21st CENTURY

English for Libya

Preparatory 3 Course Book

English for Libya Preparatory 3 Course Book
State of Libya
Ministry of Education
Curricula and Educational Research Centre

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

Pair work activity

Groupwork activity

Project work

Functional grammar

21st Century Skills

Book Map

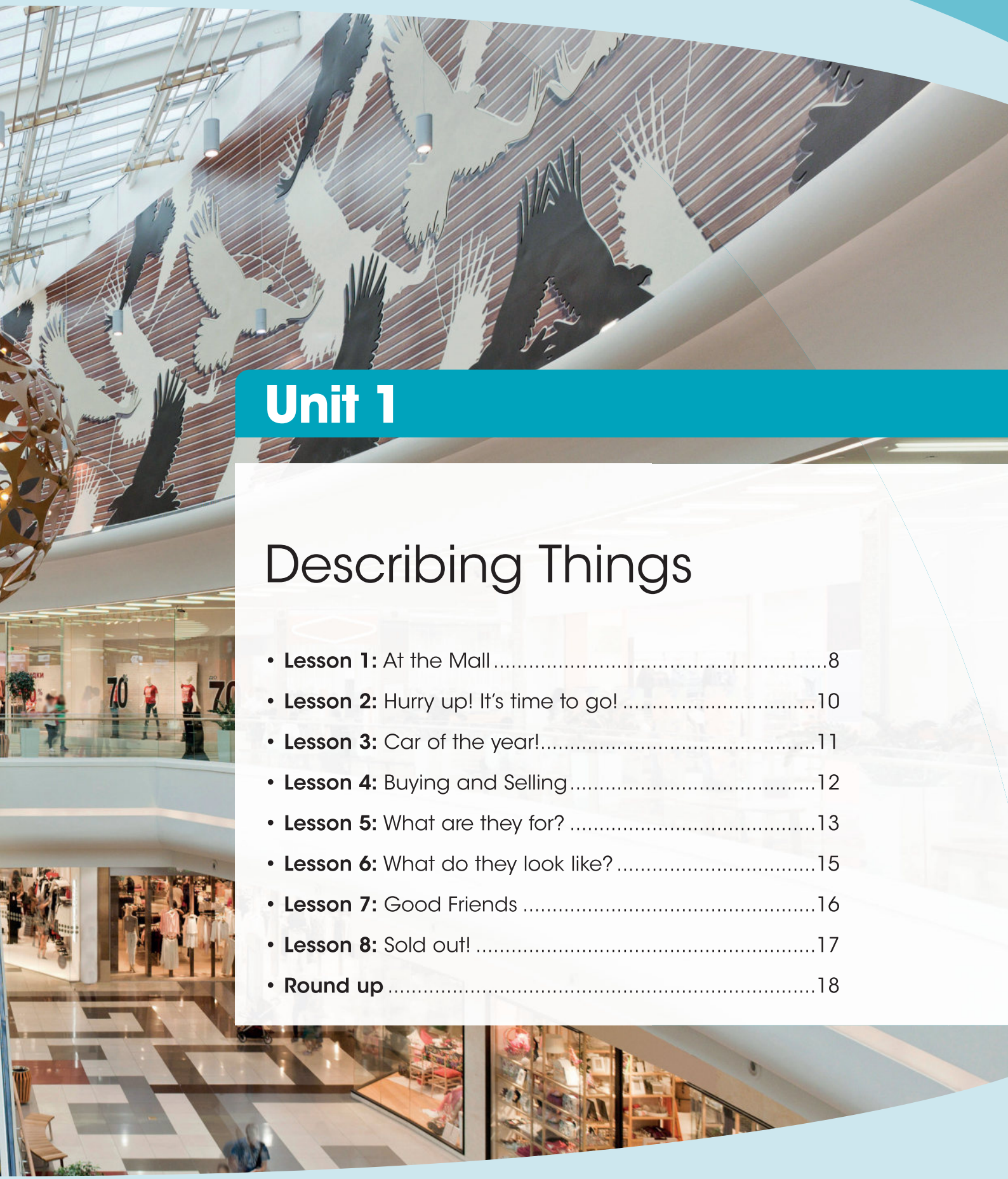
	UNIT 1 Describing Things Page 8	UNIT 2 Spare Time Activities Page 22	UNIT 3 Our World Page 36	UNIT 4 Fun with English 1 Page 50
Listening and speaking	• Things in a shopping mall • Cars and motoring • Adjectives describing people	• Spare-time activities • Equipment used in spare-time activities • Places to visit • Types of stories • Film, theatre and concerts	• Animals, birds, insects • Habitats • Landscape • Adjectives to describe animals	• Skills, grammar and vocabulary from Units 1 to 3
Reading and writing	• Writing an advert • Reading for enjoyment • Role play: Parent/ Children – explaining actions • Role play: sharing diary information	• Writing a fact file on a book • Using written factual information • Making an advertisement for a film, play or concert • Writing an email invitation	• Completing a questionnaire: *Caring for the natural world* • Reading for interest • Researching and writing a fact file on *wildlife*	
Structure and language	• Describing people, places and things • Telling the time • Expressing purpose orally and in writing • Listening for gist and detail and to understand style • Reading for gist, specific information and vocabulary development • Writing emails: describing a friend	• Expressing likes and dislikes • Making suggestions • Talking about stories • Giving opinions and advice • Listening for questions and answers • Listening for numerical information to transfer to tabular form • Reading for gist and detailed understanding • Reading and transferring information to tabular form • Guessing words in context • Improving written text	• Listening for word stress, gist and specific information; taking notes • Describing and comparing animals • Expressing feelings, opinions, agreement and disagreement • Discussing probable and less probable consequences • Reading factual texts for gist, detail, inference and figurative language • Writing a questionnaire	
Vocabulary	• *There is/are …, It has …* for describing places • Adjectives and the modifiers *very, quite, really* • Present and past continuous • Expressing purpose with *so you can …* and *to help you to …* • Question formation • Compound words • Giving reasons	• Verbs + gerund / Verbs + infinitive • Present simple and past simple tenses • Compound and complex sentences	• Comparative and superlative forms of adjectives … *(not) as (beautiful) as …* • First and second conditional tenses • Past habitual tense *(used to)* • Possessive adjectives and pronouns • Present simple passive with *can*	

Project: Page 100 **Checklist for Written Work:** Page 104 **Transcripts:** Page 105

UNIT 5 The Media Page 58	UNIT 6 Jobs and Careers Page 72	UNIT 7 Other Countries Page 84	UNIT 8 Fun with English 2 Page 96
• Sport • Newspaper and magazine sections • Buying and selling • Television programmes	• Jobs, workplaces and education	• Countries and nationalities • Ways of travelling	• Skills, grammar and vocabulary from Units 5 to 7
• Reading for enjoyment • Role-play: buying second-hand objects • Writing a story	• Role play: asking for and giving directions to own home/career plans • Reading for pleasure • Interviewing someone and writing a career history • Playing language games	• Playing a language game • Role play: expressing thanks and enjoyment • Reading for interest • Researching and writing about a country	
• Listening and understanding biographical information • Talking about sport • Reading a newspaper: using index and headlines • Using a TV programme guide	• Listening for gist, language and details; taking notes • Talking about plans for the future • Reading for gist, language and text organization • Writing sentences, a paragraph about self and a career history	• Listening to an illustrated narrative for gist, then detail • Expressing opinions about ways of travelling • Practising conversations for pronunciation • Using a questionnaire for oral practice • Reading for specific information and detail • Making deductions from short texts • Writing sentences, a paragraph and a letter • Apologizing	
• Contrasting past simple and past continuous • Question forms • Subject and object pronouns • Future simple with *will*	• *going to* + infinitive to express plans for the future • Defining relative clauses with *who, which, that* • Articles: *a, an, the,* zero article	• Position of adverbials • Present perfect and past simple tenses • Present and past simple passive	

Key Words: Page 116 **Phonetic Symbols:** Page 127


Communication Skills:
Completing an application form
Inferring information from conversations
Understanding meaning from context
Media Literacy: Inferring information from notices and ads
Life Skills: Critical thinking
C21 SKILLS
Study Skills:
Completing a table
Inferring information from notes
Research Skills: Conducting interviews



Unit 1

Describing Things

- **Lesson 1:** At the Mall 8
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- **Round up** 18

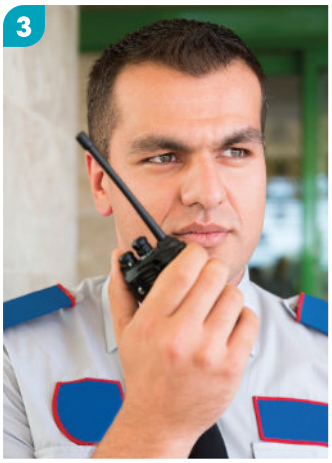
Unit 1 Lesson 1: At the Mall

C21 SKILLS **A** Label the pictures using the words in the box.

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

1 

2 

3 

4 

5 

6 

7 

8 

9 

*queue kju:

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



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

There isn't a supermarket, so we can't go food shopping there. I like going up and down in the lift because you can see everything.

There are plants and trees everywhere. And there's a big car park next to the mall. It has three floors. Sometimes my father can't find his car when we finish shopping. He gets very angry!

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

Talking about places and what's in them

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

C21 SKILLS

D Choose a person or a place from one of the pictures. Describe them (him, her or it) for your partner to guess.

E Now do Exercises A and B on pages 4 and 5 of the Workbook.

Unit 1 Lesson 2: Hurry up! It's time to go!

A Which clocks show the same time?





B Now say the times.

C21 SKILLS

C The mother in the picture looks worried. Why do you think she is worried? What do you think she is saying on the phone?



Track 1

D 1 Listen to the four conversations. Point to the correct picture.

C21 SKILLS

E Look at the pictures and read the conversations. Which one happens first – A or B?

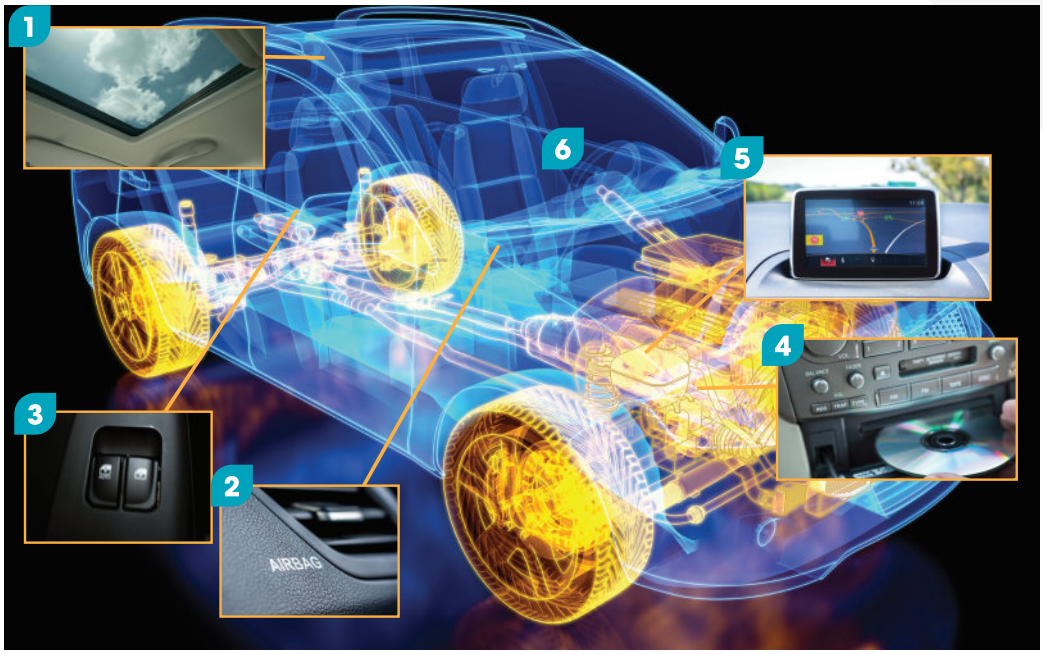


F Now do Exercises A to D on pages 5 to 7 of the Workbook.

Lesson 3: Car of the year!

A Match the numbered car features with the words.

airbags	CD player	electric windows
GPS	sunroof	tinted windows



B Read the newspaper article. Does the writer like the Panther 3.0D? How do you know?

CAR OF THE YEAR AT ONE OF THE MAJOR MOTOR SHOWS!

I'm here at one of the major motor shows, and the car everyone is talking about is the Panther 3.0D. The new Panther is Car of the Year and it's really fantastic! It's a car everyone wants to come and see. Some people just stand and gaze at its beautiful shape. Others want to sit in the driver's seat and dream. Some young men are more interested in the engine – and what a great engine! It's beautifully made and looks like an engine from a much more expensive car.

Even the very young are interested. Children sit in the back and try the electric seats and windows. Their older brothers and sisters play with the built-in video-game player. These are standard for all models. Other standard features are GPS, the sunroof, tinted windows and a fantastic CD player.

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

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

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

C Is the car in the picture the Panther 3.0D? Read again carefully.

D Now do Exercises A to E on pages 8 to 10 of the Workbook.

Unit 1 Lesson 4: Buying and Selling

Track 2

C21 SKILLS

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





Mountain bike

- disc brakes
- front and back suspension
- comfortable ride

Lightweight tent

- easy to put up
- clear instructions
- insect-proof
- sleeps two

B Who are the people in the conversations?

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

Compound words

Words in English are sometimes made from two nouns.

Example:

windproof = made from material that wind can't get through
disc brakes = brakes that use discs

Can you think of any other compound words? Look at Course Book pages 9 to 11.

Giving reasons

There are disc brakes to help you stop quickly.
It has the latest suspension to help you keep on the road.
It is easy to put up so you won't waste time.
There are clear instructions, so you can put it up easily.

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

D Now do Exercises A and B on page 11 of the Workbook.

Lesson 5: What are they for?

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

1

Are you tired of your mobile phone?

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

- All makes and models
- Massive stock



Phones4u on the High Street

2

The sun can be dangerous.

Find the sunglasses for you on our website



LOOK COOL THIS SUMMER!

shades*R*us.com

3

Be a cool runner!

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



We stock a wide range of styles and sizes.

runners.com

4

Make the most of the latest technology.

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

skateboards.com



C21 SKILLS

B Match the adverts above with what people say.

A I tried one yesterday and it was fantastic! It turns so well!

B Huda has a pair. I think they look great on her.

C I love them! They are so comfortable and stylish and my exact size!

D Mine's grey and I hate it. I'll have to get a new one.

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

Which toothbrush is:

- the most/least expensive?
- the best for travelling?
- the fastest?
- available with changeable brushes?
- available in the most colours?







I'm going to buy the Pro dental because it is less expensive than the Sonic 2000. It is also …

C21 SKILLS

D **Choose a toothbrush from the adverts above and tell your partner why you have chosen that toothbrush and why you haven't chosen the other two.**

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

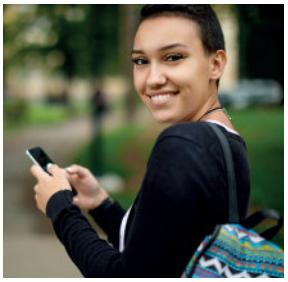
Lesson 6: What do they look like?

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

He/She	is wearing	a	black cardigan.
		grey trousers.	
	has	a	green bag.
		a	skateboard.

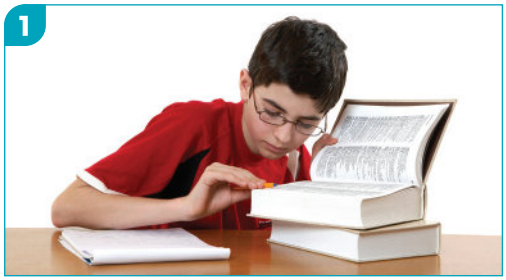
He/She	has	straight curly	black brown	hair.
		blue brown	eyes.	
	is	quite a bit	tall/short. thin/fat.	





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

hard working | sporty | musical | artistic | friendly











C21 SKILLS

C Guess the character of three of the people in the photos. Use the words above to help you.

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

Unit 1 Lesson 7: Good Friends

A Read the two emails. Find one thing Lamya and Ahmed have in common.

1

To: Auntie Amal

From: Dina

Dear Auntie Amal,

How are you? I'm now in 3rd Preparatory at school and I'm enjoying my lessons. My best friend at school is Lamya. She is really creative, so she likes the Art lessons. She paints really well. I want to learn and she said she will teach me. She's very helpful. I said I will help her with her Maths homework. She likes Maths, but she's not very good at it.

Lamya is very nice-looking, but a bit short! She's got beautiful curly, brown hair and dark brown eyes. She's very kind and really good fun. She's also very friendly, and I think we're going to be good friends for ever!

Email me soon.

Dina

2

To: Younis

From: Zaid

Hi Younis,
There's a new guy in our class. He came to the school some time last week. He's called Ahmed. He's really cool. He's good at loads of things. He's really hard working and knows a lot of maths, science and English.

He's also very sporty and really good at volleyball. He was on my team and we won easily.

He's funny looking. He's quite tall, with short, straight, black hair. He's clever and talkative and really good fun, and he's really kind, too.

Tell me your news!

Zaid

B Write an email to a relative about your best friend in your notebook. Write about their appearance and character. Use some of the words in red in the emails above and the language tables at the top of page 15 to help you.

C Now do Exercises A to C on pages 14 and 15 of the Workbook.

Lesson 8: Sold out!

Track 3

C21 SKILLS

A 3 Read and listen to the extract and answer the questions.

Story time

1 Find three words to describe Suleiman's character.
2 Think of two words to describe Abdulmutaleb's character.
3 What book does Suleiman want to buy?
4 Look at the underlined words and answer the questions:
What does 'his heart sank' mean?
What does 'saving up' mean?



Suleiman was too excited to finish his breakfast. "Nine fifteen. Time to go," he thought.

"Where are you going, Suleiman?" asked his father.

"To the bookshop, Dad," Suleiman replied. "Salem Benali's new book is out today! I'll see you later!"

Suleiman cycled quickly. As he turned the corner, he saw hundreds of people waiting outside the bookshop. His heart sank. "I'll be waiting for hours," he thought, as he joined the queue. He took out the money from his pocket and counted it slowly. He had been saving up for months.

"Hello Suleiman," said a voice.

"Oh! Hi Abdulmutaleb," said Suleiman. Abdulmutaleb was an older boy from school. "Are you queuing for *The Long Weekend* too?"

"Yes," said Abdulmutaleb. "I really liked Benali's last book. How about you?"

"I love his stories. I've read all of them! His books make me think I can be a writer."

"Ah, that's right," said Abdulmutaleb. "I hear you're good at writing. Your brother says you're very imaginative."

Suleiman smiled. It was true. He was a quiet, hard-working boy, but in his head, he often went on wild adventures. Recently, he'd started to fill notebooks with those adventures. He dreamed of being a famous writer.

As the boys talked, the time passed quickly. Eventually, Suleiman reached the front of the queue.

"I'd like *The Long Weekend*, please," he said.

The shop assistant made a face.

"I'm afraid we've just sold out," she said. Suleiman felt sick.

"When will you have more copies?" he asked, in a quiet voice.

"I don't know," said the shop assistant. "It could be in a month or two."

"Two months!" thought Suleiman. "I can't wait that long!" He stood, looking sadly at the shop assistant.

Then he heard Abdulmutaleb's voice.

"Suleiman, take this." He passed Suleiman a copy of *The Long Weekend*. "I think you need this more than me. Maybe I can read it after you?"

B Now do Exercises A and B on page 16 of the Workbook.

Unit 1: Round up

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

Now you can:

- **Describing places.**

There is a supermarket.

It has a supermarket.
or It has got a supermarket.

There isn't a swimming pool.

It doesn't have a swimming pool.

Is there a sweet shop?

Are there any sweet shops?

There *are* lots of shops.

but It *has* lots of shops.

There aren't any bakeries.

It doesn't have any bakeries.

Does it have a sweet shop?

Does it have any sweet shops?

- **Describing a continuous state.**

Present

I am talking to my friend.

He is wearing a green jacket.

Past

I was talking to my brother.

He was wearing his white trainers.

- **Telling the time.**

It's three o'clock.

It's ten past three. It's three ten.

It's twenty to four. It's three forty.



- **Adjectives.**

Note the order of adjectives:

opinion	size	age	shape	colour	origin	material
beautiful	little	new	curly	black	French	plastic

It is a beautiful, little, black, French table.

She has beautiful, curly, black hair.

- **Describing people.**

  He is quite tall and a bit thin.

  He has straight black hair and brown eyes.

  He is kind and helpful.

  He is wearing a white shirt. *or* He has a white shirt.

- **Compound nouns.**

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

  Examples: litter bin, information desk, sunroof, windproof

- **Giving reasons.**

  The car has a CD player, so you can listen to music.

  It also has air conditioning to help you keep cool.



and you can ...

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


Study Skills:
Classifying information in a spider diagram
Identifying the general idea
Life Skills: Critical thinking
C21 SKILLS
Communication Skills: Concluding information
Information Literacy: Card messages



Unit 2

Spare Time Activities

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- **Lesson 2:** Spare Time 23
- **Lesson 3:** Books and Films 24
- **Lesson 4:** Work or play? 26
- **Lesson 5:** Two Conversations.....27
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- **Lesson 7:** Invitations.....29
- **Lesson 8:** What is your hobby?.....30
- **Round up** 31

Unit 2 Lesson 1: A Perfect Holiday

A Read the advertisement. Name all the activities in the photos.



Talking about likes and dislikes

	love	swimming.
	enjoy	horse riding.
I	like	camping.
	don't like	fishing.
	dislike	sailing.

C21 SKILLS **B** Think about your likes and dislikes. Discuss your perfect holiday with your partner.

C Now do Exercises A to C on pages 17 and 18 of the Workbook.

Lesson 2: Spare Time

Track 4

C21 SKILLS

A 4 **Listen. Where do the boys decide to go? Order the dialogue as you hear it.**



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

Expressing preferences and making suggestions

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

C21 SKILLS

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







C **Now do Exercises A to C on page 18 of the Workbook.**

C21 SKILLS

A Study the book covers and reviews. Match each book to a type in the box below.

horror	comedy	travel	fiction	adventure



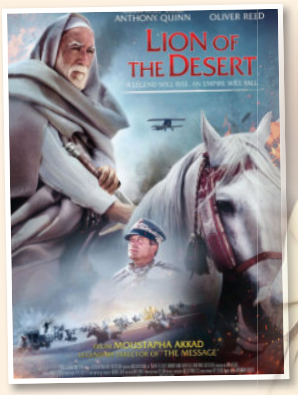
The island was empty … Was this a good thing or a bad thing? It was terrible to be alone, but people might be dangerous. There were frightening stories about the islands … my heart was full of fear.

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

B Look at the fact file. Write the words in the gaps below.

~~Lion of the Desert~~ inspiring expensive bravery powerful

Fact File





Omar Al-Mukhtar's real picture

Title	Lion of the Desert
Released	1981
Genre	Drama, historical
Director	Moustapha Akkad
Scriptwriter	Harry Craig
Stars	Anthony Quinn, Oliver Reed
The story	the film is a historical epic that tells the story of Omar Al-Mukhtar, the Libyan resistance leader who fought against the Italian colonization in the early 20th century. The film shows his _____, his smart battle strategies, and his dedication to rid Libya from the Italian enemy's army. It is one of the most significant films about Arab and North African history.
Interesting facts	At the time, this was the most _____ Arab Film ever released. It cost $35 million. Famous Quote: "We will never surrender" - Omar Al-Mukhtar's famous words in the film, "We do not surrender. We win or we die.", became a _____ symbol of standing up against injustice and refusing to give up.
My opinion	I loved it. It surely has to be one of the greatest films of the 20th century.The film tells the _____ true story of Omar Al-Mukhtar, a leader who fought bravely for his people's freedom. It highlights themes of resistance, courage, and sacrifice, making it emotionally impactful.

C Ask and answer with your partner.

When was *Lion of the Desert* released?

It was released in 1981.

D Now do Exercises A to D on pages 19 to 21 of the Workbook.

Unit 2 Lesson 4: Work or play?

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



Questions	Answers
How old are you?	Six months.
What character do you play?	I play the part of Samara.
What kind of TV programme is it?	I saw a poster at school.
How did you get the part?	I'm 16.
How long did it take?	It's a comedy.

B **Think of some more questions to ask Lucy. Make a list.**

Track 5

C **5 Listen to the interview. Do the students ask any of your questions?**

Asking about the present and the past

Present simple	Past simple
How old are you?	Were you happy?
What character do you play?	How did you hear the news?

D **Now do Exercises A and B on pages 21 and 22 of the Workbook.**

Lesson 5: Two Conversations

Track 6

A 6 **Listen to the conversations. Then practise in pairs.**

	A	B
I went to the cinema yesterday.		
Oh, yes? What did you see?		
	The Night of the Killer Cockroaches.	*Taxi City.*
What kind of film is that?		
	It's a horror film.	It's a factual film.
So, what's it about, anyway?		
	These cockroaches. They're huge. They start attacking people.	The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.
That sounds a bit strange.		
	Yes, it's not very good.	Yes, but it's good.
Who's the main character?		
	The leader of the team to kill the cockroaches is called Mason Dixon.	It's the driver – he's called Ahmed. So, it's him and all the different people he takes in his taxi.
What's the ending like?		
	It's not very good. The cockroaches are cornered and end up being zapped.	It's great. It also shows how effective a low-budget film can be.
So, do you think I should see it?		
	No, it isn't really very good.	Yes. It's on for another week.

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

C **Now do Exercises A to C on pages 22 and 23 of the Workbook.**

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

***STAR!* Magazine**

Schoolgirl in new TV comedy

16-YEAR-OLD TAKES MAIN PART

Wonderful! *Very, very funny!* Fantastic!



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







In this comedy, I play Samara, the daughter in a traditional family. I live with my mother, father and younger brother. [1] My brother is very clumsy and is always having silly accidents. [2] In the first episode, he accidently put salt instead of sugar in my mother's tea and it tasted awful! In every episode he trips over a lot and drops things.

I really enjoyed filming the latest episode because we go away as a family on a holiday. [3] We stay in a fancy hotel with a swimming pool and my brother falls in the pool with all his clothes on! He gets soaked. [4] Later that day, he spills his drink at lunch and then slips in the puddle. [5] Next week, we are filming an episode where my brother puts cleaning fluid on his hair instead of hair gel and his hair turns green. It's going to be so funny!





C21 SKILLS **B** Read the text. Match the numbered sentences to photos a–e.

C Now do Exercises A to D on pages 23 to 25 of the Workbook.

Lesson 7: Invitations

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

School Graduation Party!

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

Thursday 15th April
In the main hall of the school

Doors open 9.30 a.m.
Party starts 10 a.m.
Tickets: Free

The greatest show on Earth!

Happy Town Circus is coming here for one week from Saturday 18th March
Doors open at 7.30
and the show starts at 8.00
Seats 20, 30 and 50 LYD

To book on the internet, visit our website at:
www.happytowncircus.com

1

Subject: RE: Graduation party

Hi

I've got two tickets for the school graduation party on Thursday. You must come. The performances are always really good. It starts at 10 a.m. but we need to be there by 9.30 a.m. Let me know tomorrow so I can give the ticket to someone else if you can't come.

Tell me your news!

Zaid

2

Subject: RE: Circus

Hello Ahmed

The circus is in town next week for one week. I've been before and it's fantastic! Do you want to come? Are you free on Tuesday or is Friday better for you? I can get tickets on the internet. Please let me know as soon as possible because I think it will be very popular.

PS the seats cost up to 50 LYD. Shall I get the cheapest?

C21 SKILLS

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

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

Oh, that sounds good. When is it?

It's on Thursday 15th April.

What time does it start?

Well, the party starts at 10 a.m. but the doors open at 9.30 a.m.

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

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

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

C Now do Exercises A to E on pages 26 and 27 of the Workbook.

Unit 2 Lesson 8: What is your hobby?

A What are some of the most popular hobbies? Read the magazine article and find out.



Do you have a hobby? What is a hobby? Generally, this is something you do in your spare time for enjoyment and relaxation rather than something you do to earn money. Though sometimes a hobby can turn into a job. Hobbies can include collecting things, doing something creative or artistic, playing sports and other games or, of course, simply **watching television**. By continually participating in a particular hobby, one can acquire substantial skill and knowledge in that area.



If you live near the river, you may enjoy **swimming** or fishing. On a sweltering hot day, there is nothing more refreshing than jumping into the cool water and it's fun to race your friends to the other side. With enough practice, you may even get fast enough to train to enter competitions and one day compete in the Olympic Games.



If swimming sounds like too much hard work, **fishing** may be more your kind of hobby. Traditionally, fishing is something fathers often enjoyed teaching their sons. Many people find there is nothing more relaxing than sitting next to a beautiful lake or river watching nature and feeling part of it. If you are really lucky, you may even catch something to take home for dinner!



Being creative and making things can also be extremely enjoyable. **Jewellery making** is a hobby which goes back many hundreds of years. You can make beautiful necklaces, bracelets and earrings using many different materials, including silver, glass beads and even shells. They make wonderful gifts for your family and friends, too!



Another ancient craft still popular in many homes is **blanket weaving**. Many communities share a loom and you can create beautiful patterns using wool, felt, silk or mohair. The patterns on the blankets can vary from region to region and popular colours are bright reds, oranges, browns, yellows and blues. You need a lot of patience for this hobby as it takes a long time to make one blanket, but it is something for your family to treasure for generations.

B Find any new words you do not know the meaning of and look them up in a dictionary.

C Label the photographs with the bold words from the text. Number the hobbies in the order you would like to try them: 1 being your favourite hobby and 5 being your least favourite.

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

Unit 2: Round up

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

Now you can:

- **talk about things you like or dislike.**
  - I love swimming.
  - I enjoy surfing.
  - I like camping.
  - I don't like fishing.
  - I hate sailing.
- **express preferences and making suggestions.**
  - I'd like to go to the beach.
  - I'd love to go to the park.

Would you like to go to the mall? Yes, I'd love to.

  - I'd rather go to the fun fair.
  - Why not go to the theatre?
  - Let's go to the mall.

How about going to the museum? Yes. Let's go.

- **make invitations and arrangements.**

Are you free on Thursday?

Is Friday better for you?

Shall I get the cheapest seats?

We don't need to get tickets in advance. We can get them on the door.

- **Words that go together.**

  Some words go together, and it is easier to remember them in pairs, for example, *verbs* and *nouns*:

  - kick – ball
  - play – game
  - read – book
  - watch – television
  - spend – time

  You can start with a pair and then add new ones.

  Example: read – newspaper / magazine / letter

Unit 2: Round up

- **Present simple:**

Questions with *to be*

Are you a movie fan?	Yes, I am. *or* No, I'm not.
Is he an actor?	Yes, he is. *or* No, he isn't.
How old are you?	I'm fourteen.
What kind of TV programme is it?	It's a comedy.

Questions with other verbs

Do you like movies?	Yes, I do. *or* No, I don't.
Does he play your brother?	Yes, he does. *or* No, he doesn't.
What part do you play?	I play the daughter of the family.

- **Past simple:**

Questions with *to be*

Were you happy?	Yes, I was. *or* No, I wasn't.
Was she surprised?	Yes, she was. *or* No, she wasn't.
Why weren't you hopeful?	Because there were 200 girls at the film test.
What was his name?	He was called Jackson – Peter Jackson.

Questions with other verbs

Did you always want to be an actor?	Yes, I did. *or* No, I didn't.
Did she want you to do the show?	Yes, she did. *or* No, she didn't.
How did you get the part?	I got it after a film test.

- **talk about films.**

I watched a good film last week. It's called Lion of the Desert. The film is a historical epic that tells the story of Omar Al-Mukhtar, the Libyan resistance leader who fought against the Italian colonization in the early 20th century.

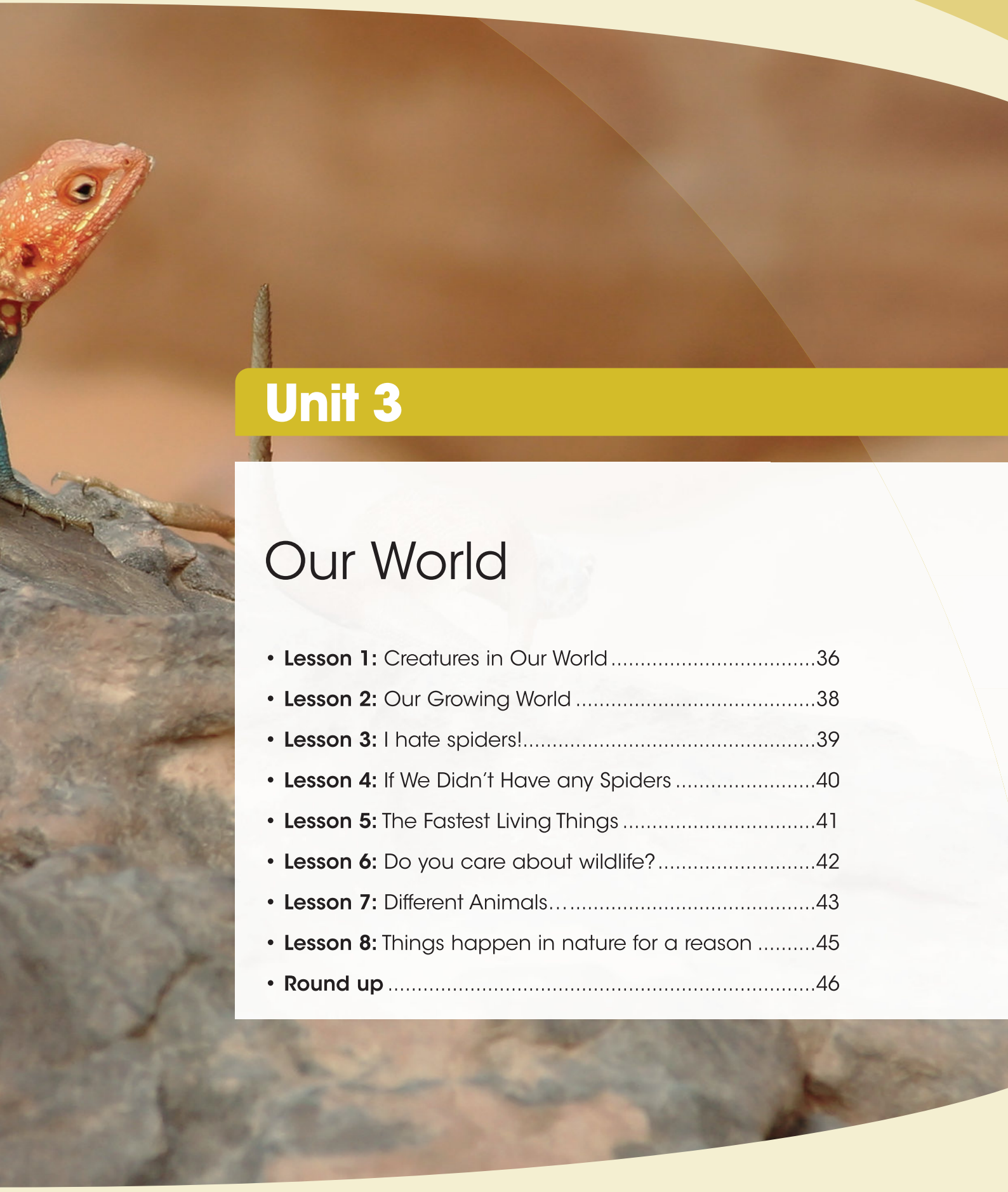
Useful questions are:



and you can ...

- make compound and complex sentences.
- edit texts for grammar and spelling mistakes.
- make notes about a book you have read.
- write email invitations.
- make a summary of a story orally and in writing.
- complete a fact file for a film.


Media Literacy: Inferring information from a picture, story or leaflet
Information Literacy: Transferring information to a table
Numeracy Skills: Reading numbers
C21 SKILLS
Research Skills: Comparing results and conclusions
Communication Skills: Recalling information quickly
Study Skills:
Comparing notes to texts
Organizing information in a diagram



Unit 3

Our World

- **Lesson 1:** Creatures in Our World 36
- **Lesson 2:** Our Growing World 38
- **Lesson 3:** I hate spiders!.....39
- **Lesson 4:** If We Didn't Have any Spiders 40
- **Lesson 5:** The Fastest Living Things 41
- **Lesson 6:** Do you care about wildlife? 42
- **Lesson 7:** Different Animals.....43
- **Lesson 8:** Things happen in nature for a reason 45
- **Round up** 46

Unit 3 Lesson 1: Creatures in Our World

C21 SKILLS

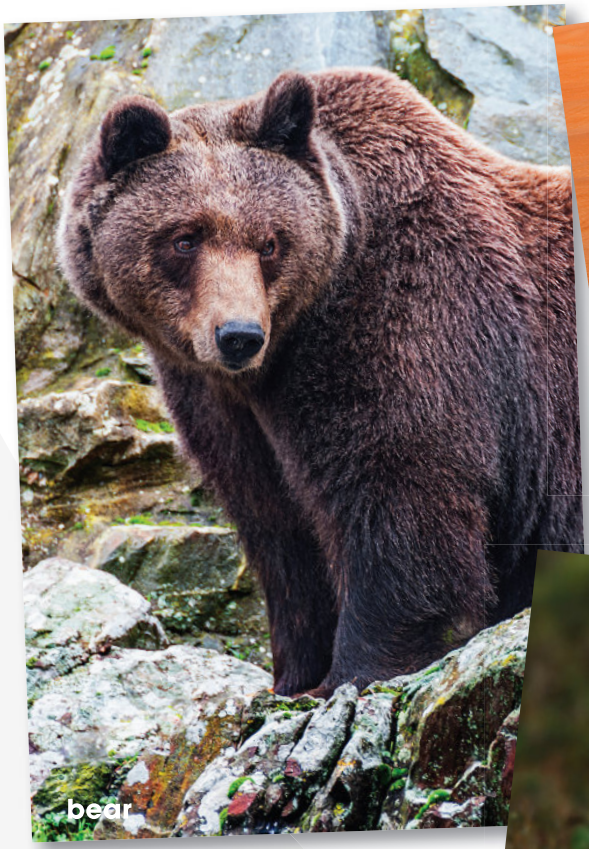
A Read each category and look for the examples in the pictures. Then write two or three more examples for each category.

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

B Use these adjectives to describe the pictures. Does your partner agree?

beautiful	dangerous	hot	dry	
useful	huge	large	wet	small

Bears are dangerous.







Comparing things with adjectives

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

How to form comparatives of adjectives

1 Adjectives with one syllable, add *er*, e.g., *cold* ➡ *colder*
2 Adjectives with two syllables, add *er*, e.g., *quiet* ➡ *quieter*
But, if the second syllable is *ful*, add *more* or *less*, e.g., *useful* ➡ more useful
Note: *clever*, *gentle*, *friendly*, *quiet* and *simple* can be used with *er* or *more/less*, e.g., *cleverer* or *more clever*.
3 Adjectives with more than two syllables, add *more* or *less*, e.g., *beautiful* ➡ less beautiful

Another way to compare things: (*not*) *as* + adjective + *as*
A bear is not as fast as a lion.

C Play a guessing game: *Which picture is it?*



D Now do Exercises A to F on pages 30 to 32 of the Workbook.

A Use the newspaper headlines and the pictures to answer this question. Which news stories do you expect to find these words and phrases in? Write the numbers.

better food _____ 6 million _____ better health services _____

life expectancy _____ birth rate _____ 2 cm every ten years _____

1

People Growing Taller



2

People Living Longer



3

Population Increasing



Track 8

B 8 Listen and check your ideas.

Talking about future consequences

What may happen if these changes continue?

Example:

If people grow a lot taller, we will need bigger houses.
If the population increases, we will need more food to feed everybody.

C Now do Exercises A to D on page 32 of the Workbook.

Lesson 3: I hate spiders!

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

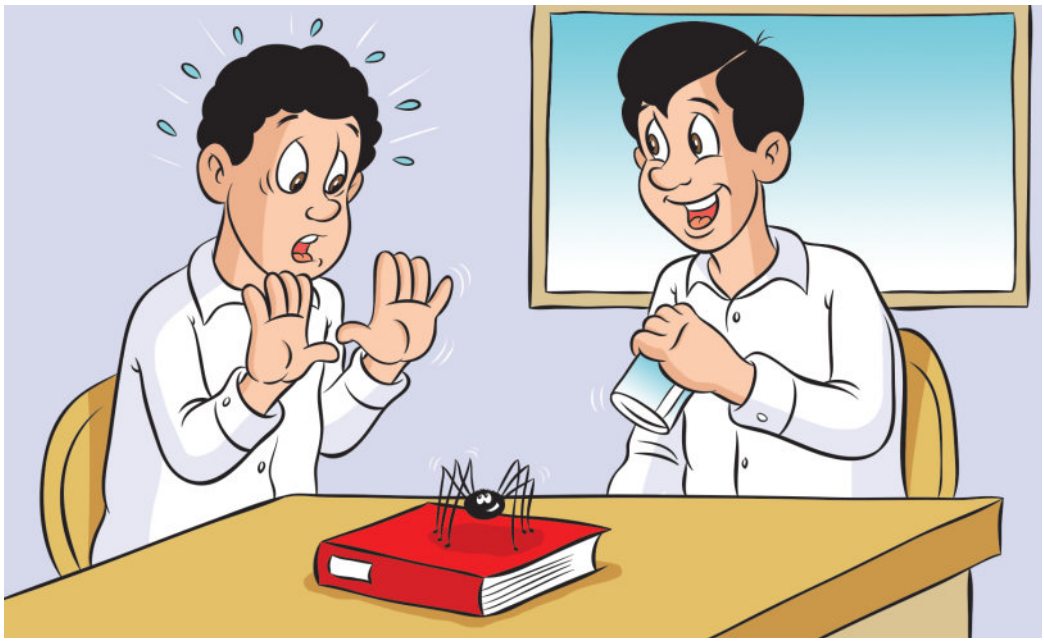


Student A		Student B
I hate	horses	So do I. …
I don't mind	spiders	Neither do I. …
I'm afraid of	mosquitoes	So am I. …
I'm not afraid of	flies	Neither am I. …
I like	falcons	I don't. …

B Look at the picture and guess the answers to these questions about Malek and Marwan. 9 Then listen and check your ideas.

Track 9

1 How does Malek feel about spiders?
2 How does Marwan feel about spiders?
3 Are spiders useful?
4 What is Marwan going to do with this spider?



C Now do Exercises A to C on page 33 of the Workbook.

Unit 3 Lesson 4: If we didn't have any spiders …

Talking about imaginary situations

***If* + past simple, *would* + infinitive**

If we didn't have any spiders, we would have more mosquitoes.

If there were more mosquitoes, we would get more bites.

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

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

If I had lots of money …

If I was late for school …

If I met an alien …

If I had to eat snails …

If the internet disappeared …



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

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

… I would be in a lot of pain.

… there would be too many insects.

… my teacher would be very angry.

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

… I would be very hungry.



C Now do Exercises A and B on page 34 of the Workbook.

Lesson 5: The Fastest Living Things

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



A diving falcon

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

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

The Bedouins used to hunt on camels. They rode fast as they followed their flying falcons. Today, falconry is a sport, not a necessity, and many falconers arrive in the deserts and valleys in air-conditioned 4-wheel drive vehicles.

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



The houbara

B What do these words mean?

dive necessity government area environment

C Now do Exercises A to E on pages 34 to 36 of the Workbook.

A Read the questionnaire and follow the instructions.

Caring for the natural world

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

1 What would you do if you found a bird with a broken wing in your garden?
(a) Ignore it. I hate birds. ☐
(b) Tell my parents. ☐
(c) Place it carefully in a small box with some soft bedding and feed it worms and fresh water until it got better. ☐

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



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

3 If a bat came into your bedroom, what would you do?
(a) Try to kill it with a broom. ☐
(b) Scream and run to another room. ☐
(c) Leave the window open and wait quietly for it to fly out. ☐



4 If you found a spider on your desk, what would you do?
(a) Squash it with my book. ☐
(b) Scream and ask my friend to kill it. ☐
(c) Carefully capture it in a cup and release it outside. ☐

5 If you saw a wolf in the desert, what would you do?
(a) Shoot it. ☐
(b) Chase it. ☐
(c) Stay very still and watch it. ☐

About your answers

Give yourself points:
(c) answers = 2 points
(b) answers = 1 point
(a) answers = 0 points

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

C21 SKILLS **B** Explain your answers with reasons.

C Now do Exercises A and B on page 37 of the Workbook.

Lesson 7: Different Animals

Track 10

A 10 Listen to three descriptions and match them to the pictures.

1



2



3



4



5



6



B Describe the other animals.

C Look at the fact file. Ask and answer your teacher's questions about the underlined information.

Example: *Where can Mediterranean monk seals be found?*

FACT FILE

Animals of Libya



Along the coast of Libya you can still sometimes see Mediterranean monk seals, although they are now endangered animals.

Inland, in the Jebel Acacus region, there are some fennec foxes as well as gazelles, African wildcats and golden wolves. In the old days, according to the art on rocks in the area, there were African elephants and giraffes there, too. But the land was greener then and animals could survive there more easily.



A number of different rodents can be found in Libya, including the fat-tailed gerbil, mole-rats, bamboo rats, the North African elephant shrew and voles.

Birds



Near the coast, several species of birds can be seen, including American flamingos and birds of prey. There are other birds that travel through Libya on their way to or from other countries – these are called migratory birds. They include the Kentish plover and the European white stork.

Nature reserves



There are two famous protected nature reserves in Libya – the Benghazi Reserve and the Zellaf Reserve. They help to protect the 87 species of mammals and the 338 different species of birds that are recorded as living in Libya.

Active and passive

Several species of birds can be seen.

People can see several species of birds.

D Now do Exercises A to C on pages 38 and 39 of the Workbook.

Lesson 8: Things happen in nature for a reason.

C21 SKILLS

A Read the story and then try to answer these questions.

Story time

1 What dangers was the pregnant deer surrounded by?
2 Which of the dangers faced by the deer would you be most afraid of?
3 What happened to each of the dangers faced by the deer?
4 How did the deer face the negative thoughts and dangers?

In a forest, a deer is about to give birth. She finds a remote grass field near a strong-flowing river. This seems a safe place. Suddenly labour pains begin. At the same moment, dark clouds gather above and lightning starts a forest fire. She looks to her left and notices a hunter with his bow pointing at her. To her right, she spots a hungry lion approaching her.

What can the pregnant deer do? She is in labour! What will happen? Will the deer survive? Will she give birth to her fawn? Will the fawn survive? Or will everything be burnt by the forest fire? Is she going to be killed by the hunter's arrow? Will she die a horrible death at the hands of the hungry lion approaching her?

She is trapped by the fire on the one side, the fast-flowing river on the other. She is also boxed in by her natural predators. What does she do? She focuses on giving birth to a new life. Nature is balanced. The deer stays quiet awaiting what will happen.

Lightning suddenly strikes and blinds the hunter. He releases the arrow which dashes past the deer and strikes the hungry lion. It starts to rain heavily. The forest fire is slowly doused by the rain. The deer gives birth to a healthy fawn. A new life begins.



In our lives too, there are moments of choice when we are confronted on all sides with negative thoughts and difficulties. Some thoughts are so powerful that they overcome us, making it difficult to think clearly and make sensible decisions. Maybe we can learn from the deer. The priority of the deer, in that given moment, was simply to give birth to her fawn. The rest was not in her hands. Any action or reaction that changed her focus would have most likely resulted in death or disaster. Next time you struggle with negative thoughts, ask yourself: Where is your focus? Where is your faith and hope? In the midst of any storm, do what you should do and have faith.

B Now do Exercises A to C on pages 40 and 41 of the Workbook.

Unit 3 Round up

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

Now you can:

- **form comparatives and superlatives of adjectives.**

cold	➡	colder	➡	coldest
useful	➡	more useful	➡	most useful
dangerous	➡	more dangerous	➡	most dangerous

- **make positive and negative comparisons with adjectives.**

A bear is bigger than a wolf.

Monkeys are more interesting than sheep.

Small cars are less expensive than big ones.

A wolf is not as big as a bear.

Snakes are not as dangerous as crocodiles.

- **compare present and past with *used to*.**

My country is greener than it used to be.

There is more wildlife than there used to be.

- **talk about things that may happen in the future.**

What will happen if people continue to grow taller?

We will need bigger houses.

- **and talk about things that are <u>not</u> very likely to happen.**

What would you do if you were bitten by an animal?

I would go to a doctor.

- **express and (dis)agree with attitudes, feelings and opinions.**

I like spiders.

So do I.

It would be good if there was less pollution.

I think so too.

I don't mind spiders.

Neither do I.

- **use pronouns and possessive adjectives correctly.**

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

Examples:

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

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

- **use passive forms.**

Traditional boats are used as transport.

Domestic buffalo are bred and raised.

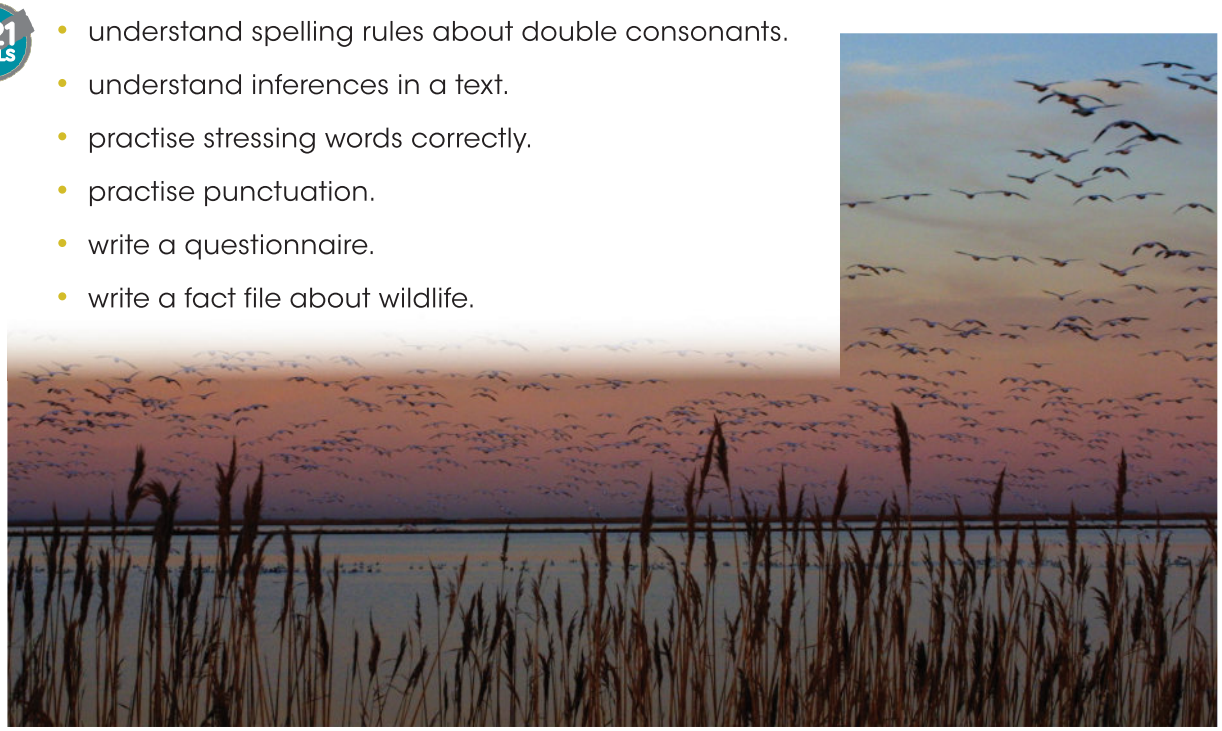
Crops are grown.

Some sheep and cattle are kept.

- **and you can ...**

C21 SKILLS

- understand spelling rules about double consonants.
- understand inferences in a text.
- practise stressing words correctly.
- practise punctuation.
- write a questionnaire.
- write a fact file about wildlife.





Communication Skills:
Saying days and times

Information Literacy:
Effective reading strategies
Organizing information in a spider diagram

C21 SKILLS

Study Skills:
Organizing words in lists
Understanding information from notes



Unit 4

Fun with English 1

- **Lesson 1:** Listening.....50
- **Lesson 2:** Reading.....51
- **Lesson 3:** Speaking.....53
- **Lesson 4:** Writing.....55

Unit 4 Lesson 1: Listening

A Read these listening tips.



B What are the important words here?



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

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



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

Track 11

C 11 Listen to two speakers. What are the important words in each case? What are the loud sounds here?

attention missing curly sweater

Track 12

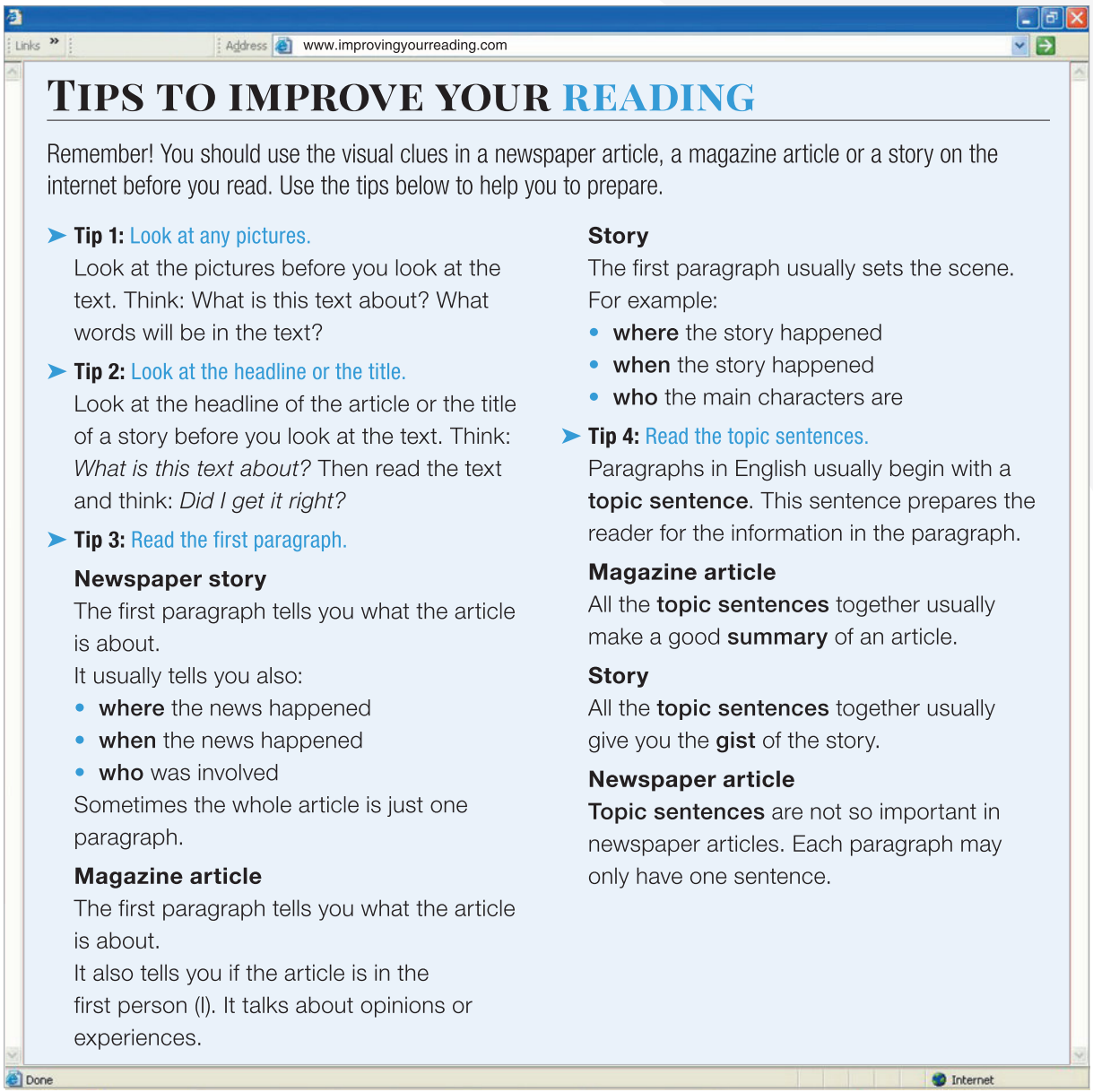
D 12 Listen to some long words from the course. Write the words you hear.

Track 13

C21 SKILLS

E 13 Listen to two announcements. Make a note of the important information in each case.

F Now do Exercises A to I on pages 42 to 45 of the Workbook.



Links Address www.improvingyourreading.com

TIPS TO IMPROVE YOUR READING

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

➤ **Tip 1:** Look at any pictures.
Look at the pictures before you look at the text. Think: What is this text about? What words will be in the text?

➤ **Tip 2:** Look at the headline or the title.
Look at the headline of the article or the title of a story before you look at the text. Think: *What is this text about?* Then read the text and think: *Did I get it right?*

➤ **Tip 3:** Read the first paragraph.

Newspaper story
The first paragraph tells you what the article is about.
It usually tells you also:
- **where** the news happened
- **when** the news happened
- **who** was involved

Sometimes the whole article is just one paragraph.

Magazine article
The first paragraph tells you what the article is about.
It also tells you if the article is in the first person (I). It talks about opinions or experiences.

Story
The first paragraph usually sets the scene.
For example:
- **where** the story happened
- **when** the story happened
- **who** the main characters are

➤ **Tip 4:** Read the topic sentences.
Paragraphs in English usually begin with a **topic sentence**. This sentence prepares the reader for the information in the paragraph.

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

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

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

Done Internet

A Read the first paragraph of the article on Course Book page 11: *Car of the Year.*

B Read the first paragraph on Course Book page 28: A *TV Comedy,* and page 30: *What is your hobby?*

C Read the first paragraph on Course Book page 45: *Things happen in nature for a reason.*

C21 SKILLS **D** Find and underline the topic sentences in the article on Course Book page 30: *What is your hobby?*

C21 SKILLS

E Find and underline the topic sentences on Course Book page 45: *Things happen in nature for a reason*

F Look at these pictures and follow Tip 1.



C21 SKILLS

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

headlines	titles
GIRL WINS COMPETITION	The first school day
TENNIS STAR ARRIVES IN TRIPOLI	A dream comes true
MINISTRY GIVES DATES FOR FINAL EXAMINATIONS	How to learn English
OIL PRICES RISE; MORE JOBS FOR LOCAL PEOPLE	Lost in the desert

H What information is in these paragraphs?

A POPULAR HOBBY

If you live near the sea, you may enjoy swimming or fishing.

If swimming sounds like too much hard work, fishing may be more your kind of hobby.

Another ancient craft still popular in many homes is blanket weaving.

HUNTING WITH BIRDS

More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food.

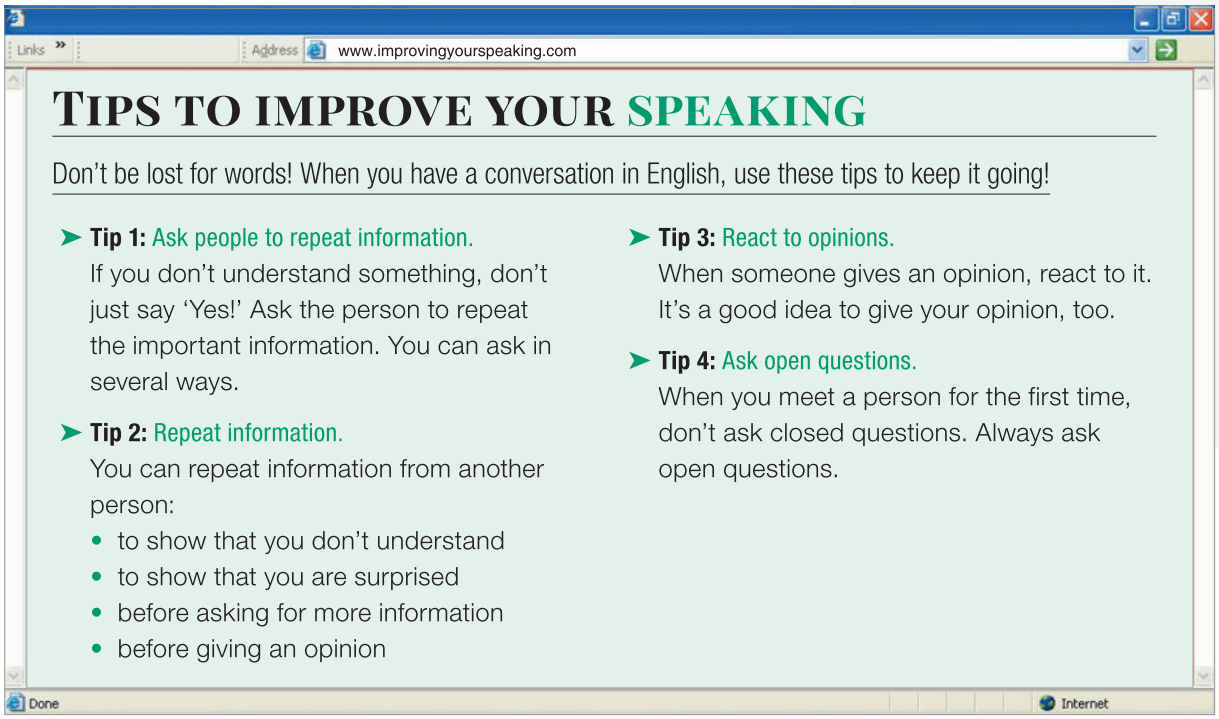
The Bedouin used to hunt on camels.

One disadvantage of this sport is that too many rare birds might be killed.

I Now do Exercises A to D on pages 46 and 47 of the Workbook.

Lesson 3: Speaking

A Read these tips and practise in pairs.



Sorry? What was that? | Pardon? | What did you say? | I didn't get that.

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

Conversation 1

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

Conversation 2

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

Conversation 3

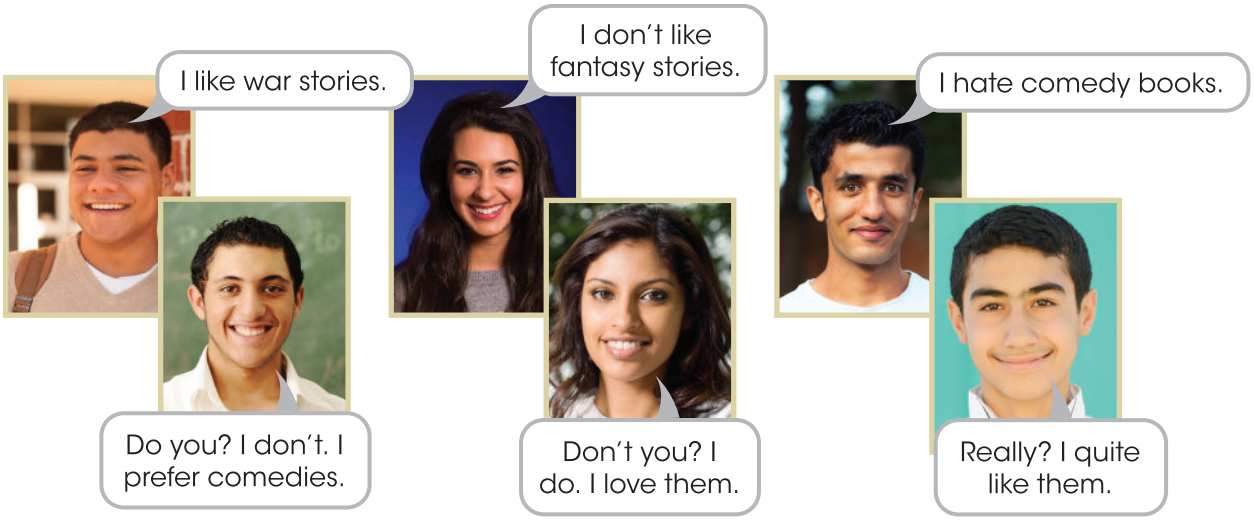
- Hi, Sara. Have you seen Reem?
- Reem? Who's that?
- She's the new girl.

Conversation 4

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

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

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



E Practise these conversations and notice the difference.

1 Closed questions

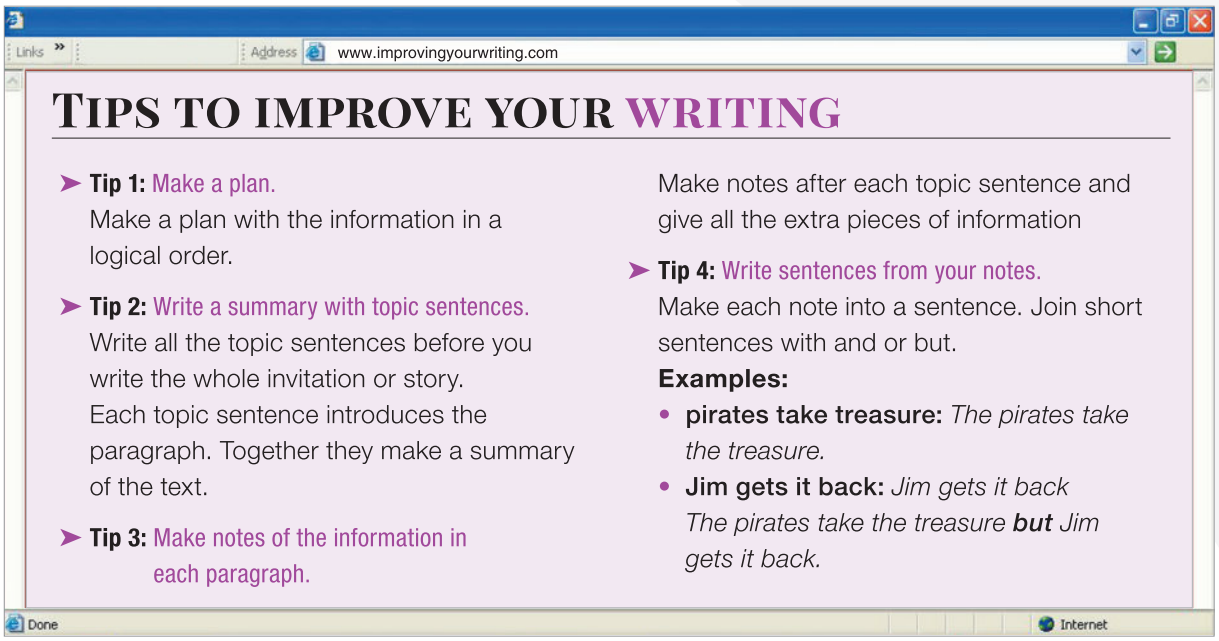
- ○ Are you English?
- ● No, American.
- ○ Do you like Libya?
- ● Yes.
- ○ Are you staying here long?
- ● No.

2 Open questions

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

F Now do Exercise A on page 48 of the Workbook.

Lesson 4: Writing



A **Look at the paragraph headings for narrating a story. Write them in a logical order in your copybook.**

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

B **Write these topic sentences for the story under the correct paragraph heading in your copybook.**

- I read a very interesting book recently.
- It is about a boy called Jim Hawkins.
- Jim finds a map of an island.
- I think this story is excellent.
- It is called 'Treasure Island'.

C **Write these notes after the correct topic sentence in your copybook.**

- about pirates – men who steal things at sea
- goes to island, finds treasure, pirates take treasure, Jim gets it back
- pirates take treasure
- Robert Louis Stevenson
- exciting, lots of action, frightening, Long John Silver escapes
- Long John Silver – man with wooden leg
- 1883

C21 SKILLS

D **Use your notes to write sentences in your copybook. Write about a book you have read or a play/film you have seen recently. Follow the tips.**

E **Now do Exercises A and B on pages 49 and 50 of the Workbook.**


Information Literacy: Assessing reliable sources of information
Media Literacy: Inferring information from images
C21 SKILLS
Life Skills: Critical thinking
Study Skills: Transferring information to a table
Communication Skills:
Decoding dictionary entries
Telephone etiquette



Unit 5

The Media

- **Lesson 1:** Watching the Match.....58
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- **Lesson 4:** Where can I find it? 62
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- **Lesson 6:** What's happening at school? 64
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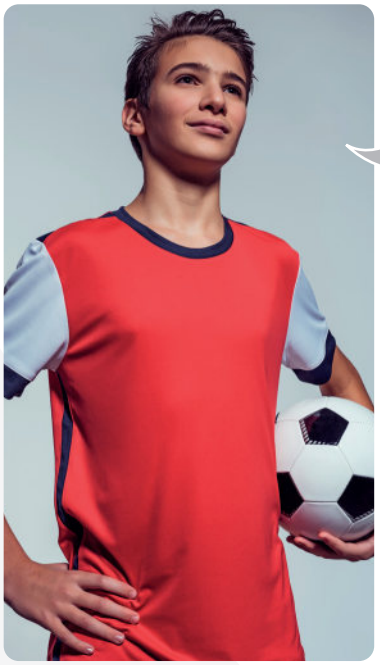
Unit 5 Lesson 1: Watching the Match

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

badminton basketball baseball football
running tennis table tennis



B Read what Sami says. Then talk about yourself.



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



Track 16

C 16 Listen to three conversations.

In each game: Which teams played?

- Who won?
- What was the score?

D Now do Exercises A to E on pages 51 and 52 of the Workbook.

Lesson 2: Lina Fakroun Talks to the Newspaper

A What was Lina Fakroun doing in 2013? What do you think has happened?





B 17 Listen to the interview between Lina Fakroun and a reporter from the local newspaper. What is Lina Fakroun doing these days?

Track 17

Reporter: Good morning. Today, we are talking to the well-known dentist, Dr Lina Fakroun. Dr Fakroun, first of all, where were you born?
Dr Fakroun: I was born in Tripoli.
Reporter: What were you doing before you became a famous dentist?
Dr Fakroun: Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.
Reporter: I see. So what changed your life?
Dr Fakroun: One day I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.
Reporter: What happened then?
Dr Fakroun: I participated in different workshops on using lasers in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.
Reporter: Are you happy with your work now?
Dr Fakroun: Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families.
Reporter: Now, show me the new equipment that everybody is talking about …

Tenses for narrating a story

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

C Now do Exercises A to C on pages 52 and 53 of the Workbook.

A Look at a page from the newspaper. Which item is most interesting for you?

21 June 2019

Daily Mor



Education Talks in London

A NUMBER OF EDUCATION EXPERTS arrived in London yesterday for the International Education Conference which will take place at the Park Lane Hotel today.

The focus of the meetings is to discuss educational development programmes between countries. The experts will discuss opening English schools in different countries around the world to develop English language learning. The British Minister of Education welcomed the group of experts at the airport before escorting them to the conference venue.

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ning News



Celebrity at opening ceremony

LOCAL CELEBRITY, TYSON POOLE, opened a new sports city yesterday. The new city cost $1 billion and took three years to build.

Many people were waiting when Tyson arrived at 10 a.m. He spoke to youth and community representatives before opening the sports city at 11 a.m. He then spent the next hour signing autographs.

Boy saves child

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

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

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

B Find these numbers in the articles and the advertisements. What does each number refer to?

seven	13	15	11	1 billion
26	three		five	10

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

Unit 5 Lesson 4: Where can I find it?

C21 SKILLS **A** Match each extract with one of these newspaper sections.

Today's newspaper

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

1 The Longton Mall in Hightown is now fully open. It's one of the largest shopping centres in the country.



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

3 **Meeting in South America to talk about rainforests.**



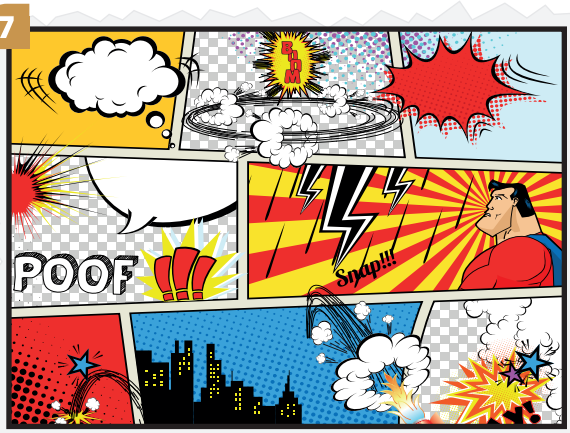
4 Oil company chiefs meet to discuss the price of oil.

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

6



7



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

C What about you? Which sections are you interested in? Which sections are you not interested in?

D Now do Exercises A and B on page 56 of the Workbook.

Lesson 5: Would you take less?

A Write two telephone conversations about the advertisement for the two bikes.

1 a mountain bike



2 a town bike



1 Choose the correct answers for the mountain bike.
2 Choose the correct answers for the town bike.

Questions	Answers
1 What kind of bike is it?	**a** It's a town bike. **b** It's a mountain bike.
2 What size is it?	**a** It's smaller than a man's bike. **b** It's the same size as a man's bike.
3 Is it in good condition?	**a** Yes, very good. **b** It's OK, but the front tyre is worn.
4 What colour is it?	**a** It's brown. **b** It's mainly red.
5 How many gears does it have?	**a** It doesn't have any. **b** Twenty-one.
6 Does it have any extras?	**a** No, but it's a really good bike. **b** Um ... I don't think so.
7 What about lights?	**a** No, it hasn't got any lights. **b** No, but it has reflectors.
8 How old is it?	**a** It's only a year old – it's as good as new. **b** It's about ten years old
9 How much is it?	**a** It's 90 LYD. **b** It's 60 LYD.
10 Would you take less?	**a** No, sorry. 90 LYD is a good price. **b** Well, maybe 80 LYD.

Track 18

B 18 Listen and check your answers. Then practise the two conversations with your partner.

C Now do Exercises A to C on pages 57 and 58 of the Workbook.

Unit 5 Lesson 6: What's happening at school?

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



Activities	Date	Start	Finish
a Art	Sun 12 April	08.00	12.00
b English	Mon 13 April	09.30	12.30
c Science	Tues 14 April	09.15	13.15
d Sport	Weds 15 April	08.25	12.45
e Charity activities	Thurs 16 April	10.00	11.30

Talking about the future

In English, there are a number of ways of talking about the future. Here we use *will* and the *main verb* to talk about events in the future that we cannot control. It expresses a definite fact or opinion about the future.
The Science activities *will* start at 9.15.
When *will* the Sport activities *finish*?

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

When will the Art activities start?

The Art activities will start at 8.00 on Sunday 12 April.

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

Amazing graduation day

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

School party

Last Thursday's party was supposed to start at 10 a.m. but when I arrived at 9.45 the hall was already full. I had to stand right at the back and I was struggling to see or hear anything. The students around me were chatting loudly while the arts team were performing. I'm not sure if the performance was any good as I couldn't hear much of it but the rest of the audience clapped at the end so they were enjoying it. I was disappointed I didn't enjoy it as much. Next time, I will try and get there earlier to make sure I get a good seat. *Sara*



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

Remember

There are two ways of talking about the past:
1 The students all performed well.
2 The students were chatting while the arts team were performing.

D Find examples of the past continuous tense in the reviews in Exercise A. Change them to the past simple tense.

E Now do Exercises A to F on pages 59 to 61 of the Workbook.

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

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



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

Example:

sport	𝍸 |||
music	𝍸
fashion	|||
puzzles	𝍸 |
true stories	𝍸 𝍸
cartoons	𝍸 𝍸 ||

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

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

D Now do Exercises A and B on page 62 of the Workbook.

Lesson 8: A Powerful Lesson for Everyone

C21 SKILLS

A Read the story. What was the 'powerful lesson'?

Story time



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

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

'I can do it,' Khaled said.



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

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

The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you think you have left something behind?'
The son replied, 'No sir, I haven't.'

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

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



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

C Now do Exercises A and B on page 63 of the Workbook.

Unit 5: Round up

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

Now you can:

- **use past simple – for narrative**

  Affirmatives

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

  Negatives

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

- **use past continuous – for background to narratives**

  Affirmatives

  It was raining. We were playing a game.

  Negatives

  It wasn't them. I wasn't playing well.

- **use subject and object pronouns**

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

- **use future simple with *will***

  The charity activities will start at 10.00.

  The sport activities will finish at 12.45.

- **use questions in the future simple**

  When will … start/finish?

- **use *most, some* and *a few* when discussing opinions**

  Most people prefer …

- **use *the* before certain country names**

  the UK, the UAE

C21 SKILLS

and you can …

- talk about football scores.
- understand the different sections of a newspaper.
- use a timetable.
- carry out a survey.


Life Skills: Critical thinking
Study Skills: Transferring information from text to a table
Media Literacy: Inferring information from tables
C21 SKILLS
Media Literacy: Sequencing events based on images
Career Skills: Drafting a career plan
Information Literacy:
Extracting information from tables
Inferring meaning from context



Unit 6

Jobs and Careers

- **Lesson 1:** Jobs and Workplaces 72
- **Lesson 2:** Careers Advice 74
- **Lesson 3:** The School of the Future 75
- **Lesson 4:** *A, an* or *the*? 76
- **Lesson 5:** How do you get to …? 77
- **Lesson 6:** A Famous Career 78
- **Lesson 7:** A School Project 79
- **Lesson 8:** What should I do? 80
- **Round up** 81

Unit 6 Lesson 1: Jobs and Workplaces

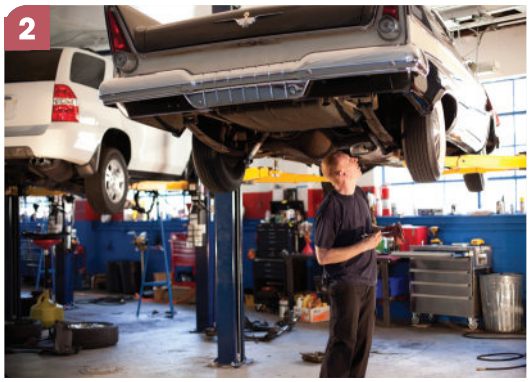
A Talk about the pictures.

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

Example:

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













B Read the definitions and write the jobs.

Someone who ...

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



C Play a game: *Who am I?*

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

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

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

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

F Now do Exercises A to C on pages 64 and 65 of the Workbook.

Track 20

A Listen to Layla and Dania's conversations with the headteacher. What are the main differences between Layla and Dania?

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

Headteacher: Good morning, Layla. Please sit down. How can I help you?

Layla: I don't know.

Headteacher: Well, do you have any career plans?

Layla: Career plans? No, I haven't got any plans.

Headteacher: None at all?

Layla: No … Actually, I do have a plan. I'm going to leave school as soon as I'm 16.

Headteacher: I see …

Headteacher: Hello, Dania.

Dania: Good morning, Headteacher.

Headteacher: Well now, Dania, do you have any career plans?

Dania: Oh, yes, Headteacher. I'm going to be a vet.

Headteacher: A vet? That's a tough course, and it takes a long time at university.

Dania: Yes, I know. I've found out all about it and I'm going to do it.

Headteacher: Excellent! Now …

B Role play.

Work in pairs and ask and answer questions about your future career plans. Use the model dialogue below to help you.

Student A Do you have any career plans?

Student B Actually, I do have a plan. I'm going to go to university. I want to be a doctor.

Student A That's a tough course. And it will be a lot of work.

Student B It'll be worth it.

Talking about the future

***be* + *going to* + infinitive; *will* + infinitive**

I'm going to leave school as soon as I'm 16. *(The speaker has made a plan.)*
You will only get pocket money if you stay at school. *(The speaker is talking about something in the future that is certain.)*

C Now do Exercises A and B on page 66 of the Workbook.

Lesson 3: The School of the Future

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

1 A 'super school'
2 Global education
3 Virtual learning



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

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

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

Giving more information about people and things

pronouns *who, that/which*

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

Example:

The schools of the future will teach many subjects that are important for the future ... Find more examples in the text.

B Now do Exercise A on page 66 of the Workbook.

Unit 6 Lesson 4: *A, an* or *the*?

Track 21

A 21 Listen to two conversations, then study the grammar box.

Articles: *a, an, the*

1 Use *a* and *an* …

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

2 Use *the* …

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

3 **Don’t** use *a, an* or *the* …

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

Track 21

B 21 Listen to the conversations again and complete the sentences.

1

Can I borrow _____ ruler, please?
Sure. Which _____ ruler?
_____ one you used in _____ maths.
Sorry. _____ ruler I used in _____ maths is in _____ library.

2

I went to _____ London in _____ holidays.
Wow! Did you enjoy _____ sightseeing?
I do like _____ sightseeing, and _____ shopping was amazing.

C Now do Exercise A on page 67 of the Workbook.

Lesson 5: How do you get to …?

Track 22

A 22 Listen. Mark the bookshop on the map.



Asking for directions

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

Giving directions

Go to the traffic lights.
Take the first turning on the right/left.
Go along … Road/Street.
The bookshop is on the right/left.
Turn left at the lights.
Go straight on.
Go past the …
My house is next to/near the …

B Role play.

You are going to give someone directions to your house. First, make a simple drawing to show where your house is. Then work out the directions. Give your partner a copy of your map without your house marked on it.

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

Pupil B: Give your partner directions.

C Now do Exercises A and B on page 68 of the Workbook.

A Read the text and answer the questions.

1 Who influenced Dr Wadea's decision to study medicine?
2 What are loop monitors used for?
3 What information does Dr Wadea's device send to the hospital?
4 How does Dr Wadea's device support his main message?

A Famous Career



Dr Wadea Tarhuni is a leading Libyan cardiologist who lives and works in Canada. We sent him some questions by email to find out about his career so far. When asked how he got into medicine, Dr Wadea said, "My father Dr Mahmood, was a well-known doctor in Libya. I was inspired by his success and decided I wanted to be like him one day. I studied medicine at the University of Tripoli. After that, I travelled to Toronto in Canada to do my cardiology residency there".

Talking about the early part of his career, Dr Wadea said that when he worked as a cardiologist in Toronto hospitals, he noticed that patients had to come to the hospital for emergency treatment and sometimes it was too late to save their lives. "That was when I thought of a new way to monitor patients' heart conditions so they could be called to the hospital in time for treatment," he told us.

We asked Dr Wadea about his life-saving invention. He explained that loop monitors, which patients normally used to monitor their hearts, have to be returned to the hospital, where the recorded signals are analysed before treatment is given. He said that this process wasted precious time and some patients could suffer heart attacks in the meantime.

"Using wireless technology," he explained, "I created a real-time warning device that patients wear on their wrists. The device transmits the patient's heartbeat to the hospital and when the heartbeats are irregular, a warning signal is sent. As soon as that is received, the hospital staff immediately call the patient in or, if necessary, send an ambulance for them. In addition to saving lives, this new invention has reduced the burden on emergency departments in many hospitals in Canada". Dr Wadea added that the Cardio-phone, a wireless recording device, was demonstrated for the first time in the history of the marathons when, in 2018, about 20 runners wore it.

Now Dr Wadea is the president of Windsor Cardiac Centre, which he founded in 2016. The centre is the first-ever outpatient cardiac centre in Canada. He continuously tries to adopt modern cardiac care technology to improve patient care. His main message is "prevention is better than cure".

B Now do Exercises A to D on pages 69 and 70 of the Workbook.

Lesson 7: A School Project

A Read Faisal's notes and work out what questions Faisal asked and what Bob's answers were.

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



Name

Bob Pearson

Present job

English teacher. Works at training centre.

Duties

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

Career history

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

Advantages of the job

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

Disadvantages

None, except sometimes too hot.

Plans for the future

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

B 23 Now listen to the interview.

Track 23

C Think of other questions to ask Bob.

D Now do Exercise A on page 70 of the Workbook.

Unit 6 Lesson 8: What should I do?

A Read the text and answer the questions.

1 What advice would you give Mona?

2 Which reply below is the most sensible advice?

3 Which reply is the worst advice for Mona? Why?

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



B Write your own reply to Mona's blog.

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

Unit 6: Round up

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

Now you can:

- **talk about the future.**
  I'm going to leave school as soon as I'm 16. *(The speaker has made a plan.)*
  You will only get pocket money. *(The speaker is talking about something in the future that is certain.)*
- **use clauses with *who, which* or *that* to identify people and things.**
  Use *who* for people and *which* or *that* for things.
  A vet is someone who takes care of sick animals.
  That's the dog that frightened my little sister.
- **know when to use and when not to use *a, an, the* before nouns.**
  - **'a'** when talking about one thing in a general way: Can I have a pen, please?
    before jobs: I want to be a teacher.
  - **'an'** before a vowel: Can I have an apple, please?
  - **'the'** when talking about a particular thing or one already mentioned:
    The pen on your desk is mine.
  - **'the'** when there is only one of these in the world. The sun is shining.

  Don't use *a* before things that cannot be counted: I need (some) fresh milk.
  Don't use *a*, *an* or ***the***
  - before the names of school subjects: I'm good at history.
  - before the names of places: We go to Dohuk for our holidays.
  - after 'like' ...

  a before plural nouns if they are general: I like apples.
  But: I like the apples that grow in our garden.
  b before things you can't count: I don't like meat.
  But: I liked the meat that we had for dinner last night.



- **ask for and give directions.**

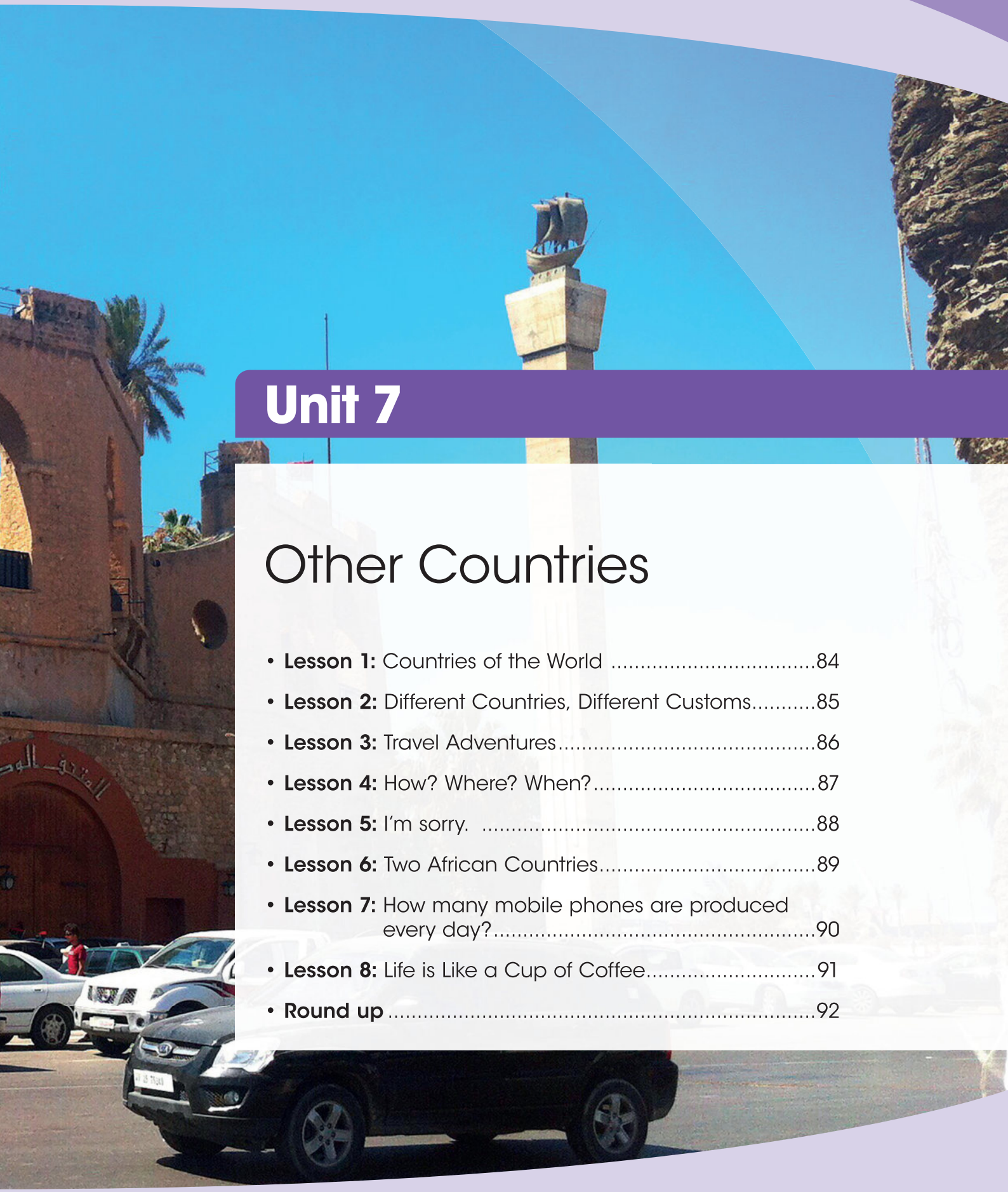
Can you tell me how to get to the Grand Hotel?

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

and you can ...

- talk about jobs you would and wouldn't like to do.
- study paragraphs.
- write a paragraph about your plans for the future.
- listen to conversations and take notes.
- interview someone and use your notes to write about the person's career.


Media Literacy: Inferring information from headlines
Information Literacy: Inferring information from diagrams
Study Skills:
Extracting meaning from context
Note-taking
C21 SKILLS
Communication Skills: Predicting a sequence of events
Life Skills:
Critical thinking
Environmental awareness



Unit 7

Other Countries

- **Lesson 1:** Countries of the World 84
- **Lesson 2:** Different Countries, Different Customs.....85
- **Lesson 3:** Travel Adventures.....86
- **Lesson 4:** How? Where? When?.....87
- **Lesson 5:** I'm sorry. 88
- **Lesson 6:** Two African Countries.....89
- **Lesson 7:** How many mobile phones are produced every day?.....90
- **Lesson 8:** Life is Like a Cup of Coffee.....91
- **Round up** 92

Unit 7 Lesson 1: Countries of the World

A Talk about the pictures.

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

I think Omar has been to … because …

1 

Omar

2 
Lina

3 
Zahra

4 
Bashir

5 
Tareq and Fawzi

6 
Fatima

7 
Amina and Aisha

8 
Khalil

Track 24

B Now listen and check your ideas.

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

D Now do Exercise A on page 72 of the Workbook.

Lesson 2: Different Countries, Different Customs

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

3 countries	1 city	2 days	5 forms of transport







Different ways of getting around

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





Business hours

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

Time adverbs

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

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

B Now do Exercises A and B on pages 72 and 73 of the Workbook.

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







C21 SKILLS **B** Read about three travel programmes and answer these questions.

1 Match pictures 1–3 to each travel programme.
2 What natural features are mentioned in the three programme descriptions?

TV this week



A new series of travel programmes:
Wednesdays at 7.30 **See the first of 12 travel programmes on Wednesday this week. Each week, a different adventurer travels to some of the greatest natural features on Earth. The most famous rivers, mountains, deserts and volcanoes in the world are visited in this series and the photography is stunning.**

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

Week 2: Alan Bridges, from Australia, aims to do the 1,000-kilometre journey through the Himalayas from India to China. He does the first 250 kilometres on horseback, riding carefully through the foothills of the mountains to Mount Everest. Then he climbs higher on foot for another 100 kilometres. Although this is very tiring, Alan says it is the best way to enjoy the fantastic scenery. Although he soon becomes exhausted and is unable to complete the whole distance, this programme still makes wonderful viewing.

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

C Now do Exercises A to C on pages 73 and 74 of the Workbook.

Lesson 4: How? Where? When?

Adverbs and adverbials

These give information about a verb. They tell us how, where and when something happens.
For example: *We got here very quickly.* (how)

Adverbs are single words (*quickly*).
Adverbials are phrases: *We left on Tuesday.* (when)

Find eight adverbs or adverbials in the text on page 86.

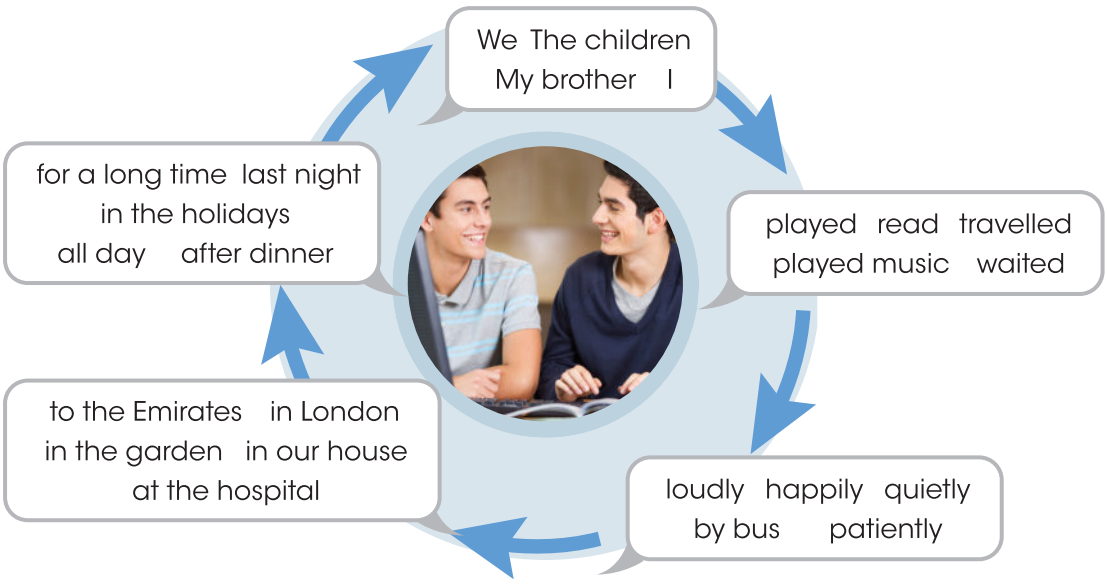
Word order

Time/ Frequency:	Put indefinite time and frequency adverbs before the verb: *I **sometimes** go swimming.*
	Put definite time adverbs at the beginning or end of a sentence or clause. ***After school**, I'm going to have a swim.* *I'm going to have a swim **after school**.*
Manner:	Put adverbs of manner after the verb or the object: *They walked **slowly**.* *They crossed the desert **on foot**.*
Place:	Put adverbs of place after the verb or object. *I gave my homework **to my teacher**.*

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

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

Example: *I played happily in our house last night.*



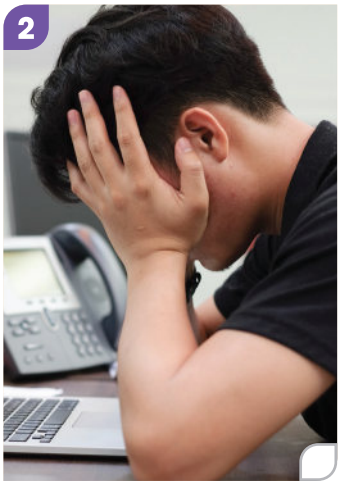
B **Now do Exercises A and B on pages 75 and 76 of the Workbook.**

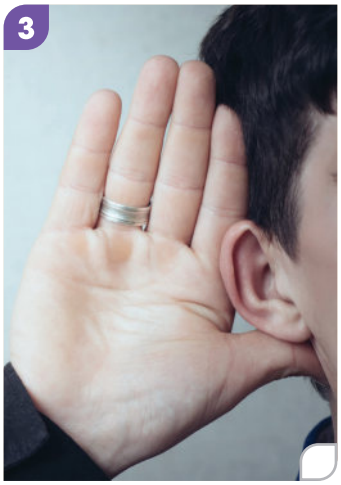
Unit 7 Lesson 5: I'm sorry.

Track 25

A 25 **Listen and number the pictures in the order you hear the conversations.**


1


2


3

Apologies and polite responses

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

1 **A:** Hey! You just knocked into me!
B: I'm sorry.
A: That's OK.

2 **A:** I'm so sorry. I just knocked your bag on the floor.
B: Don't mention it.

3 **A:** Open your books at page 43, please.
B: Pardon?
A: Page 43, please.

4 **A:** I have a bad headache.
B: Oh, I'm sorry. Can I get you anything?
A: That's OK, thanks. I think I'll just go to bed.

B **Use the photos to role play conversations with your partner. Swap roles and repeat.**

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

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

C **Now do Exercises A to D on pages 77 and 78 of the Workbook.**

Lesson 6: Two African Countries

A What do you know about these countries?

B Read the texts and do the Workbook exercises.

LIBYA

Area	1,759,541 sq. km.
Population	7,054,493
Currency	Libyan dinar
Language	Arabic



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

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

SUDAN

Area	1,861,484 sq. km.
Population	47,958,856
Currency	Sudanese pound
Language	Arabic



Sudan is the third largest country in Africa. Most of the north is desert, but there are flat grasslands in the centre and forests and high mountains in the south and west. Two rivers, the Blue Nile and White Nile, join at Khartoum, the capital. These are the country's main source of water.

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

C Now do Exercises A to D on pages 79 and 80 of the Workbook.

Unit 7 Lesson 7: How many mobile phones are produced every day?

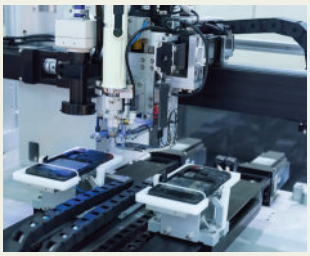
C21 SKILLS

A Read and match the sentences to the headlines.

1 Oil is exported to European countries like Italy and Germany.
2 Earlier in 2014, 68 million mobile phones were manufactured in India's mobile phone plants.
3 Today, a record 338,000 cars are produced by the Kia Motors' European factory.
4 Over 100 million mobile phones are now manufactured each year in Indian factories, and this number is set to rise.
5 In 2008, 150,000 cars were produced in the Slovakian Kia Motors' factory.
6 In December 2018, almost 1 million barrels a day were produced by Libya.



Assembly lines at car plant reach 98% efficiency



Phone production in India has reached 100 million



Oil production to rise this year

B Now do Exercises A and B on pages 80 and 81 of the Workbook.

Lesson 8: Life is Like a Cup of Coffee

C21 SKILLS

A Read the following story and try to answer the questions.

Story time

1 Why did the professor bring different cups for the coffee?
2 Look at the underlined words. What do they mean?
3 What is the moral lesson of the story?

Life is Like a Cup of Coffee



A group of alumni from different parts of Libya, highly established in their careers, agreed to visit their old university professor. He is an Indian who lives in Hyderabad. They heard that he was very sick. The alumni, two from Benghazi, two from Tripoli, one from Misurata and one from Zliten, decided to take the plane to Hyderabad. When the plane landed in Hyderabad, they took a train to the city centre and from there they went to the house of their professor by rickshaw. They reached his place easily. He was very excited to see them.

Conversation started and soon turned into complaints about stress in work and life. Offering his guests coffee, the professor went to the kitchen and returned with a large pot of coffee and an assortment of cups – porcelain, plastic, glass, crystal, some plain looking, some expensive, some exquisite. He told the guests to help themselves to the coffee.

When everyone had a cup of coffee in hand, the professor said, 'If you noticed, all the nice looking expensive cups have been taken up, leaving behind the plain and cheap ones. While it is normal for you to want only the best for yourselves, that is the source of your problems and stress.

'Be assured that the cup itself adds no quality to the coffee. In most cases it is just more expensive and in some cases even hides what we drink. What all of you really wanted was coffee, not the cup, but you consciously went for the best cups ... And then you began eyeing each other's cups.

'Now consider this: life is the coffee. The jobs, money and position in society are the cups. They are just tools to hold and contain life, and the type of cup we have does not define, nor change the quality of life we live.

'Sometimes, by concentrating only on the cup, we fail to enjoy the coffee. Savour the coffee, not the cups! The happiest people don't have the best of everything. They just make the best of everything.'

The alumni fully understood the lesson, and made their former professor feel happy.

They went back to Libya after a week as wiser men.

Live simply. Love generously. Care deeply. Speak kindly.

B Now do Exercises A to E on pages 82 and 83 of the Workbook.

Unit 7: Round up

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

Now you can:

- **use adverbs of time**

  Adverbs of time tell us when something happens.

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

  Examples of indefinite time adverbs: often, usually

- **use adverbs of manner**

  Adverbs of manner tell us how something happens.

  They can be single words: slowly, well

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

  Single adverbs of manner often end in *ly*.

- **use adverbs of place**

  Adverbs of place tell us where something happens.

  They can be single words: here, there

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

- **use word order for adverbials**

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

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

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

  I'm going to have a swim after school.

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

  They walked slowly.

  They crossed the desert on foot.

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

  They crossed the desert slowly on foot.

  They crossed the desert on foot slowly.

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

  I gave my homework to my teacher.

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

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

- **use present and past passive**

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

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

  Leptis Magna was built around 2,6000 years ago. (by? We don't know.)
- **use past simple and present perfect tenses**

  The past simple tense is used for ...
  - events that happened at definite times in the past:

    I saw him an hour ago.

    I read that book last year.
  - events that happened over time in the past:

    I lived in that house when I was little.

    I ate lots of sweets when I was on holiday.

  The present perfect tense is used for ...
  - events that began in the past, but not at a definite time:

    I have been to England.

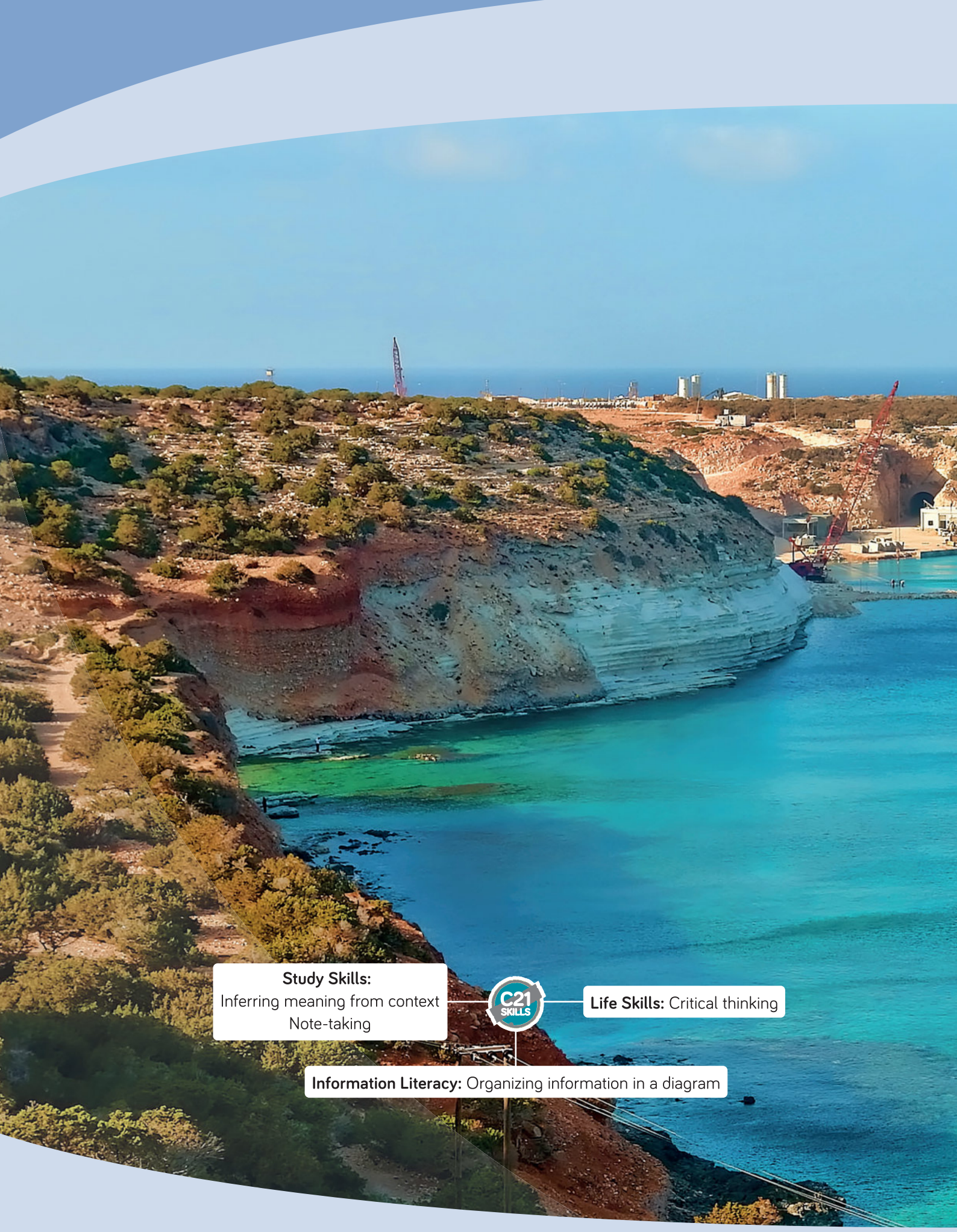
    I have seen that TV show.
  - events that happened in the past and are still continuing:

    I have been in this school for three years.

    I have lived in this house since I was three.

and you can ...

- talk about different ways of getting around.
- ask and answer questions about using English.
- note details in a recorded narrative and use them to write a summary.
- read factual texts about other countries.
- write about souvenirs and customs.
- find out about a country and write two paragraphs.


Study Skills:
Inferring meaning from context
Note-taking
C21 SKILLS
Life Skills: Critical thinking
Information Literacy: Organizing information in a diagram



Unit 8

Fun with English 2

- **Lesson 1:** Listening 96
- **Lesson 2:** Speaking 97
- **Lesson 3:** Reading 98
- **Lesson 4:** Writing 99

Unit 8 Lesson 1: Listening

Listening tip: Why it is important to listen carefully

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

A 26 **Listen to the conversations and answer the questions. As you listen, read these sentences. What tenses are used? Why?**

1



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

2



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

3



Choose the correct tense for each verb.
1 **Fadia: a** *I'm phoning/did phone about the class magazine.*
2 **Aya:** **a** *Oh, yes, I'm writing/ have written the town news article.*
   b *You'll have/had it tomorrow.*
   c *I'm going to write/I have written it this evening.*

Track 26

C21 SKILLS **B** 26 **Listen again. Note down the feelings of all the speakers.**

C **Now do Exercises A to E on pages 84 and 85 of the Workbook.**

Lesson 2: Speaking

Speaking tip: Work with someone else

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

A Ask and answer these questions.

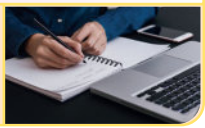
What's happening at school? (page 65)

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



A Powerful Lesson for Everyone (page 67)

1 What was Khaled's first job as a reporter?
2 What did the old man do when he was eating, and why?
3 How did Khaled say goodbye to the two men?



The School of the Future (page 75)

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



Travel Adventures (page 86)

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



Two African Countries (page 89)

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



B Now do Exercises A to C on page 86 of the Workbook.

C21 SKILLS

A Read the title and the words in red. Then shut your book. How much do you know about the story?



An unusual journey home

Rania is a 14-year-old schoolgirl. She lives with her family in a house in Misurata. She likes animals and has two pet cats. Her school is not far from her house, so she walks every day with her friends. In the winter, it gets dark very early, so then they walk home from school in the dark.

One day in November, Rania saw this newspaper headline: Rare cat missing from TV studios. Rania was interested. The story was about a famous cat called Paulo that appeared on one of Rania's favourite TV shows. The cat had been missing for two days and the owner was worried it may have been stolen.

That afternoon Rania had to go home on her own. Her friends were staying at school for extra English lessons. 'I'm worried about that missing cat,' thought Rania. 'I hope it's been found now.' As she was walking along, Rania began to feel that there was something behind her. It sounded like a small animal padding along a few metres away. 'It's probably a stray cat or dog,' she said to herself. When she looked round, she could not see anything. Nevertheless, she started walking more slowly to see if the small footsteps would return.

Rania was not far from her home when she heard a meow, 'Meow.' It made her jump. She looked around and saw something moving near a fence on the other side of the road. 'It's just a stray cat,' Rania told herself. Suddenly, the creature ran from behind the fence and dashed across the road in front of her. Rania could hardly believe her eyes! The 'stray cat' was Paulo from the TV show!

Rania gently approached Paulo and stroked it. It purred and seemed to like her. She managed to pick it up and carry it home. After explaining the story to her mother and giving Paulo some food and milk, they called the TV studio and told them they had Paulo. The owner and the TV studio were so pleased to have Paulo back that Rania was rewarded with a tour of the studio.

B Now read the sentences in red and blue. Then shut your book and tell the story.

C Find these words and work out their meaning:

famous extra padding along Nevertheless dashed tour

D Now do Exercises A to F on pages 87 to 90 of the Workbook.

Lesson 4: Writing

Writing tip: Check your work

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

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

KEY			
P. = punctuation	Gr. = grammar	WO = word order	⌣ = Join
	Sp. = spelling	WW = wrong word	L = word missing

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

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

The bedovin[9] used to hunt on camels. They rode fast as they followed their flying falcons. Today, falconry is a sport, not a necessity, and falconers ride most[10] in air-conditioned 4WDs.

One disadvantage of this sport is that too much[11] rare birds might be caught. However, many goverments[12] such as the UAE have set up protected areas for birds. People cannot hunt there. As a result, wildlife numbers went up[13]. The enviroment[14] is more richer[15].

If nothing was done about this, there would no birds soon be left[16]. These safe areas for birds are also good habetats[17] for other animals.

B **Check your ideas.**

C **Now do Exercises A to H on pages 91 to 94 of the Workbook.**

Project Storytelling

A Work in groups. Categorize the elements of a good story.

Plot devices Events that can happen in a story	**Structural devices** Ways of organizing the parts of a story	**Language features** Types of word or phrase to use in a story

exclamative sentences conflict and resolution adjectives
betrayal beginning, middle and end rise and fall
mistaken identity adverbs overheard conversation

B Read the story opposite. Match the words from the story to their meanings.

1 stork
2 devious
3 disguise
4 grub
5 vanish

a clothes to hide your identity
b disappear
c a tall long-legged bird
d clever but dishonest
e a worm

C Which elements from the table can you find in the story? Discuss with a partner.

C21 SKILLS

D Work in groups. Look in the story for more plot devices, structural devices and language. Add them to the table.

The Stork-Ruler

Once, there was a ruler of a famous city who liked to walk around the markets every afternoon. He wore a disguise so that no one could recognize him. He liked to listen to the gossip and look for interesting things to buy.

One day, at the market, an old man offered him a decorated box of sweets.

'How much do you want for it?' asked the ruler.

'One gold coin,' said the old man.

'A bargain!' said the ruler. He paid the old man. Then he opened the box and ate a sweet.

'Delicious!'

But as he spoke, he turned into a stork!

It must have been a magical sweet! The ruler was very shocked. He had never been a stork before. He looked around for the old man, but he had vanished.

'Perhaps,' he thought, 'if I eat another sweet, I will turn back into a man.' He used his beak to take another sweet from the box. It was as delicious as the first – but it didn't change him back. He ate another sweet, and another, until they were all gone. But a stork he remained.

The ruler knew that no one would let a stork into his palace, so he went to live by a lake in the palace gardens. And his brother Nurredin became ruler in his place.

* * *

The next day, as he was searching for grubs to eat by the lake, the stork heard voices approaching. He hid in some reeds and watched. There was his brother, Nurredin – the new ruler. And with him – the old man who had sold him the magical sweets!

'Well done, devious magician,' said Nurredin. He handed the old man a bag of silver. 'Without your tricks, I would never have become ruler.'



The old man laughed. 'It was easy to turn the old ruler into a stork! I knew my box of sweets would tempt him.'

'The fool has always had a sweet tooth,' said Nurredin. 'And now it has been his undoing! Can he ever turn back into a man? I certainly hope not!'

'Don't worry about that,' laughed the magician. 'The old ruler can only undo the spell by taking back his gold coin. But I never give coins to storks!' He laughed heartily.

Nurredin didn't laugh. 'Still,' he said, 'I would rather have the coin myself. It makes me nervous.'

'As you wish,' said the magician. He took the gold coin out of his cloak and handed it to Nurredin. Nurredin walked back towards the palace, and the magician disappeared.

* * *

Just as night was beginning to fall, the stork flapped out of the reeds and flew across the gardens towards the palace. It was a hot, damp night, and he flew straight through an open window into Nurredin's room. Nurredin wasn't there. The stork began to search for the coin.

* * *

As Nurredin returned to his room, he heard a small noise – like a coin dropping to the floor.

'A robber!'

Nurredin ran into the room. There were feathers on the floor, and his brother stood before him.

'I am no robber, brother Nurredin. Why, this is my own palace!'

E Work in a group of three. Choose a story beginning.

1



Lost in the Wild Wood

He stood looking down the never-ending tunnel. The path went on as far as the eye could see, surrounded by walls of the darkest green. The trees that lined the way grew tall, reaching up and over. The tall, thin branches were like fingers trapping whoever walked below. Where did this path lead? There was only one way to find out. He bravely took a step forward …

2

The Strange Machine

It was the holidays and I was staying at my uncle's house. My uncle is an inventor. One day, I was slowly searching through the attic. Underneath a dusty sheet in the far corner, I found a very strange machine with many buttons. I had never seen a machine like it before. It was as big as a car. On one side, there was a button that said 'on'.

C21 SKILLS **F** Plan your story. Include two of these objects.

1 

2 

3 

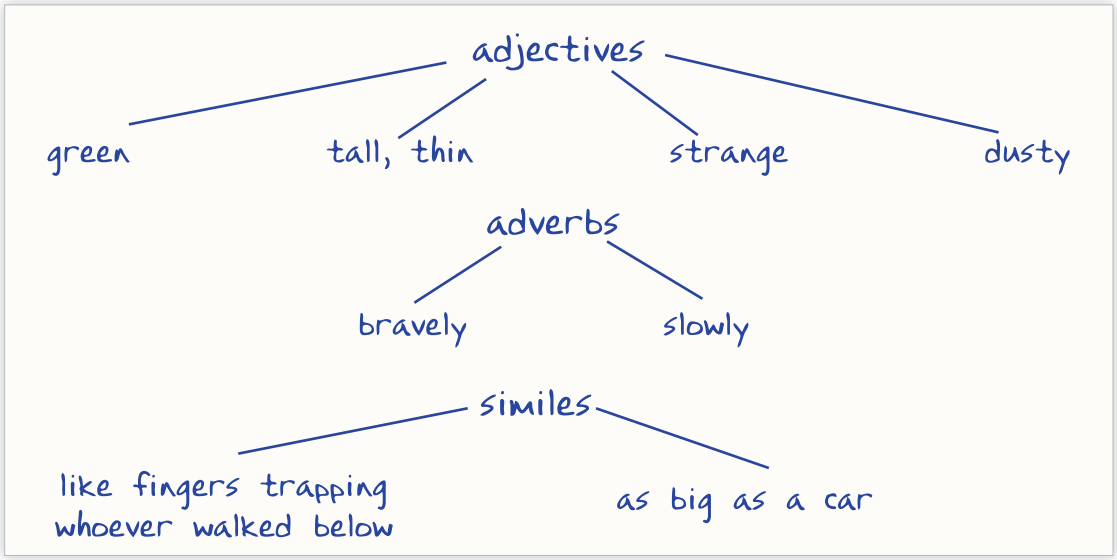
4 

5 

6 

7 

C21 SKILLS **G** Make spider diagrams for descriptive vocabulary to make your writing more interesting.



H Write your paragraph independently.

I Share with your group and revise. Write the final story as a group.

C21 SKILLS **J** Share your story with the class. Listen to other stories and give feedback.

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.

Transcripts

Unit 1 Lesson 2

Track 1

1

Presenter: Listen to the four conversations. Point to the correct picture.

Ibrahim: Hello? Ibrahim, here.
Mum: It's your mum. Look Ibrahim, it's five past one. What are you doing?
Ibrahim: Oh, hi Mum. I'm in the lift. I'm just coming to the ground floor now.
Mum: Oh, well hurry up, then! And what about Salwa? What's she doing?
Ibrahim: Sorry. What was that?
Mum: Salwa! What's she doing?
Ibrahim: I don't know.
Mum: Aren't you with her, then?
Ibrahim: No, I'm with Ameena.
Mum: Who did you say?
Ibrahim: Ameena. Don't worry, Mum. We're coming. See you in a minute. Bye!

Salwa: Hello? Who is it?
Mum: Salwa! It's me. Look. It's five past one! What are you doing? We're waiting for you!
Salwa: I'm waiting in a queue.
Mum: In a queue? Do you know the time? It's five past one – almost ten past one. What are you queuing for?
Salwa: I'm buying an ice-cream. It's very busy.
Mum: There's no time for that. Come back right now, Salwa. Please.
Salwa: I'm really sorry, Mum. See you in a minute.

Hasan: Hello?
Mum: Hasan! It's Mum. What are you doing? It's five past one!
Hasan: Oh, hi Mum. It's all right I'm just coming down the stairs. Can you see me?
Mum: Not yet, be careful.
Hasan: Mum. I'm OK. See you in a minute. Bye!

Jassim: Hello. Jassim here.
Mum: Yes, I know who it is. But what are you doing?
Jassim: Nothing.
Mum: You sound funny. Where are you?
Jassim: I'm in the restaurant. I'm having a burger.
Mum: In the restaurant? But it's five past one! Where's Fahad? Is he with you?
Jassim: Yes, he was thirsty. He's having a cola.
Mum: Look, Jassim. Will you hurry up, please! Bring the burger with you. Tell Fahad to bring his cola.
Jassim: OK, Mum. Sorry. We're coming.
Mum: Quickly!

Unit 1 Lesson 4

Track 2

2

Presenter: Listen and think. Which objects are the people describing?

1

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

2

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

Unit 1 Lesson 8

Track 3

3

Presenter: Listen to the story.

Voice: Suleiman was too excited to finish his breakfast. "Nine fifteen. Time to go," he thought. "Where are you going, Suleiman?" asked his father. "To the bookshop, Dad," Suleiman replied. "Salem Benali's new book is out today! I'll see you later!" Suleiman cycled quickly. As he turned the corner, he saw hundreds of people waiting outside the bookshop. His heart sank. "I'll be waiting for hours," he thought, as he joined the queue. He took out the money from his pocket and counted it slowly. He had been saving up for months. "Hello Suleiman," said a voice. "Oh! Hi Abdulmutaleb," said Suleiman. Abdulmutaleb was an older boy from school. "Are you queuing for *The Long Weekend* too?" "Yes," said Abdulmutaleb. "I really liked Benali's last book. How about you?" "I love his stories. I've read all of them! His books make me think I can be a writer." "Ah, that's right," said Abdulmutaleb. "I hear you're good at writing. Your brother says you're very imaginative." Suleiman smiled. It was true. He was a quiet, hard-working boy, but in his head, he often went on wild adventures. Recently, he'd started to fill notebooks with those adventures. He dreamed of being a famous writer. As the boys talked, the time passed quickly. Eventually, Suleiman reached the front of the queue. "I'd like *The Long Weekend*, please," he said. The shop assistant made a face. "I'm afraid we've just sold out," she said. Suleiman felt sick. "When will you have more copies?" he asked, in a quiet voice. "I don't know," said the shop assistant. "It could be in a month or two." "Two months!" thought Suleiman. "I can't wait that long!" He stood, looking sadly at the shop assistant. Then he heard Abdulmutaleb's voice. "Suleiman, take this." He passed Suleiman a copy of *The Long Weekend*. "I think you need this more than me. Maybe I can read it after you?"

Unit 2 Lesson 2

Track 4

4

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

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

Unit 2 Lesson 4

Track 5

5

Presenter: Listen to the interview. Do the students ask any of your questions?

Student 1: How old are you?
Lucy: I'm 16.
Student 1: Is your father an actor?
Lucy: No, he isn't. He's a doctor.
Student 2: What's the TV programme called?
Lucy: It's called *The Badri Family*.
Student 1: What kind of TV programme is it?
Lucy: It's a comedy. It's really funny.

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

Unit 2 Lesson 5

Track 6

6

Presenter: Listen to the conversations. Then practise in pairs.

A

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

B

Girl 1: I went to the cinema yesterday.
Girl 2: Oh, yes? What did you see?
Girl 1: *Taxi City*.
Girl 2: What kind of film is that?
Girl 1: It's a factual film.
Girl 2: So, what's it about, anyway?
Girl 1: The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.
Girl 2: That sounds a bit strange.
Girl 1: Yes, but it's good.
Girl 2: Who's the main character?
Girl 1: It's the driver – he's called Ahmed. So, it's him and all the different people he takes in his taxi.
Girl 2: What's the ending like?
Girl 1: It's great. It also shows how effective a low-budget film can be.
Girl 2: So, do you think I should see it?
Girl 1: Yes. It's on for another week.

Unit 2 Lesson 8

Track 7

7

Presenter: Listen. Sara is talking about her weekend. Complete the table.

Girl 1: What did you do last weekend, Sara?
Sara: Well, on Thursday morning I went to the mall. I met my friends. We went shopping and then had some lunch in a fast food place. In the afternoon, we went to the park. We sat and talked and then went for a walk.

Girl 1: What about the evening? Did you go out anywhere?
Sara: No, I stayed at home and read a book. An adventure story, actually.
Girl 1: Was it any good?
Sara: It was OK. I liked the main character, but the ending was terrible.
Girl 1: Why didn't you like it?
Sara: Well, nothing happened. It just ended!
Girl 1: What about Friday?
Sara: I stayed at home in the morning. I had some homework to do. Then I visited my aunt and uncle in the afternoon. They have a swimming pool, so we went swimming. It was nice.
Girl 1: Oh. Where do they live?
Sara: They have a house near the mountains. In the evening we had a barbecue.
It was great.

Unit 3 Lesson 2

Track 8

8

Presenter: Listen and check your ideas.

1

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

2

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

3

Voice 2: The population is increasing. The number of people in Libya is over 6 million and it is going up slowly each year. This is due to an increase in the birth rate and a decrease in the death rate.

Unit 3 Lesson 3

Track 9

9

Presenter: Listen and check your ideas.

Marwan: Hi, Malek!
Malek: Marwan!
Marwan: What's the matter?
Malek: Look! There's a spider on my book!
Marwan: So? What about it?
Malek: I can't get my book!
Marwan: Why not?
Malek: I hate spiders!
Marwan: Really? I don't mind them.
Malek: You must be joking!
Marwan: No, I'm not joking. Most spiders are harmless.
Malek: I'm not afraid of them. I just don't like them!
Marwan: If there were no spiders, you wouldn't be happy.
Malek: Oh yes, I would!
Marwan: No, you wouldn't. They eat mosquitoes, you know – and flies.
Malek: Mm. I suppose they are useful.
Marwan: They're very useful. If we didn't have any spiders, we'd have more mosquitoes.
Malek: All right, all right! But there aren't any mosquitoes in here. So we don't need any spiders!
Marwan: All right. I'll put it outside.
Malek: Thanks, Marwan.

Unit 3 Lesson 7

Track 10

10

Presenter: Listen to three descriptions and match them to the pictures.

1

Girl 1: They're small animals. They can only be seen at night. They sleep in the daytime.
Girl 2: What do they look like?
Girl 1: Well, when they're flying, they look like birds. But really they're quite different. For example, they have big ears. Some of them look like mice.
Girl 2: Mice?

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

2

Boy 1: They're long and thin animals. They can be found in deserts.
Boy 2: What else do you know about them?
Boy 1: They have long fangs with poison in. You can be killed if you are bitten.
Boy 2: They sound scary! I hope I never get bitten by one!

3

Girl 1: They're quite big animals with beautiful grey and white fur.
Girl 2: Where can they be found?
Girl 1: They can be found in many places in the Middle East, Asia, Europe and America. Some people are scared of them, but there aren't many of them and they do not like to live near humans.
Girl 2: I think they're beautiful.
Girl 1: Me too.

Unit 4 Lesson 1

Track 11

11

Presenter: Listen to two speakers. What are the important words in each case?

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

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

12

Presenter: Listen to some long words from the course. Write the words you hear.

Voice: 1 Supermarket. I went to the supermarket.

Track 12

2 Beautiful. It's a beautiful car.
3 Artistic. She's a very artistic person.
4 Character. The main character is called Marcus.
5 Adventure. It's a very exciting adventure story.
6 Stadium. Ali went to the football stadium.
7 Information. Ask the woman at the information desk.
8 Fantastic. I just bought a fantastic new phone cover.

13

Presenter: Listen to two announcements. Make a note of the important information in each case.

1 At the airport.

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

Track 13

2 At the shopping mall.

Voice 2: Attention please. I have a special announcement about this week's competition. This is the number of the winning ticket. The number is green 428. That's green, four hundred and twenty-eight. If you have number 428 green, come to the information desk for your prize.

14

Presenter: Read the two questions. Listen to the announcement and answer them.

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

Track 14

15

Presenter: Read the questions. Listen to the advertisement and answer them.

Track 15

Announcer: Do you need a new car? Do you want to buy the best? Come to Best Cars in Al-Zaytoon Street. We have the new Panther 4.5 in stock. It has electric seats. It has electric windows. It has a sunroof and a CD player. It even has a DVD player for the kids in the back seats. And it has lots of space for six people. This beautiful car has everything that you expect in an expensive car. But it is not expensive.
It is cheap to buy at 12 thousand Libyan dinars. And it's cheap to run – it does 14 kilometres to the litre. Yes, that's right. 14 kilometres to the litre. So if you want a beautiful 6-seater car with electric windows and seats, a CD player and a DVD player, come to Best Cars now and test drive the Panther 4.5.

Unit 5 Lesson 1

Track 16

16

Presenter: Listen to three conversations.

1 Ali is talking to Mustafa.

Ali: What did you do last night, Mustafa?
Mustafa: I stayed at home.
Ali: So, what did you do at home?
Mustafa: I watched football on television. India and Brazil.
Ali: India and Brazil! Who won?
Mustafa: Brazil.
Ali: Yes, I'm sure they did. What was the score?
Mustafa: 9–0. It wasn't a very good match!

2 Ali and Mustafa are talking the next day.

Mustafa: There was a good match on television last night, Ali.
Ali: Really? Better than the Brazil–India match, I hope.
Mustafa: Yes. It was really exciting.
Ali: Who played?
Mustafa: Juventus and AC Milan.
Ali: Yes, that sounds much better. What was the result?
Mustafa: 2–2.
Ali: So neither of them won, then?
Mustafa: No, I don't like a draw, but it was still a good match.

3 Ben is talking to James.

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

Unit 5 Lesson 2

Track 17

17

Presenter: Listen to the interview between Lina Fakroun and a reporter from the local newspaper.

Reporter: Good morning. Today, we are talking to the well-known dentist, Dr Lina Fakroun. Dr Fakroun, first of all, where were you born?
Dr Fakroun: I was born in Tripoli.
Reporter: What were you doing before you became a famous dentist?
Dr Fakroun: Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.
Reporter: I see. So what changed your life?
Dr Fakroun: One day I was treating a tooth for one of my patients. It was badly

decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.

Reporter: What happened then?

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

Reporter: Are you happy with your work now?

Dr Fakroun: Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families.

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

Unit 5 Lesson 5

Track 18

18

Presenter: Listen and check your answers.

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

Khaled's father: What kind of bike is it?

Man: It's a mountain bike.

Khaled's father: What size is it?

Man: It's smaller than a man's bike.

Khaled's father: Is it in good condition?

Man: Yes, very good.

Khaled's father: What colour is it?

Man: It's mainly red.

Khaled's father: How many gears does it have?

Man: Twenty-one.

Khaled's father: Does it have any extras?

Man: No, but it's a really good bike.

Khaled's father: What about lights?

Man: No, it hasn't got any lights.

Khaled's father: How old is it?

Man: It's only a year old – it's as good as new.

Khaled's father: How much is it?

Man: It's 90 Libyan dinar.

Khaled's father: Would you take less?

Man: Well, maybe 80 Libyan dinar.

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

Khaled's father: What kind of bike is it?

Woman: It's a town bike.

Khaled's father: What size is it?

Woman: It's the same size as a man's bike.

Khaled's father: Is it in good condition?

Woman: It's OK, but the front tyre is worn.

Khaled's father: What colour is it?

Woman: It's brown.

Khaled's father: How many gears does it have?

Woman: It doesn't have any.

Khaled's father: Does it have any extras?

Woman: Um … I don't think so.

Khaled's father: What about lights?

Woman: No, but it has reflectors.

Khaled's father: How old is it?

Woman: It's about ten years old.

Khaled's father: How much is it?

Woman: It's 90 Libyan dinar.

Khaled's father: Would you take less?

Woman: No, sorry. 90 Libyan dinar is a good price.

Unit 5 Lesson 7

Track 19

19

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

Noura: Most students in my class like English, but it is not as popular as sport. Those are the two most popular subjects. A few students like geography, but hardly anyone says maths is their favourite. A few people like history best, but geography is more popular than history.

Faisal: The most popular subject in

my class is maths and the least popular is geography. Most students like history – it's nearly as popular as maths – and a few students like English best. Not many students enjoy sport.

Hani: The least favourite subject in my class is history. No one said it was their favourite. Geography was the most popular and lots of students enjoy sport, too. The third most popular subject is English. Only a few people said they liked maths best.

Unit 6 Lesson 2

Track 20

20

Presenter: Listen to Layla and Dania's conversations with the headteacher. What are the main differences between Layla and Dania?

1

Headteacher: Good morning, Layla. Please sit down. How can I help you?

Layla: I don't know.

Headteacher: Well, do you have any career plans?

Layla: Career plans? No, I haven't got any plans.

Headteacher: None at all?

Layla: No ... Actually, I do have a plan. I'm going to leave school as soon as I'm 16.

Headteacher: I see. And what are you going to do when you leave school?

Layla: Oh, I don't know. Get a job, I suppose.

Headteacher: What kind of job do you think you will get?

Layla: I've no idea! I'll do anything, but I'm never going to do another exam.

Headteacher: What are your interests, Layla? Clothes? Music? Computers? Travel?

Layla: No! Definitely not!

Headteacher: What are you good at?

Layla: I'm quite good at drawing, I suppose.

Headteacher: Perhaps you could apply to Art school and study drawing and painting further. You might even find a job using the skills you learn there.

Layla: Oh, well, yes. That's a great idea. Do you think I could?

2

Headteacher: Hello, Dania.

Dania: Good morning, Headteacher.

Headteacher: Well now, Dania, do you have any career plans?

Dania: Oh, yes, Headteacher. I'm going to be a vet.

Headteacher: A vet? That's a tough course, and it takes a long time at university.

Dania: Yes, I know. I've found out all about it and I'm going to do it.

Headteacher: Excellent! Now, do you know which school subjects you will have to study?

Dania: Yes, I do. And I know that I'm going to have to work hard and get good exam results.

Headteacher: That's right. And will you be able to do that, Dania?

Dania: I hope so. I've worked really hard this term.

Headteacher: That's good, because you'll have to carry on working hard for the next three years and then at university.

Dania: I know. But it'll be worth it because vets earn a lot of money.

Headteacher: That's true. But money isn't everything. It's important to like your job.

Dania: That's not a problem for me. I love being with animals.

Unit 6 Lesson 4

Track 21

21

Presenter: Listen to two conversations, then study the grammar box.

1

Girl 1: Can I borrow a ruler, please?

Girl 2: Sure. Which ruler?

Girl 1: The one you used in maths.

Girl 2: Sorry. The ruler I used in maths is in the library.

2

Boy 1: I went to London in the holidays.
Boy 2: Wow! Did you enjoy the sightseeing?
Boy 1: I do like sightseeing, and the shopping was amazing.

Unit 6 Lesson 5

Track 22

22

Presenter: Listen. Mark the bookshop on the map.

Hassan: Excuse me, Mr Fituri, I need to buy a new science book so I can do my homework. Can you tell me how to get to the bookshop?
Mr Fituri: Of course, Hassan. Go out of the school and go straight on until you reach the traffic lights. Turn left onto Al Fatah Street. Go along Al Fatah Street for around 300 metres and then take the second right. Go past the hotel and the supermarket and then take the first left onto Independence Street. Take the first right and the bookshop is on the left just after the café.
Hassan: OK. So that's left onto Al Fatah Street, second right, then left and right again and the bookshop is on the left next to the café.

Unit 6 Lesson 7

Track 23

23

Presenter: Now listen to the interview.

Faisal: Mr Pearson, I'm doing a school project about careers. Do you mind if I ask you some questions about your career?
Bob: No problem. What would you like to know?
Faisal: Well, could you tell me about your present job first?
Bob: Yes. I'm an English teacher and I work at a training centre.
Faisal: Which one?
Bob: The National Oil Corporation.
Faisal: I see. And can you tell me what your duties are?
Bob: I teach English to trainees.
Faisal: What kind of trainees?
Bob: Young people who are training to be technicians or fire officers.
Faisal: Just let me get that down, please. Right. May I ask you about your own training?
Bob: Well, after school, I went to university. That was in London – the University of London. I studied English there for three years. Then I did a teacher-training course for one year.
Faisal: Did you start working after that?
Bob: Yes. I got my first job at a school in Italy, teaching English.
Faisal: Did you teach children or adults?
Bob: Children. After that I went to Turkey. I taught adults there – business people, doctors, and so on. I was there for two years. And then I came here.
Faisal: What are the advantages of your present job? I mean, what do you like about it?
Bob: Well, I enjoy working with young people. And I love being in Libya. It's a great place!
Faisal: Are you just saying that because this is my country?
Bob: No, no. Not at all! There are so many opportunities for things like visiting historical sites and interesting places – oh, lots of things. And I find that people everywhere are very friendly.
Faisal: You definitely like Libya! Are there any disadvantages?
Bob: Well, it is sometimes too hot to do anything!
Faisal: I think you should stay here forever! But what are your plans for the future?
Bob: Well, um ... I'm not sure. I'd like to stay here in Libya, but I think I'm going to go back to university and study for a higher degree.

Faisal: Do you have to do that?
Bob: No, but I want to. It will improve my career. Then I'll go to another country to work.
Faisal: Thank you very much for helping me with my project.
Bob: Not at all. Good luck with it.

Unit 7 Lesson 1

Track 24

24

Presenter: Listen and check your ideas.

Voice 1: Omar has been to Tripoli. He has a postcard of the National Museum.
Voice 2: Lina has been to France. She has lots of souvenirs – this is a key ring of the Eiffel Tower.
Voice 1: Zahra has been to Japan. She brought back a souvenir of a doll dressed in a kimono.
Voice 2: Bashir brought back a mug with the famous cedars of Lebanon on it. So, he's been to Lebanon.
Voice 1: Tareq and Fawzi both bought T-shirts with the British flag and Big Ben printed on them. So, they've been to Britain and probably to London.
Voice 2: Fatima has had an amazing trip. She has been to Saudi Arabia and to Mecca.
Voice 1: Amina and Aisha have been to Egypt. They brought back a souvenir of a pyramid.
Voice 2: Khalil has been to India and has seen the Taj Mahal in Agra. He says it is very beautiful.

Unit 7 Lesson 5

Track 25

25

Presenter: Listen and number the pictures in the order you hear the conversations.

1

Boy 1: What's wrong, Yousef?
Boy 2: I've got a really bad headache.
Boy 1: Oh, I'm sorry. Can I get you anything?
Boy 2: That's OK, thanks. I'll go and lie down for a while.

2

Hassan: Hi Omar! Oh no! I'm so sorry. I've just spilled my water on your shoe.
Omar: Don't mention it, Hassan. It's only water. I can wipe it off easily.

3

Teacher: Please open your book to page 18.
Boy: Pardon, sir? I didn't hear which page.
Teacher: Page 18.

Unit 8 Lesson 1

Track 26

26

Presenter: 1. Rida has just arrived at Jassim's house. Listen carefully.

Rida: Are you ready to go to the sports club, Jassim?
Jassim: Er, no. I'm afraid not.
Rida: Why not? You said you'd be ready at three forty-five.
Jassim: I have a problem, Rida.
Rida: What's the problem?
Jassim: Well, my father says I have to clean the car before I go out. I've started, but I haven't been able to finish. It'll take another half hour.
Rida: Jassim! You're hopeless! We'll be late for the coach. Training starts at four sharp!
Jassim: If you gave me some help, ...
Rida: Well, I would help you, Jassim, if …
Jassim: Great, Rida! You're a real friend! Look, you do the inside.
Rida: Hold on! I said I would …
Jassim: Yes, you did, and I'm very grateful.
Rida: But you didn't let me finish. I was going to say …

Presenter: 2. The manager has called John Green into his office. Listen carefully.

John Green: You wanted to see me, Mr Pearson.
Manager: Yes. Come in and sit down.

John Green: Thank you.
Manager: When did I last ask you to come and see me?
John Green: Oh, ages ago.
Manager: No, not ages ago. I talked to you seven days ago and seven days before that. Do you remember what I said to you?
John Green: Ah, well, you asked me to do one or two things, I think.
Manager: I didn't ask you to do anything. Two weeks ago I told you that your work was not good enough. I agreed to give you a chance to improve. One week ago, I told you that your work was no better. I said that if it didn't improve over the next week, you would lose your job. Do you think your work has improved?
John Green: Well, er …
Manager: I can tell you, it hasn't.
John Green: But, Mr Pearson, I've worked with this company for ten years and …
Manager: No, that's wrong, John. You worked with this company for ten years. Goodbye.

Presenter: 3. Fadia and Noura are in charge of their monthly class magazine. Listen to them talking about it.

Fadia: We must have all the articles in tomorrow. Let's see which ones we already have.
Noura: We have everything except the town news article.
Fadia: Who's writing that?
Noura: Aya.
Fadia: Oh, dear. Aya always leaves things to the last minute. We'd better phone and remind her.
Aya: Hello.
Fadia: Hello, Aya. Fadia here. I'm phoning about the class magazine.
Aya: Oh, yes. I'm writing the town news article.
Fadia: Yes, er, we need it tomorrow, you know.
Aya: Yes, I know. You'll have it tomorrow.
Fadia: Oh, good. Thank you, Aya. Er, have you finished it?
Aya: Well, no. But I'm going to write it this evening.
Fadia: Aya, have you started it?
Aya: Erm, not really, but I've been thinking about it …

27

Presenter: Listen to Tariq Radhi give a talk to some students about his job.

Teacher: Today, students, we have a very exciting visitor to talk to us about his job as a wildlife photographer. Please welcome Tariq Radhi.
Tariq Radhi: Good afternoon everyone. My name is Tariq and as your teacher has already mentioned, I am a wildlife photographer.

Track 27

I love my job, but I didn't always plan on becoming a photographer. I actually went to university to study to become a doctor, but during the holidays I had an amazing experience which changed my career path. I visited Lake Nasser in Egypt with my family and spent two weeks taking many photographs of Nile crocodiles. We went on a boat to see the crocodiles up close. When I got home, I entered a photography competition with some of my crocodile pictures and won first prize. Since then, I have been all over the world taking some amazing photographs of hundreds of beautiful animals and landscapes. My latest project was in Alaska in the United States. I travelled with a Canadian team to the Arctic Circle to photograph polar bears in their natural habitat on the Arctic sea ice. It was fantastic! We travelled over the snow on sledges and saw a mother bear and her cub. I got some great photos.

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

artistic (adj)	/ɑːr'tɪstɪk/	good at art; can draw or paint
bakery / bakeries (pl) (n)	/'beɪkəri/'beɪkəriz/	a place where bread and cakes are made
big / bigger / biggest (adj)	/bɪg/'bɪgə/bɪgɪst/	large in size
car park (n)	/kɑː(r) pɑːrk/	an area where people can leave their cars
cheap / cheaper / cheapest (adj)	/tʃiːp/tʃiːpə/'tʃiːpɪst/	not expensive; low in price
curly / curlier / curliest (adj)	/'kɜː(r)li/'kɜː(r)lɪə/'kɜː(r)lɪɪst/	having curls; arranged in curls
more / most dangerous (adj)	/mɔː(r)/məʊst 'deɪndʒərəs/	able to harm or destroy something
escalator (n)	/'eskəˌleɪtə(r)/	moving stairs that move people up and down a building
less / least / more / most expensive (adj)	/les/liːst/mɔː(r)/məʊst ɪk'spensɪv/	costs a lot of money
fat / fatter / fattest (adj)	/fæt/'fætə/'fætɪst/	a person or animal that weighs a large amount
friendly / friendlier / friendliest (adj)	/'fren(d)li/'fren(d)lɪə/'fren(d)lɪɪst/	behaving in a way that is pleasant and kind
hard working (adj)	/hɑː(r)d'wɜː(r)kɪŋ/	putting a lot of effort into something
more / most helpful (adj)	/mɔː(r)/məʊst'helpf(ə)l/	useful; able to improve a situation
information desk (n)	/ˌɪnfə'meɪʃəndesk/	a counter where people can get information
kind / kinder / kindest (adj)	/kaɪnd/'kaɪndə/'kaɪndɪst/	friendly; caring about others
musical (adj)	/'mjuːzɪk(ə)l/	connected with or relating to music
queue (n)	/kjuː/	a line of people waiting for something, e.g., in a shop
queue (v)	/kjuː/	to wait in line for something
safe / safer / safest (adj)	/seɪf/'seɪfə/'seɪfɪst/	protected from any danger or harm
security guard (n)	/sɪ'kjʊərəti gɑː(r)d/	someone whose job is to guard something, e.g., in a bank
short / shorter / shortest (adj)	/ʃɔː(r)t/ʃɔː(r)tə/ʃɔː(r)tɪst/	small in height

small / smaller / smallest (adj)	/smɔːl/'smɔːlə/'smɔːlɪst/	not large in size
sporty (adj)	/'spɔː(r)ti/	a person who is good at or likes playing sports
straight / straighter / straightest (adj)	/streɪt/'streɪtə/'streɪtɪst/	without a bend or curve, e.g., straight hair
supermarket (n)	/'suːpə(r),mɑː(r)kɪt/	a large shop that sells food, drinks and goods
talkative (adj)	/'tɔːkətɪv/	liking to talk a lot
tall / taller / tallest (adj)	/tɔːl/'tɔːlə/'tɔːlɪst/	having a greater than average height
thin / thinner / thinnest (adj)	/θɪn/'θɪnə/'θɪnɪst/	having little fat on the body

Unit 2

adventure (n)	/əd'ventʃə(r)/	an exciting and unusual experience or event
beach (n)	/biːtʃ/	an area of sand or stones next to the sea
blanket weaving (v)	/'blæŋkɪt 'wiːvɪŋ /	a hobby in which you make and customise blankets
camping (n)	/'kæmpɪŋ/	temporarily living in a tent, e.g., whilst on holiday
characters (n)	/'kærɪktə(r)z/	imaginary people in a book, film, play, etc.
comedy (n)	/'kɒmədi/	a type of entertainment that is intended to be funny
dislike (v)	/dɪs'laɪk/	to not like somebody or something
don't like (v)	/dəʊnt laɪk/	to not like somebody or something
ending (n)	/'endɪŋ/	the last part of something, e.g., a book
enjoy (v)	/ɪn'dʒɔɪ/	to take pleasure in something
episode (n)	/'epɪsəʊd/	a part of a TV or radio show
especially (adv)	/ɪ'speʃ(ə)li/	to a great extent
event (n)	/ɪ'vent/	an important thing that happens, usually planned
extremely (adv)	/ɪk'striːmli/	to a very great degree
fiction (adj)	/'fɪkʃ(ə)n/	something that is not real, e.g., a story
fishing (n)	/'fɪʃɪŋ/	the hobby of catching fish
graduation (n)	/,grædʒu'eɪʃn/	the act of finish school or university
hate (v)	/heɪt/	to strongly dislike somebody or something
hobby / hobbies (pl) (n)	/'hɒbi/'hɒbiz/	an activity that someone does for pleasure

horror (n)	/ˈhɔːrər/	a type of entertainment that is designed to scare people
interview (n)	/ˈɪntə(r)ˌvjuː/	a meeting in which somebody is asked questions, e.g., a job interview, for a project
jewellery making (n)	/ˈdʒuːəlri ˈmeɪkɪŋ/	a hobby in which you make necklaces, bracelets, earrings, etc.
like (v)	/laɪk/	to find something or somebody pleasant
love (v)	/lʌv/	to find something or somebody extremely pleasant; a strong feeling of affection
novel (n)	/ˈnɒv(ə)l/	a long story of book of book length, involving fictional characters
sailing (n) sails	/ˈseɪlɪŋ/	the activity of travelling in a boat with
survivor (n)	/sə(r)ˈvaɪvə(r)/	someone that still exists, despite experiencing great danger or being nearly killed
swimming (n)	/ˈswɪmɪŋ/	the activity of moving in water
tragically (adv)	/ˈtrædʒɪk(ə)li/	in a way that is sad or unpleasant
travel (n)	/ˈtræv(ə)l/	the act or activity of travelling

Unit 3

afraid of	/əˈfreɪd ɒv/	feeling fear or worry that something bad will happen
area (n)	/ˈeəriə/	part of a place, town, etc.
more / most beautiful (adj)	/mɔː(r)/məʊst ˈbjuːtəf(ə)l/	extremely attractive, pleasant to look at
better (adj)	/ˈbetə(r)/	more satisfactory; not as bad as something else
birth rate (n)	/bɜː(r)θ reɪt/	the official recorded number of births in a year or place
cold / colder / coldest (adj)	/kəʊld/ˈkəʊldə/ˈkəʊldɪst/	low in temperature; not warm
deer (n)	/dɪə(r)/	a wild animal with long legs and can run fast
dive (v)	/daɪv/	to go steeply down through the air
domestic (adj)	/dəˈmestɪk/	relating to people's homes and family life
don't mind	/dəʊnt maɪnd/	not for or against something
dry (adj)	/draɪ/	without water; not wet
falcon (n)	/ˈfɔːlkən/	a bird of prey that kills other birds and animals

fawn (n)	/fɔːn/	a young deer
feel (v)	/fiːl/	to think or believe something
fly (n)	/flaɪ/	a small flying insect with two wings
government (n)	/ˈgʌvə(r)nmənt/	the group of people who are responsible for controlling a country or a state
habitat (n)	/ˈhæbɪtæt/	a place that an animal lives or a plant grows
hot (adj)	/hɒt/	high in temperature; not cold
huge (adj)	/hjuːdʒ/	extremely large in size
increases (v)	/ˈɪnkriːsɪz/	to become greater in amount
large (adj)	/lɑː(r)dʒ/	bigger than usual in size
life expectancy (n)	/laɪf ɪksˈpektənsi/	the number of years someone is likely to live
likely (adj)	/ˈlaɪkli/	probable; expected
mosquito (n)	/mɒˈskiːtəʊ/	a small flying insect that bites humans
natural (adj)	/ˈnætʃ(ə)rəl/	existing in nature, not made by humans
nature (n)	/ˈneɪtʃə(r)/	plants, animals and things not made my people
necessity (n)	/nəˈsesəti/	the fact that something must happen or be done
need (v)	/niːd/	to require something because it is essential
neither (adv)	/ˈnaɪðə(r)/ˈniːðə(r)/	not one nor the other of two things
population (n)	/ˌpɒpjʊˈleɪʃ(ə)n/	the number of people who live in a particular area
questionnaire (n)	/ˌkwestʃəˈneə(r)/	a set of questions, used as a way of getting information
spider (n)	/ˈspaɪdə(r)/	a small creature with eight legs
traditional (adj)	/trəˈdɪʃ(ə)nəl/	relating to beliefs, customs or way of life of a particular group
useful (adj)	/ˈjuːsf(ə)l/	helpful; able to be used practically
wet (adj)	/wet/	covered with water; not dry
wildlife (n)	/ˈwaɪldˌlaɪf/	animals, birds, insects that live in natural conditions

Unit 4

attention (n)	/əˈtenʃ(ə)n/	the interest you give when listening or watching something
experiences (n)	/ɪksˈpɪərɪənsɪz/	the things that have happened to you, a situation you are involved in

gist (n)	/dʒɪst/	the main point of what someone has said
happen / happened	/'hæpən/'hæpənd/	to take place; to occur
headline (n)	/'hedˌlaɪn/	the title of a newspaper article
important (adj)	/ɪm'pɔː(r)t(ə)nt/	of great value; significant
information (n)	/ˌɪnfə'meɪʃn/	facts or details about somebody or something
logical (adj)	/'lɒdʒɪk(ə)l/	connecting ideas in a reasonable way
loud / louder / loudest (adj)	/laʊd/'laʊdə(r)/'laʊdɪst/	making a lot of noise
loudly (adv)	/'laʊdli/	in a way that makes a lot of noise
paragraph (n)	/'pærəˌgrɑːf/	a section of writing
pardon	/'pɑː(r)d(ə)n/	used to politely ask someone to repeat something
repeat (v)	/rɪ'piːt/	to say or write something again
repetition (n)	/ˌrepə'tɪʃ(ə)n/	the act of repeating something
slow / slower / slowest (adj)	/sləʊ/'sləʊə/'sləʊɪst/	not fast
slowly (adv)	/'sləʊli/	moving at a slow speed
summary (n)	/'sʌməri/	a short statement that gives only the main points, not the details
surprised (adj)	/sə(r)'praɪzd/	the feeling when something unexpected happens
title (n)	/'taɪt(ə)l/	the name of a book, film, play, etc.
topic sentence (n)	/'tɒpɪk ˌsentəns/	the first sentence which sets out the main idea of a paragraph
understand (v)	/ˌʌndə(r)'stænd/	to know what someone or something means

Unit 5

a few (pro)	/ə fjuː/	some; not many, e.g., a few people
advert / advertisement (n)	/'ædvɜː(r)t/əd'vɜː(r)tɪsmənt/	a picture, film or piece of writing telling people about a product or service
arts (n)	/ɑː(r)ts/	creative activities such as painting, music, film, theatre, etc.
badminton (n)	/'bædmɪntən/	a sport played indoors where players hit a small, light ball (a shuttlecock) over a net
baseball (n)	/'beɪsˌbɔːl/	a popular bat-and-ball sport in the USA
basketball (n)	/'bɑːskɪtˌbɔːl/	team sport involving bouncing a ball and scoring goals

business (n)	/ˈbɪznəs/	relating to making, buying or selling goods and services
cartoons (n)	/kɑː(r)ˈtuːnz/	a collection of drawings that tell a funny story
editor (n)	/ˈedɪtə(r)/	the person is charge of a newspaper or magazine
fashion (n)	/ˈfæʃ(ə)n/	activity of business that relates to clothes
favourite (adj)	/ˈfeɪv(ə)rət/	something or someone that a person likes best
feature (n)	/ˈfiːtʃə(r)/	a newspaper article on a particular subject
minister (n)	/ˈmɪnɪstə(r)/	an official in charge of a government department
most (adv)	/məʊst/	the largest in amount
opinions (n)	/əˈpɪnjənz/	a person's feelings or thoughts about something
prefer (v)	/prɪˈfɜː(r)/	to like one thing better or over something else
programme (n)	/ˈprəʊgræm/	a plan of activities for achieving something
report (n)	/rɪˈpɔː(r)t/	a written or spoken document of an event
reporter (n)	/rɪˈpɔː(r)tə(r)/	a person who writes articles about events in the news
reviews (n)	/rɪˈvjuːz/	a report in which someone gives their opinion about something
running (n)	/ˈrʌnɪŋ/	the sport of running; moving quickly
score (n)	/skɔː(r)/	the total number of points in a game or sport
section (n)	/ˈsekʃ(ə)n/	a part of something, e.g., a newspaper
some (adv, pro)	/sʌm/	an amount of something; not all
sports (n)	/spɔː(r)ts/	activities or games that need physical effort or skill
table tennis (n)	/ˈteɪbl tenɪs/	a game like tennis; played on a table with a small ball
tennis (n)	/ˈtenɪs/	the sport in which players use rackets to hit a ball over a net

Unit 6

architect (n)	/ˈɑː(r)kɪˌtekt/	someone whose job is to design buildings
art (n)	/ɑː(r)t/	the activity of painting, drawing, etc.
astronaut (n)	/ˈæstrəˌnɔː(r)t/	a person who travels and works in space

author (n)	/ˈɔːθə(r)/	someone whose job is to write
career plan (n)	/kəˈrɪə plæn/	the act of planning work / job related goals
dentist (n)	/ˈdentɪst/	someone whose job is to take care of people's teeth
designer (n)	/dɪˈzaɪnər/	someone whose job is to make things or decide what something looks like, e.g., a website
doctor (n)	/ˈdɒktə(r)/	someone whose job is to treat ill people
education (n)	/ˌedʒuˈkeɪʃn/	the process of teaching and learning in schools, colleges and university
footballer (n)	/ˈfʊtˌbɔːlə(r)/	someone who plays football, especially as a job
future (n)	/ˈfjuːtʃə(r)/	the time after the present
go past	/gəʊ pɑːst/	to go further than a particular place, e.g., go past the hotel
go to	/gəʊ tuː/	instructions to reach a particular place, e.g., go to the traffic lights
history (n)	/ˈhɪst(ə)ri/	everything that has happened in the past
how far	/haʊ fɑː(r)/	used to ask how long/great a distance is
maths (n)	/mæθs/	the study of numbers; mathematics
mechanic (n)	/mɪˈkænɪk/	someone whose job is to repair cars and vans
next to (prep)	/neks tuː/	beside or near to someone/something
past the	/pɑːst ðiː/ðə/	to go further than a particular place
photographer (n)	/fəˈtɒgrəfə(r)/	someone whose job is to take photographs
pilot (n)	/ˈpaɪlət/	someone whose job is to fly an aircraft
science (n)	/ˈsaɪəns/	the study and knowledge of the physical world
straight on	/streɪt ɒn/	go forward without turning
teacher (n)	/ˈtiːtʃə(r)/	someone whose job is to teach
turn left (v)	/tɜː(r)n left/	an instruction used to inform someone to change direction to the left
turn right (v)	/tɜː(r)n raɪt/	an instruction used to inform someone to change direction to the right
university (n)	/ˌjuːnɪˈvɜː(r)səti/	a place where you can study for a degree; the highest level of education
vet (n)	/vet/	someone whose job is to take care of sick animals
virtual learning (n)	/ˈvɜːtjʊəl ˈlɜːnɪŋ/	the act of learning information through online resources

Unit 7

by boat / bus / plane (prep)	/baɪ bəʊt/bʌs/pleɪn/	travelling by boat, bus or plane
carefully (adv)	/'keə(r)f(ə)li/	with a lot of thought or attention
closed (adj)	/kləʊzd/	shut; especially a shop, building or place
customs (n)	/'kʌstəmz/	the accepted way of doing things in a society
Egypt (n)	/'iːdʒɪpt/	a country in North Africa
England (n)	/'ɪŋgləɳd/	a country in western Europe; part of Great Britain
every day (adv)	/'evri 'deɪ/	each day; daily
every year (adv)	/'evri jɪə(r)/	each year; yearly
France (n)	/frɑːns/	a country in western Europe
happily (adv)	/'hæpɪli/	in a happy or cheerful way
how often	/haʊ 'ɒf(ə)n/	used to ask how many times something happens
Japan (n)	/dʒə'pæn/	a country in eastern Asia
Lebanon (n)	/'lebənən/	a country in western Asia
often (adv)	/'ɒf(ə)n/	quite a lot
on foot (prep)	/ɒn fʊt/	traveling by walking
on horseback (prep)	/ɒn 'hɔː(r)sbæk/	traveling by riding on a horse
open (adj)	/'əʊpən/	when a shop, building or place is not closed
quietly (adv)	/'kwaɪətli/	in a way that makes little noise
ride bicycles (v)	/raɪd 'baɪsɪklz/	to sit and control a bicycle as it moves along
souvenir (n)	/ˌsuːvə'nɪə(r)/	something you buy during a holiday
transport (n)	/'trænspɔː(r)t/	the process of moving people from one place to another
travel (v)	/'træv(ə)l/	to move from one place to another
the Underground (n)	/ðiˈʌndəgraʊnd/	system of transport involving trains which travel below the ground
usually (adv)	/'juːʒʊəli/	in a way that is normal
walk (v)	/wɔːk/	to move forward using your feet

Unit 8

air-conditioned (adj)	/eə kən'dɪʃənd/	having a system that makes the air cool
as a result	/æz ə rɪ'zʌlt/	because of something that happened
camel (n)	/'kæm(ə)l/	an animal which lives in the desert and has one two humps on its back
dashed (v)	/dæʃt/	to move somewhere quickly
disadvantage (n)	/ˌdɪsəd'vɑːntɪdʒ/	something that makes something less effective or successful
environment (n)	/ɪn'vaɪrənmənt/	the natural world in which people, animals and plants live
extra (adj)	/'ekstrə/	more than usual
feeling (n)	/'fiːlɪŋ/	an attitude or opinion
hunt (v)	/hʌnt/	to kill animals for food
learn / learned / learnt (v)	/lɜː(r)n/'lərnəd/lɜːnt/	to gain knowledge or to experience something
mean (v)	/miːn/	to communicate a piece of information
meaning (n)	/'miːnɪŋ/	the thing or idea that something represents
missing (adj)	/'mɪsɪŋ/	not in its usual place; lost
nevertheless (adv)	/ˌnevə(r)ðə'les/	despite something a person has just mentioned
one day	/wʌn deɪ/	on a particular day in the past or future
phone (v)	/fəʊn/	to make a telephone call
protected (adj)	/prə'tektɪd/	animals and plants that are kept safe from harm
rare (adj)	/reə(r)/	not occurring very often
revise (v)	/rɪ'vaɪz/	to study for a test or exam
ride /rode (v)	/raɪd rəʊd/	to sit on a vehicle or animal and move
star (n)	/stɑː(r)/	a famous or talented person; a celebrity
suddenly (adv)	/'sʌd(ə)nli/	unexpectedly; quickly
tour (n)	/tɔː(r)/	a short trip around a building or place to see what is there
unusual (adj)	/ʌn'juːʒʊəl/	different from what is normal
work (n)	/wɜː(r)k/	a thing that has been made or created; a job

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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