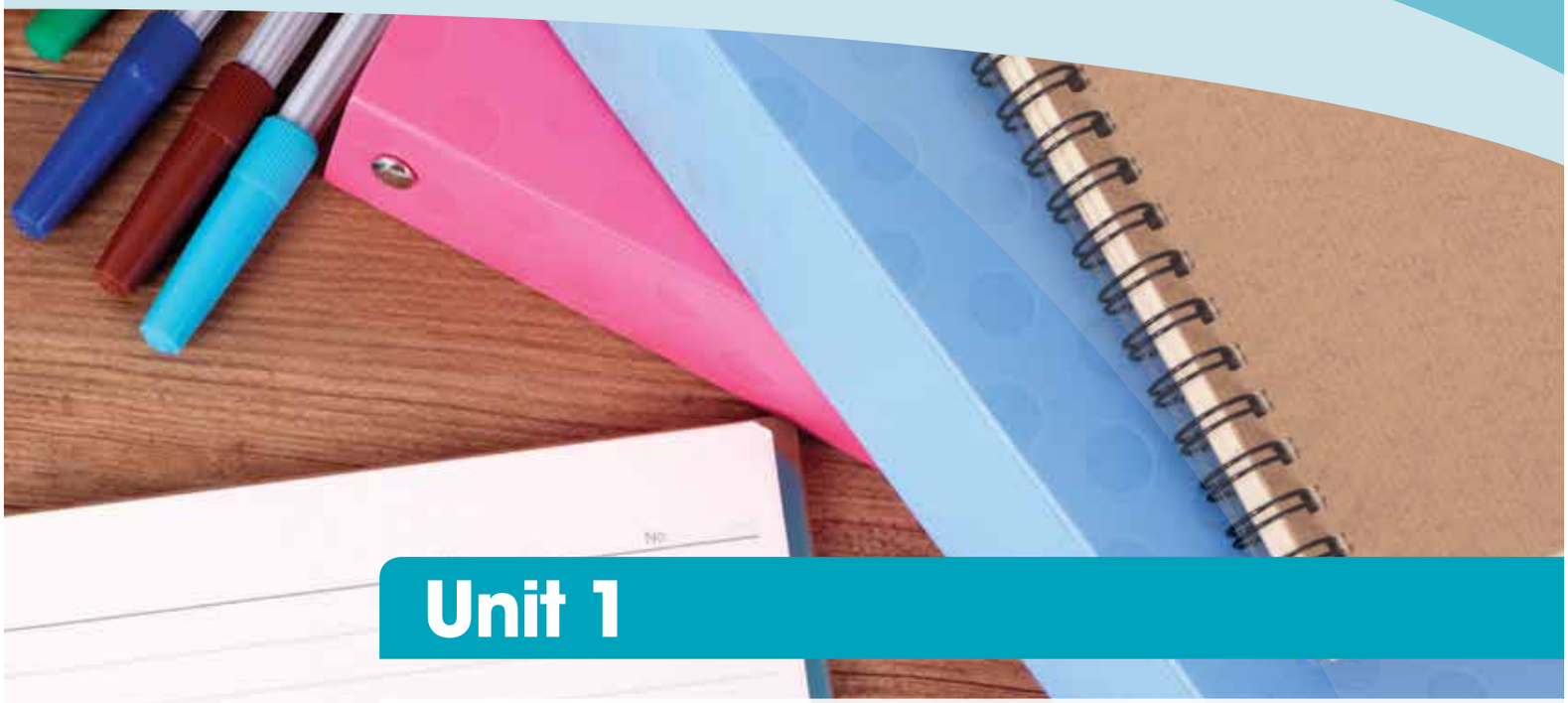
	UNIT 1 My Spare Time Page 6	UNIT 2 Seasons and Nature Page 18	UNIT 3 Great Inventions Page 30	UNIT 4 Fun with English 1 Page 42
Listening and speaking	• Listening for gist and information; writing notes • Using a questionnaire to ask and answer questions • Playing language games • Two rhymes • Syllabus stress	• Listening for detail and writing notes • Asking and answering questions • Telling a foreigner about a local festival • Trying to improve oral fluency • Intonation: performing two rhymes	• Talking about inventions • Listening and writing notes • Using pictures to retell a story • Project work: a scrapbook presentation • A song • Past tense endings • Intonation and stress in conversations	• Speaking with expression
Reading and writing	• Reading for detail and inference • Writing sentences, paragraphs and a friendly letter • Editing and improving your own writing • Reading for enjoyment • Project work: a scrapbook	• Using pictures to predict speech • Reading for detail and interpreting charts and symbols • Reading for enjoyment • Practising punctuation • Writing an account of a festival • Project work: a scrapbook presentation	• Reading for gist and detail • Scanning for words • Reading for enjoyment • Writing a short story	• Working out meanings of unknown words from the context • Making your writing more interesting
Structure and language	• Past and present simple • Past continuous tense • Adjectives • Possessive 's' and possessive plurals • Adverbs of frequency • Question formation	• Future tense: *will* • Time adverbials • Comparatives and superlatives	• Present perfect tense • Adverbs of manner	• Grammar and vocabulary from Units 1 to 3
Vocabulary	• The holidays • Spare-time activities and hobbies • Routine activities	• Weather words • Months • Seasons • Ordinals	• Adjectives and adverbs describing moods and feelings • Activities	

Checklist for Written Work: Page 92 **Transcripts:** Page 93

	UNIT 5 Around the World Page 48	UNIT 6 Friends Abroad Page 62	UNIT 7 Danger! Page 74	UNIT 8 Fun with English 2 Page 86
	• Listening for detail and writing notes • Using a questionnaire to ask and answer questions • Project work: a scrapbook presentation about famous sites • A song • Playing language games • Intonation and stress in conversations	• Listening for gist • Listening and writing notes • Performing conversations • Project work: a scrapbook presentation about friends online • Introductions and greetings • Identifying feelings from intonation	• Listening and identifying a situation • Listening and writing notes • Performing conversations • Talking about pictures • Project work: a scrapbook presentation about staying safe • Intonation and stress in conversations	• Listening for detail • Pronunciation of *Yes/No* questions and answers
	• Comparing countries • Inferring information from factual texts • Reading for enjoyment • Writing about a country giving reasons for visiting it	• Reading a text about customs in Japan • Reading a friendly email and identifying paragraph topics • Reading a description and identifying people • Reading a narrative for enjoyment • Writing a description of self and others • Sending an email while on holiday	• Identifying dangers in pictures • Inferring information from posters • Writing warnings • Reading a narrative for enjoyment	• Using titles, headings and pictures to predict content of texts • Scanning a text for direct information • Inferring information from a text
	• Present perfect tense with *ever/never* • Present perfect and past simple tense • Comparatives and superlatives • Questions with prepositions at the end	• Link words and phrases • Future continuous tense • Frequency adverbs	• Imperative sentences • Reflexive pronouns • First conditional	• Grammar and vocabulary from Units 5 to 7
	• Names of countries, industries and products	• Personal description • Customs • Nationalities	• Dangers at home and in the street	

Key Words: Page 106 **Phonetic Symbols:** Page 118


Communication Skills: Predicting information
Study Skills: Finding factual information
C21 SKILLS
Information Literacy: Inferring information
Communication Skills: Reflecting on texts



Unit 1

My Spare Time

- **Lesson 1:** Holidays 8
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- **Round up** 17



Unit 1 Lesson 1: Holidays

C21 SKILLS

A Read and choose. What do you think Faisal, Muna and Huda did in the summer holidays?



Did you go away in the summer holidays?

What did you do there?

Ahmad

Yes, I went to a village by the sea.

Oh, I went swimming every day. And …



Faisal



Did you go away in the holidays?

What did you do all the time?

Rasha

Huda



No, Muna and I stayed home.

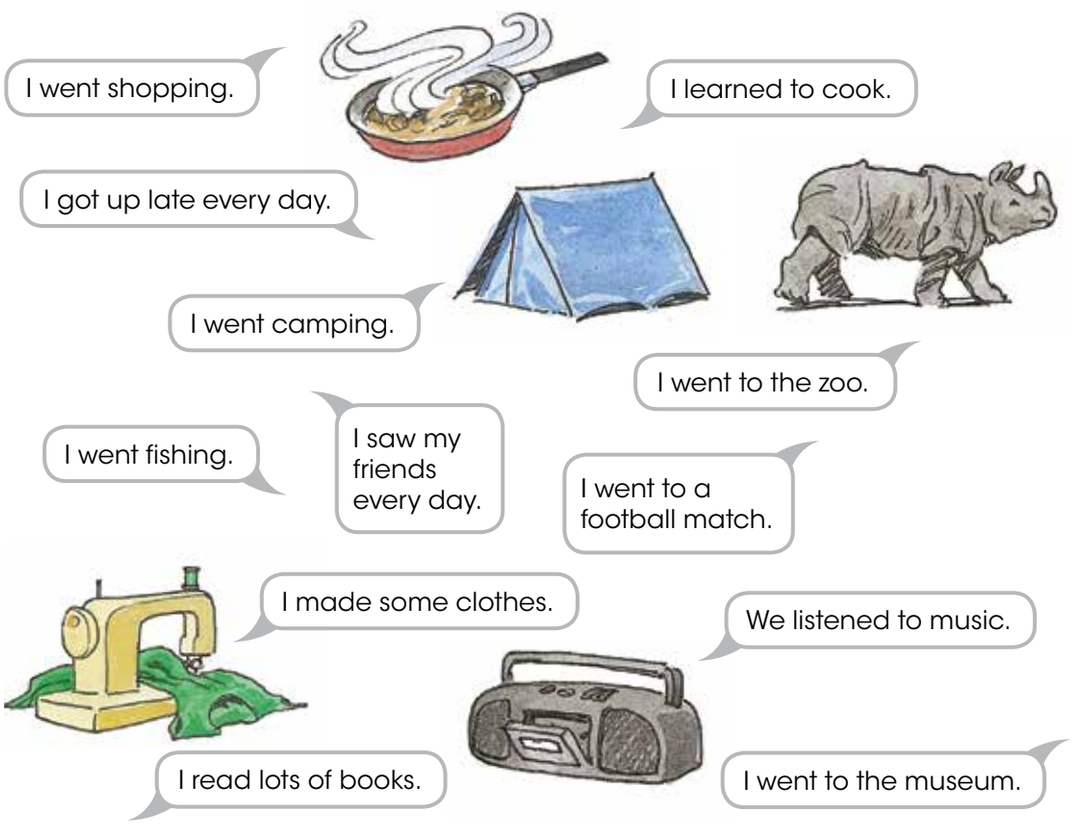
Oh, lots of things. I …

Not very much. I …



Muna

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B 1 **Now listen and check. Then practise different conversations.**

C Talk about what you did in the holidays.

D Now do Exercises A to D on pages 4 and 5 of the Workbook.

Describing what you did in the past: Using the past simple

We use the past simple to talk about actions or situations in the past.

I went shopping.

I finished work.

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Unit 1 Lesson 2: Joe's Holiday Album

A Talk about the photos. What do you think Joe says about the places in the photos?

Use these words:

amazing interesting exciting fantastic great beautiful

Joe travels a lot. These are some of the photos in his album.



The pyramids, Egypt



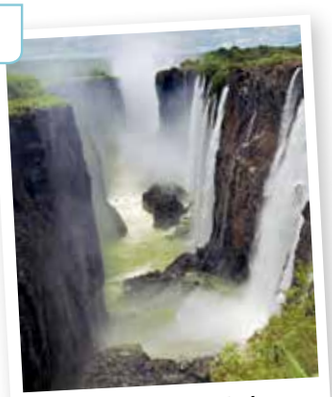
Big Ben, London



Leptis Magna, Libya



Leaning Tower of Pisa, Italy



Victoria Falls, Zimbabwe



Park Güell, Barcelona

B 2 Listen and number the photos in the order Joe talks about them.

C Now do Exercises A to C on page 5 of the Workbook.

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Lesson 3: Whose scrapbooks are these?

A Read and work it out. Write your answers in your notebook.

1 

2 

3 

4 

5 

6 

In my spare time, I like finding out about other countries. I have lots of pictures and stamps. I ask everyone to keep their stamps for me.



Maysam

Some day, I want to go to Kenya. Then I can take my own photos of the animals. For now, I have to look for pictures and cut them out.



Adel

I'm interested in birds. In my spare time, I take photos. Then I try to find out the names of the birds.



Muna



Adam

I want to be a pilot. I'm very interested in planes and flying, so you can guess what I collect.



I play it. I watch it on television. I go to matches. So you know whose pictures I collect.

Jamil



Amna

I enjoy collecting pictures of plants and flowers from around the world. I love the colours and shapes.

B 3 Listen and check your answers.

ⓘ Number ... is Maysam's

C Talk about what you do in your spare time.

D Now do Exercises A to E on pages 6, 7 and 8 of the Workbook.

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Unit 1 Lesson 4: How often?

Describing habit vs completed action: Present simple and past simple

I play	—	I played	I play football every day.
He plays	—	He played	I played football yesterday.
I read	—	I read	She reads every weekend.
She reads	—	She read	She read an interesting novel.

A 4 Listen and repeat the words.

always — usually — often — sometimes — never

These words are called adverbs. Can you work out what they mean?

B 5 Listen and read what Nader is saying and complete the rule.



My father always has a rest after lunch.
I usually do my homework after lunch.
I never have a rest in the afternoon.
I often watch television for an hour.
Then my brother and I sometimes play a game.

Of course, Fridays are different.
We are never at home.
We usually go to Friday prayers.
We always go to our grandparents' house.

Expressing frequency: Adverbs – always, usually, often, sometimes, never

Rule: Put them _____ the verb *be*.
With other verbs, put them _____ the subject and the verb.

Sometimes we put this word at the beginning of a sentence.

C Now do Exercises A to C on pages 8 and 9 of the Workbook.

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Lesson 5: Adam's Scrapbook

A Read and complete the conversation using phrases a to g.



Adel: 1 ☐
Adam: Oh, hi, Adel.
Adel: 2 ☐
Adam: No, thanks.
Adel: 3 ☐
Adam: I'm putting some photographs in my scrapbook.
Adel: 4 ☐
Adam: Historical sites in Libya.
Adel: 5 ☐
Adam: I visit different cities and take pictures of ruins.
Adel: 6 ☐
Adam: I have lots of them.
Adel: 7 ☐
Adam: I like them.

What did Adel say?

a Do you have many?
b What are you doing?
c But why ruins?
d Hello, Adam.
e Photographs of what?
f Do you want to come to the mall?
g Where do you get the photographs?

B 6 7 Listen and check. Then practise the conversation.

C 8 Listen to this short rhyme. It is called a *tongue-twister.*

She sells sea shells
on the sea shore.
The shells she sells
are sea shells, I'm sure.



How fast can you say it?

D Now do Exercise A on page 9 of the Workbook.

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Unit 1 Lesson 6: Make Your Own Scrapbook

A 9 Listen and read.

What you need

- *Two pieces of cardboard or thick paper for the covers.*
- *Lots of sheets of paper of the same size.*
- *A punch to make holes.*
- *Some ribbon or string.*
- *Some glue.*



What you do



1 *Make holes with the punch in the two covers.*



2 *Make holes in the paper in the same place.*



3 *Put the paper between the two covers.*



4 *Put the string or ribbon through the holes.*



5 *Use glue to stick your pictures or photos into your scrapbook.*

B Talk about what the new words mean.

C21 SKILLS **C** Research and present: My spare time.

D Now do Exercise A on page 10 of the Workbook.

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Lesson 7: An Email from Australia

A Read the email and answer these questions.



1 Where does Karen come from?
2 Who is Jane?
3 What does Karen like to eat?
4 What does she do in her spare time?

From: Karen Miller
To: Hala Taher
Subject: Camping with the family

Dear Hala,

Are you back at school now? I went back home to Sydney last week after a wonderful holiday. I went camping with my family and then I stayed with my friend, Jane, for two weeks.

Who? What? We had a great time. We often walked in the parks and took pictures. One day we went to the museum. Is there one in Tripoli? Sometimes we went to the cinema in the evenings, but we usually stayed in and watched videos or played games. Who? Everyone liked fish, so, for dinner, we often had fish cooked on a barbecue. What is your favourite food?

In my spare time, I like collecting photographs of countries around the world. I don't have any of Libya. What? Can you send me some, please?

What did you do in the holidays? And what do you do in your spare time? Please write and tell me everything.

Bye for now,
Karen

B How many questions does Karen ask? What are they?

C Now do Exercises A to D on pages 10 and 11 of the Workbook.

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Unit 1 Lesson 8: The Birdwatcher

A 10 **Listen, read and answer the questions.**

Story time

Last Wednesday evening, my father asked, 'What shall we do this weekend?'

'Let's go to El-Kouf,' I said. 'You can see lots of birds there.'

'Oh, Muna. You always want to look at birds,' my brother Ahmad said. 'It's boring.'

'No, it's a good pastime,' my father said.

We went to El-Kouf on Thursday evening. My father and mother stayed in the car and Ahmad and I walked along the beach. The water was full of birds. It was wonderful. There were hundreds of them. I took out my binoculars. I wanted to see them better.



A birdwatcher needs a pair of binoculars and a camera with a long lens.

'What can you see, Muna?' Ahmad asked.

I could see lots of ducks and some small birds. Then I saw a strange bird. It was standing alone, eating a fish. It was bigger than the others. It had white feathers, but there were some black feathers on its wings. Its beak – birdwatchers say 'bill' – was red and its legs were red too. 'Ahmad, quick! Take a photo of that big bird,' I said. Suddenly, as I was watching the bird, a boat came by and the bird flew off. I could see black and white patterns on its wings. What was it?



A white stork.

At home, I looked in my books and magazines about birds. There it was! 'The white stork'. I felt very excited. It was the first time I had seen one! And I had a photograph of it!

1 Who is the birdwatcher?

2 Where does she live?

B **Now do Exercises A to E on pages 12 and 13 of the Workbook.**

C21 SKILLS

C **Research and present: Find out about birds in Libya. Present your findings to your class.**

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Unit 1: Round up

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

Now you can:

- **talk about holidays**

I went swimming every day. — I stayed at home.

Did you visit your friends? — Yes, I did.

Did you go on picnics? — No, I didn't.

- **talk about spare-time activities**

I enjoy collecting stamps.
My sister likes finding out about other countries.
I'm interested in planes.

- **ask and talk about how often you do things**

How often do you help at home?
I always get up before eight o'clock.
I usually go to the mosque on Fridays.
They often play football in the evenings.
I sometimes watch a video.
My father never drives fast.

- **join sentences using 'and', 'but' or 'or'**

He plays football. He plays tennis.
He plays football and tennis.

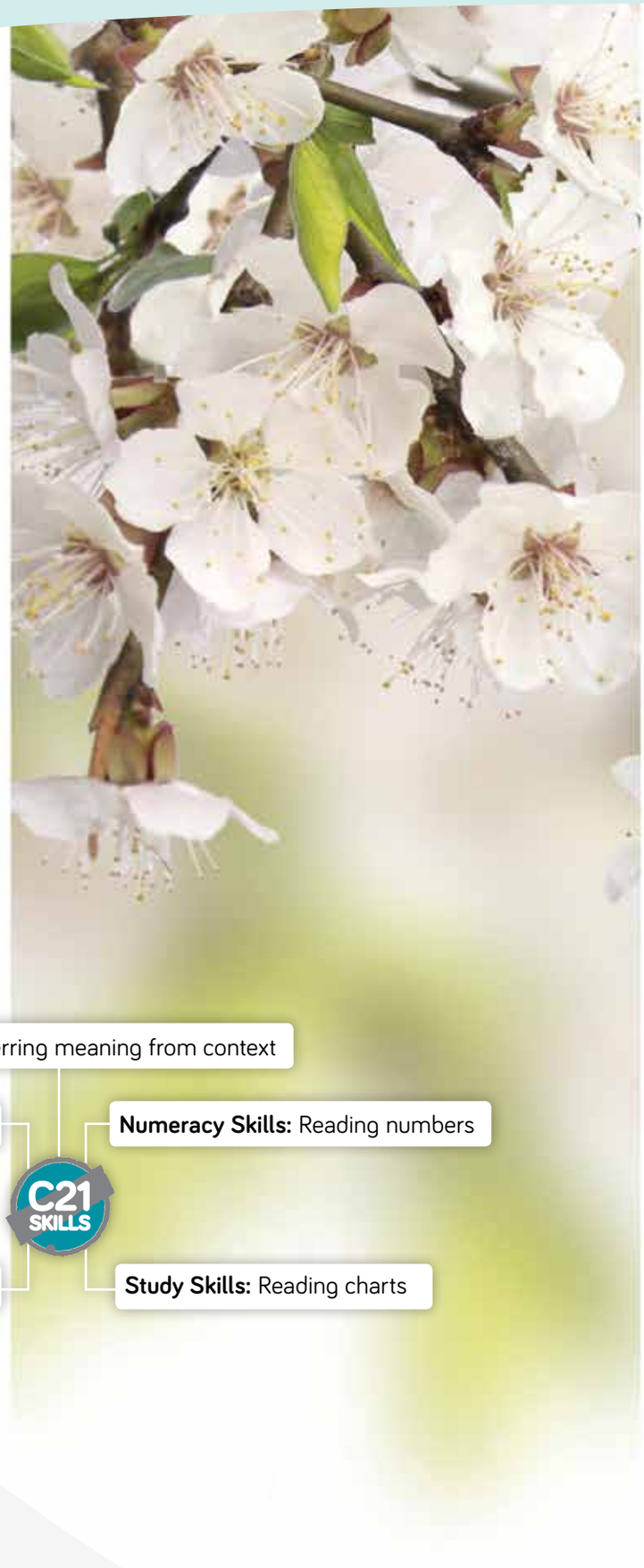
Do you usually wake up early? Do you usually wake up late?
Do you usually wake up early or late?

He doesn't like water. He can swim.
He doesn't like water but he can swim.

- **and you can ...**
  - make notes of things you hear.
  - read up to page 17 in this book.
  - understand an email.
  - prepare an email. You can correct it and make it better.
  - put together your own work in a scrapbook.
  - say a tongue-twister: *She sells sea shells on the sea shore.*
    The shells she sells are sea shells, I'm sure.

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Study Skills: Inferring meaning from context

Communication Skills: Making predictions

Numeracy Skills: Reading numbers

C21 SKILLS

Life Skills: Critical thinking

Study Skills: Reading charts



Unit 2

Seasons and Nature

- **Lesson 1:** The Seasons of the Year 20
- **Lesson 2:** The Months of the Year 21
- **Lesson 3:** What's the date? 22
- **Lesson 4:** Nature 23
- **Lesson 5:** I Will Be Walking 24
- **Lesson 6:** Different Schools 25
- **Lesson 7:** Eid Alfitr 26
- **Lesson 8:** New Year's Day in London 27
- **Round up** 28

Unit 2 Lesson 1: The Seasons of the Year

A 11 Listen and read. Then work out what these words mean:

cold snow warm rain sunny hot cool windy



There are four seasons in England. They are called winter, spring, summer and autumn. In winter, it is always cold and it usually snows.



In spring, it is often warm and it usually rains.



In summer, it is usually sunny and it is sometimes hot.



In autumn, it is cool and it is often windy.

B Ask and answer questions about the weather in England.

What's the weather in England like in summer?

C Now do Exercises A and B on page 14 of the Workbook.

D 12 Listen and read. Then answer the question below.



London – Here is the weather forecast for tomorrow. It will be cloudy with some rain in the morning. In the afternoon it will be dry and sunny. The temperature will be 18 degrees. It will be cooler in the evening.

1 What will the weather be like in London tomorrow?

2 Tom and Susan go to school in London. What do you think they will wear tomorrow morning?

E Now do Exercises C and D on page 14 of the Workbook.

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Lesson 2: The Months of the Year

A 13 Listen and repeat the names of the months.

B 14 Listen and read. Learn the poem.

Which country is this?

January, February, the weather's cold,
But in March and April, ice cream is sold.
May is the month when we all have fun –
We can swim and play out in the sun.
In June, of course, it's very hot,
July and August – the worst of the lot.
September, October, getting cooler again.
November, December, here comes the rain.

Punctuation: Writing the names of months

! Months begin with a capital letter:
April July December

C21 SKILLS **C** Look at the table and answer questions about England.

January	February	March	April	May	June
					
3°C	5°C	9°C	12°C	15°C	23°C
July	**August**	**September**	**October**	**November**	**December**
					
26°C	25°C	15°C	8°C	8°C	5°C

 sunny  cloudy  rain  windy  snow

1 When does it snow?
2 When is it cloudy?
3 When is it windy?
4 Which is the coldest month?
5 Which is the hottest month?

C21 SKILLS **D** Research and present: My favourite season.

E Now do Exercises A to E on pages 15 and 16 of the Workbook.

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Unit 2 Lesson 3: What's the date?

A 15 Listen and read. Learn the rhyme. Answer the questions.

30 DAYS	31 DAYS	28 DAYS / 29 DAYS
September April June November	January March May July August October December	February Each Leap Year

Thirty days has September,
April, June and November.
All the rest have thirty-one,
except February alone
with only twenty-eight days clear
and twenty-nine in each leap year.

1 How many days are there in one year?
2 How many days are there in a leap year?

JULY

Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Vocabulary tip: Saying and writing dates

We say: The first of July *or* July the first.
We write: 1st July *or* 1 July.

B Now do Exercise A on page 17 of the Workbook.

C21 SKILLS

C Read these aloud. Then say all the dates on the calendar.

first (1st)	second (2nd)	third (3rd)	fourth (4th)	fifth (5th)
sixth	seventh	eighth	ninth	tenth
eleventh	twelfth	thirteenth	fourteenth	fifteenth
sixteenth	seventeenth	eighteenth	nineteenth	twentieth
twenty-first	twenty-second	twenty-third	twenty-fourth	twenty-fifth
twenty-sixth	twenty-seventh	twenty-eighth	twenty-ninth	thirtieth
thirty-first				

D Ask and answer.

When is your birthday? — My birthday is the twenty-eighth of February.
How old will you be on your next birthday? — I'll be thirteen.

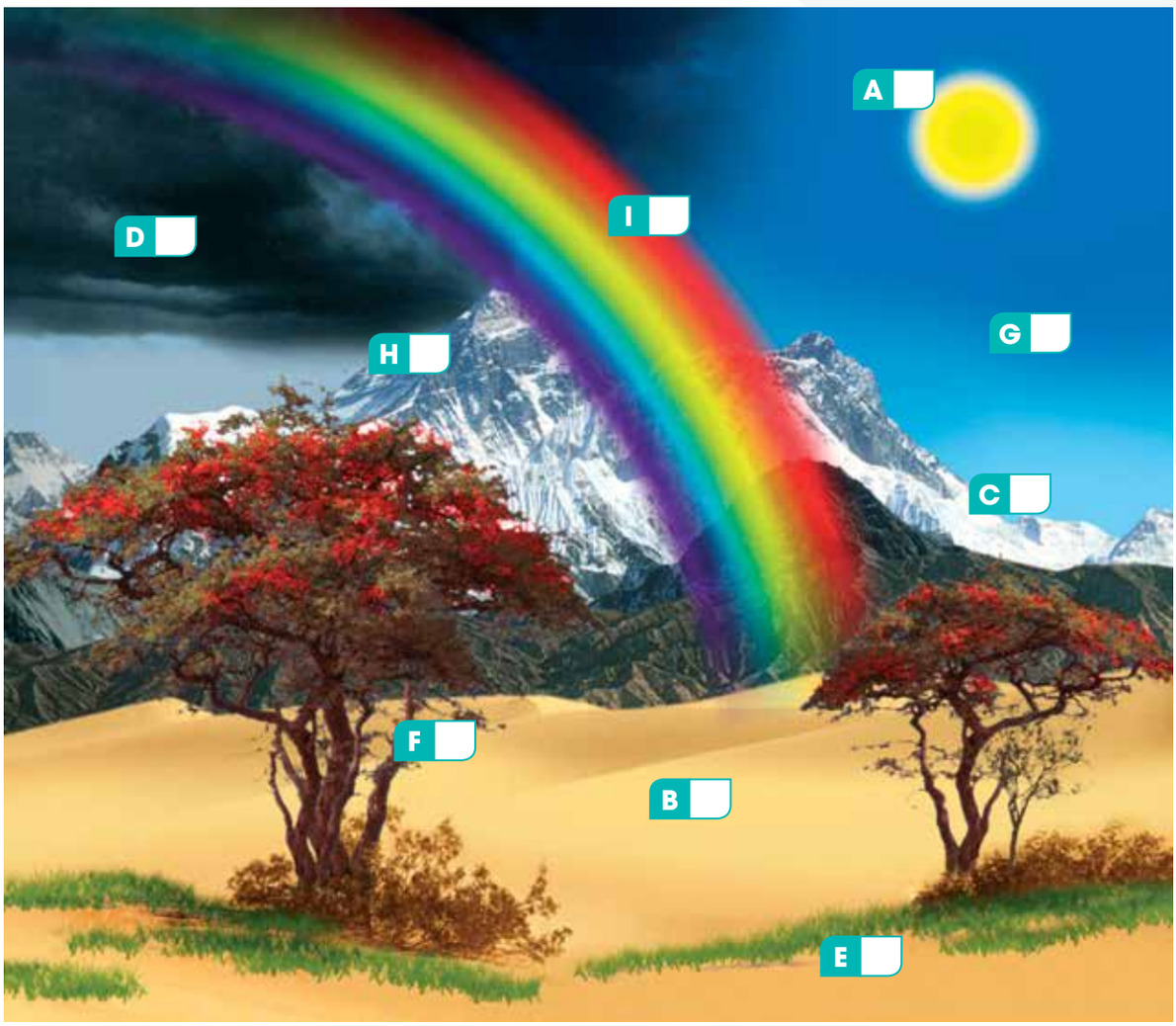
Independence Day is 24th December

E Now do Exercises B to D on pages 17 and 18 of the Workbook.

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Lesson 4: Nature

A 16 Listen and number.



C21 SKILLS B Imagine that tomorrow, things change. Ask and answer.

It will be snowing.

Birds will be flying in the sky.

Talking about the (expected) future: Future continuous tense

The sun will be shining tomorrow.

We will be playing in the sand on Saturday.

C Now do Exercises A to F on pages 19 and 20 of the Workbook.

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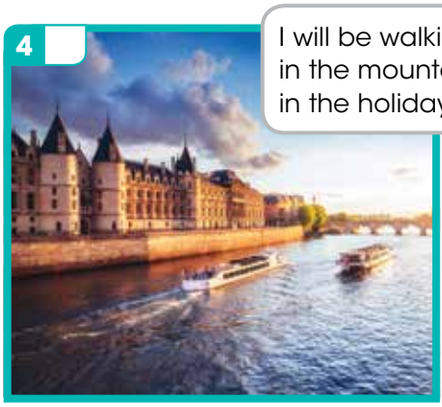
Unit 2 Lesson 5: I Will Be Walking …

A Look at the pictures and name the places.

1 

2 

3 

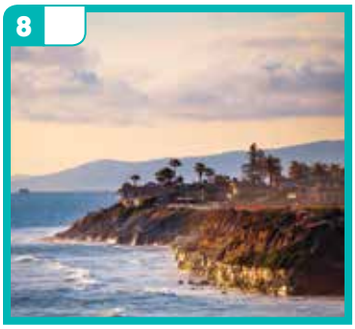
4 



5 

6 

7 

8 

B Listen and repeat. 19

C Ask and answer about what you will be doing in the holidays.

C21 SKILLS

Will you be staying on an island in the holidays?

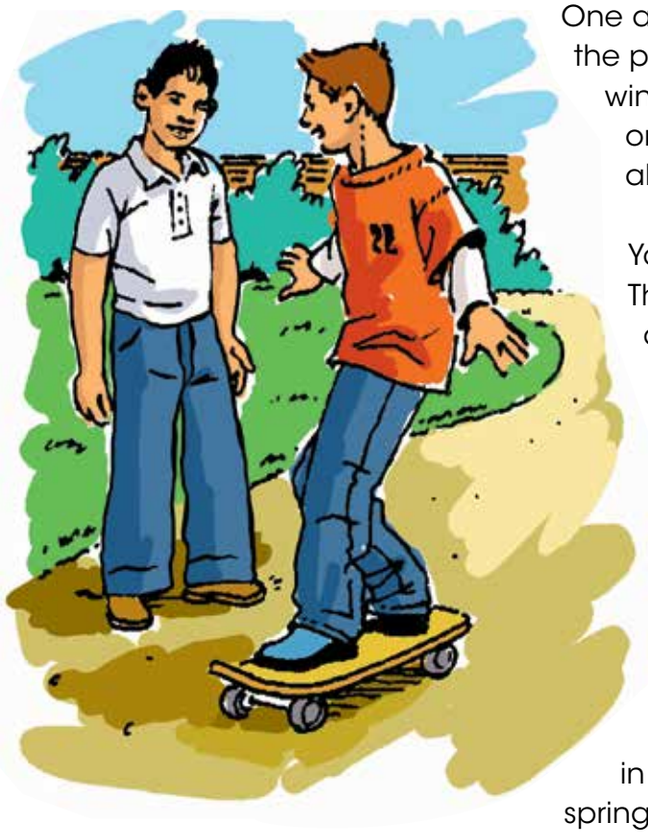
No, I will be visiting my friends in a village.

D Now do Exercises A and B on page 21 of the Workbook.

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Lesson 6: Different Schools

A Read and answer the questions.



One afternoon, Yassir was playing in the park. It was December and it was windy. Another boy was playing on a skateboard. He was playing alone. He was not from Libya.

'Hello,' said Yassir. 'My name's Yassir. Where are you from?'

The other boy was from England and his name was Simon. 'My father works in Tripoli,' he said. 'I'm on holiday here.'

'On holiday!' said Yassir. 'Don't you go to school?'

'Yes,' said Simon, 'but we have holidays now.'

'Holidays in December!' said Yassir.

Simon explained. There are three terms in the school year in England – the autumn term, the spring term and the summer term. The students have a fortnight's holiday at Christmas and two weeks' holiday in spring. They also have six weeks' holiday in summer. The school year begins in September.

'And we have one week's holiday in the middle of each term. That's called a half-term holiday,' Simon added. 'What about you?'

'We don't have terms. We have semesters,' Yassir began. 'Some of our holidays are at the same time every year. Independence Day, for example. But other holidays are at different times every year. Eid Alfitr, for example.'

'What's Eid Alfitr?' asked Simon.

1 How many half-term holidays does Simon have in a year?
2 Which holidays are at the same time every year in Libya?

C21 SKILLS

B Make a calendar for your school year. Talk about your school year to your class.

C Now do Exercises A to D on pages 21, 22 and 23 of the Workbook.

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Unit 2 Lesson 7: Eid Alfitr

A Talk about the pictures.
Read aloud and work out what Yassir's father says.

Yassir's father explains Eid Alfitr to Simon.



1



It's a festival at the end of Ramadan.

2



3



In Ramadan, we fast during the day, from dawn to dusk.

4



5



6



We break our fast after sunset.

7



8



First we pray.

9



10



C21 SKILLS **B** 20 Listen and look at the pictures. Work out the meaning of these words:

festival fast dawn dusk break our fast sunset pray

C Now do Exercises A to C on page 24 of the Workbook.

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Lesson 8: New Year's Day in London

A 21 Listen and read Yassir's story and answer the questions.

Story time



The biggest wheel in Europe.

I'll never forget January the first. I was in London with my parents and older sister, Hala. We wanted to go on the London Eye. That's a big wheel that takes you up in the air above London. It is 135 metres high and is next to the River Thames. People say that the view from the top is fantastic. You can see all over London – and London is over 80 kilometres wide.

We went out after breakfast. It was cloudy and cold. There were not many people in the street because the evening before was New Year's Eve, the last day of the old year. On New Year's Eve, people there have a party. They visit friends or walk round the streets. At midnight, they hold hands and sing a special song. They go to bed late.

At the London Eye, we got into one of the cabins. As the door closed, it started to snow.

'Look, Hala! It's snowing!' I shouted.

We started to go up and up. As we went higher and higher, the snow got thicker and thicker. When we reached the top, we could see nothing but snow. We could not see the ground. We could not see the famous view. Only snow. We were in a white cloud.

'Are you frightened, Hala?' I asked.

'No,' she said. 'Are you?'

I said nothing. Mum and Dad said nothing. The wheel turned slowly and took us back to the ground. It was still snowing. It snowed all day. No, I'll never forget New Year's Day in London!

1 What did Yassir see from the top of the big wheel?
2 Was he happy that he went on the London Eye?

C21 SKILLS **B** Discuss. Would you like to go to the London Eye?

C Talk about a festival in Libya. What do people do? Where do they go?

D Now do Exercises A to E on pages 25, 26 and 27 of the Workbook.

English for Libya PB 7_BOOK_at level.indb 27 27/06/2019 10:55

Unit 2: Round up

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

Now you can:

- **say what will happen in the future**

Tomorrow morning it will be cold and windy.
It will be sunny in the afternoon.
The temperature will be 14 degrees.
I'll be fourteen on my next birthday.
I won't be at school tomorrow morning.



- **say and write the date**

My birthday is the twenty-first of April.	21st April
My friend's birthday is the fourth of December.	4th December
My mother's birthday is the third of February.	3rd February



My birthday is the twenty-first of April.

My friend's birthday is the fourth of December.





My mother's birthday is the third of February.

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- **talk about the seasons in England**

  In winter it is always cold.
  In spring it usually rains.
  In summer it is sometimes hot.
  In autumn it is often windy.



- **talk about things you will be doing in the future**



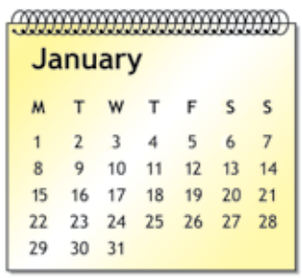
I will be sailing the ocean in July.

I will be visiting cousins next weekend.



- **and you can ...**
  - talk and write about your school year.
  - tell someone about festivals in Libya.
  - say a rhyme to remember the number of days in each month:

Thirty days has September,
April, June and November.
All the rest …



January

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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Study Skills: Transferring information to a table

Life Skills: Predicting information

C21 SKILLS

Communication Skills: Inferring information from context

Communication Skills: Drawing conclusions



Unit 3

Great Inventions

- **Lesson 1:** I've Finished my Work.....32
- **Lesson 2:** Good Gwen and Lazy Len.....33
- **Lesson 3:** What's the matter?.....34
- **Lesson 4:** Mad Mack 35
- **Lesson 5:** The Hungry Fox.....37
- **Lesson 6:** Transport.....38
- **Lesson 7:** Once Upon a Time ….....39
- **Lesson 8:** Khalid and the Key.....40
- **Round up**.....41

Unit 3 Lesson 1: I've Finished my Work

A 22 Sing a song.






I've cleaned the windows and washed the floor.
I've swept the path and painted the door.
Is there anything else you want me to do?
I've finished my work and want something new.

I've tidied my garden and watered the plants.
I've talked to my uncles and talked to my aunts.
Is there anything else you want me to do?
I've finished my work and want something new.




Expressing actions that have just happened: The present perfect

I have cleaned the windows. He has not washed the car.

We make the Present Perfect tense like this:

have/has + the past participle of the verb

We use it to talk about things that have happened just now, today, this week, this month or this year.

C21 SKILLS B Ask and answer.

1 How many different past participles can you find on page 32?
2 What do you add to the verb to make a past participle?
3 Two past participles are different. Can you find them?

C Now do Exercises A to C on pages 28 and 29 of the Workbook.

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Lesson 2: Good Gwen and Lazy Len

A 23 Listen and read. Answer the questions.

The Archers live in England. They have two children. Gwen is their daughter and Len is their son. Gwen is 15 years old and Len is 13. Mr and Mrs Archer have asked their children to do some work in the house.



Gwen: I've cooked the rice, Mummy. What next?
Mrs Archer: Have you washed the vegetables?
Gwen: Yes, I have. And I've put them in a bowl.
Mrs Archer: Thank you, Gwen.
Gwen: And I've cooked the chicken.
Mrs Archer: Thank you, Gwen. You're a very good girl. Here's your pocket money. You can go to the shops.
Gwen: Thank you, Mummy.

Mr Archer: Have you watered the garden, Len?
Len: No, I haven't. Sorry.
Mr Archer: Have you tidied your room?
Len: No, I haven't.
Mr Archer: Have you washed the car?
Len: No, I haven't.
Mr Archer: You're a lazy boy, Len. You haven't helped today. So, no television.
Len: Dad! I haven't watched television all week!



1 What can Gwen do? Why?
2 What can't Len do? Why?

Asking about the completion of tasks: Questions and short answers

I've cooked. = I have cooked.
I haven't washed. = I have not washed.

Has Gwen cooked the chicken?	Yes, she has.
Have they washed the car?	No, they haven't.

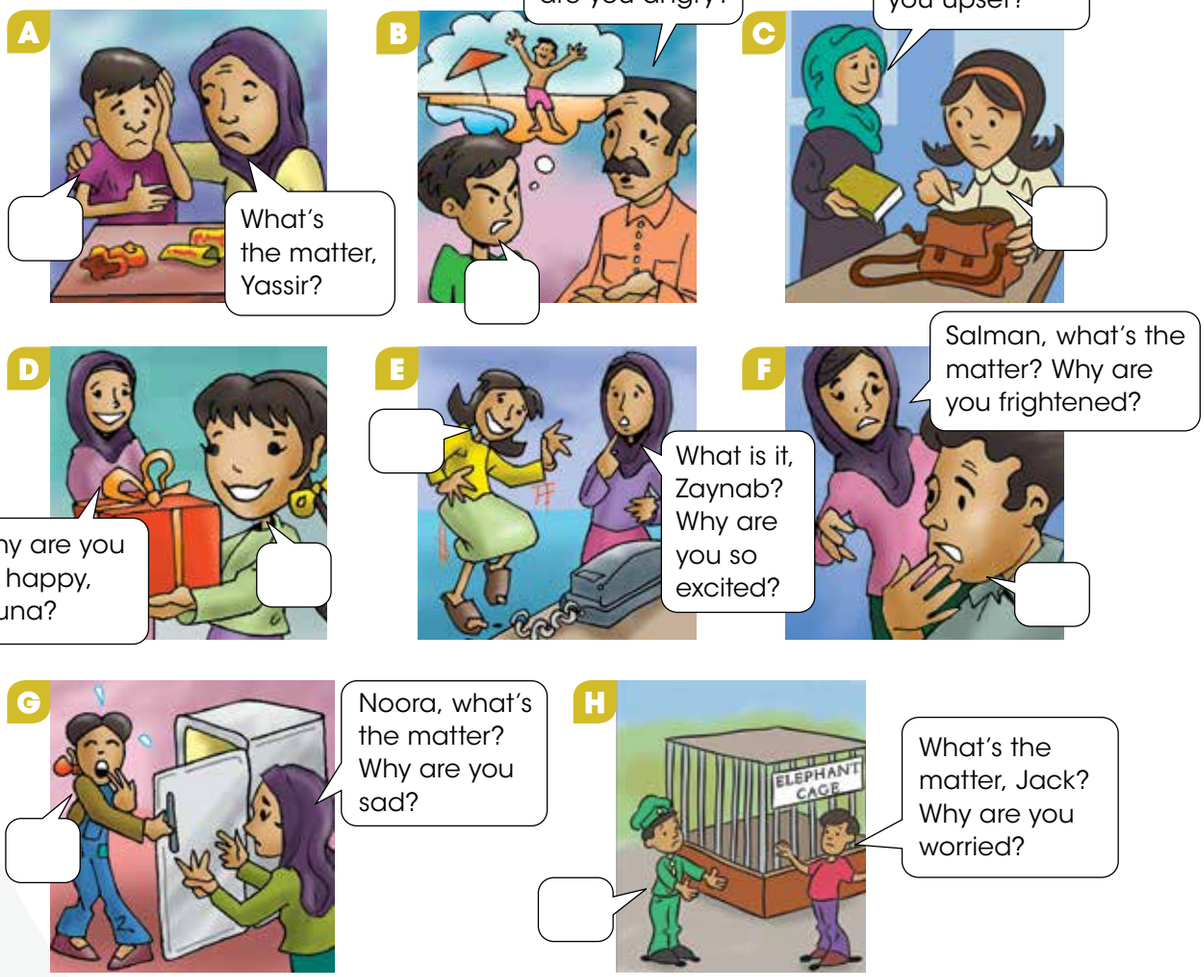
B Now read the conversation in Exercise A aloud.

C Now do Exercises A and B on pages 30 and 31 of the Workbook.

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Unit 3 Lesson 3: What's the matter?

C21 SKILLS **A Read and match.**



1 I've just read a ghost story.
2 Ahmad has gone to the beach without me.
3 I feel sick. I've eaten too much chocolate.
4 Somebody has taken my elephant.
5 I've forgotten my English books.
6 Somebody has drunk all the lemonade.
7 Dad phoned. He's bought me a new computer.
8 Daddy has given me a present.

B 24 **Now listen and check your answers.**

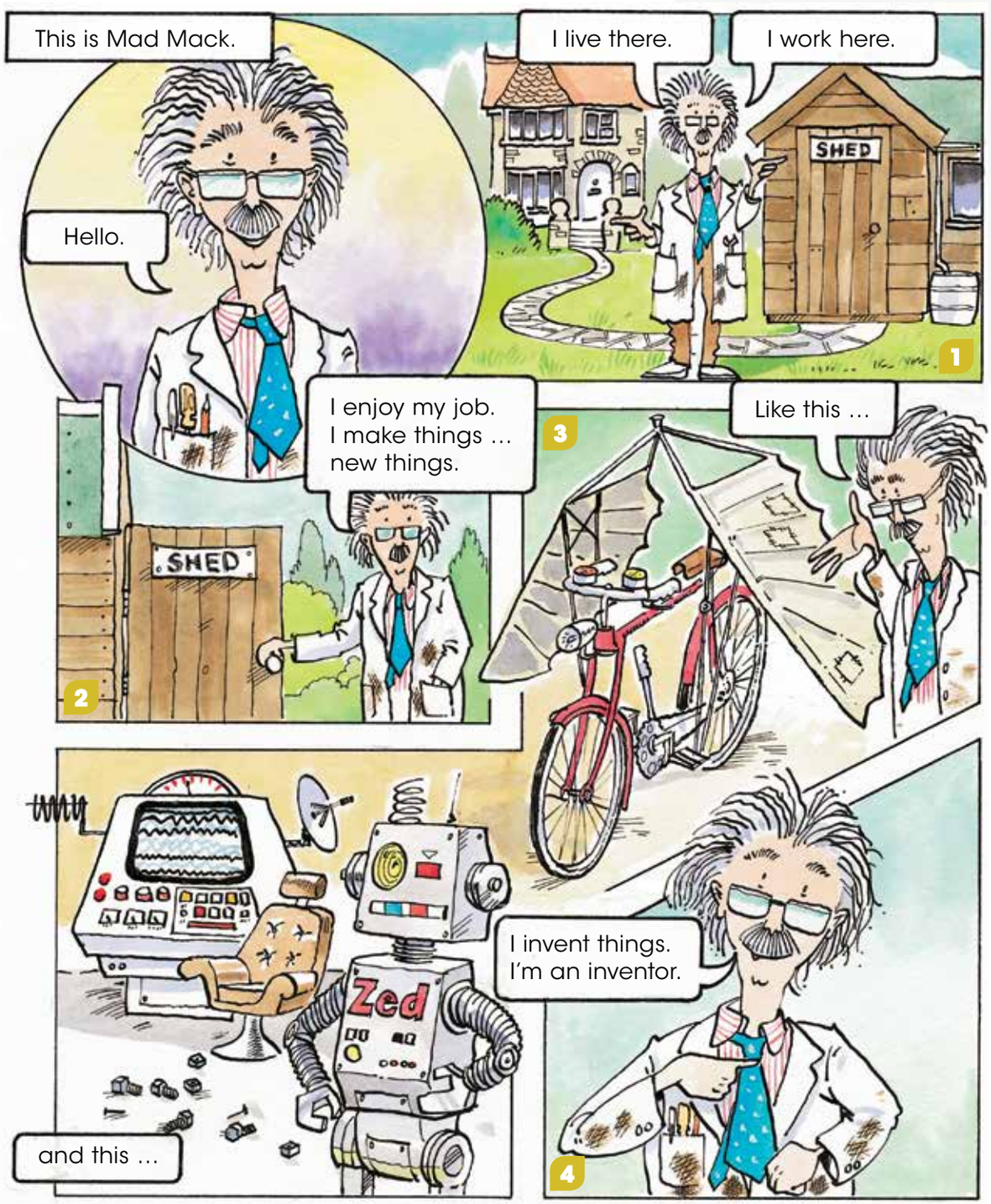
C21 SKILLS **C Talk about two incidents in your life. How did they make you feel?**

D Now do Exercises A to D on pages 31, 32 and 33 of the Workbook.

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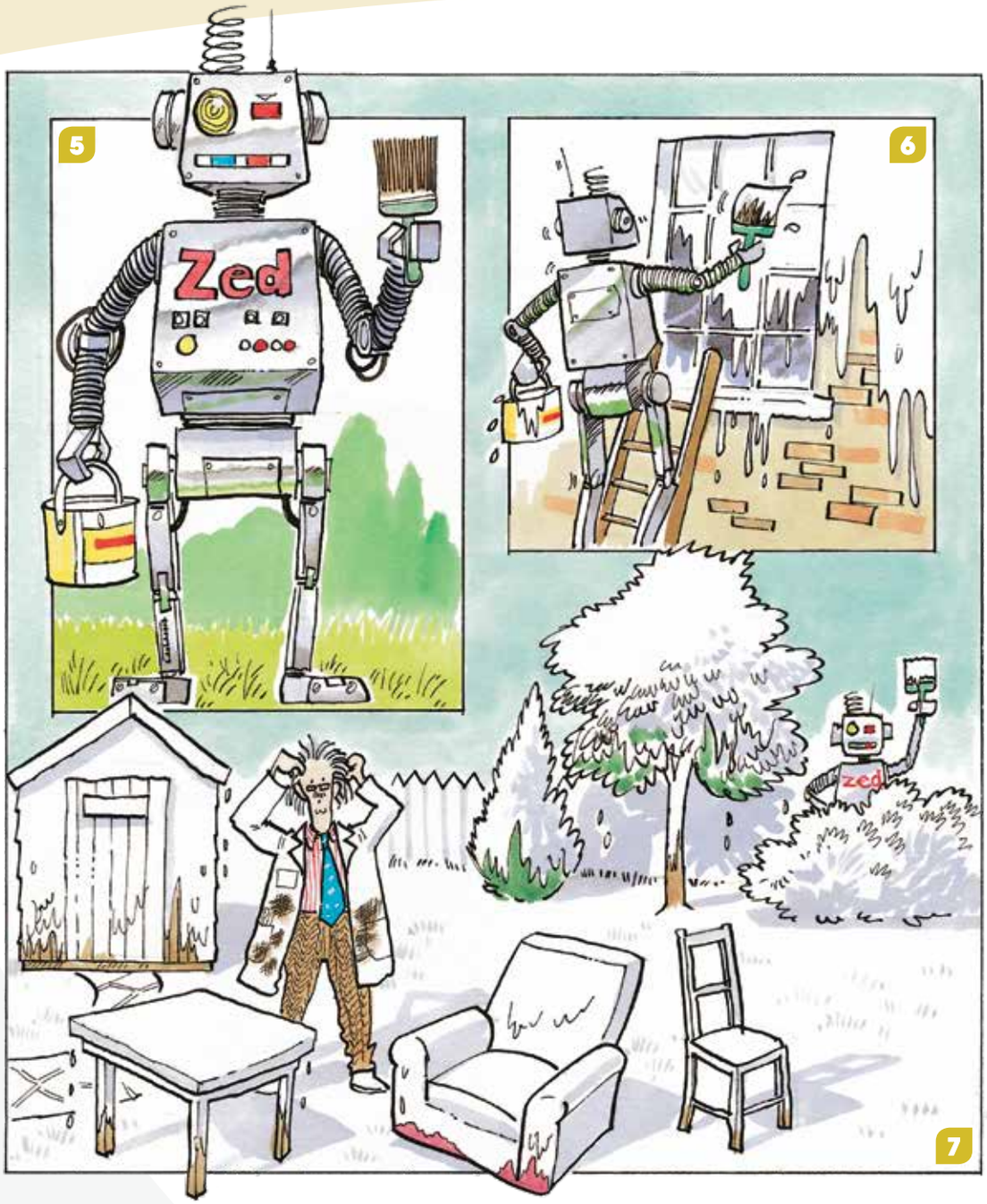
Lesson 4: Mad Mack

A Read the story and answer the questions.



B Now do Exercise A on page 33 of the Workbook.

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1 What is Zed doing in picture 5?
2 Look at picture 7. What has Zed done?
3 What would you invent if you were an inventor?

C21 SKILLS

C Research and present information about an invention that has changed our lives. Talk about how it has changed our lives.

D Now do Exercise B on page 34 of the Workbook.

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Lesson 5: The Hungry Fox

A 25 **Listen and read the story and answer the questions.**



One day, a fox was looking for food on a farm. He saw a bird on a shed. 'Hello,' said the fox. 'I'm hungry. Have you seen the chickens?'

'No, I haven't. They're my friends. Go away!' said the bird angrily.

The fox saw some meat under the bird's foot. 'Can I have some meat, please?' he asked politely. 'I'm very, very hungry. I haven't eaten today.'

'No, you can't. It's mine,' said the bird. The fox thought for a minute.

'Um – Have you sung today?' asked the fox slowly. 'I haven't heard you. They tell me you can sing very well.'

'That's right,' said the bird.

'Sing for me, please,' said the fox.

'All right,' said the bird, and began to sing.

'You sing beautifully,' said the fox. 'Can you sing from that tree?'

'Thank you,' said the bird, and flew up to the tree. The fox picked up the meat quickly and ran away, laughing loudly.



1 Why did the fox want to find the chicken?
2 What did the fox tell the bird? Do you believe the fox?
3 Why was the fox laughing?

Describing actions: Adverbs of manner

The bird's song was beautiful.	The bird sang beautifully.
The fox had a loud laugh.	The fox laughed loudly.

Adverbs of manner tell us how somebody does something.
We add ly to the adjective to make most of them.

Be careful!	'y' sometimes changes to 'i'.
Example:	He was angry. He shouted angrily.
Different adverbs:	He has a fast car. He drives fast.
	She is a good singer. She sings well.

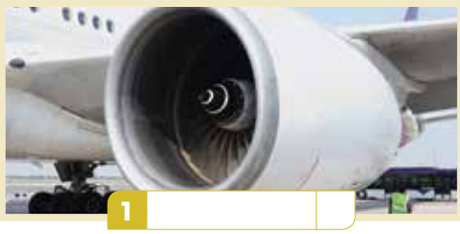
B **Now do Exercises A to C on pages 34 and 35 of the Workbook.**

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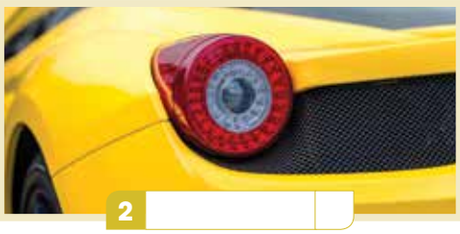
Unit 3 Lesson 6: Transport

A Look and match.

train car plane motorbike bicycle



1



2



3



4



5

B Look at the table. Predict.

	speed (kph)	date
plane		
car		
motorbike		
train		
bicycle		

515.30
518.45
7,692.66
268.83
1227.98

28/3/2004
18/5/1990
3/10/1995
15/10/1997
14/7/1990

C 26 Discuss your predictions. Then listen and check.

Describing action that continues from the past: Present perfect continuous tense

The pilot has been flying for two hours.
I have been waiting for the bus since four o'clock.

D Now do Exercises A to C on page 36 of the Workbook.

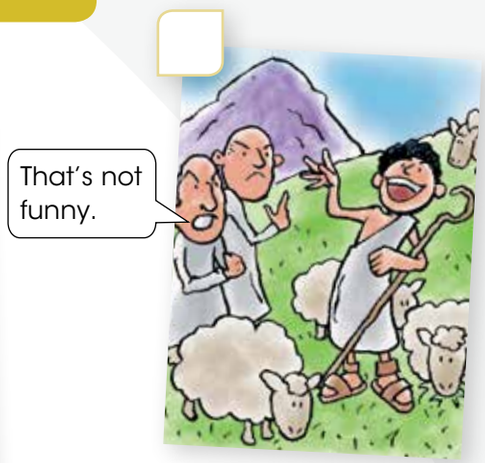
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Lesson 7: Once Upon a Time …

A 27 Look at the pictures. Do you know this story? Listen to the story and put the pictures in order.















C21 SKILLS **B** Answer the question.

Which of these does the story tell you?

- Do not laugh at people.
- Do not tell a lie.
- Wolves are dangerous.

C21 SKILLS **C** What do you think these words mean?

shepherd sheep bored wolf funny dead

D Now do Exercises A to C on pages 37 and 38 of the Workbook.

English for Libya PB 7_BOOK_at level.indb 39 27/06/2019 10:55

Unit 3 Lesson 8: Khalid and the Key

A Read the story and answer the questions.

Story time

One day Khalid went fishing with his father. When they got to the beach, Uncle Waleed's car was already there. He was waiting for them on his boat. Khalid's father gave Khalid the car key. 'Look after this, please, Khalid,' he said. 'I'll be busy. Don't lose it.'

'No, Dad,' said Khalid.

He put the key around his neck on some string. They sailed out to sea and Uncle Waleed and Khalid's father started fishing.



Khalid put the key round his neck.

'I've caught one!' said Uncle Waleed.

'Me too,' said Khalid's father. They both caught two more. Then …

'Help! Quickly, Khalid. Help me. This one is huge!'

Khalid helped his father pull the huge fish into the boat.

'OK,' said Uncle Waleed. 'That's enough fish. Let's go back.'

They sailed back to the beach. Khalid's father said, 'The key, please, Khalid.'



Khalid helped his father pull the huge fish into the boat.

Khalid put his hand to his neck. 'It's gone! The key's gone! I've lost it,' he said. 'Oh, no!'

They looked inside the boat and on the beach. They looked in the sand near the car. The key wasn't there.

'I'm sorry, Dad,' said Khalid. 'I'm very sorry.'

'All right, Khalid. Don't worry,' said his father. 'I have another key at home.'

'Perhaps the fish has eaten it,' said Uncle Waleed. They all laughed.

'Right, let's go home,' Uncle Waleed said. 'We'll come back for your car tomorrow.'

Khalid's mother was very pleased with the big fish. 'I'll cook it for dinner,' she said. 'Can you cut it up, please, Khalid?'

'Yes, Mum,' said Khalid sadly.

'Khalid, don't worry,' said his father. 'It was only a car key. Now cut up the fish.'

Khalid was cutting up the fish when suddenly, he stopped. 'Dad! Dad!' he shouted. 'I've found something!'

1 Why did Uncle Waleed take Khalid and his father home?
2 What has Khalid found?

B 28 Now listen to the story.

C Now do Exercises A to F on pages 38, 39 and 40 of the Workbook.

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Unit 3: Round up

A **Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take turns to give each other examples.**

Now you can:

- **talk about things you have done or have not done recently**

I've just finished my dinner.

She hasn't seen her friend for a long time.

We haven't finished our homework.

- **ask and answer questions about things you have done**

Have you played a computer game this week?

Yes, I have.

Have you watched television today?

No, I haven't.

- **ask questions about how people are**

What's the matter?
What's wrong?
What is it?
Why are you so sad?

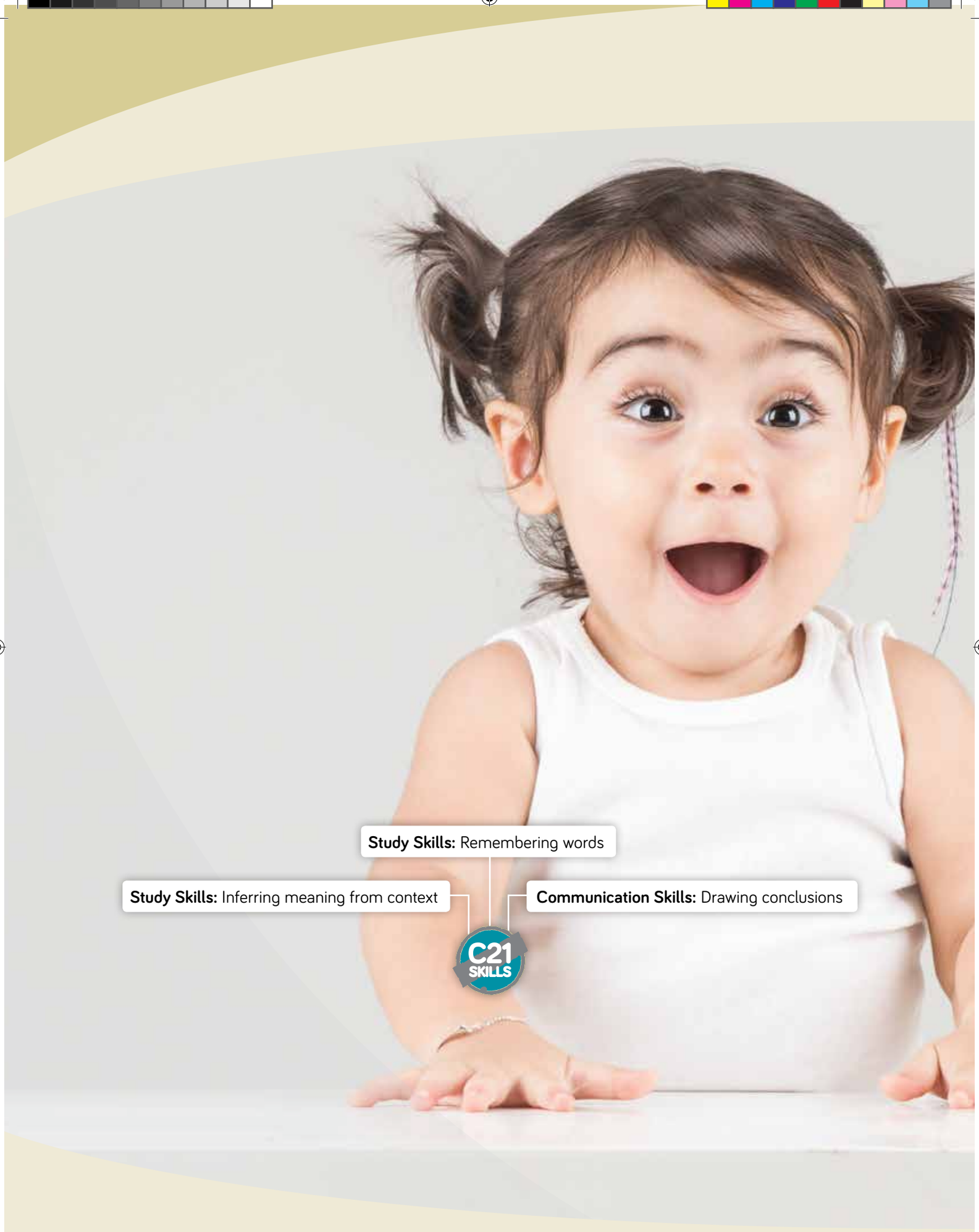


- **talk about how people do things**

Huda sings beautifully.
Ahmad speaks English well.
He walked home slowly.

- **and you have ...**
  - sung a song.
  - used pictures to tell a story.
  - written a story.

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Study Skills: Remembering words
Study Skills: Inferring meaning from context
Communication Skills: Drawing conclusions
C21
SKILLS



Unit 4

Fun with English 1

- **Lesson 1:** Lazy Len's Day 44
- **Lesson 2:** Khalid's Birthday Present 45
- **Lesson 3:** The Monkey in the Café 46
- **Lesson 4:** Writing a Story 47

Unit 4 Lesson 1: Lazy Len's Day

C21 SKILLS **Vocabulary tip:** How to remember words

Collect words in groups in your notebook.
For example, you can collect:

- nouns: the names of food, buildings …
- adjectives: to describe feelings, places …
- adverbs: that tell you how, or how often people do things.

A Talk about what Len did yesterday. Use the pictures and an adverb from the box to make sentences. There is more than one answer.

Example: *He sang badly.*

angrily badly carefully easily loudly noisily
politely quickly quietly slowly beautifully

1 

2 

3 

4 

5 

6 

7 

8 

B Play this game.

The game is called *Word chains*. One student says a word, for example, breakfast. Each student has to think of a word that goes with the one before. Try to play the game quickly.

1 breakfast 2 morning 3 alarm 4 fire

You can use these words to start the game: *beach park trainers dinner*

C Now do Exercises A to D on pages 41 and 42 of the Workbook.

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Lesson 2: Khalid's Birthday Present

A Read and complete the conversation using phrases a to f.

Ahmad is at school with his friend, Taher. Ahmad is feeling happy, but Taher is angry – at first.



Writing tip: Using exclamation marks

! This is an exclamation mark.
It shows that the speaker ...
is giving an order, or
is surprised, or
is speaking loudly, or
is happy about something.

Ahmad: Hey, Taher! Don't forget. It's Khalid's birthday tomorrow.
Taher: 1
Ahmad: What's the matter? Why are you angry?
Taher: 2
Ahmad: Oh, Taher! When did you lose it?
Taher: 3
Ahmad: What did you want to get him?
Taher: 4
Ahmad: I've just bought him a model plane.
Taher: 5
Ahmad: Hey! Hang on! What's that on the teacher's desk?
Taher: 6

What did Taher say?

a I've no idea. Yesterday afternoon in the mall, I think.
b I haven't forgotten. The tenth of January.
c Fantastic! I lost it here. We'll go shopping after school. Great!
d I haven't bought him a present and I've lost my wallet.
e I can't get him anything now.
f A model plane, of course. What do you think?

B 29 Listen and check. Then practise the conversation.

Speaking tip: Carrying out a conversation

When you act the conversation, think about how the boys feel.
Try to copy how they speak on the audio.

C Now do Exercises A and B on pages 42 and 43 of the Workbook.

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Unit 4 Lesson 3: The Monkey in the Café

Reading tip: Working out the meanings of words

When you read, you will find some words that you don't understand. This is not a problem. You can often work out what they mean. Look for clues in the same sentence or in other sentences.

C21 SKILLS

A Work out the meaning of the red words.

1 The amusement park is very popular. A lot of people go there every day.

2 When I went to England last winter, it was freezing. I had to buy more clothes to keep warm.

3 Stubbs is a very famous English artist. He painted many pictures of horses.

4 Luckily, I saw the car coming before I started to cross the road.

B Read this story and work out the meaning of the red words. Look for clues in the sentences.

One day Muna was having lunch in the café with her mother and father. Suddenly a monkey came in through the door. Muna was frightened.

'Look, Mummy!' she screamed. 'A gorilla!'

'No, no, Muna. It's not a gorilla. It's just a little monkey,' said Mrs Saif. She wanted to calm Muna down.

The monkey stayed near the door. It was very thin.

'It's starving,' said Mr Saif. 'It wants some food.'

Suddenly the monkey jumped up onto their table and grabbed a burger from Mr Saif's plate.

'Hey! Stop that!' he shouted.

The monkey leapt over to another table and grabbed some salad. All the waiters chased the monkey, but they



could not catch it. It knocked over a table and all the drinks spilled onto the floor. It threw food everywhere and then escaped through the door. All the people in the café helped tidy up the mess.

'Where did it come from?' asked Mr Saif.

C Now do Exercises A to E on pages 43, 44 and 45 of the Workbook.

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Lesson 4: Writing a Story

A In pairs, look at the pictures. What happened?



B Read Fawzi's story. Ask and answer.

1 What do you think of the story?

We were in the desert. We were thirsty. We found some water. Then we saw a snake. It bit my friend. I called the police. A doctor came.

It's not very interesting.

It's boring.



How do I make it interesting? How can I make it better?

Fawzi's teacher asked these questions.

Who and why?	We were in the desert.
Why?	We were thirsty.
What was it like?	We found some water.
What did it look like?	Then we saw a snake.
Who? How did he feel?	It bit my friend. I called the police.
When? How did you feel?	A doctor came.
What happened next?	

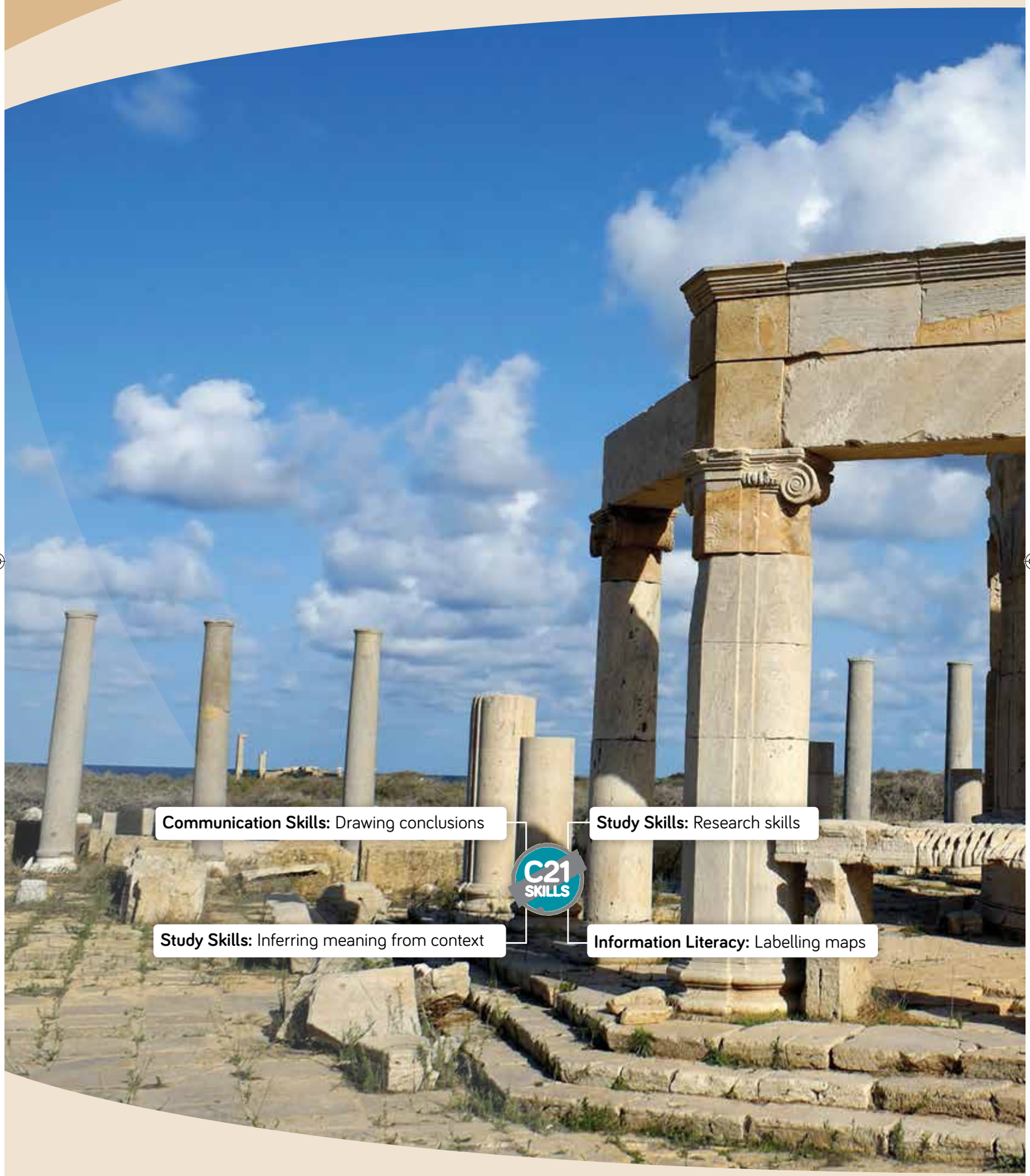
2 Answer the teacher's questions.

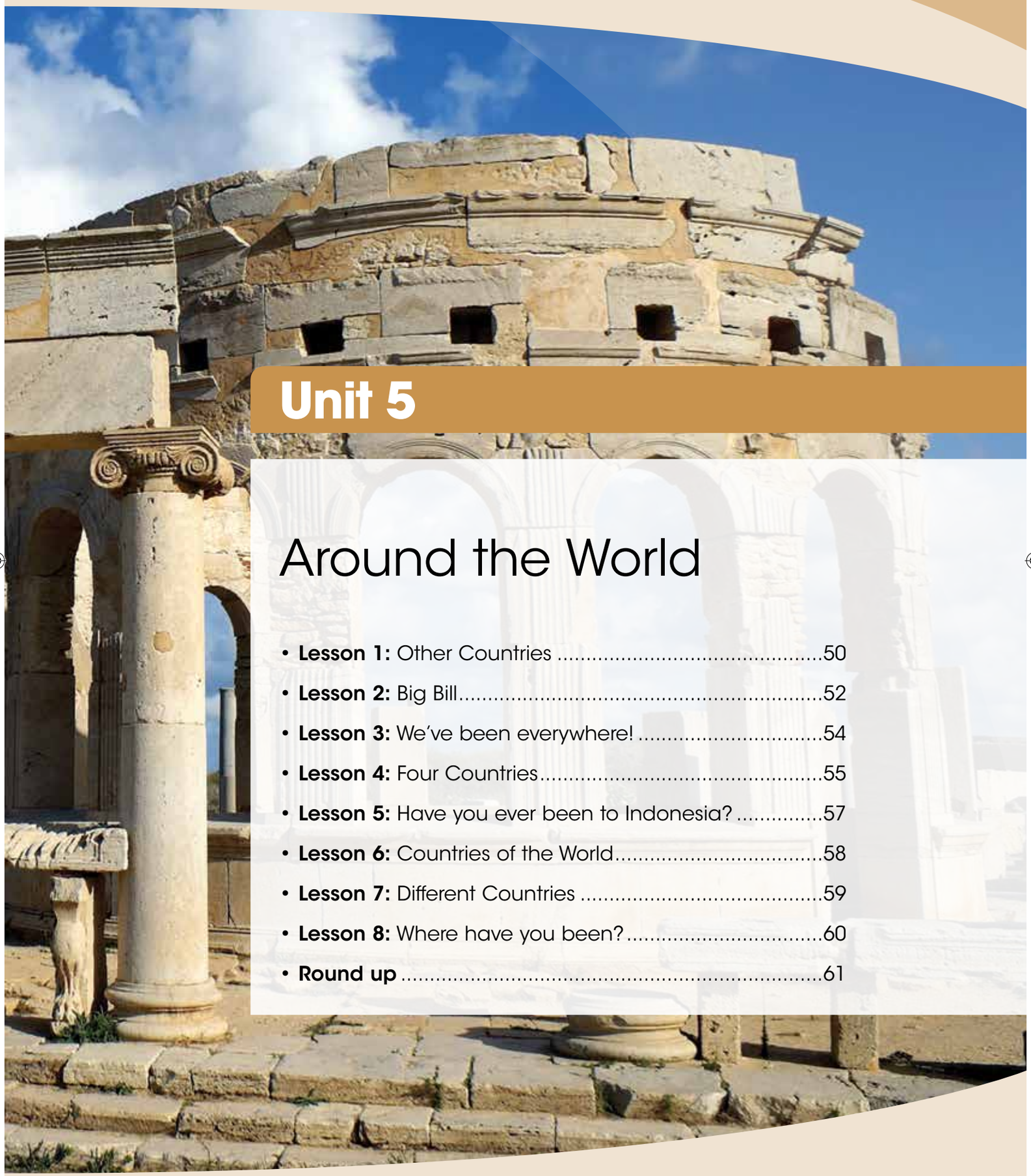
Writing tip: Being creative

When you write a story, try to paint a picture in the reader's head. Use adjectives and adverbs so that the reader can see what happened. Choose your words carefully.

C Now do Exercises A to D on pages 45 and 46 of the Workbook.

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Communication Skills: Drawing conclusions
Study Skills: Research skills
C21 SKILLS
Study Skills: Inferring meaning from context
Information Literacy: Labelling maps



Unit 5

Around the World

- **Lesson 1:** Other Countries 50
- **Lesson 2:** Big Bill.....52
- **Lesson 3:** We've been everywhere! 54
- **Lesson 4:** Four Countries.....55
- **Lesson 5:** Have you ever been to Indonesia? 57
- **Lesson 6:** Countries of the World.....58
- **Lesson 7:** Different Countries 59
- **Lesson 8:** Where have you been?.....60
- **Round up** 61

Unit 5 Lesson 1: Other Countries

A Talk about the pictures. Which countries do you think the pictures show?









France India Oman Japan

B Where do you think the people come from?



Emile



Sultana



Raji



Yuki

C 30 Listen and check your answers.

D Now do Exercises A and B on page 47 of the Workbook.

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E Ask and answer the questions.





F Work in groups to find out which countries other students have been to.

Talking about completed actions in the past: Present perfect with 'go' and 'be'

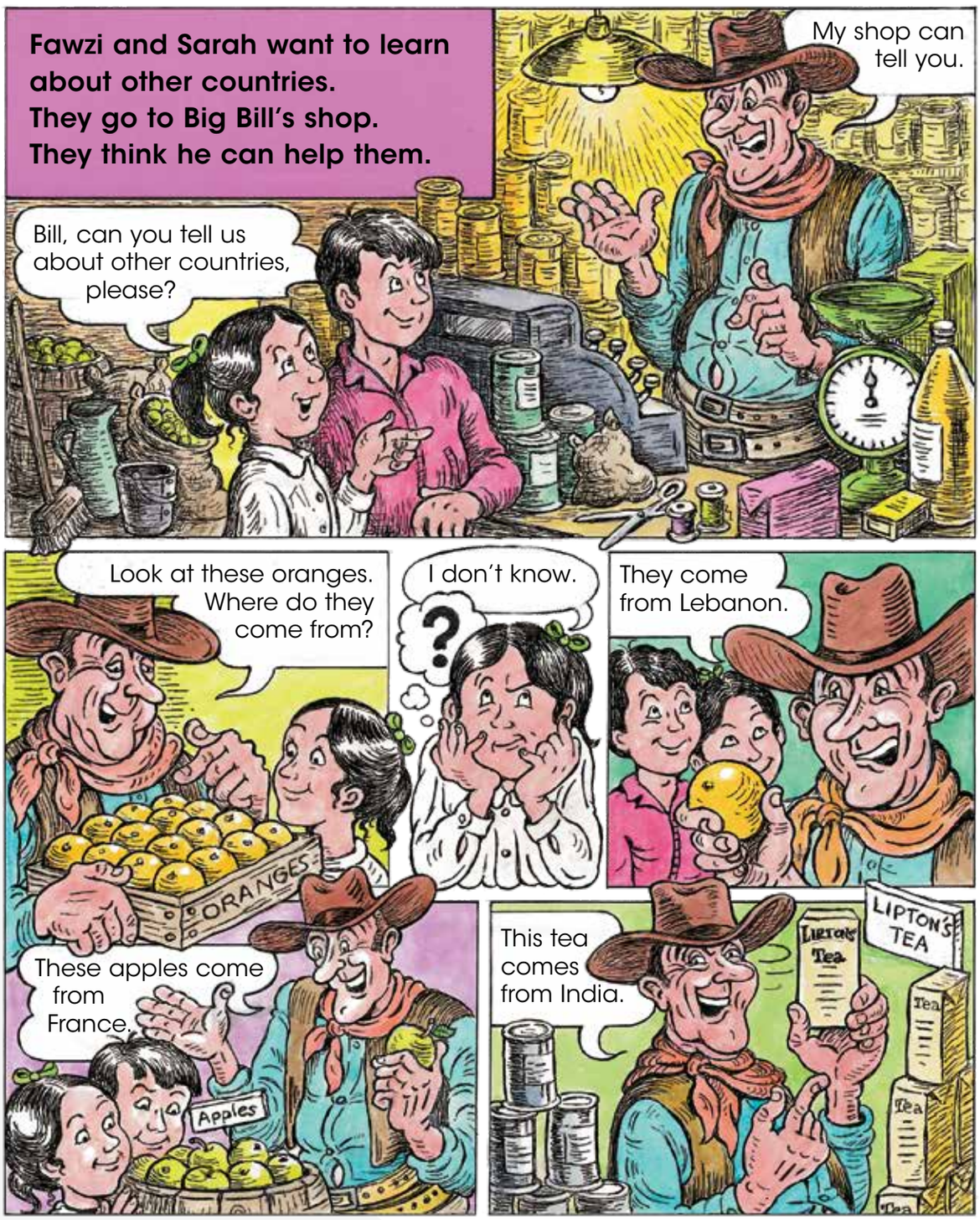
Hassan has gone to London. = Hassan is in London now.
Hassan has been to London. = Hassan is now back home.

G Now do Exercise C on page 47 of the Workbook.

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Unit 5 Lesson 2: Big Bill

A 31 Listen and read. Then read and answer the questions.



1 Where do the apples come from?

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2 Has he ever been to England?

3 Has he ever been to Oman?

B **Which countries have you been to before?**

C **Now do Exercises A to D on pages 47, 48 and 49 of the Workbook.**

English for Libya PB 7_BOOK_at level.indb 53 27/06/2019 10:55

Unit 5 Lesson 3: We've been everywhere!

A 32 Sing a song.

Fawzi and Sarah have been everywhere.
They've written a song about their journeys.



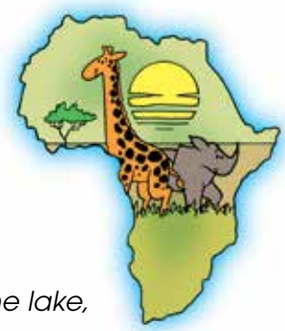


I've been to England and I've been to France,
I've been to Australia, too.
I've been to America and I've been to Japan,
What about you?

I've been to India and I've been to Oman,
I've also been to Spain.
I've been to Africa and I've been to Wales,
But now I'm home again.



I've been in a rocket and I've been on a boat,
I've also been in a plane.
I've been round the world and
I've been to the moon,
But now I'm home again.



I've been to the mountains and I've been to the lake,
I've also been to the sea.
I'm going to the beach and I'm going to the farm,
Are you coming with me?

B Read the song again. Put the vocabulary into word groups. Make word webs.

C21 SKILLS C Research and present: Famous places.

D Now do Exercises A to D on pages 49, 50 and 51 of the Workbook.

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Lesson 4: Four Countries

C21 SKILLS **A** Read about these countries and answer the questions.

India

India is a big country with a huge population. About one thousand million people live there. Agriculture is the most important part of the economy. The people are mainly farmers and they grow rice, tea, cotton and many other things. There is also quite a lot of industry. They make cars, buses and clothes.

Visitors to India can do lots of things. They can ride elephants, look at wild animals and climb mountains.





Oman

Oman is not very big and it has quite a small population. The oil industry is important, but agriculture is more important. Most people work as farmers or fishermen. The farmers grow fruit and vegetables.

Visitors to Oman can buy jewellery and visit interesting old forts. They can also go swimming, sailing and climbing.





1 Which country is bigger, India or Oman?
2 What do the people grow in India?
3 What can visitors buy in Oman?
4 Which country would you prefer to visit? Why?

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Japan

Japan is not a very big country, but it has a large population. Industry is very important. Japan makes cars, computers and all kinds of things for the home. The farmers grow rice and vegetables.

Japan is very interesting for visitors. They can see old temples and beautiful gardens. They can also go shopping in big modern stores.





France

France is a big country, but the population is quite small. Industry and agriculture are both important. They make cars and planes and grow a lot of fruit and vegetables.

France is famous for its shops and restaurants. It also has many interesting museums and old buildings. Some people say that France is the most beautiful country in Europe.





5 Which country has the biggest population, Japan or France?
6 What can visitors see in Japan?
7 What is France famous for?

B Now do Exercises A to D on pages 51, 52 and 53 of the Workbook.

C21 SKILLS

C Choose another country to share information about. Use adjectives to describe it.

Making comparisons: Using the superlative

Libya is the most beautiful country in the world.
The oil industry is the most important part of the economy.

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Lesson 5: Have you ever been to Indonesia?

A Talk about the pictures. Work out the meaning of the new words.

A



An ape – the man of the woods

B



Pepper, coffee and rubber

C



Long, sandy beaches

D



Old temples

E



The Istiqlal Mosque, Jakarta

F



The country of a thousand islands

G



One of our famous volcanoes

H



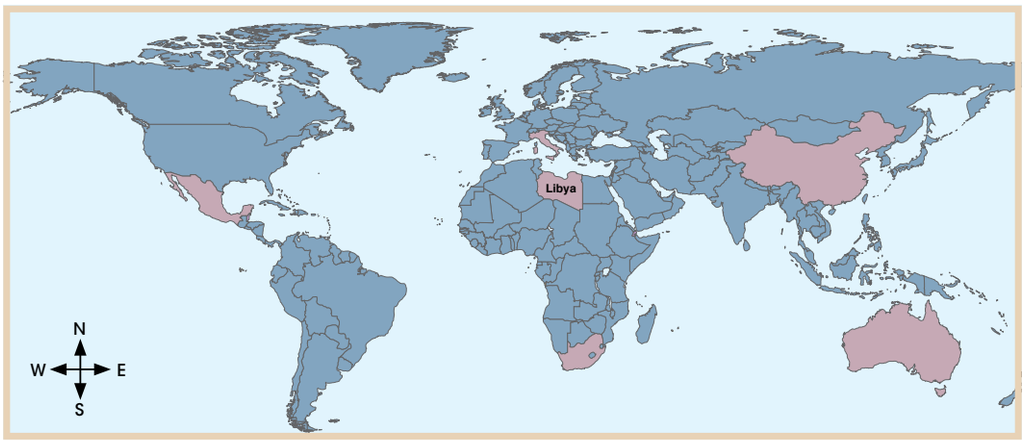
Bird of paradise

B 33 Listen and number the pictures in the order you hear about them.

C Now do Exercises A and B on pages 53 and 54 of the Workbook.

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Unit 5 Lesson 6: Countries of the World



A Read the words in each row and add another word to each group from the box.

north	south	east	
top	centre	right	
mountains	rivers	islands	
towns	cities		

left lakes villages west

B Read the sentences. Label the map with the country names.

1 Italy is north of Libya.
2 Mexico is southwest of Italy.
3 South Africa is south of Libya.
4 China is northeast of South Africa.
5 Australia is southeast of China.

C Read paragraphs A–F. Decide together which country each paragraph is about.

A It is a very large island.

B There are mountains in the centre of the country. There are also mountains in the north. There are two large islands.

C There are mountains on the west coast. There is a large lake in the southwest of the country.

D This is a large country but a lot of the land is desert. There are also three mountainous areas.

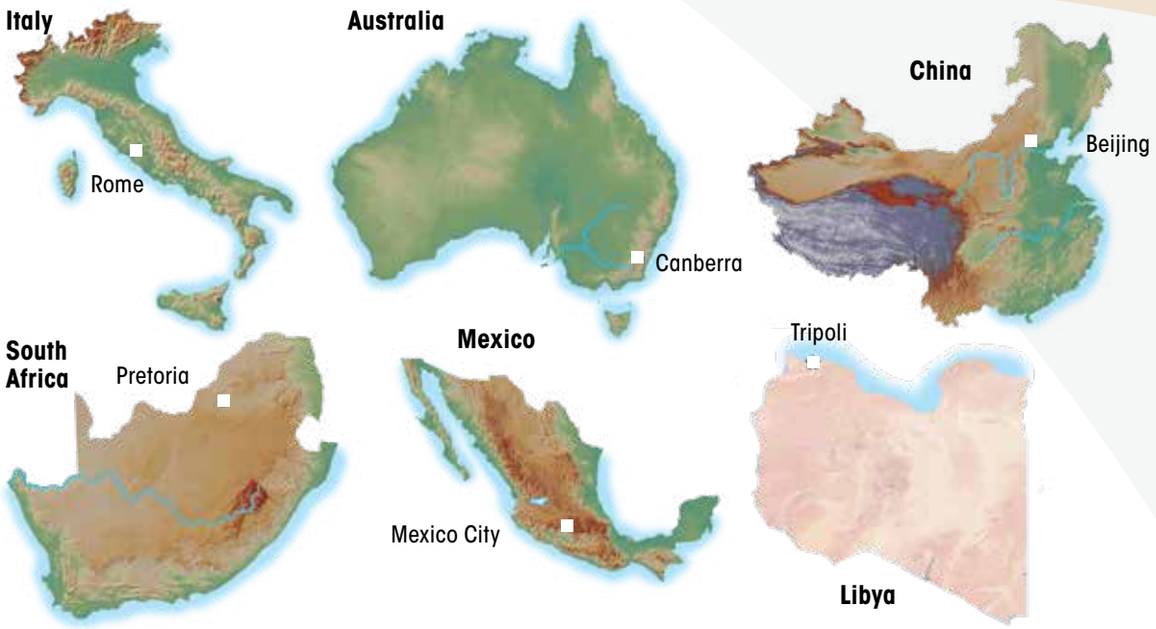
E There are two very long rivers. They start in the mountains in the centre of the country. They go to the coast in the east.

F There are mountains in the southeast. A large river starts in the mountains and goes to the coast in the west.

D Now do Exercises A to C on pages 54 and 55 of the Workbook.

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Lesson 7: Different Countries



A Answer the questions about the maps above.

1 Which country is top left?
2 Which country is bottom centre?
3 Where is Libya?
4 Where is South Africa?

B Read the text about Australia. Then draw a map.

1 Draw mountains, etc., on the map.
2 Label the map.

Australia is a very large country. The capital is Canberra. It is in the southeast of the country. It is near the coast.

There are several mountain ranges in Australia. The main mountains are on the southeast coast. They are called the Australian Alps. There are also mountains on the east coast. They are called the Great Dividing Range.

In the southeast of the country, there are two rivers. The Murray comes from the Great Dividing Range. The Darling comes from the Australian Alps. The rivers join and flow to the coast in the south.

In the centre of the country, there is a large lake. It is called Eyre. A river flows into the lake from the Great Dividing Range.

There is a large island called Tasmania in the southeast. On the south coast, there is a city. It is called Hobart.

C Talk about the countries.

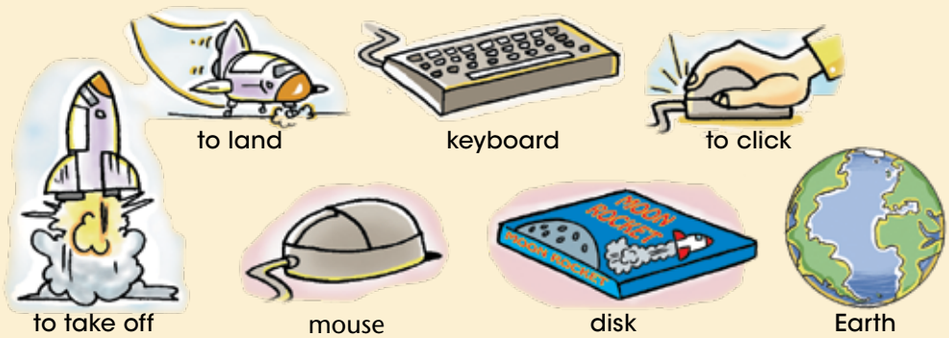
D Now do Exercises A to C on pages 55 and 56 of the Workbook.

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Unit 5 Lesson 8: Where have you been?

A 34 Listen, read and answer the questions.

Story time



Sarah was working on her computer in her bedroom. Her mother shouted from the hall. 'Sarah, what are you doing? Your favourite programme is on TV at 8 o'clock.'

'I'm doing my homework, Mum,' said Sarah. 'I've nearly finished.'

Sarah finished her work.

'Right,' she thought. 'That's that. I've done all my homework. Now I'll play my new computer game – Moon Rocket.'

She picked up the disk and put it into the computer. The game was all about space and Sarah had to fly to the moon in a rocket.

Sarah's rocket took off and flew up into space. Then suddenly … *Danger left! A monster! Click on the mouse!* Sarah clicked on the mouse. *Good. Danger right! A meteor!*

'Quick!,' Sarah thought. 'Use the keyboard!' Bang! Go on!

Then a voice said, 'Answer the question.' A question appeared on the screen and Sarah read it.

Which is the biggest planet?
- **A** Earth
- **B** Jupiter
- **C** Saturn

'Click on B,' thought Sarah. There were more monsters, more meteors and more questions. Finally, these words – *Congratulations! You can land on the moon.*

Sarah's rocket landed on the moon very slowly. Then Sarah saw pictures of the moon on her screen. There were dead volcanoes and huge deserts. A very long way away, Sarah saw Earth – our home.

'That was fun,' Sarah thought, and turned the computer off. She went down to the sitting room to watch TV.

'Sarah, where have you been?' asked her father. 'It's 10 o'clock. You've missed your favourite TV programme.'

'Oh, dear.' Said Sarah. 'Never mind, Dad. I've been to the moon instead!'

Sarah's father was confused. He smiled at Sarah then carried on reading his book.

1 Sarah played a computer game. How long did she play?
2 How did Sarah describe the game?
3 What did Sarah miss while playing the game?

B Now do Exercises A to J on pages 57 to 60 of the Workbook.

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Unit 5: Round up

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

Now you can:

- **talk about things you have done or have not done in your life.**

I've been to Spain. I've never ridden a horse.

- **ask and answer questions about what people have done up to now and exactly when**

Have you ever climbed a mountain?

Yes, I have.

Have you ever flown in a plane?

No, I haven't. I've never flown in a plane.

- Have you ever seen an accident?
- Yes, I have.
- When did you see one?
- I saw an accident last week.

- **ask questions with a proposition at the end**

Which countries have you been to?

I have been to England and Bahrain.

What did he talk about?

He talked about his holiday in France.

- **compare countries**

Which has the larger population – England or Libya?

England.

Which is bigger – Indonesia or Bahrain?

Indonesia.

Which country has the largest population in the world?

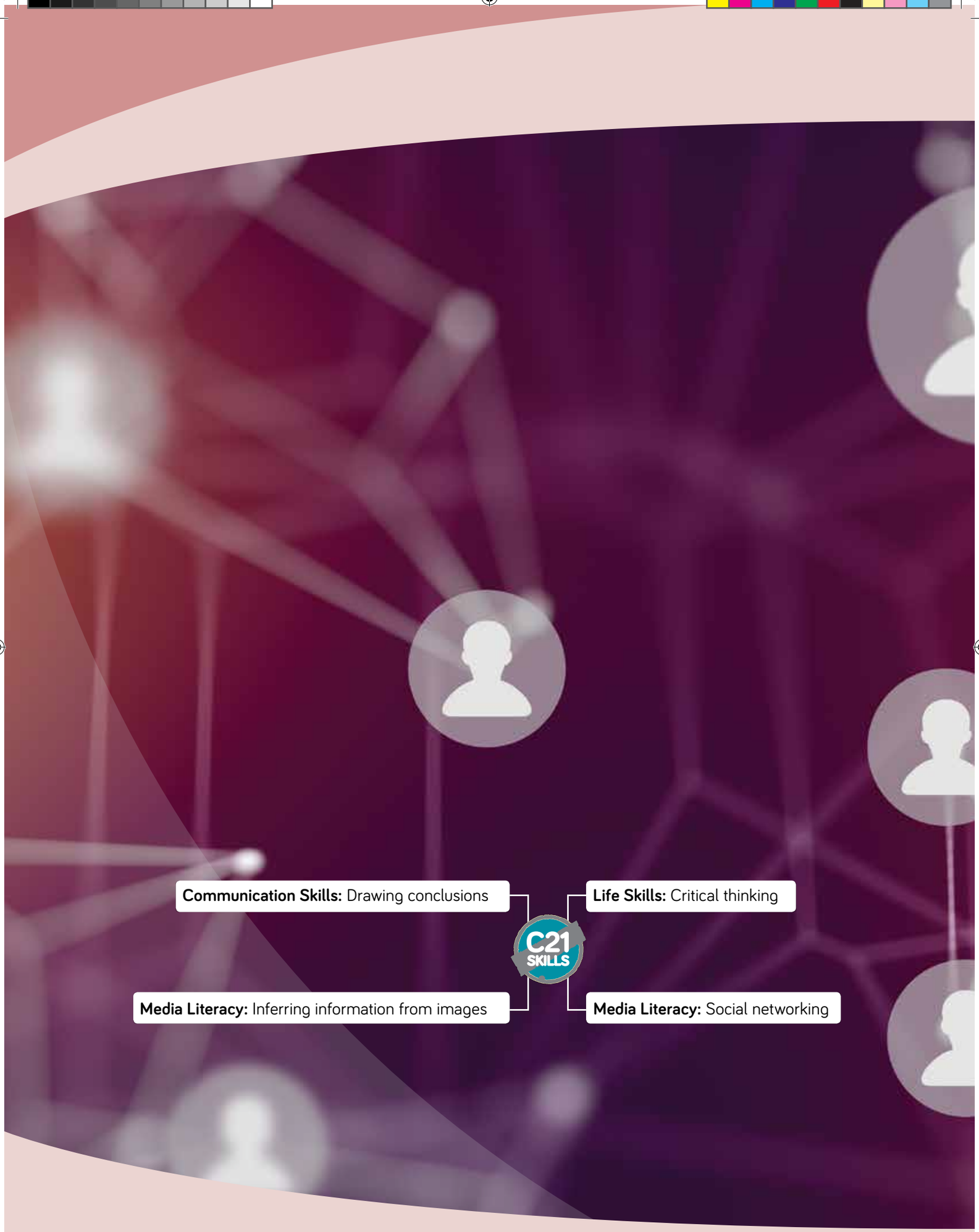
China.

- **compare places**

The mountains in Libya are more beautiful than the mountains in Jordan.
The most beautiful mountains in Libya are Nafusa.

- **and you can ...**
  - say where things and people come from.
  - talk and write about your own country and other countries.
  - talk about what has been happening.

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Communication Skills: Drawing conclusions
Life Skills: Critical thinking
C21 SKILLS
Media Literacy: Inferring information from images
Media Literacy: Social networking

Unit 6

Friends Abroad

- **Lesson 1:** Making New Friends 64
- **Lesson 2:** Staying Safe Online 65
- **Lesson 3:** Which one is Yuki? 66
- **Lesson 4:** Fawzi Meets Yuki.....67
- **Lesson 5:** Fawzi's First Meal in Japan 68
- **Lesson 6:** An Email from Fawzi.....70
- **Lesson 7:** Laws in the UK.....71
- **Lesson 8:** A Wolf in the Forest.....72
- **Round up** 73

Unit 6 Lesson 1: Making New Friends

A Read the email and answer the questions.

From: Yuki Ono
To: Fawzi Tahir
Subject: Would you like to be my new friend?
Date: 12th April

Dear Fawzi,

I read your name in a magazine. Would you like to be my pen-friend? I hope so. I am a Japanese boy and I am thirteen years old. As you can see, I live in a small town called Soma. My house is very near the sea. My favourite pastimes are fishing and collecting stamps.

What is Libya like? Japan is not very big, but it is very beautiful. There are a number of large cities as well as small towns and villages. We have many mountains, rivers and lakes. Japan is very green because it rains a lot in summer. The wettest month is September. In winter it is very cold and sometimes it snows.

Would you like to visit Japan one day? There are lots of interesting things to see and do. For example, you can visit Disneyland, go to a baseball match or learn to do judo. You can also visit lovely gardens or go to see a traditional Japanese play.

Please write and tell me all about yourself and your country.

Yours,
Yuki Ono

1 How old is Yuki?
2 Why is Japan green?
3 What can you learn to do in Japan?
4 Would you like a pen-friend? From which country? Why?

B Now do Exercises A to G on pages 61 to 64 of the Workbook.

C21 SKILLS

C Research and present: Japan

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Lesson 2: Staying Safe Online

A In groups of three, read and answer the questions.

Be Safe

- Remember to only share your personal information with people you trust and know.
- Only accept friend requests from people you know.

Be Cool

- Share your good and bad experiences with friends or someone who can help you.

Respect Others

- Treat others with respect and they will treat you the same.

Have Fun

- Meet new friends, share experiences and learn new digital skills.

1 Why should you only accept friend requests from people you know?
2 What type of information should you share with people online?
3 How do you feel about meeting your friends online?
4 What advice would you add to the poster?

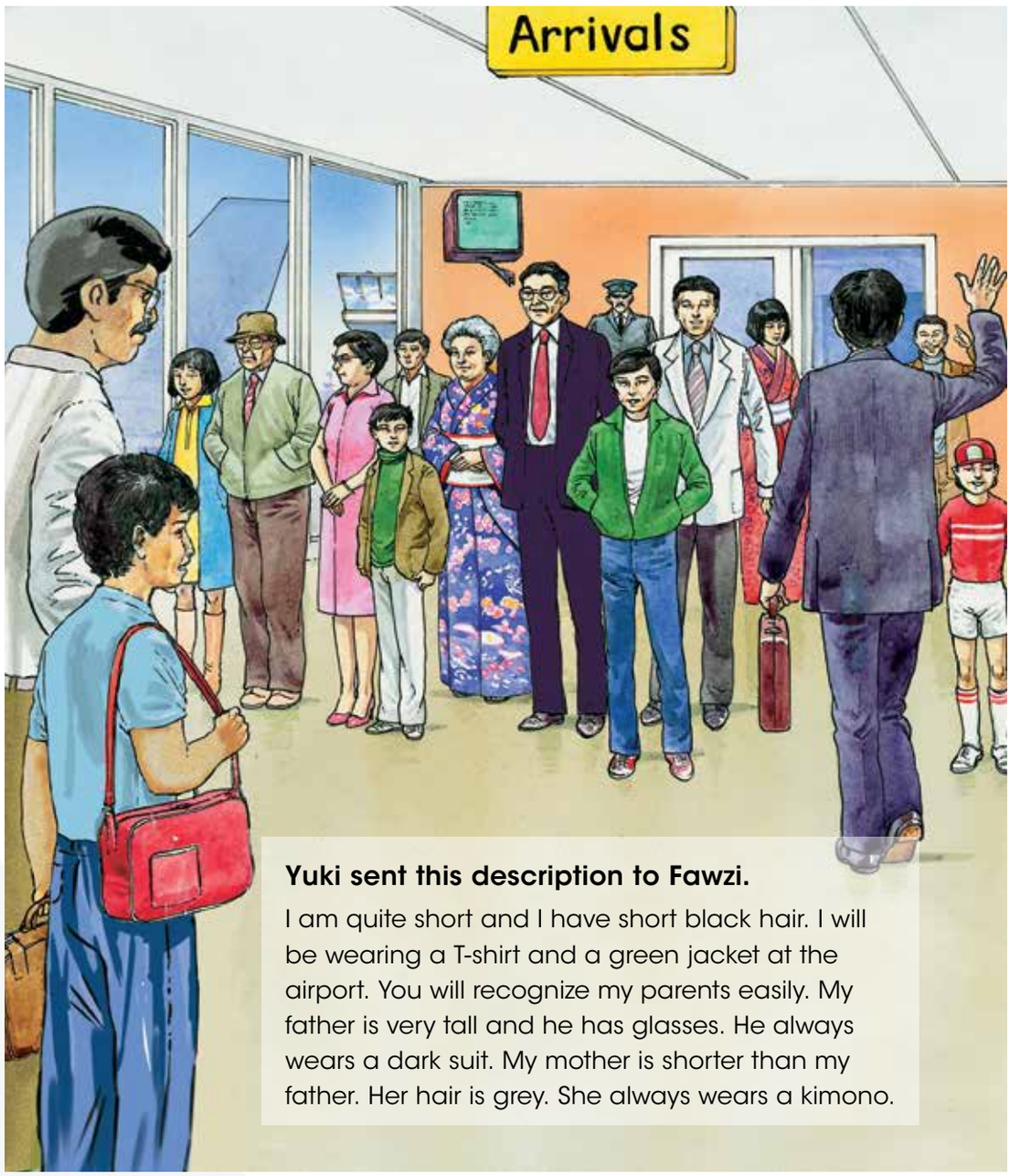
B Make a Facebook group for your class. Use it to share your experiences with others.

C Now do Exercises A and B on page 64 of the Workbook.

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Unit 6 Lesson 3: Which one is Yuki?

A Do Exercises A to D on pages 65 and 66 of the Workbook.



Yuki sent this description to Fawzi.

I am quite short and I have short black hair. I will be wearing a T-shirt and a green jacket at the airport. You will recognize my parents easily. My father is very tall and he has glasses. He always wears a dark suit. My mother is shorter than my father. Her hair is grey. She always wears a kimono.

B Read and help Fawzi find Yuki.

C Take turns to describe other people in the picture. Your partner guesses.

D Now do Exercise E on page 67 of the Workbook.

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Lesson 4: Fawzi Meets Yuki

A 37 **Listen and read. Then practise the introductions.**

At the airport

Yuki introduced Fawzi to his parents at the airport.



Yuki: Hello, are you Fawzi?

Fawzi: Yes. And you must be Yuki. Hello.

Yuki: How do you do? Come and meet my parents.



Yuki: This is my father. Dad, this is Mr Salim and this is Fawzi.

Fawzi: How do you do, sir?

Mr Ono: How do you do? You are very welcome.

At Yuki's uncle's house

Then they all went to Yuki's uncle's house by car. Yuki's father drove the car on the left. On the way, Fawzi noticed many other strange things. Some people were wearing traditional clothes. The signs above the shops were in Japanese. Fawzi could not understand a word, but it was a very interesting journey.
At the house Fawzi and his father met the rest of Yuki's family. Yuki's uncle is a huge man. At first, Fawzi was a little afraid of him, but Mr Mitsubishi was very kind and friendly. Yuki's brother, Giro, is sixteen. He is tall, thin and very quiet. His sister, Reiko, is the opposite. She is seven and she talks a lot. She spoke to Fawzi in Japanese because she does not speak English. She laughs a lot too. Everyone was very friendly.

B **Underline the words in the text that describe people.**

C **Circle the words in the text that describe things.**

D **Now do Exercises A to D on pages 67 and 68 of the Workbook.**

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Unit 6 Lesson 5: Fawzi's First Meal in Japan

A 38 **Listen and read. Then look for the differences between Japan and Libya.**

At Yuki's house



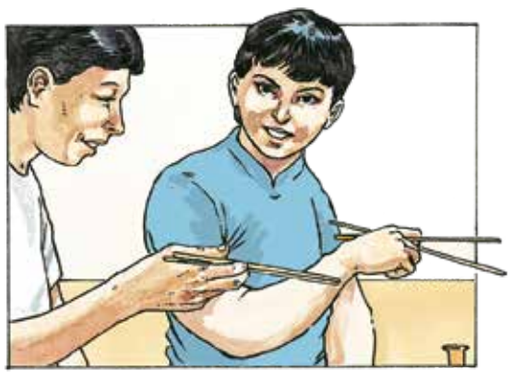
Mrs Ono: Come and eat, Fawzi. Are you hungry?
Fawzi: Yes, I am. But where do I sit?



Yuki: We don't sit on chairs when we eat. We kneel on the floor, like this.
Fawzi: I see. We sit on the floor in my house.



Mrs Ono: Let's eat then.
Fawzi: What are these?



Yuki: Chopsticks. In Japan we always eat with chopsticks.
Fawzi: Oh! In my country we usually eat with knives, forks and spoons.



Fawzi: It's harder with chopsticks.
Yuki: You'll learn.
Fawzi: Or I'll be hungry!



Fawzi: This is very nice fish. How do you cook it?
Mrs Ono: We don't cook it. This is raw fish. We eat it with a sauce.

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Fawzi: Really! At home my mother always cooks the fish.

Mrs Ono: Well, sometimes I cook fish, but I like it this way.



Fawzi: Do you cook the meat?

Mrs Ono: Of course. We always cook meat. Have some of these vegetables.

Fawzi: Oh, thanks. Well, it's different from home, but it tastes nice.

Describing people and things: Adjectives

Adjectives are words that are used to describe people and things.

Some people wear very traditional clothes.
Mr Ono was very kind.

Describing action: Adverbs of frequency

Adverbs are words that are used to describe how often actions happen.

I sometimes cook fish.
We always cook the meat.

B Practise the conversations.

C Replace the adjectives in the boxes above with new ones.

D Now do Exercises A to C on page 69 of the Workbook.

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Unit 6 Lesson 6: An Email from Fawzi

A Read the email. Then answer the questions.

Fawzi sent an email from Japan to his friend, Salih in Sirte.

To: Salih Jabali
From: Fawzi Tahir
Subject: Japan is wonderful!



Hi Salih,

Japan is wonderful. Yuki's family have been really kind. They've taken me everywhere. I've visited Disneyland. That was fantastic. I've also been to a traditional Japanese play. I didn't understand a word, but it was interesting to see. Japanese food is delicious. I've even tried some raw fish and it was quite good.

I've bought a new camera for you. I hope you'll like it.

See you soon.
Fawzi

1 How does Fawzi feel about his holiday? Which words in his email tell you this?

2 Note down the things he has done in Japan. Which did he like best, next best, and so on?

B Discuss your answers with your classmates.

C Look at the picture attached in another email. Which country do you think it's from?



D 39 Listen and answer the questions.

1 Where is Mustafa on holiday?
2 Where does he come from?

E Now do Exercises A and B on page 70 of the Workbook.

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Lesson 7: Laws in the UK

A Answer the questions.

When can you do these things in your country?

1 leave school
2 ride a moped
3 drive a car
4 get married

B Read 'Know the Law!' and answer the questions.

1 What can you do in the UK at 16?
2 How old do you have to be to vote in the UK?
3 What can you do in the UK at 21?

C Answer the question.

What can you do in the UK at your age?

D Compare what you can do in your country with what you can do in the UK at the same age.

E Complete the sentences with the prepositions in the box.

to	after	in	before	from	at

1 You can get a part-time job _____ the UK _____ 13.
2 You cannot work _____ seven in the morning or _____ seven in the evening.
3 Children go _____ school _____ Monday to Friday.

F Now do Exercises A to C on page 71 of the Workbook.

Know the Law!

What can you do at your age in England, according to the law? Use our easy guide to find out.

At 13
- You can get a part-time job. You can do light work. For example, many children deliver newspapers.
- You can work for a few hours on a farm.





At 14
- You can work in a shop or a supermarket. For example, some children stack shelves.



At 16
- You can leave school.
- You can ride a moped.
- You can buy a pet.

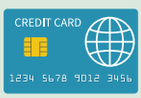




At 17
- You can drive a car.

At 18
- You can vote.
- You can marry.
- You can have a credit card.





At 19
- You can drive a lorry.



At 21
- You can fly a helicopter.



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Unit 6 Lesson 8: A Wolf in the Forest

A 40 Listen, read and answer the questions.

Story time



John Harper, a Canadian, was flying his small plane. With him were his wife, Clare, and his two children, Lucy, aged four and Ben, aged nine. They were flying over a forest. Suddenly, the engine stopped.

'What's the matter? Why has the engine stopped?' asked Clare.

'I don't know,' said John. He tried to start it again, but nothing happened.

'It's no good,' said John. 'It won't start. We're going down.'

John was lucky. He found a clear place between the trees and landed the plane. Nobody was hurt. They climbed out and looked around.

'Where are we?' asked Clare.

'I don't know,' answered John.

'Well, we can't stay here,' said Clare. 'Which way do we go?'

'Hey, Dad! Look!' said Ben. He pointed to some trees. 'There's a big dog up there near the trees.'

'That's not a dog. It's a wolf,' said John.

'Is it dangerous?' asked Clare.

'No,' said John. 'Wolves don't hurt people.'

The wolf came towards them, then moved away, came towards them again and moved away again.

'I think he wants us to follow him,' said Ben.

'Well, I don't know where we are. Maybe he does,' said John. 'Let's follow him.'

They followed the wolf through the trees. Every now and again, the wolf stopped, looked at them and then moved off again. After about two hours, they came to a road. Just off the road was a village.

'Thank God,' said John. 'We can phone from the village.'

'Dad, where's the wolf?' asked Ben.

They looked around, but the wolf was not there anymore.

1 After an emergency landing, a family were lost in the forest. What happened to them?

2 What is an 'emergency landing'?

B Circle one adjective. Underline one adverb.

C Now do Exercises A to E on pages 72 to 74 of the Workbook.

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Unit 6: Round up

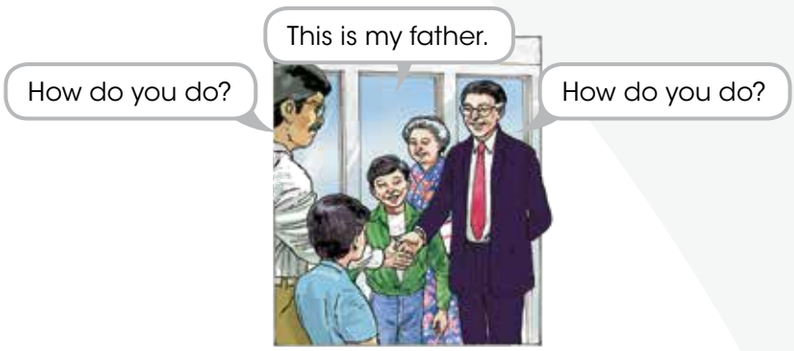
A **Here are some of the things you practised in Unit 6. Discuss each item with a partner. Take turns to give another example.**

Now you can:

- **describe people**

  He's very tall and thin.
  He's short and plump.
  He has grey hair.
  He wears glasses.
  She has long, dark hair.
  She's wearing a white blouse and a blue skirt.

- **practise introductions**



- **talk about things that had been happening in the past or are happening in the present**

  All continuous tenses describe something that goes on for some time.

  Examples:

  a Yesterday, I was watching TV when Hassan rang me. (past continuous)
  b I'm sitting here thinking about what I'd like to eat. (present continuous)

- **use adjectives and adverbs to describe people, things and places**

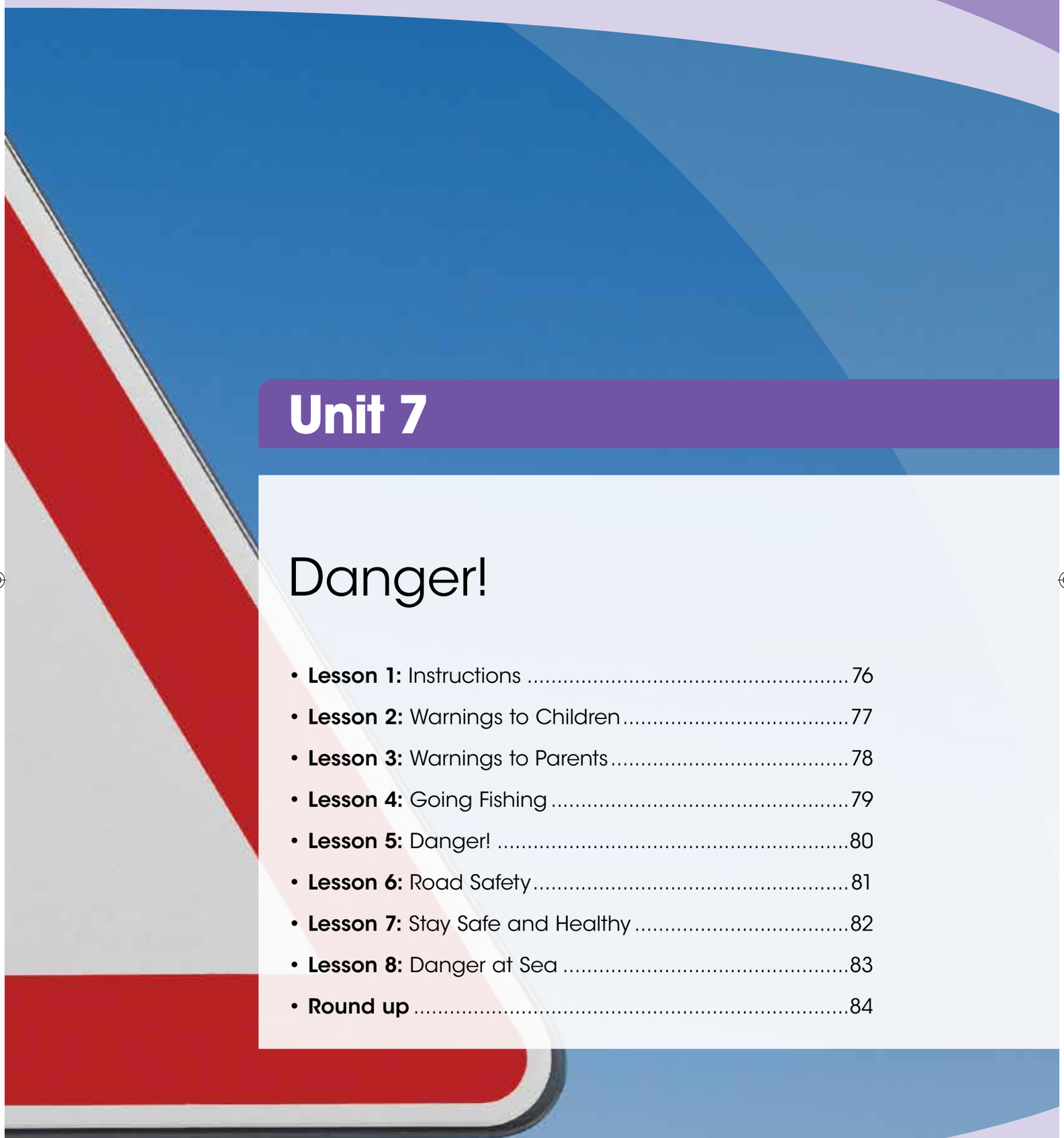
  Examples:

  a My dad is a tall man. (adjective)
  b The engine stopped suddenly. (adverb)

- **and you can ...**
  - **listen:** make notes of details you have heard.
  - **read:** work out meanings of words; work out how someone feels because of the words he/she used; develop understanding of paragraphs.
  - **write:** write a letter and a postcard and try to make your writing interesting to the person reading it.

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Study Skills: Inferring meaning from context
Life Skills: Critical thinking
C21 SKILLS
Communication Skills: Predicting information
Media Literacy: Reading posters



Unit 7

Danger!

- **Lesson 1:** Instructions 76
- **Lesson 2:** Warnings to Children 77
- **Lesson 3:** Warnings to Parents 78
- **Lesson 4:** Going Fishing 79
- **Lesson 5:** Danger! 80
- **Lesson 6:** Road Safety 81
- **Lesson 7:** Stay Safe and Healthy 82
- **Lesson 8:** Danger at Sea 83
- **Round up** 84

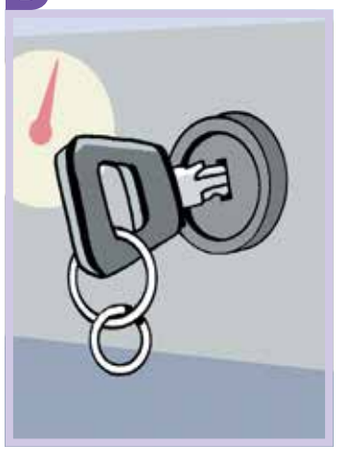
Unit 7 Lesson 1: Instructions

C21 SKILLS **A** Talk about the pictures. Then read and match the instructions to the pictures.

A



B



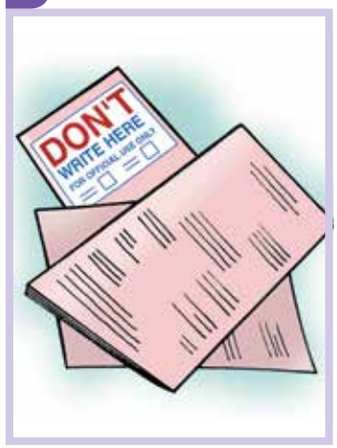
C



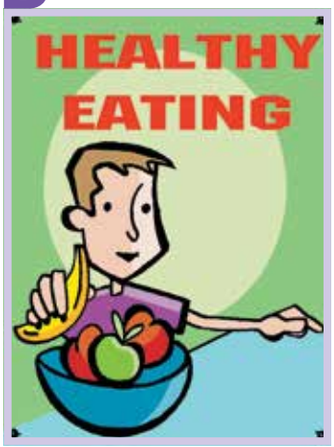
D



E



F



1 Keep off the grass.
2 Don't write in this space.
3 Add water and mix with the flour.
4 Eat plenty of fruit and vegetables.
5 Don't leave keys in the car.
6 Don't put hot plates on the table.

C21 SKILLS **B** Talk about warnings you see at home, at school, in the street or in the park.

C Now do Exercises A and B on page 75 of the Workbook.

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Lesson 2: Warnings to Children

A Talk about the pictures and work out the meaning of the new words.

1 
broken glass

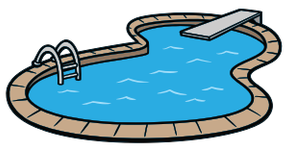
2 
matches

3 

medicine

4 
plastic bags

5 
knives

6 
pool

B Now answer the questions.

All the things in the pictures can be dangerous for children.

Which ones … can make them sick?
… can hurt them badly?
… can kill them?

Making references: Reflexive pronouns

She hurt herself with a knife.
He burnt himself with a match.
I taught myself English.

C Read these warnings and match them to the pictures in Exercise A.

a Put that down! You'll cut yourself.

b Don't drink that! You'll make yourself sick.

c Don't go to the pool alone! You'll drown yourself.

d Don't play with matches! You'll burn yourself.

e Don't touch those! You'll cut yourself.

f Don't put that on your head! You'll kill yourself.

D Talk together and check your answers.

E Now do Exercises A and B on page 76 of the Workbook.

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Unit 7 Lesson 3: Warnings to Parents

C21 SKILLS

A Read the posters and try to work out the meaning of any new words.

Where do most accidents happen?
In the street? On the beach? At school?

NO!

Most accidents happen at home.

DON'T LET ACCIDENTS HAPPEN IN YOUR HOME!













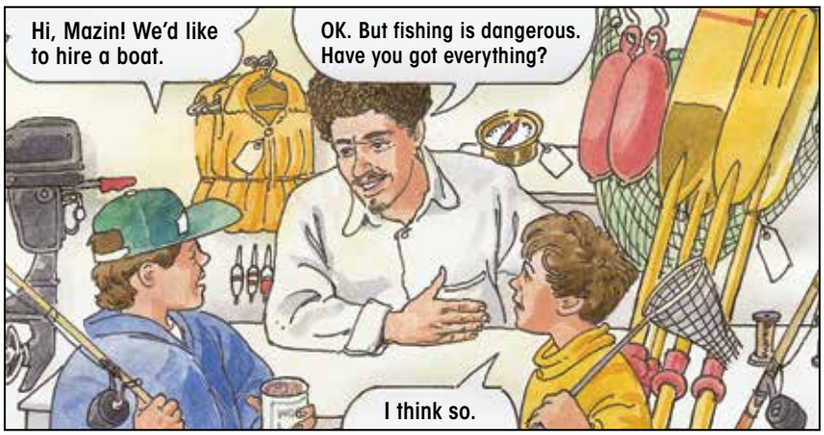
B Now do Exercises A and B on page 77 of the Workbook.

English for Libya PB 7_BOOK_at level.indb 78 27/06/2019 10:56

Lesson 4: Going Fishing

A 41 Listen and read.

Mazin has a shop near the sea in Tobruk. When people want to go fishing, they can buy or hire everything they need in his shop. Khalid and Ahmad are going fishing. They are in Mazin's shop.



Mazin: What will you do if the boat sinks?
Ahmad: If the boat sinks, we'll swim.
Mazin: Yes, but you'll need these life jackets.
Ahmad: Oh, yes. Thanks.
Mazin: What will you do if you get lost?
Khalid: If we get lost, we'll use a compass.
Mazin: Right. Here you are. One compass.
Khalid: Thanks.
Mazin: Now, what will you do if the motor stops?
Ahmad: If the motor stops, we'll row.
Mazin: OK. So you'll need oars, won't you?
Ahmad: Oh, yes.
Mazin: Right. One pair of oars. I think you'll be safe now.
Khalid: How much is that, Mazin?
Mazin: Let me see … Well, if you take me fishing, I'll give you everything free.
Khalid: Fantastic! Let's go!

B Read the conversation aloud. Then answer the questions.

1 What do Khalid and Ahmad want to do at the shop?
2 What will the boys use if they get lost?
3 How much do the boys pay Mazin?

Describing conditional situations: First conditional

If the boat sinks, we will swim.
If we get lost, we will use the compass.

C Now try to make other conditional sentences.

D Now do Exercises A and B on page 78 of the Workbook.

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Unit 7 Lesson 5: Danger!

C21 SKILLS **A** Read and complete the conversation with sentences a to g.

Mum: Saeed, where's Amal?

Saeed: 1 ☐

Mum: Have you seen her?

Saeed: 2 ☐

Mum: Did she go into the garden with you?

Saeed: 3 ☐

Mum: Oh, no!

Saeed: 4 ☐

Mum: The bathroom!

Saeed: 5 ☐

Mum: I've filled the bath with very hot water.

Saeed: 6 ☐

Mum: Run! Run!

Saeed: 7 ☐





What did Saeed say?

a What's the matter, Mum?

b I'll go and look.

c She was in the sitting room two minutes ago.

d I've got her, Mum. She's OK.

e I don't know.

f What about the bathroom?

g No, she didn't.

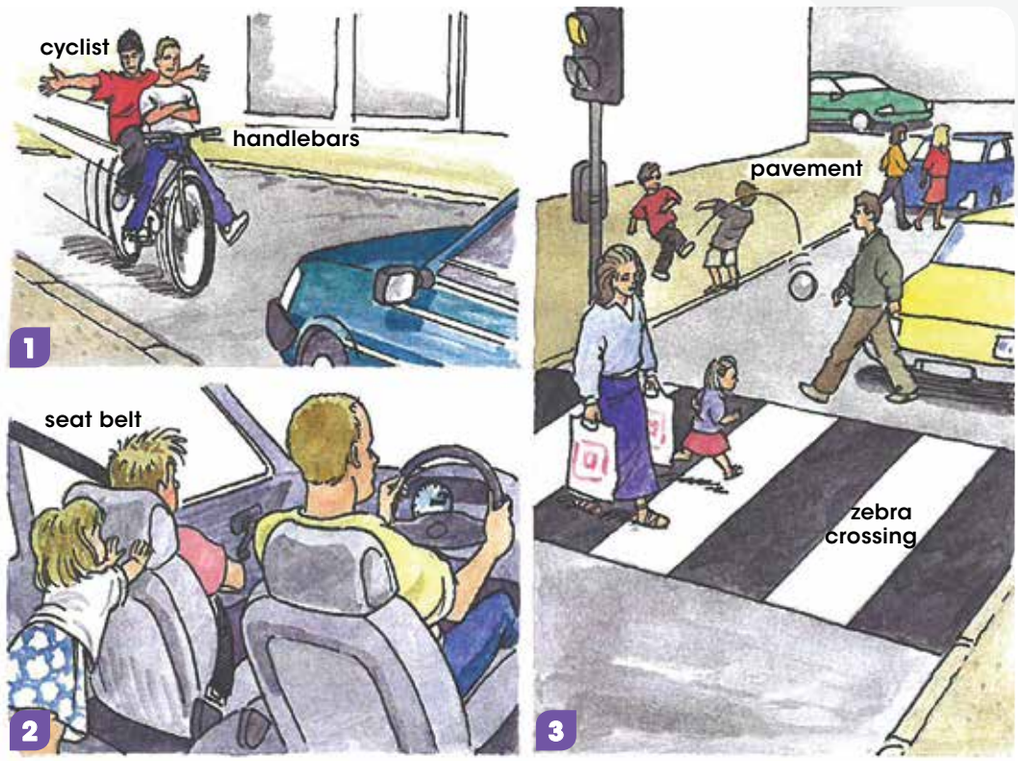
B 42 Listen and check. Then practise the conversation.

C Now do Exercises A and B on page 79 of the Workbook.

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Lesson 6: Road Safety

A Look at these three pictures and answer the questions.



1 Why is the crossing called a 'zebra crossing'?
2 How many dangers can you see in the pictures?

B Read and answer the question.

Which picture is this?

There are three things wrong. Two boys are riding on one bicycle. They are cycling on the wrong side of the road. Nobody is holding the handlebars.

C Now talk about the other two pictures in the same way.

D Discuss the question.

These streets are in England. Are they different from the streets in Libya? Do you ever see any of these dangers in Libya?

E Research and present: Plan and prepare a 'Staying Safe' poster. Use signs. Share it with your class.

F Now do Exercises A to C on page 80 of the Workbook.

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Unit 7 Lesson 7: Stay Safe and Healthy

A Read the rules and match them to the pictures.

1 Keep your hair clean. ☐

2 Bath or shower every day. ☐

3 Wash your hands often. ☐

4 Keep your feet clean and dry. ☐

5 Brush your teeth twice a day. ☐

6 Cover your mouth when you cough or sneeze. ☐

a 

b 

c 

d 

e 

f 

Describing necessity: Modals

must	= ✓✓✓	don't have to	= ✗
should/ought to	= ✓✓	mustn't	= ✗✗✗

B Tick (✓) the correct sentences.

1 You mustn't brush your hair. ☐

2 You must wash your hands before you eat. ☐

3 You ought to shower every day. ☐

4 You don't have to wash your feet. ☐

C Complete the sentences with your own ideas.

1 You must _____

2 You don't have to _____

D Now do Exercises A to I on pages 81 to 84 of the Workbook.

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Lesson 8: Danger at Sea

A 44 Listen to the first part of the story and talk about what you think happens next.

Story time

B 45 Listen, read and answer the questions.



It was a lovely, sunny day. The sea was calm and quiet. Tom and Dave decided to go fishing. When they got to the boat, they put the oars, their food and water into it.

'Where's your life jacket?' asked Tom.

'It's at home,' said Dave. 'I forgot it.'

'If you don't have a life jacket, you won't come in my boat,' said Tom.

'Don't be silly,' replied Dave. 'I won't need it. The weather is beautiful.'

'I don't like it,' said Tom. 'The weather can change.'

Tom phoned the coastguards on his mobile phone and told them where they were going. Then they got into the boat, started the motor and set off. They had a good morning's fishing. Early in the afternoon, the sky got black and dark.

'I don't like that sky,' said Tom. 'We're going home.'

'I agree,' said Dave. 'Start the motor.'

But the motor wouldn't start. They got out the oars and tried to row, but the wind got stronger and stronger and the waves got bigger and bigger. Suddenly, a huge wave lifted the boat up and turned it over. Tom and Dave found themselves in the water.

'Hang on, Dave,' shouted Tom. 'I'm coming!' Tom reached Dave and pulled him over to the upturned boat. They held onto the boat and waited for help.

About three hours later, they heard a noise and looked up. There was a coastguard helicopter in the sky above them. They sat there, cold and wet, wrapped in blankets.

'Thanks, Tom,' said Dave. 'You saved my life.'

'That's all right,' said Tom. 'But next time you come in my boat, you'll wear a life jacket.'

'Yes, of course I will,' said Dave. 'But how did they know where to look for us?'

1 Describe how the waves and wind changed.
2 Why did Tom say 'If you don't have a life jacket, you won't come in my boat'?
3 What type of helicopter came to rescue them?
4 Can you answer Dave's question at the end of the story?

C Now do Exercises A to E on pages 84 to 86 of the Workbook.

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Unit 7: Round up

A **Here are some of the things you practised in Unit 7. Discuss each item with a partner. Take turns to give another example.**

Now you can:

- **give instructions**

  Cut the page along that line.
  Hold the knife in your right hand.
  Hold the fish with your left hand.
  Wipe the table with a cloth.
  Use the key to open the door.

- **give orders**



Drink this medicine. It's good for you.

Open the window, please.



- **give warnings**



Always look before you cross the street.



Don't pick up that broken glass. You'll cut yourself.

Never get into a very hot bath. You'll burn yourself.



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- **use reflexive pronouns**

  I bought myself a new camera yesterday.
  Did you hurt yourself when you fell?
  She cut herself with a sharp knife.
  We enjoyed ourselves at the park.

- **use the first conditional to describe conditional actions and situations**

  If the phone rings, I will answer it.
  We will go home if it starts to rain.
  They will lose the match if they don't try harder.

- **and you can ...**
  - read warnings and instructions at home, at school, in shops and in the street.
  - identify dangers in the street and give people warnings.

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Study Skills: Transferring information to a table

Communication Skills: Intonation

C21 SKILLS



Unit 8

Fun with English 2

- **Lesson 1:** Questions and Answers.....88
- **Lesson 2:** Social Networking.....89
- **Lesson 3:** Keep Listening!.....90
- **Lesson 4:** A Different Kind of Holiday.....91

Unit 8 Lesson 1: Questions and Answers

Speaking tip: Using intonation

How to ask and answer *Yes/No* questions:
The voice goes up at the end of the question and down at the end of the answer.

A 45 Listen and copy these questions and answers.

Can you use a computer?

Yes, I can.

Yes, of course I can.

No, I can't.

Have you ever been ice-skating?



No, I haven't.

Yes, I have.

B Ask and answer questions about the things in the pictures. One person listens and corrects the pronunciation. Take turns.

1  been in a balloon

2  on a plane

3  on a jet ski

4  to a football match

5  ridden a camel

6  horse

7  played tennis

8  basketball

9  made a cake

C 46 Listen and read these longer conversations.

A Can you use a computer?
B No, I can't.
A Would you like to?
B Oh, yes! I'd love to.

A Can you use a computer?
B No, I can't.
C I can. It's easy.
D And it's fun too.

D Now make longer conversations. Use your own ideas.

E Now do Exercises A to E on pages 87 and 88 of the Workbook.

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Lesson 2: Social Networking

A Read and answer these questions. Try to find the answer faster than your partner. Then do Exercise A on page 88 of the Workbook.

Reading tip: Scanning a text for information

To find information quickly, look for clues in the questions.

1. What are the characters' names and what do they begin with?
2. Are they boys or girls? Look for one of these words.
3. How old are they? Look for a number.
4. Which countries are they from? *What do names of countries begin with?*

www.schoolfriendsabroad.com

Will you be my cyber friend?



My name is Rona. I'm looking for a pen-friend. I'd like her to be a girl like myself, but a little bit older. I'm eleven and I'm Canadian. Our country is very big, but not many people live here. Maybe that's because the winters are very, very cold. I like taking photographs. In fact, it's my main pastime. Last winter I took a photograph of a polar bear. I'm sending it to the magazine. I hope they print it.



surfing

I'm Josh. I live in California on the southwest coast of America. I'm thirteen years old. I'd like a pen-friend anywhere in the world, boy or girl. I like riding the waves on my surfboard. When I'm not doing that, I meet my friends at the Mall. I also like cars, but I'm too young to drive. I can't wait until I'm sixteen. Please write to me. I'll answer all letters.



surfing the Net

My name is Hans. I live in Munich, a city in Germany. I have four sisters, two older than me and two younger. I'm thirteen and I'm the only boy in the family. When I'm not at school, I spend a lot of time on my computer, playing computer games and surfing the internet. I also spend a lot of time in the kitchen because I like cooking. Please write to me or, if you have a computer, send me an email.



I'm a fourteen-year-old girl from Delhi, the capital of India. My name is Nasreen. I'd like a pen-friend from anywhere in the world. My pastimes are listening to music, collecting stamps and growing flowers in the garden. When I grow up, I want to be a doctor. I also want to travel to other parts of the world.

Send your replies to us and we'll send them on for you.

School Friends Online
friends@schoolfriends.com

B Now do Exercises B to D on pages 88 and 89 of the Workbook.

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Unit 8 Lesson 3: Keep Listening!



Listening tip: Focusing on information

Listening can be hard work. Do you sometimes stop listening? Do you sometimes think of other things?

- What do you expect to hear? Are there any clues?
- If you don't understand a word, or miss something, don't stop listening. Perhaps it won't matter. Perhaps you can guess the word.

A Read the sentences, look at the pictures and answer the question.

On the radio, some people are talking about *Our World Today*.
What do you think people will say about the subjects in these pictures?

1 

2 

3 

4 

B 47 Now listen and check your ideas.

C21 SKILLS **C** 47 Listen again. What do the speakers say about these things? Make notes. Then compare your notes with the rest of the class.

First, copy these headings:

	Good points	Bad points
1 Food		
2 Cars, planes		
3 Information on TV, internet		
4 Mobile phones		

C21 SKILLS **D** Answer the questions.

1 What do you think about these things?
2 Which of the speakers do you agree with?

E Now do Exercises A to E on pages 89 to 91 of the Workbook.

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Lesson 4: A Different Kind of Holiday

Reading tip: Making predictions

- Before you start reading, ask yourself *What is it about? Are there any clues in the title? Are there any pictures?*
- Then read the story quite quickly and check your ideas. If you don't know the meaning of some words, **don't stop**. Keep reading!

A **Look at the pictures, answer the questions and talk about your ideas. Then read quickly and check.**



I usually go on holiday to a different area of my country, Libya, that I've never been to before. However, last summer, I went to Egypt. It was a holiday I'll never forget!

One day, I was driving my car high up in the mountains. When I saw a parking place, I stopped the car and got out to look at the view. I walked to the edge of the road and looked down into the valley below. The view was lovely. I was enjoying the scenery and the quiet, when I heard a dog barking. The next thing I knew, a huge dog was rushing at me. I stepped back, of course, and suddenly I was falling, falling down the hillside. Over and over I rolled, hitting rocks, stones and trees. I tried to stop myself, but the hill was too steep. I just fell faster and faster.

1 How do you think the man felt after being rescued?
2 Find a reflexive pronoun.



'This is it,' I thought. 'I'll be dead soon.' Then everything went black.

Is he dead?

When I opened my eyes, I was in agony. My head, my legs, my back – everything hurt. And I was moving! Two men were carrying me. 'Where am I?' I asked. 'Where are we going?'

'Calm down! Calm down!' said one of the men.

'Where are you taking me?' I shouted.

'To hospital,' said the other man.

'Oh, great!' I thought. 'My head hurts. And my arm. In fact, every bit of me hurts. The hospital! The hospital! Sounds like …' Everything went black again.

Where is he going? What do you think happens next?

3 Find an adjective.
4 Find an adverb.
5 Find another expression for 'in pain'.

B **Talk about your ideas. Then read the rest of the story in your Workbook.**

C **Now do Exercises A to E on pages 92 and 93 of the Workbook.**

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Checklist for Written Work

Planning your work

- ☐ Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- ☐ Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- ☐ Look up any vocabulary that you are unsure of.
- ☐ Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- ☐ Put your ideas into a logical order and group ideas that go together in sections.
- ☐ If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it though.)
- ☐ Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- ☐ Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- ☐ Remember to start a new paragraph every time you move on to a new idea or topic.
- ☐ Read through your first draft and check that you have answered the question correctly.
- ☐ Decide if you want to delete, change or add any more ideas.
- ☐ Decide whether you want to change the paragraphing or the order of the ideas.
- ☐ Check that you have linked your ideas using connecting words and phrases (e.g., *first*, *next*, *then*, etc.).
- ☐ Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- ☐ Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, the spelling is correct. (Check with a dictionary.)
- ☐ Show your work to your family or a friend and see if they can help you edit it.
- ☐ Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

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Transcripts

Unit 1

Track 1

Listen and check.

Ahmad: Did you go away in the holidays?
Faisal: Yes, I went to a village by the sea.
Ahmad: What did you do there?
Faisal: Oh, I went swimming every day. And I went fishing. It was great!
Rasha: Did you go away in the holidays?
Huda: No, Muna and I stayed at home.
Rasha: What did you do all the time?
Huda: Oh, lots of things. I saw my friends every day. And I made some clothes.
Rasha: And what did you do, Muna?
Muna: Not very much. I got up late every day. And I read lots of books. Oh, and I learned to cook.

Track 2

Listen and number the photos in the order Joe talks about them.

I visited Spain with my family two years ago. I took lots of photos as we saw lots of things. We spent a week in Barcelona and we saw a lot of nice buildings. But my favourite place was Park Guell. There are sculptures and statues covered with mosaics – tiny pieces of stone. And I loved the buildings. There were some really amazing buildings! I took lots of photos there. I want to go back to Barcelona again one day.

One spring, we visited Pisa in Italy. Of course, we saw the famous Leaning Tower of Pisa. I thought it was great – a building that leans. It was built in the 12th century and started leaning right away because the ground it was on was too soft to support it! I wonder if it will fall down one day?

Last year, we visited Libya. We went to the historical site, Leptis Magna. A long time ago, this was one of the most beautiful cities of the Roman Empire. It's still beautiful today. It's famous as the birthplace of Septimius Severus, who later became Emperor of Rome in 193 AD. Today you can still see the forum, marketplaces and huge amphitheatre, all in great condition.

I went to London with my parents three years ago. There is so much to see there. It took lots of pictures by my favourite is this one of Big Ben. I always thought Big Ben was the name of the clock, but it's the name of the large bell inside. It was interesting to hear from the guide all about the history of Big Ben. The bell weighs more than 13 tons and it was the biggest bell in the UK for a long time!

I was quite young when I went to Egypt with my parents and saw the pyramids. In fact the photo was taken by my father. I think the pyramids are fantastic. I don't understand how people built them over three thousand years ago. People must have been very clever in the old days. Lots of photos of the pyramids show just two or three big pyramids, but there are more than 100 in all.

The most exciting place I have visited is the Victoria Falls in Zimbabwe. I've never seen anything as exciting in my life. The water drops down the falls for over 100 metres. And the noise the water makes is really loud! I loved standing and listening to the sound.

Track 3

Whose scrapbooks are these? Listen to the people talking about their spare time.

Maysam: I'm Maysam. In my spare time, I like finding out about other countries. I have lots of pictures and stamps. I ask everyone to keep their stamps for me. Scrapbook 3 is mine.
Adel: I'm Adel. Some day, I want to go to Kenya. Then I can take my own photos of the animals. For now, I have to look for pictures and cut them out. Scrapbook 6 is mine.
Adam: I'm Adam. I want to be a pilot. I'm very interested in planes and flying, so you can guess what I collect. Scrapbook 4 is mine.
Amna: I'm Amna. I enjoy collecting pictures of plants and flowers from around the world. I love the colours and shapes. Scrapbook 1 is mine.

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Muna: I'm Muna. I'm interested in birds. In my spare time, I take photos. Then I try to find out the names of the birds. Scrapbook 2 is mine.

Jamil: I'm Jamil. I play it. I watch it on television. I go to matches. So you know whose pictures I collect. Scrapbook 5 is mine.

Listen and check your answers.

Number 1 is Amna's.
Number 2 is Muna's.
Number 3 is Maysam's.
Number 4 is Waleed's.
Number 5 is Jamil's.
Number 6 is Adel's.

Track 4

Listen and repeat the words.

always [PAUSE] usually [PAUSE] often [PAUSE] sometimes [PAUSE] never

Track 5

Listen and read.

My father always has a rest after lunch.
I usually do my homework after lunch.
I never have a rest in the afternoon.
I often watch television for an hour.
Then my brother and I sometimes play a game.
Of course, Fridays are different.
We are never at home.
We usually go to Friday prayers.
We always go to our grandparents' house.

Track 6

Listen and check your answers.

1d; 2f; 3b; 4e; 5g; 6a; 7c

Track 7

Now listen and practise the conversation.

Adel: Hello, Adam.
Adam: Oh, hi, Adel.
Adel: Do you want to come to the mall?
Adam: No, thanks.
Adel: What are you doing?
Adam: I'm putting some photographs in my scrapbook.
Adel: Photographs of what?
Adam: Historical sites in Libya.
Adel: Where do you get the photographs?
Adam: I visit different cities and take pictures of ruins.
Adel: Do you have many?
Adam: I have lots of them.
Adel: But why ruins?
Adam: I like them.

Track 8

Can you say this short rhyme? Listen.

She sells sea shells on the sea shore.
The shells she sells are sea shells, I'm sure.

Track 9

Listen and read.

What you need:

- Two pieces of cardboard or thick paper for the covers.
- Lots of sheets of paper of the same size.
- A punch to make holes.
- Some ribbon or string.
- Some glue.

What you do:

1 Make holes with the punch in the two covers.
2 Make holes in the paper in the same place.
3 Put the paper between the two covers.
4 Put the string or ribbon through the holes.
5 Use glue to stick your pictures or photos into your scrapbook.

Track 10

Listen, read and find out.

Last Wednesday evening, my father asked, 'What shall we do this weekend?'
'Let's go to El-Kouf,' I said. 'You can see lots of birds there.'
'Oh, Muna. You always want to look at birds,' my brother Ahmad said. 'It's boring.'
'No, it's a good pastime,' my father said.
We went to El-Kouf on Thursday evening. My father and mother stayed in the car and Ahmad and

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I walked along the beach. The water was full of birds. It was wonderful. There were hundreds of them. I took out my binoculars. I wanted to see them better.

'What can you see, Muna?' Ahmad asked.

I could see lots of ducks and some small birds. Then I saw a strange bird. It was standing alone, eating a fish. It was bigger than the others. It had white feathers, but there were some black feathers on its wings. Its beak – birdwatchers say 'bill' – was red and its legs were red too. 'Ahmad, quick! Take a photo of that big bird,' I said. Suddenly, as I was watching the bird, a boat came by and the bird flew off. I could see black and white patterns on its wings. What was it?

At home, I looked in my books and magazines about birds. There it was! 'The white stork'. I felt very excited. It was the first time I had seen one! And I had a photograph of it!

Unit 2

Track 11

Listen and read.

There are four seasons in England. They are called winter, spring, summer and autumn. In winter, it is always cold and it usually snows.
In spring, it is often warm and it usually rains.
In summer, it is usually sunny and it is sometimes hot. In autumn, it is cool and it is often windy.

Track 12

Listen and read.

London – Here is the weather forecast for tomorrow.
It will be cloudy with some rain in the morning.
In the afternoon it will be dry and sunny. The temperature will be 18 degrees.
It will be cooler in the evening.

Track 13

The months of the year.
Listen and repeat.

January, February, March, April, May, June, July, August, September, October, November, December

Track 14

Listen and read.

January, February, the weather's cold,
But in March and April, ice cream is sold.
May is the month when we all have fun –
We can swim and play out in the sun.
In June, of course, it's very hot,
July and August – the worst of the lot.
September, October, getting cooler again.
November, December, here comes the rain.

Track 15

Listen and read. Learn the rhyme.

Thirty days has September,
April, June and November.
All the rest have thirty-one,
except February alone
with only twenty-eight days clear
and twenty-nine in each leap year.

Track 16

Listen and number.

1 sky
2 clouds
3 Sun
4 trees
5 snow
6 sand
7 grass
8 mountain
9 rainbow

Track 17

Listen and draw.

Look at the picture.
You can see some mountains.
Draw the Sun in the sky.
Draw four clouds in the sky.
One cloud is white. Two clouds are grey. One cloud is black.
Draw some snow on the mountains.
Draw some grass and some trees.

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Track 18

Listen and draw.

I come from a small country called Aboulia – A-B-O-U-L-I-A. It is an island. It is like a circle. There are mountains in the centre of the island. There is a river called the Deek – D-E-E-K – from the mountains in the southeast. There is a large lake on the river. The capital city, Jenna – that's J-E-N-N-A – is on the west of the lake. There is another city, called Sardet – S-A-R-D-E-T – on the east coast.

Track 19

Listen and repeat.

I live in a town.
I live in a village.
I live in a city.
I live in the mountains.

I live on a river.
I live on a lake.
I live on an island.
I live on the coast.

Track 20

Eid Alfitr. Listen and look at the pictures.

Simon: What's Eid Alfitr?
Yassir: My father will tell you. Come and meet him. (footsteps) Dad, this is Simon. From England.
Father: How do you do?
Simon: How do you do?
Yassir: Simon wants to know about Eid Alfitr, Dad.
Father: Ah – Eid Alfitr. Well, first of all, do you know about the holy month of Ramadan?
Simon: No, I'm afraid I don't.
Father: Ramadan is the name of the month when Muslims fast. We don't eat or drink anything in the daytime. We fast from dawn when the sun rises until dusk when the sun sets. Even the restaurants are closed. No cafés. Nothing.
Simon: Isn't that difficult?
Father: No, not really. All Muslims are happy to do it because we are doing what Allah tells us to do. And it's good for us – it isn't a good idea to eat too much.
Simon: Don't you eat at all?
Father: Oh, yes. We eat when the sun goes down. But I remember once I was in England during Ramadan. And it was summer when the days are very long in England. We had to fast for a long time – from five o'clock in the morning until half past nine at night. And it was very hot and sunny. That was a bit difficult.
Simon: Wow, yes! But, er, what's Eid Alfitr?
Father: Oh, yes. Sorry. Eid Alfitr is a festival at the end of Ramadan. It is when we can break our fast and eat and drink again in the daytime.
Simon: And what do you do? Do you have a party?
Father: No, not really. I'll start at the beginning of the day. First, we pray. Then we usually go out and give money or presents to poor people. We visit friends and our relatives. We say 'Eid Mubarak'.
Simon: Eid Mubarak?
Father: Oh, … 'Happy Eid,' I suppose in English. It's a very happy time.
Simon: Thank you for explaining. It was very interesting.
Father: Not at all.

Track 21

Listen, read and find out.

I'll never forget January the first. I was in London with my parents and older sister, Hala. We wanted to go on the London Eye. That's a big wheel that takes you up in the air above London. It is 135 metres high and is next to the River Thames. People say that the view from the top is fantastic. You can see all over London – and London is over 80 kilometres wide.

We went out after breakfast. It was cloudy and cold. There were not many people in the street because the evening before was New Year's Eve, the last day of the old year. On New Year's Eve,

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people there have a party. They visit friends or walk round the streets. At midnight, they hold hands and sing a special song. They go to bed late.

At the London Eye, we got into one of the cabins. As the door closed, it started to snow. 'Look, Hala! It's snowing,' I shouted.

We started to go up and up. As we went higher and higher, the snow got thicker and thicker. When we reached the top, we could see nothing but snow. We could not see the ground. We could not see the famous view. Only snow. We were in a white cloud.

'Are you frightened, Hala?' I asked.
'No,' she said. 'Are you?'
I said nothing. Mum and Dad said nothing.
The wheel turned slowly and took us back to the ground. It was still snowing. It snowed all day.
No, I'll never forget New Year's Day in London!

Unit 3

Track 22

Sing a song.

I've cleaned the windows and washed the floor.
I've swept the path and painted the door.
Is there anything else you want me to do?
I've finished my work and want something new.
I've tidied my garden and watered the plants.
I've talked to my uncles and talked to my aunts.
Is there anything else you want me to do?
I've finished my work and want something new.

Track 23

Listen and read. Then read aloud.

The Archers live in England. They have two children. Gwen is their daughter and Len is their son. Gwen is 15 years old and Len is 13. Mr and Mrs Archer have asked their children to do some work in the house.

Gwen: I've cooked the rice, Mummy. What next?
Mrs Archer: Have you washed the vegetables?
Gwen: Yes, I have. And I've put them in a bowl.
Mrs Archer: Thank you, Gwen.
Gwen: And I've cooked the chicken.
Mrs Archer: Thank you, Gwen. You're a very good girl. Here's your pocket money. You can go to the shops.
Gwen: Thank you, Mummy.

Mr Archer: Have you watered the garden, Len?
Len: No, I haven't. Sorry.
Mr Archer: Have you tidied your room?
Len: No, I haven't.
Mr Archer: Have you washed the car?
Len: No, I haven't.
Mr Archer: You're a lazy boy, Len. You haven't helped today. So, no television.
Len: Dad! I haven't watched television all week!

Track 24

Listen and check your answers.

A3; B2; C5; D8; E7; F1; G6; H4

Now listen to the conversations.

Woman: What's the matter, Yassir?
Yassir: I feel sick. I've eaten too much chocolate.
Father: What's wrong, Jamil? Why are you angry?
Jamil: Ahmad has gone to the beach without me.
Teacher: Hala, why are you upset?
Hala: I've forgotten my English books.
Mother: Why are you so happy, Muna?
Muna: Daddy has given me a present.
Mother: What is it, Zaynab? Why are you so excited?
Zaynab: Dad phoned. He's bought me a new computer.
Mother: Salman, what's the matter? Why are you frightened?
Salman: I've just read a ghost story.
Mother: Noora, what's the matter? Why are you sad?
Noora: Somebody has drunk all the lemonade.
Hamad: What's the matter, Jack? Why are you worried?
Jack: Somebody has taken my elephant.

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Track 25

Listen, read and answer the questions.

One day, a fox was looking for food on a farm. He saw a bird on a shed. 'Hello,' said the fox.
'I'm hungry. Have you seen the chickens?'
'No, I haven't. They're my friends. Go away!' said the bird angrily.
The fox saw some meat under the bird's foot. 'Can I have some meat, please?' he asked politely. 'I'm very, very hungry. I haven't eaten today.'
'No, you can't. It's mine,' said the bird. The fox thought for a minute.
'Um – Have you sung today?' asked the fox slowly. 'I haven't heard you. They tell me you can sing very well.'
'That's right,' said the bird.
'Sing for me, please,' said the fox.
'All right,' said the bird, and began to sing.
'You sing beautifully,' said the fox. 'Can you sing from that tree?'
'Thank you,' said the bird, and flew up to the tree.
The fox picked up the meat quickly and ran away, laughing loudly.

Track 26

Listen and check.

The record speed for a plane is 7,692.66 kilometres per hour. The record was set on March 28th, 2004.

The record speed for a car is 1,227.98 kilometres per hour. The record was set on October 15th, 1997.

The fastest speed for a motorbike is 518.45 kph. This record was set on July 14th, 1990.

On May 18th, 1990, a train travelled at 515.30 kph.

What is the record speed for a bicycle? 50 kph? 100? 200? On October 3rd, 1995, a bicycle travelled at 268.83 kilometres per hour. The bicycle was behind a car.

Track 27

Once upon a time … Listen and read.

Once upon a time there was a young shepherd. He was looking after his sheep in a field near a small village. And he was very bored.
'I've done nothing all day,' he thought. 'I've walked round this field ten times and I'm bored.' Then he had an idea. He ran into the village. 'I've just seen a wolf,' he shouted. 'It has eaten one of my sheep.'
The men of the village ran to the field. But the sheep were eating happily and there was no wolf. The shepherd laughed loudly.
'That's not funny,' one of the men said angrily.
The next day, the shepherd did the same thing.
'Help! Help!' he shouted. 'A wolf has eaten one of my sheep. Come quickly.'
'Oh, no! Not again,' said one of the men. 'But we have to go,' said another. And they ran to the field. Again the sheep were eating happily. There was no wolf.
The shepherd did this the next day and the next day. On the fifth day, he was watching his sheep again when he saw a wolf. It had huge, white teeth. It took one of his sheep. He ran to the village, shouting, 'Help! Help! The wolf! It's just taken one of my sheep.'
'Oh, no. Not this time. We don't believe you,' said one of the men of the village.
'But it's true,' said the shepherd.
The man spoke again. 'We do not believe you,' he said slowly and angrily. 'Go away.'
The shepherd went back to the field. All his sheep were dead. He sat down on a stone and cried sadly.

Track 28

Read the story and answer the questions.

One day Khalid went fishing with his father. When they got to the beach, Uncle Waleed's car was already there. He was waiting for them on his boat. Khalid's father gave Khalid the car key. 'Look after this, please, Khalid,' he said. 'I'll be busy. Don't lose it.'
'No, Dad,' said Khalid.
He put the key around his neck on some string.

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They sailed out to sea and Uncle Waleed and Khalid's father started fishing.
'I've caught one!' said Uncle Waleed.
'Me too,' said Khalid's father. They both caught two more. Then …
'Help! Quickly, Khalid. Help me. This one is huge!'
Khalid helped his father pull the huge fish into the boat.
'OK,' said Uncle Waleed. 'That's enough fish. Let's go back.'
They sailed back to the beach.
Khalid's father said, 'The key, please, Khalid.'
Khalid put his hand to his neck. 'It's gone! The key's gone! I've lost it,' he said. 'Oh, no!'
They looked inside the boat and on the beach. They looked in the sand near the car. The key wasn't there.
'I'm sorry, Dad,' said Khalid. 'I'm very sorry.'
'All right, Khalid. Don't worry,' said his father. 'I have another key at home.'
'Perhaps the fish has eaten it,' said Uncle Waleed.
They all laughed.
'Right, let's go home,' Uncle Waleed said. 'We'll come back for your car tomorrow.'
Khalid's mother was very pleased with the big fish. 'I'll cook it for dinner,' she said. 'Can you cut it up, please, Khalid?'
'Yes, Mum,' said Khalid sadly.
'Khalid, don't worry,' said his father. 'It was only a car key. Now cut up the fish.'
Khalid was cutting up the fish when suddenly, he stopped. 'Dad! Dad!' he shouted. 'I've found something!'

Unit 4

Track 29

Khalid's birthday present. Listen and check your answers.

1b; 2d; 3a; 4f; 5e; 6c

Now listen to the conversation.

Ahmad: Hey, Taher! Don't forget. It's Khalid's birthday tomorrow.
Taher: I haven't forgotten. The tenth of January.
Ahmad: What's the matter? Why are you angry?
Taher: I haven't bought him a present and I've lost my wallet.
Ahmad: Oh, Taher! When did you lose it?
Taher: I've no idea. Yesterday afternoon in the mall, I think.
Ahmad: What did you want to get him?
Taher: A model plane, of course. What do you think?
Ahmad: I've just bought him a model plane.
Taher: I can't get him anything now.
Ahmad: Hey! Hang on! What's that on the teacher's desk?
Taher: Fantastic! I lost it here. We'll go shopping after school. Great!

Unit 5

Track 30

Where do they come from? Listen and check your answers.

Boy: My name is Emile. I come from France. We have many shops in my country where you can buy beautiful clothes.
Girl: My name is Sultana. I come from Oman. I live near the sea where you can see lots of boats.
Boy: My name is Raji. I come from India. You can see elephants in my country.
Boy: My name is Yuki. I come from Japan. There are beautiful mountains in my country.

Track 31

Listen and read. Then read and answer the questions.

Fawzi and Sarah want to learn about other countries. They go to Big Bill's shop. They think he can help them.

Sarah: Bill, can you tell us about other countries, please?
Bill: My shop can tell you. Look at these oranges. Where do they come from?
Sarah: I don't know.
Bill: They come from Lebanon. These apples come from France. This tea comes from India.
Fawzi: Have you ever been to India?
Bill: Yes, I have. I went there last year.
Fawzi: What did you do there?
Bill: I rode an elephant.

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Track 32

Sing a song.

I've been to England and I've been to France,
I've been to Australia, too.
I've been to America and I've been to Japan,
What about you?

I've been to India and I've been to Oman,
I've also been to Spain.
I've been to Africa and I've been to Wales,
But now I'm home again.

I've been in a rocket and I've
been on a boat,
I've also been in a plane.
I've been round the world and
I've been to the moon,
But now I'm home again.

I've been to the mountains and I've been to
the lake,
I've also been to the sea.
I'm going to the beach and I'm going to
the farm,
Are you coming with me?

Track 33

Listen and number the pictures in the order you hear about them.

Have you ever been to Indonesia?

Come to Indonesia – the country of a thousand islands. Our beaches are the most beautiful in the world. And the sea is warm. Go swimming and sailing from our long, sandy coast.
Go and look in the forests for the birds of paradise – the birds of many colours. You won't believe what you see!
Go walking in the mountains and visit some of our many old temples.
Stay on farms where they grow pepper, coffee and rubber trees.
Did you know that one of the world's biggest mosques is in Indonesia? It's huge. Fifty thousand people can pray there.
Have you ever seen an ape? The 'man of the woods' – a big monkey with long red hair. It lives in the trees of our hot, wet rainforests. Come and see the ape – at home.
Volcanoes! Indonesia is famous for them! The most famous is Mount Rinjani.
Have you ever been to Indonesia?
You haven't? Now is the time.

Track 34

Listen, read and answer the questions.

Sarah was working on her computer in her bedroom. Her mouther shouted from the hall.
'Sarah, what are you doing? Your favourite programme is on TV at 8 o'clock.'
'I'm doing my homework, Mum,' said Sarah. 'I've nearly finished.'
Sarah finished her work.
'Right,' she thought. 'That's that. I've done all my homework. Now I'll play my new computer game – Moon Rocket.'
She picked up the disk and put it into the computer. The game was all about space and Sarah had to fly to the moon in a rocket.
Sarah's rocket took off and flew up into space. Then suddenly … *Danger left! A monster! Click on the mouse!* Sarah clicked on the mouse. *Good. Danger right! A meteor!*
'Quick!,' Sarah thought. 'Use the keyboard!'
Bang! Go on!
Then a voice said, 'Answer the question.' A question appeared on the screen and Sarah read it. Which is the biggest planet? A Earth, B Jupiter, C Saturn. 'Click on B,' thought Sarah.
There were more monsters, more meteors and more questions. Finally, these words – *Congratulations! You can land on the moon.*
Sarah's rocket landed on the moon very slowly. Then Sarah saw pictures of the moon on her screen. There were dead volcanoes and huge deserts. A very long way away, Sarah saw Earth – our home.
'That was fun,' Sarah thought, and turned the computer off. She went down to the sitting room to watch TV.
'Sarah, where have you been?' asked her father. 'It's 10 o'clock. You've missed your favourite TV programme.'
'Oh, dear.' Said Sarah. 'Never mind, Dad. I've been to the moon instead!'
Sarah's father was confused. He smiled at Sarah then carried on reading his book.

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Unit 6

Track 35

Fawzi and his father are talking. Listen and complete the sentences.

Dad: Fawzi! Good news!
Fawzi: What's that, Dad?
Dad: I'm going to Japan – to Tokyo.
Fawzi: When?
Dad: In seven weeks from now.
Fawzi: Oh, Dad. Can I come with you? Please?
Dad: I thought you might ask me that. Yes, you can come.
Fawzi: Wait a minute. Yuki doesn't live in Tokyo. I won't be able to meet him.
Dad: Maybe Yuki can come to Tokyo.
Fawzi: Yes, I hope so. I'll write and tell him straight away. What date will we travel?
Dad: On the 17th.
Fawzi: And how long will we be in Japan?
Dad: Twelve days.
Fawzi: Twelve days. Great! Which airline will we fly on?
Dad: Afriqiyah Airways, of course. If they fly to Japan.
Fawzi: How long will the flight take?
Dad: I'm not sure. About seven hours, I suppose. We'll find out when I get the tickets. Just calm down and get on with writing to Yuki.
Fawzi: Yes, yes. I'll do it right now.

Track 36

Fawzi emailed to Yuki and, two days later, he had a reply. Now Fawzi is telling his father about Yuki's email.

Fawzi: Dad. I got an email from Yuki this morning.
Dad: What does he say?
Fawzi: He says that he and his family will be in Tokyo when we are there. Isn't that fantastic?
Dad: Yes, it is.
Fawzi: And he says that his father and his mother will meet us at Tokyo airport. And he'll be at the airport, too.
Dad: Oh, that's good. I've never been to Japan you know.
Fawzi: He wants me to stay with him. At his uncle's house. He says you can stay too, Dad.
Dad: Well, that is kind of them. But I'll stay in a hotel because I have business to do. Remember, I won't be on holiday. I have to work. But you can stay with them. I'll write and thank Yuki's parents for their invitation. And you can start thinking about what clothes you'll need.
Fawzi: Oh, clothes! I didn't ask Yuki what I'll need. What do you think, Dad?
Dad: I don't know! Find out what the weather will be like. And ask Yuki what you will be doing – where you'll be going. Just don't take too much. You'll have to carry your own bag.
Fawzi: OK, Dad. Oh, just one thing – I want to take Yuki a present. What shall I get him?
Dad: Er … You said he collects stamps. Why not take him some Libyan stamps?
Fawzi: Good idea, Dad! Thanks. I'll do that.

Track 37

Fawzi meets Yuki. Yuki and Fawzi meet for the first time.

Yuki: Hello, are you Fawzi?
Fawzi: Yes. And you must be Yuki. Hello.
Yuki: How do you do? Come and meet my parents.

Yuki introduces Fawzi and his father to his father.

Yuki: This is my father. Dad, this is Mr Salim and this is Fawzi.
Fawzi: How do you do, sir?
Mr Ono: How do you do? You are very welcome.

Track 38

Listen and read.

Mrs Ono: Come and eat, Fawzi. Are you hungry?
Fawzi: Yes, I am. But where do I sit?

Yuki: We don't sit on chairs when we eat. We kneel on the floor, like this.
Fawzi: I see. We sit on the floor in my house.

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Mrs Ono: Let's eat then.
Fawzi: What are these?

Yuki: Chopsticks. In Japan we always eat with chopsticks.
Fawzi: Oh! In my country we usually eat with knives, forks and spoons.

Fawzi: It's harder with chopsticks.
Yuki: You'll learn.
Fawzi: Or I'll be hungry!

Fawzi: This is very nice fish. How do you cook it?
Mrs Ono: We don't cook it. This is raw fish. We eat it with a sauce.

Fawzi: Really! At home my mother always cooks the fish.
Mrs Ono: Well, sometimes I cook fish, but I like it this way.

Fawzi: Do you cook the meat?
Mrs Ono: Of course. We always cook meat. Have some of these vegetables.
Fawzi: Oh, thanks. Well, it's different from home, but it tastes nice.

Track 39

Hisham has had an email from his friend, Mustafa. Listen and answer the questions.

Hisham: I've just had an email from Mustafa. He's on holiday in France.
Mother: Oh! What does he say? Read it to me, please.
Hisham: OK. Dear Hisham, France is fantastic. I've done lots of things. I've been up the Eiffel Tower. Everybody does that when they visit Paris. You can see the whole of Paris from up there. I've also visited one of the biggest museums in the world, the Louvre. It was really interesting. French food is different, but it's very nice. I've even tried some frog's legs. I've bought some new clothes for myself and a CD for you.
I hope you like it.
See you at home in Libya soon.
Mustafa.

Track 40

Listen, read and answer the questions.

John Harper, a Canadian, was flying his small plane. With him were his wife, Clare, and his two children, Lucy, aged four and Ben, aged nine. They were flying over a forest. Suddenly, the engine stopped.
'What's the matter? Why has the engine stopped?' asked Clare.
'I don't know,' said John.
He tried to start it again, but nothing happened.
'It's no good,' said John. 'It won't start. We're going down.'
John was lucky. He found a clear place between the trees and landed the plane. Nobody was hurt. They climbed out and looked around.
'Where are we?' asked Clare.
'I don't know,' answered John.
'Well, we can't stay here,' said Clare. 'Which way do we go?'
'Hey, Dad! Look!' said Ben. He pointed to some trees. 'There's a big dog up there near the trees.'
'That's not a dog. It's a wolf,' said John.
'Is it dangerous?' asked Clare.
'No,' said John. 'Wolves don't hurt people.'
The wolf came towards them, then moved away, came towards them again and moved away again.
'I think he wants us to follow him,' said Ben.
'Well, I don't know where we are. Maybe he does,' said John. 'Let's follow him.'
They followed the wolf through the trees. Every now and again, the wolf stopped, looked at them and then moved off again. After about two hours, they came to a road. Just off the road was a village.
'Thank God,' said John. 'We can phone from he village.'
'Dad, where's the wolf?' asked Ben.
They looked around, but the wolf was not there anymore.

Unit 7

Track 41

Listen and read.

Mazin has a shop near the sea in Tobruk. When people want to go fishing, they can buy or hire

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everything they need in his shop. Khalid and Ahmad are going fishing. They are in Mazin's shop.

Ahmad: Hi, Mazin! We'd like to hire a boat.
Mazin: OK. But fishing is dangerous. Have you got everything?
Khalid: I think so.
Mazin: What will you do if the boat sinks?
Ahmad: If the boat sinks, we'll swim.
Mazin: Yes, but you'll need these life jackets.
Ahmad: Oh, yes. Thanks.
Mazin: What will you do if you get lost?
Khalid: If we get lost, we'll use a compass.
Mazin: Right. Here you are. One compass.
Khalid: Thanks.
Mazin: Now, what will you do if the motor stops?
Ahmad: If the motor stops, we'll row.
Mazin: OK. So you'll need oars, won't you?
Ahmad: Oh, yes.
Mazin: Right. One pair of oars. I think you'll be safe now.
Khalid: How much is that, Mazin?
Mazin: Let me see … Well, if you take me fishing, I'll give you everything free.
Khalid: Fantastic! Let's go!

Track 42

Danger! Listen and check your answers.

1e; 2c; 3g; 4a; 5f; 6b; 7d

Listen to the conversation.

Mum: Saeed, where's Amal?
Saeed: I don't know.
Mum: Have you seen her?
Saeed: She was in the sitting room two minutes ago.
Mum: Did she go into the garden with you?
Saeed: No, she didn't.
Mum: Oh, no!
Saeed: What's the matter, Mum?
Mum: The bathroom!
Saeed: What about the bathroom?
Mum: I've filled the bath with very hot water.
Saeed: I'll go and look.
Mum: Run! Run!
Saeed: I've got her, Mum. She's OK.

Track 43

Nader, his wife, Huda, and their son, Fareed, are driving to the beach. Listen to their conversation.

Nader: That man! He didn't look!
Huda: Nader, you ARE driving very fast. It's dangerous. Drive carefully, please.
Nader: I AM driving carefully. It's the other drivers.
Huda: Nader, please drive slowly. If you don't, we'll have an accident.
Nader: Oh, all right.
Huda: Fareed.
Fareed: Yes, Mum.
Huda: Are you wearing your seat belt?
Fareed: No, Mum. I don't need it.
Huda: Yes, you do. Now, put it on. Nader! Be careful!
Nader: What's the matter?
Huda: Those two boys! They're riding on the wrong side of the road.
Nader: It's OK. I've seen them. And one of them isn't holding the handlebars.
Fareed: Dad, why have you stopped?
Nader: It's a zebra crossing, Fareed. And that old man wants to cross the road. You see?
Fareed: Oh, yes.
Huda: Nader! That boy!
Nader: Hey! Walk on the pavement. Not on the road. Boys!
Huda: They don't think. Right, Nader. Nice and slowly. If you drive slowly, we'll still get to the beach in time for lunch.
Fareed: Can I have a pizza?
Huda: Yes, Fareed. You can have a pizza.

Track 44

Listen, read and answer the questions.

It was a lovely, sunny day. The sea was calm and quiet. Tom and Dave decided to go fishing. When they got to the boat, they put the oars, their food and water into it.
'Where's your life jacket?' asked Tom.
'It's at home,' said Dave. 'I forgot it.'
'If you don't have a life jacket, you won't come in my boat,' said Tom.

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'Don't be silly,' replied Dave. 'I won't need it. The weather is beautiful.'
'I don't like it,' said Tom. 'The weather can change.'
Tom phoned the coastguards on his mobile phone and told them where they were going. Then they got into the boat, started the motor and set off. They had a good morning's fishing.
Early in the afternoon, the sky got black and dark.
'I don't like that sky,' said Tom. 'We're going home.'
'I agree,' said Dave. 'Start the motor.'
But the motor wouldn't start. They got out the oars and tried to row, but the wind got stronger and stronger and the waves got bigger and bigger.
Suddenly, a huge wave lifted the boat up and turned it over. Tom and Dave found themselves in the water.
'Hang on, Dave,' shouted Tom. 'I'm coming!'
Tom reached Dave and pulled him over to the upturned boat. They held onto the boat and waited for help.
About three hours later, they heard a noise and looked up. There was a coastguard helicopter in the sky above them. They sat there, cold and wet, wrapped in blankets.
'Thanks, Tom,' said Dave. 'You saved my life.'
'That's all right,' said Tom. 'But next time you come in my boat, you'll wear a life jacket.'
'Yes, of course I will,' said Dave. 'But how did they know where to look for us?'

Unit 8

Track 45

Listen and copy these questions and answers.

Voice 1: Can you use a computer?
Voice 2: Yes, I can.
Voice 1: Can you use a computer?
Voice 3: Yes, of course I can.
Voice 1: Can you use a computer?
Voice 4: No, I can't.
Voice 1: Have you ever been ice-skating?
Voice 2: No, I haven't.
Voice 1: Have you ever been ice-skating?
Voice 3: Yes, I have.

Track 46

Listen and read these longer conversations.

A: Can you use a computer?
B: No, I can't.
A: Would you like to?
B: Oh, yes! I'd love to.

A: Can you use a computer?
B: No, I can't.
C: I can. It's easy.
D: And it's fun too.

Track 47

On the radio, some people are talking about *Our World Today*. Listen.

Speaker 1: So, I think we are very lucky to be living in the 21st century. Think of all the things we have that our parents and grandparents didn't have. We can buy food from all over the world, for example.
Speaker 2: But today, some of the food we get is not good for us. I've stopped eating meat, for example. I don't think it's safe.
Speaker 3: Yes, that's true. We don't eat beef now and my children are very upset because they loved burgers.
Speaker 1: What about transport? Today, we can travel all over our own country in cars instead of having to walk or ride camels or horses. And we can travel anywhere in the world quickly and easily by plane. My parents never went outside Libya!
Speaker 2: Yes, but look at all the accidents we have!
Speaker 3: And cars make us lazy. Nobody wants to walk anywhere these days.
Speaker 1: Well, you can't find anything wrong with all the information we can get today, on television and the internet. And you don't have to go outside your own home! I think it's fantastic! And it's very good for children. They can learn so much.
Speaker 2: But look at all the programmes on television that are not good for children. And the internet is even worse! I'd rather my children read books.

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Speaker 1: Well, you can always switch off the television. And what about the telephone, and especially mobile phones? You have to admit that they're amazing! We can telephone anyone anywhere from anywhere.

Speaker 3: But I've read that mobile phones are dangerous – especially to children. It's radiation, I think.

Speaker 1: Oh, I don't believe it! There's something wrong with everything that's new.

Track 48

Listen to a story and number the pictures in the correct order.

When John opened his eyes this morning, the sun was shining brightly. He felt great. He jumped out of bed and got dressed quickly. Then he had breakfast. After that, he said 'Goodbye' to his wife and walked slowly to the bus stop. On the way, he smiled at everybody he met. 'Good morning. Lovely day!' he said.

Suddenly, in a shop window, he saw this advertisement:

Special offer! Cheap trips to India!

'India! I've always wanted to go there,' John thought and he began to dream about elephants and tigers. He forgot all about his bus. When he turned round, the bus was moving away from the stop. He ran after it shouting, but the driver did not stop. 'Oh, dear. Now I'll be late for work,' John thought sadly. 'Some days begin better than they finish.'

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Key Words

(n) = noun (v) = verb (adj) = adjective (adv) = adverb (prep) = preposition (pro) = pronoun

Put each word in a sentence of your own, to help you remember it.

Unit 1

always (adv)	/ˈɔːlweɪz/	all the time
around (adv)	/əˈraʊnd/	all over; everywhere
back (adv)	/bæk/	an expression for returning somewhere; e.g., *to go back = to return*
barbecue (v)	/ˈbɑː(r)bɪˌkjuː/	to cook outside on a grill
boring (adj)	/ˈbɔːrɪŋ/	not fun or interesting
by (= next to) (prep)	/baɪ/	beside or close to
collect (v)	/kəˈlekt/	to bring things together
country, countries (n)	/ˈkʌntri, ˈkʌntriz/	an area of land or group of people
enjoy (v)	/ɪnˈdʒɔɪ/	to get pleasure from something
everything (n)	/ˈevriˌθɪŋ/	each thing; all things
flower (n)	/ˈflaʊə(r)/	the attractive and colourful part of a plant
have a rest (v)	/hæv ə rest/	to stop activity and save energy
interested in (adj)	/ˈɪntrəstɪd ɪn/	curious; want to know more about
keep (v)	/kiːp/	to not throw away; to collect
never (adv)	/ˈnevə(r)/	not ever
often (adv)	/ˈɒf(ə)n/	quite a lot
scrapbook (n)	/ˈskræpˌbʊk/	a collection of photographs or physical memories
sea shell (n)	/ˈsiːˌʃel/	the hard outer part left behind by a sea creature, found at the beach
shape (n)	/ʃeɪp/	the outline or form of something
sometimes (adv)	/ˈsʌmtaɪmz/	now and then; not very often
stamp (n)	/stæmp/	a label used to send letters
usually (adv)	/ˈjuːʒʊəli/	something that normally happens
village (n)	/ˈvɪlɪdʒ/	a small group of houses and shops
wonderful (adj)	/ˈwʌndə(r)f(ə)l/	very good
world (n)	/wɜː(r)ld/	the planet Earth; everything that surrounds you

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Unit 2

all the rest	/ɔːl ðə rest/	an expression for 'all of the others'
alone (adj)	/əˈləʊn/	only that one
April (n)	/ˈeɪprəl/	the fourth month of the year, comes after March
August (n)	/ˈɔːgəst/	the eighth month of the year, comes after July
autumn (n)	/ˈɔːtəm/	the season between summer and winter, when the leaves fall off the trees
break (a fast) (v)	/breɪk/	to eat food for the first time after fasting
calendar (n)	/ˈkælɪndə(r)/	a record of dates, months and years
Christmas (n)	/ˈkrɪsməs/	Christian festival celebrating the birth of Jesus
cloudy (adj)	/ˈklaʊdi/	when clouds cover up or block out the sun
cool (adj)	/kuːl/	a expression meaning 'to have good social skills' or 'to be understanding'
dawn (n)	/dɔːn/	the time of day when the sun rises
December (n)	/dɪˈsembə(r)/	the twelfth and last month of the year
degrees (n)	/dɪˈgriːz/	a measurement of heat
dry (adj)	/draɪ/	the weather when it has not rained
dusk (n)	/dʌsk/	the time of day when the sun goes down
Eid Alfitr (n)	/eid æl fitr/	a Muslim festival, to mark the end of Ramadan
except (prep)	/ɪkˈsept/	apart from
explain (v)	/ɪkˈspleɪn/	to give a reason or information about something
fast (v)	/fɑːst/	to stop eating or drinking for a period of time for religious reasons
February (n)	/ˈfebruəri/	the second month of the year
festival (n)	/ˈfestɪv(ə)l/	a celebration on a special date or time of year
forecast (n)	/ˈfɔː(r)kɑːst/	information about how the weather will be in the near future
fortnight (n)	/fɔrtˌnaɪt/	a period of two weeks
friendly (adj)	/ˈfren(d)li/	nice and welcoming
half-term (holiday) (n)	/hɑːf tɜː(r)m/	a school holiday in the middle of the term
January (n)	/ˈdʒænjuəri/	the first month of the year
July (n)	/dʒʊˈlaɪ/	the seventh month of the year
June (n)	/dʒuːn/	the sixth month of the year

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March (n)	/mɑː(r)tʃ/	the third month of the year
May (n)	/meɪ/	the fifth month of the year
month (n)	/mʌnθ/	a part of the year divided into twelve; a period of around four weeks
Muslim (n)	/ˈmʊzləm/	a follower of the religion of Islam
nobody (pro)	/ˈnəʊbɒdi/	no people; not one person
November (n)	/nəʊˈvembə(r)/	the eleventh month of the year
October (n)	/ɒkˈtəʊbə(r)/	the tenth month of the year
pray (v)	/preɪ/	to practise a regular form of worship
rain (v)	/reɪn/	to fall from the sky (normally refers to water which falls from clouds in wet weather)
rainbow (n)	/ˈreɪnˌbəʊ/	a line of colours in the sky when the sun shines while it is raining
Ramadan (n)	/ˌræməˈdɑːn/	the period of fasting in the Islamic year
season (n)	/ˈsiːz(ə)n/	the times of year when the weather changes; spring, summer, autumn and winter
semester (n)	/səˈmestə(r)/	a sixth month section of the academic year (normally used for university level)
September (n)	/sepˈtembə(r)/	the ninth month of the year
skateboard (n)	/ˈskeɪtˌbɔː(r)d/	a board with wheels on it that you can ride on
snow (v)	/snəʊ/	to rain in the form of cold, white powder that falls in winter
spring (n)	/sprɪŋ/	the season after winter when plants begin to grow
summer (n)	/ˈsʌmə(r)/	the warmest season, which comes after spring
sunny (adj)	/ˈsʌni/	when the sun is out and shining in the daytime
take place (v)	/teɪk pleɪs/	to happen
temperature (n)	/ˈtemprɪtʃə(r)/	a measurement of heat
term (n)	/tɜː(r)m/	a section of the school year
warm (v)	/wɔː(r)m/	the effect of heat on something
weather (n)	/ˈweðə(r)/	daily change of outside conditions, such as rain and wind
windy (adj)	/ˈwɪndi/	blowy weather
winter (n)	/ˈwɪntə(r)/	coldest season, comes after autumn
worst (adj)	/wɜː(r)st/	least good or positive

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Unit 3

angrily (adv)	/ˈæŋgrɪli/	in an annoyed way
badly (adv)	/ˈbædli/	in a bad way
beautifully (adv)	/ˈbjuːtɪfli/	in a way that is attractive
believe (v)	/bɪˈliːv/	to consider something to be true
bored (adj)	/bɔː(r)d/	to not be active, interested or entertained
bought (v)	/bɔːt/	the past participle of 'buy'
carefully (adv)	/ˈkeə(r)f(ə)li/	in a careful and safe way
cleaned (v)	/kliːnd/	the past participle of 'clean'
climbed (v)	/klaɪmd/	the past participle of 'climb'
clue (n)	/kluː/	a hint or suggestion
cooked (v)	/kʊkt/	the past participle of 'cook'
dead (adj)	/ded/	to not be alive anymore
done (v)	/dʌn/	the past participle of 'do'
drunk (v)	/drʌŋk/	the past participle of 'drink'
easily (adj)	/ˈiːzɪli/	to not be difficult
eaten (v)	/ˈiːt(ə)n/	the past participle of 'eat'
excited (adj)	/ɪkˈsaɪtɪd/	looking forward to something in the future; feeling very good
feel sick (v)	/fiːl sɪk/	to not feel well
finished (v)	/ˈfɪnɪʃt/	the past participle of 'finish'
forgotten (v)	/fə(r)ˈgɒt(ə)n/	the past participle of 'forget'
fox (n)	/fɒks/	a small, dog-like animal with red fur and a large tail
funny (adj)	/ˈfʌni/	causing laughter or entertainment
ghost story (n)	/gəʊst ˈstɔːri/	a scary story
given (v)	/ˈgɪv(ə)n/	the past participle of 'give'
gone (v)	/gɒn/	the past participle of 'go'
heard (v)	/hɜː(r)d/	the past participle of 'hear'
helped (v)	/helpt/	the past participle of 'help'
invent (v)	/ɪnˈvent/	to create a thing or an idea
invention (n)	/ɪnˈvenʃ(ə)n/	a new thing or idea that has been created
inventor (n)	/ɪnˈvɛntə/	a person who creates new things or ideas

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just (adv)	/dʒʌst/	very recently
laugh at somebody (v)	/lɑːf æt 'sʌmbədi/	to find somebody foolish or entertaining
lazy (adj)	/'leɪzi/	sleeping too much or not doing anything
left (adj)	/left/	a comparative direction; the opposite of right
lost (v)	/lɒst/	the past participle of 'lose'
loudly (adv)	/laʊdli/	in a loud or noisy way
mad (adj)	/mæd/	to be crazy; to act crazy
motorbike (n)	/'məʊtə(r)ˌbaɪk/	a fast-moving, motorized bike
noisily (adv)	/'nɔɪzɪli/	in a noisy and loud way
Once upon a time	/wʌns ə'pɒn ə taɪm/	an expression used to begin a story
painted (v)	/'peɪntɪd/	the past participle of 'paint'
pocket money (n)	/'pɒkɪt 'mʌni/	a small amount of money given by a parent to a child
politely (adv)	/pə'laɪtli/	in a polite way
quickly (adv)	/'kwɪkli/	in a quick way
quietly (adv)	/'kwaɪətli/	in a quiet way; at a low volume
reached (n)	/riːtʃt/	the past participle of 'reach'
read (n)	/red/	the past participle 'read'
robot (n)	/'rəʊbɒt/	a machine that does tasks automatically
sadly (adv)	/'sædli/	in a sad way
seen (v)	/siːn/	the past participle of 'see'
set off (v)	/set ɒf/	to leave; to start a journey
shed (n)	/ʃed/	a small building in the garden used to store tools
sheep (v)	/ʃiːp/	a farm animal with a fluffy, white coat
shepherd (v)	/'ʃepə(r)d/	a person who looks after sheep
slowly (adv)	/'sləʊli/	in a slow, calm way
sung (v)	/sʌŋ/	the past participle of 'sing'
swept (v)	/swɛpt/	the past participle of 'sweep'
taken (v)	/'teɪkən/	the past participle of 'take'
talked (v)	/tɔːkt/	the past participle of 'talk'
tell a lie (v)	/tel ə laɪ/	to say something that is not true
That's very nice/ kind of you	/ðæts 'vɛri naɪs/ kaɪnd ɒv juː/	an expression to show you are grateful for something

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tidied (v)	/ˈtaɪdid/	the past participle of ‘tidy’
washed (v)	/wɒʃt/	the past participle of ‘wash’
watched (v)	/wɒʧt/	the past participle of ‘watch’
watered (v)	/ˈwɔːtəd/	the past participle of ‘water’
wolf (n)	/wʊlf/	a wild, dog-like animal; plural: wolves
worried (adj)	/ˈwʌrid/	nervous about something in the future
worry (v)	/ˈwʌri/	to be nervous about something in the future

Unit 4

artist (n)	/ˈɑː(r)tɪst/	a person who creates art, such as paintings and sculptures
calm down (v)	/kɑːm daʊn/	to relax after being angry or excited
chase (v)	/ʧeɪs/	to follow something and try to catch it
escape (v)	/ɪˈskeɪp/	to get away from something trying to catch you
freezing (adj)	/ˈfriːzɪŋ/	very cold
grab (v)	/græb/	to take hold of quickly and suddenly
helicopter (n)	/ˈhelɪˌkɒptə(r)/	a flying vehicle with propellers on top
interesting (adj)	/ˈɪntrəstɪŋ/	when you want to know more about something or are curious about it
leap (v)	/liːp/	to jump a long distance; to miss something out
luckily (adv)	/ˈlʌkɪli/	fortunately
mess (n)	/mes/	when objects or belongings are out of place
mobile (phone) (n)	/ˈməʊbaɪl/	a telephone that can be used anywhere
order (n)	/ˈɔː(r)də(r)/	organized in a particular way; an important instruction
popular (adj)	/ˈpɒpjʊlə(r)/	liked by many people
problem (n)	/ˈprɒbləm/	something that goes wrong unexpectedly
reply (v)	/rɪˈplaɪ/	to answer a question or message
scream (v)	/skriːm/	to shout loudly in fear or anger
spill (v)	/spɪl/	to cause a liquid to spread across a surface; to knock out of a container
starving (adj)	/ˈstɑː(r)vɪŋ/	unwell from not eating enough food

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Unit 5

agriculture (n)	/ˈægrɪˌkʌltʃə(r)/	growing plants for food on a farm
all kinds of	/ɔːl kaɪndz ɒv/	an expression meaning 'lots of different sorts of'
also (adv)	/ˈɔːlsəʊ/	as well as
been (n)	/biːn/	the past participle of 'go'
cotton (n)	/ˈkɒt(ə)n/	a material to make clothes from, grown from a plant on a farm
ever (adv)	/ˈevə(r)/	any time in the past; for all time
everywhere (pro)	/ˈevriˌweə(r)/	all places
famous for	/ˈfeɪməs fɔː(r)/	known for a special reason
fort (n)	/fɔː(r)t/	a protective building or structure
grow (n)	/grəʊ/	to produce; to get bigger or more mature
important (adj)	/ɪmˈpɔː(r)t(ə)nt/	something that is meaningful and must be noticed
industry (n)	/ˈɪndəstri/	making of products on a large scale, normally in factories
journey (n)	/ˈdʒɜː(r)ni/	travelling from one place to the other, normally over a long distance
large (adj)	/lɑː(r)dʒ/	very big
learn about (v)	/lɜː(r)n əˈbaʊt/	to understand more about something
mainly (adv)	/ˈmeɪnli/	mostly; most often
million (n)	/ˈmɪljən/	1,000,000
modern (adj)	/ˈmɒdə(r)n/	current and up-to-date
more (beautiful)	/mɔː(r)/	in a stronger way
most (important)	/məʊst/	in the strongest way
oil (n)	/ɔɪl/	a thick, dark substance from the ground used for fuel
pepper (n)	/ˈpepə(r)/	a plant grown to make a seasoning for food
poem (n)	/ˈpəʊɪm/	a short piece of creative writing, usually using rhythm and rhyme
population (n)	/ˌpɒpjʊˈleɪʃ(ə)n/	the number of people living in a country
restaurant (n)	/ˈrest(ə)rɒnt/	a business that cooks and serves special meals
rhyme (n)	/raɪm/	when two words have a similar sound at the end, such as *cat* and *mat*; a short poem
ridden (v)	/ˈrɪd(ə)n/	the past participle of 'ride'

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rocket (n)	/ˈrɒkɪt/	a vehicle used to travel into space
rubber (n)	/ˈrʌbə(r)/	a natural, flexible substance with many uses, such as making elastic bands and gloves
size (n)	/saɪz/	how big or small something is
store (n)	/stɔː(r)/	a shop selling various products like food and clothes
temple (n)	/ˈtemp(ə)l/	a historical place of religious worship
volcano (n)	/vɒlˈkeɪnəʊ/	a special type of mountain which gives out eruptions of hot liquid rocks called lava, plural: *volcanoes*
wild (adj)	/waɪld/	natural and possibly dangerous
written (v)	/ˈrɪt(ə)n/	the past participle of 'write'

Unit 6

airport (n)	/ˈeə(r)ˌpɔː(r)t/	the place where planes take off and land
aloud (adv)	/əˈlaʊd/	out loud
baseball (n)	/ˈbeɪsˌbɔːl/	a popular bat-and-ball sport
Canadian (adj)	/kəˈneɪdiən/	from Canada
chopsticks (n)	/ˈtʃɒpˌstɪks/	tools for eating food in the form of two sticks held in one hand
city (n)	/ˈsɪti/	a busy, built-up area where a large group of people live
copy (v)	/ˈkɒpi/	to imitate or make an identical recreation of something
dark (hair) (adj)	/dɑː(r)k/	black or dark brown
different from	/ˈdɪfrənt frɒm/	not the same as
fork (n)	/fɔː(r)k/	a tool used for eating with
grey (adj)	/greɪ/	the colour made by mixing black and white
hope (v)	/həʊp/	to want and wish for something positive
introduce (v)	/ˌɪntrəˈdjuːs/	to become familiar with a new person
introduction (n)	/ˌɪntrəˈdʌkʃ(ə)n/	telling a person who someone else is
Japanese (adj)	/ˌdʒæpəˈniːz/	from Japan
judo (n)	/ˈdʒuːdəʊ/	a Japanese martial art
kimono (n)	/kɪˈməʊnəʊ/	a piece of traditional Japanese clothing
kneel (v)	/niːl/	to rest on your knees
knife (n)	/naɪf/	a tool used at mealtimes for cutting up food

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label (v)	/ˈleɪb(ə)l/	to identify or name something by writing on it
magazine (n)	/ˌmægəˈziːn/	a form of regularly produced, special-interest book with a paper cover
maybe (adv)	/ˈmeɪbi/	possible; perhaps
midnight (n)	/ˈmɪdˌnaɪt/	12 o'clock at night
must be (v)	/mʌst biː/	an expression for 'have to be'
notice (v)	/ˈnəʊtɪst/	to become aware of something suddenly
of course	/ɒv kɔː(r)s/	an expression meaning that something is obvious
off (the road)	/ɒf/	an expression for 'next to'
on the way	/ɒn ðə weɪ/	an expression for 'before reaching our destination'
parents (n)	/ˈpeərənts/	a mother and father
pen-friend (n)	/pɛn frɛnd/	someone you write to regularly and receive letters back from
play (n)	/pleɪ/	a story told by actors playing characters on a stage
plump (adj)	/plʌmp/	physical description, round and slightly overweight in a pleasant way
raw (adj)	/rɔː/	not cooked
Really!	/ˈrɪəli/	expression of surprise
recognize (v)	/ˈrekəgnaɪz/	to identify someone from a description
sir (n)	/sɜː(r)/	a polite, formal term for an adult man
spoon (n)	/spuːn/	a tool for eating, used for liquid food such a cereal or soup
start (a car) (v)	/stɑː(r)t/	to turn on an engine
strange (adj)	/streɪndʒ/	not familiar or ordinary
suit (n)	/suːt/	a matching formal outfit
taste (v)	/teɪst/	to experience the flavour of a particular food
traditional (adj)	/trəˈdɪʃ(ə)nəl/	something old and distinctive about a country
try (= taste) (v)	/traɪ/	to eat something you have never eaten before
understand (v)	/ˌʌndə(r)ˈstænd/	to know about; to be familiar with
vegetarian (n)	/ˌvedʒəˈteəriən/	a person who doesn't eat meat
welcome (n)	/ˈwelkəm/	used to show someone you are happy that they have arrived

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Unit 7

add (v)	/æd/	to join together different things
ago (adv)	/ə'gəʊ/	used to describe how far in the past something happened
burn (v)	/bɜː(r)n/	to hurt or injure with something hot
children (n)	/'tʃɪldrən/	people who are younger than teenagers
compass (n)	/'kʌmpəs/	a device which finds the direction of north
crossing (zebra ~) (n)	/'krɒsɪŋ/	a safe place to cross the road, marked with black and white stripes painted on the ground
cyclist (n)	/'saɪklɪst/	a person who travels by bicycle
drown (v)	/draʊn/	to die in water when unable to breathe
fill (v)	/fɪl/	to put into until full
free (adj)	/friː/	to cost no money
get lost (v)	/get lɒst/	to not know where you are in an unfamiliar place
handlebars (n)	/'hænd(ə)lˌbɑː(r)z/	the part of a bicycle you hold on to
herself (pro)	/hə(r)'self/	female reflexive pronoun
himself (pro)	/hɪm'self/	male reflexive pronoun
hire (v)	/'haɪə(r)/	to pay for the use of something for a short time
hurt (v)	/hɜː(r)t/	to injure or damage
instructions (n)	/ɪn'strʌkʃ(ə)nz/	information about how to do something
keep off (v)	/kiːp ɒf/	instruction not to walk on something
kill (v)	/kɪl/	to cause to die
let (v)	/let/	to allow something to happen
life jacket (n)	/'laɪfˌdʒækɪt/	a piece of safety equipment to help someone float in water
matches (n)	/'mætʃɪz/	small pieces of wood used to light a fire
medicine (n)	/'med(ə)s(ə)n/	a treatment for illness to be taken by swallowing
miss (a bus) (v)	/mɪs/	to be too late for something
motor (engine) (n)	/'məʊtə(r)/	the part of vehicle that powers it
oar (n)	/ɔː(r)/	a long wooden paddle used to power a boat
ourselves (pro)	/aʊə(r)'selvz/	first person plural reflexive pronoun
out of the reach of	/aʊt ɒv riːtʃ ɒv/	expression for something that is too far away to touch

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pavement (n)	/ˈpeɪvmənt/	the area at the side of the road that can be walked on
plastic (n)	/ˈplæstɪk/	widely used material used to make many different products
plenty of	/ˈplɛnti ɒv/	expression used to mean 'lots of' or 'enough of'
row (v)	/rəʊ/	the act of powering and controlling a boat by hand
safety (n)	/ˈseɪfti/	a way to measure control over potential danger
seat belt (n)	/siːt bɛlt/	a strap to protect from sudden movement when in a car
side (of the road) (n)	/saɪd/	edge of the area used for driving
sink (v)	/sɪŋk/	to drop below the surface of water; opposite of 'float'
space (n)	/speɪs/	area to be left blank, e.g., on an official form
themselves (pro)	/ðəmˈselvz/	third person plural reflexive pronoun
touch (v)	/tʌtʃ/	to put your hand against an object
warning (n)	/ˈwɔː(r)nɪŋ/	important information about something dangerous
yourself (pro)	/jə(r)ˈself/	second person reflexive pronoun
yourselves (pro)	/jɔːˈsɛlvz/	second person plural reflexive pronoun

Unit 8

agony (n)	/ˈægəni/	a large amount of pain
agree (v)	/əˈgriː/	to have the same opinion as someone else
anywhere (pro)	/ˈeniˌweə(r)/	any place
balloon (n)	/bəˈluːn/	often known as a *hot-air balloon*, a vehicle using a large bag full of gas to carry passengers in a basket
bark (v)	/bɑː(r)k/	when a dog makes a loud noise
basketball (n)	/ˈbɑːskɪtˌbɔːl/	team sport involving bouncing a ball and scoring goals
capital (city) (n)	/ˈkæpɪt(ə)l/	the city where a country's government is based
email (n)	/ˈiːmeɪl/	a letter in digital form
jet ski (n)	/ʤɛt skiː/	activity done on the beach with a fast-moving motorized vehicle
main (adj)	/meɪn/	the thing you are most interested in; the thing you spend most of your time doing
Net (n)	/net/	internet

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point (n) (= idea)	/pɔɪnt/	elements of an argument
print (v)	/prɪnt/	to include in a publication
rush (v)	/rʌʃ/	to move quickly
scenery (n)	/ˈsiːnəri/	natural landscape
something (pro)	/ˈsʌmθɪŋ/	a thing that is unknown or not named
spend (time) (v)	/spend/	what you do with your time
steep (adj)	/stiːp/	rising sharply
surfboard (n)	/ˈsɜː(r)fˌbɔː(r)d/	large board used for surfing on waves
thought (n)	/θɔːt/	an idea or act of thinking
travel (v)	/ˈtræv(ə)l/	to visit far away places

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Phonetic Symbols

Vowels			
iː see	ɪ sit	ʊ book	uː too
e men	ə america	ɜː word	ɔː sort
æ cat	ʌ but	ɑː part	ɒ not

Diphthongs		
ɪə here	eɪ day	
ʊə tour	ɔɪ boy	əʊ go
eə wear	aɪ my	aʊ how

Consonants							
p pink	b bed	t time	d do	ʧ church	ʤ judge	k kilo	g go
f five	v very	θ think	ð the	s six	z zoo	ʃ short	ʒ casual
m milk	n no	ŋ sing	h hello	l live	r read	w window	j yes

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