



UNIT 1

- My toe is bleeding
- I was ice skating, and I fell over
- My friends were all watching, so I didn't want to give up
- Most smokers take it up as teenagers
- Take some exercise every day
- Life used to be different
- Let's start with diet
- Using your phone behind the wheel
- Against all odds
- Round up

My toe is bleeding

1 Look at the pictures. What minor health problems do you think each person is suffering from?

2 Match what each person is saying with the correct picture.

1

My shoulder hurts. I did it playing tennis.

2

I burnt my finger on the oven.

3

I've got a broken leg. I fractured it in a motorbike accident.

4

I feel dizzy. I need to lie down.

A



B



C



D



E



F



G



H



I



J



5

I've got a pain in my knee. It's really swollen.

6

I've got a terrible headache. Can I have some painkillers?

7

I've got a sore throat. It hurts so much that I can't swallow.

8

I have a temperature of 39.

9

I have a very bad cold. I can't stop sneezing.

10

I need this bucket because I think I'm going to be sick.

11

I've got a bad wrist. I sprained it lifting weights in the gym.

K



L



12

I twisted my ankle playing football.

M



N



13

My toe is bleeding. I cut it on a piece of glass on the beach.

14

My lips are really dry and sore.

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



Unit

1

Lesson 2
AB 6-7

I was ice skating, and I fell over

1 **A B** Discuss with a partner what is happening in each picture. Then read the text and guess the missing words.



2 Listen and check your answers.

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



Unit

1

Lesson 3
AB 8-9

My friends were all watching, so I didn't want to give up

1 Read Ammar's blog post and choose the best title.

- a Be very careful when swimming in rivers
- b How health technology changed my life
- c How I made it into the basketball team
- d New technologies making a difference in medicine



When I was 16, life was great! I was finally part of the school basketball team and had loads of friends. But one day, everything changed. I was swimming in a river with my friends. It was a sunny day, and we were all having lots of fun. I decided to jump off a bridge above us. I climbed up carefully and looked down. It seemed a lot higher than when looking up from the water. It was a bit scary, but my friends were all watching, so I couldn't give up now. I closed my eyes and jumped. That was the last thing I remember.

I woke up in hospital. My parents were sitting next to me. My father told me what happened: the river wasn't deep enough, and I hit the bottom when I dived. I hurt my back very seriously. Luckily, I was alive, but the doctors said I might not walk again. While my father was talking to me, I was thinking about that moment and how one decision changed my whole life. I decided then to do everything I could to walk again.

After a few days, I started doing physical therapy. The days turned into weeks, the weeks into months, and I was feeling very upset because I wasn't making enough progress. I could have a regular life with my wheelchair: go to school, hang out with friends, that kind of thing. But I wanted to stand up, walk and, more than anything, go back to playing basketball.

That was when the doctors told me they were trying a new technology for patients like me: an exoskeleton. It is a machine that needs to be worn and would help me to not only stand up but also to walk. I couldn't believe it! The week after, we tried it out. The feeling was absolutely amazing: after nearly six months, I was walking again!

I continued my treatment, even more motivated than before. Now I'm completely recovered thanks to the amazing technology and medical professionals. They believe one day exoskeletons will replace wheelchairs completely. And yes, I'm back to playing basketball.

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





Most smokers take it up as teenagers

1 Read the texts below and choose the correct figures to complete each one.

2 Then listen and check your answers.

3% 7 9 25 50% 80% 200

- Every year, around 74,000 smokers in the United Kingdom die from their habit. That's about _____¹ people every day.
- Smoking in the UK is highest in the _____² –34 age group.
- While the number of young people in the UK has been falling, the use of e-cigarettes (vaping) has increased by _____³ year by year.
- E-cigarettes were made to help people stop smoking, but one in _____⁴ British children have tried them. Many of these young people never smoked cigarettes. Vaping can cause serious health problems.
- It is illegal to sell cigarettes or e-cigarettes to children under the age of 18. Yet, around _____⁵ of British 15 year olds are regular smokers.
- More than _____⁶ of smokers take up the habit when they are teenagers.
- People who smoke a packet of cigarettes a day die on average _____⁷ years earlier than people who have never smoked.
- In 2020, as many people in the UK died from smoking as from Covid-19.

2 Now do Exercise A in the Activity Book.

3 Study the language box then find another example of a phrasal verb in the texts above.

Phrasal verbs

- Phrasal verbs are formed when a preposition (e.g., *up/down/off*) is added to a verb and creates a new verb. Sometimes the new verb has a similar meaning, but sometimes it is very different.

I'll pick you up at half past seven. (= fairly similar to the verb *pick*)

He gave up smoking when he got ill. (= very different meaning from the verb *give*)

4 Now do Exercise B in the Activity Book.



Take some exercise every day

1  Complete the health tips with the phrases in the box.

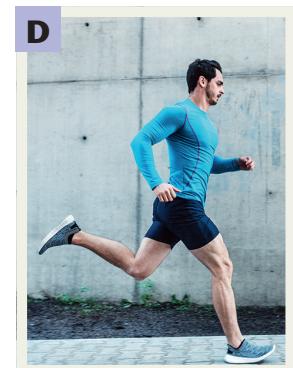
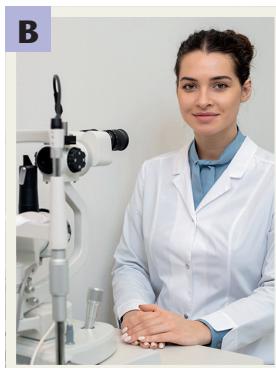
- a Be safe when you travel
- b Don't drink too much coffee
- c Don't smoke
- d Drink plenty of water
- e Eat a balanced diet
- f Get enough sleep
- g Look after your eyes
- h Never miss breakfast
- i See the dentist for regular check-ups
- j Take some exercise every day

TOP TIPS

... FOR KEEPING HEALTHY

- 1 . An average of eight hours a night is about right.
- 2 . Make sure you eat plenty of fresh fruit and vegetables. Avoid excessive amounts of salt, sugar and animal fat.
- 3 . It's the most important meal of the day.
- 4 . Ideally, do sport three times a week for an hour. If you hate sport, go for a 20-minute walk every day.
- 5 – at least a litre and a half every day. Tea, coffee and soft drinks are NOT water.
- 6 . And brush your teeth three times a day.
- 7 . Tea is better for your heart and can even lower your blood pressure.
- 8 . If you do, ask a doctor for help with giving it up.
- 9 . Get them tested once a year.
- 10 . Make sure you are up to date with vaccinations and take malaria medication if necessary.

2   In pairs, match four of the health tips with the photos.



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



Life used to be different

1 Look at the photos and read the captions. Where and when do you think the photos were taken?



People used to travel by donkey cart.



Students didn't use to have desks.



Farmers didn't use to have tractors.

2 Which opinions are true for Iraq? Say 'I agree.' or 'I disagree.' Then discuss your views with your partner.



I agree. Families definitely used to be bigger.

That's right. My mother has eight brothers and sisters.

And my grandfather had ten.

But I've only got two brothers and one sister.



- a Families used to be bigger.
- b Young people used to have less freedom.
- c The health service used to be better.
- d There used to be more poverty.
- e People used to die younger.
- f People used to get a better education.
- g There didn't use to be so much pollution in cities.
- h Children didn't use to be so rude.

3 Talk about how life has changed in the past 100 years. Make sentences with *used to/didn't use to*. Use these ideas: children, cities, villages, entertainment, medicine, houses, schools, men, women, young people.

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

used to Grammar and Functions Reference p.88

- *used to + verb* is for things which were true in the past but are not true now. Films *used to be* black and white. Now they are usually in colour.
- The negative is *didn't use to*. People *didn't use to have* computers and mobile phones, but now everyone has them.



Unit

1

Lesson 7
AB 16-17

Let's start with diet

1 Read the article and choose the correct linking word or phrase for each gap.

- a As a result of this
- b Finally, let's talk about
- c Furthermore
- d In my opinion
- e In the past
- f ~~Let's start with~~
- g Next, we need to look at
- h Now
- i The main reason is
- j Yet

People should take responsibility for their own health

by Dr Samir Ramzi

Every year, the government spends millions of pounds in healthcare on people who have brought their illnesses on themselves through bad diet, lack of exercise or smoking.

Let's start with¹ diet. In Britain, the number of diabetics goes up every year.

_____ ² that people are eating food that contains too much fat, sugar and salt.

_____ ³ unhealthy diet, 60% of British people are overweight and, therefore, at risk of becoming diabetic.

_____ ⁴ exercise.

people used to walk more or use a bicycle to get around.

_____ ⁶ everyone gets in their car instead of walking, even if the distance is just a kilometre or two.

_____ ⁷, children spend hours playing TV and computer games instead of running about outside.

_____ ⁸ we all know that regular exercise helps us to control our weight and keep our heart healthy.

_____ ⁹ smoking. There's almost nothing that's

worse for your health than this habit.

Smoking damages the lungs and heart, and smokers generally need more medical attention than non-smokers.

_____ ¹⁰, the government should not give free healthcare to people who don't take care of themselves. People who lead unhealthy lives should pay for their own healthcare. And if they bring up their children in an unhealthy way, they should pay for their children's healthcare, too.

Useful linking words and phrases and functions

- **Giving opinions:** *In my opinion, .../I feel that .../Personally, I think .../Generally speaking, ...*
- **Listing points:** *Firstly, .../Let's start with .../In the first place, .../Secondly, .../Next, .../In addition, .../Furthermore, .../On top of that, .../Thirdly, .../Finally, .../Lastly, .../Last but not least, ...*
- **Talking about causes:** *One reason is that .../Because of .../This is caused by ...*
- **Talking about results:** *As a result, .../Consequently, .../Therefore, ...*

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



Using your phone behind the wheel

1 Read two essays about phones and driving. Which sentences below are correct?

- 1 They agree on using hands-free phones while driving.
- 2 They both think that talking on the phone can be distracting.
- 3 They both believe navigation apps can help prevent accidents.
- 4 They agree on the penalty for using your phone while driving.

**A**

It could be argued that we shouldn't be allowed to use our phones under any circumstance when driving, but, in my opinion, when used correctly, they can be extremely useful and even prevent accidents from happening. Of course, we should never take our eyes off the road to text or check our emails, and people who break the law and do that should be punished, even by losing their licence. However, hands-free phones can be safely used to talk to people without them having to look at the phone. Naturally, you may get a little distracted, but surely the same can be said of someone talking to the driver in the car. In addition, map apps on mobile phones can help people drive in areas they don't know well if their cars don't have a satnav. Consequently, they are less likely to cause an accident as a result of not knowing where they are going.

B

In my point of view, mobile phones and cars don't go together at all. Some people claim that hands-free phones are a good solution, but many accidents are caused by lack of attention, and even if you're not holding your phone, you're still distracted and more prone to causing an accident. Even navigation apps are risky because looking at the map could be enough to cause an accident. For many people, it is also true that, if the phone is at their reach, they might find it too difficult not to check it from time to time, and most people don't realize the risk in taking their eyes off the road even for a couple of seconds. Consequently, to my mind, drivers should definitely put their phones away before they go behind the wheel. Those who are caught texting while driving should be permanently banned from driving.

2 Now do Exercise A in the Activity Book.

Against all odds

1 Read the article below. What would be the best title for it?

- a How to win a gold medal at the Paralympics
- b An incredible story of Paralympic determination
- c Following dreams at all costs

Najla Imad Lafta was a happy little Iraqi girl who waited patiently at her doorstep for her father, Mr Imad Lafta, to come home from work. One day, however, when Najla was only three years old, disaster struck: a bomb attached to her father's car went off when Najla Imad Lafta was nearby. She was rushed to hospital and survived the shameless attack, but she lost much of her right arm and both legs.

With the love of her parents and siblings and the support of the Iraqi healthcare system, which provided the necessary treatments and medication to help her, Najla Imad Lafta grew up and adjusted to life in a wheelchair. She went to school and did most things other girls her age did but still longed to run around like the other children.

At the age of ten, her life would change a second time: she discovered table tennis. Even though she had to train to use her left hand to hold the racket (she was born right-handed), she practised tirelessly and soon became very skilled at the sport.

Najla started taking part in competitions, and with hard daily practice, she continued improving her game. She earned a place in the Iraqi Paralympic team aged only 12, when she started receiving support like a small salary and equipment, including prostheses. These



proved useful for her because she was able to play standing, which made a big difference to her game. At the age of 16, Najla became the youngest table tennis player to qualify for the Tokyo 2020 Paralympics and won gold at the 2022 Asian Para Games.

In 2024, at just 19 years old, she faced her biggest sporting moment: the Paris 2024 Paralympics. She played skillfully, defeating the main names in the sport and reaching the final against Tokyo 2020 champion Maryna Lytovchenko from Ukraine. In an exciting match, Najla successfully beat her opponent by three sets to one, winning the gold medal she wanted so much and writing her name in history books.

In an interview before setting off to Paris, Najla said 'Never stop, nothing is impossible. With our determination and resolve, we can achieve what we want and make our dreams a reality.'

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



Round up

Unit

1

Revision
AB 22-23



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.

Talking about minor health problems

- I've got a really bad **sore throat**.
- Hamzah **twisted his ankle** playing volleyball.

Telling a story using past simple and past continuous

- I **was cycling** to school when a car nearly **hit** me.
- Samira **got** hurt because she **wasn't wearing** a seat belt.

Using phrasal verbs

- Most smokers **take up** the habit when they are young.
- You should really **give up** vaping. It's a terrible habit!

Talking about past habits using *used to*

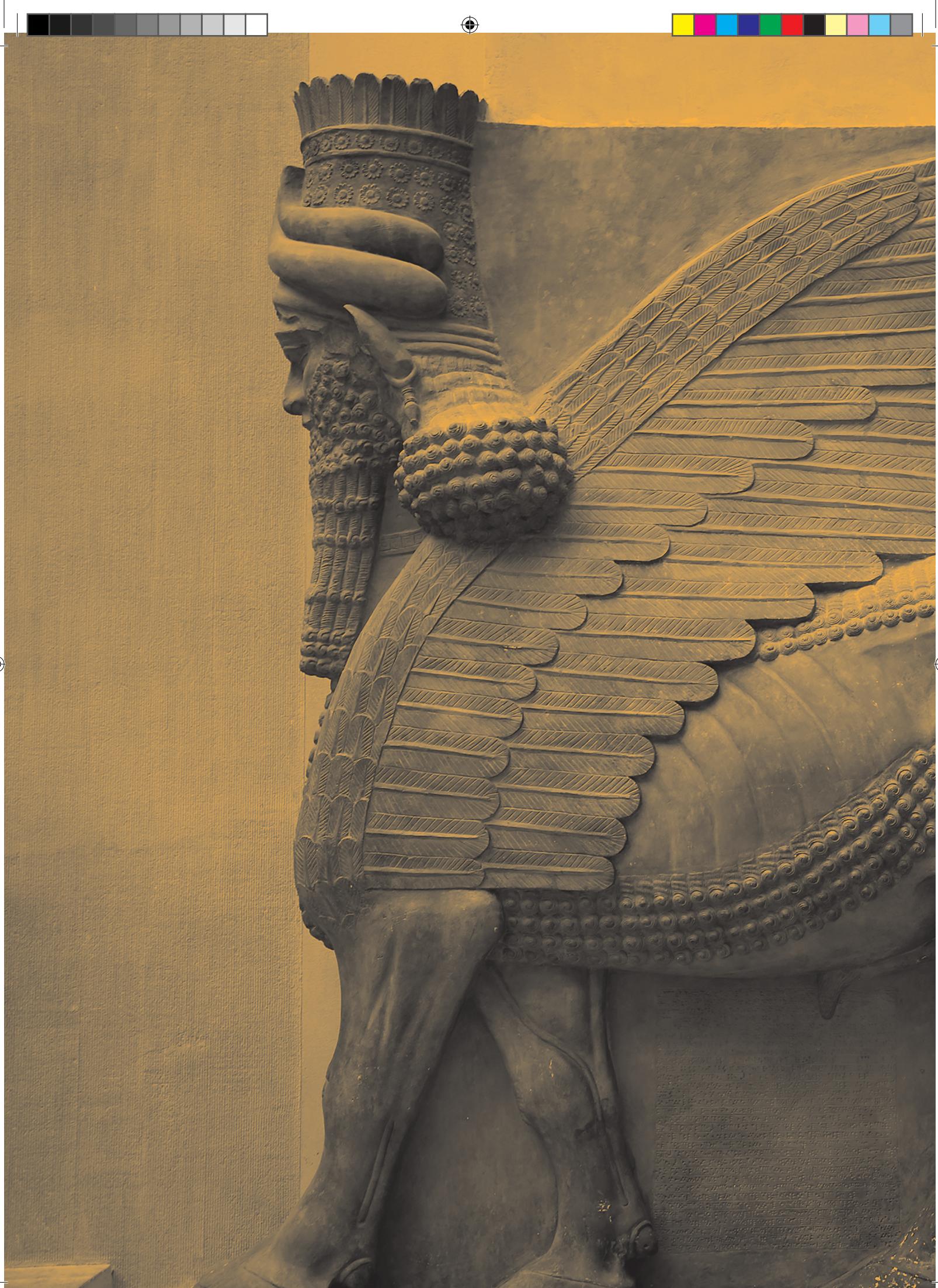
- Do you remember Huda? She **used to live** down the road from us.
- I **didn't use to like** this band very much, but now it's my favourite one.

Organizing ideas using linking phrases and functions

- **In my opinion**, parents should teach their children a healthy lifestyle.
- **Last but not least**, there's the matter of safety.



Now do Exercises A to G in the Activity Book.





UNIT 2

- Law and order
- A police officer's duties
- Airport security
- Applying for a job
- Military jobs
- A robbery
- A safety brochure
- Road safety
- Security technology
- Round up



Unit

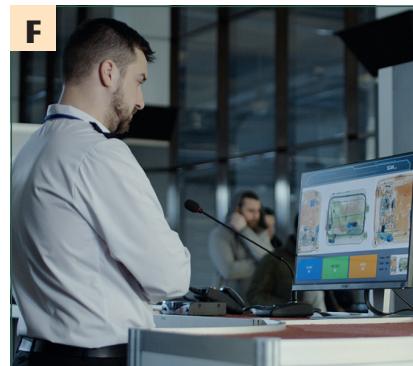
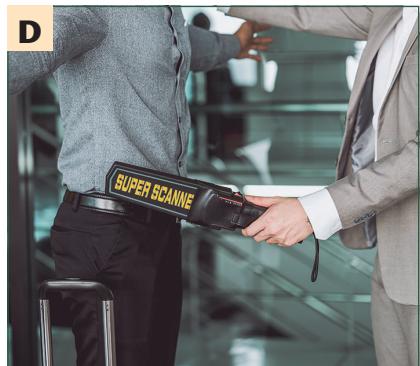
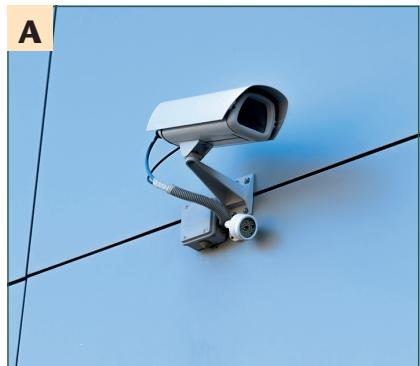
2

Lesson 1
AB 28-29

Law and order

1 Match the words and the photos.

1 footprint	4 metal detector	7 crime scene
2 fingerprint	5 X-ray machine	8 speed limit
3 radar speed gun	6 security camera	9 security guard



2 4 Now listen to two people talking. Which speaker is ...?

- a a police officer
- b a driver

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



A police officer's duties

1  **What does a police officer do?** With a partner, list as many activities as you can think of in two minutes.

2 A police officer has given a talk to a school class about his job. As part of the talk, he gave out an information pack to the students. Read the extracts from the information pack below. What activities does he mention? How many are the same as your ideas?

**A**

People have to follow the law so that we can all live together safely. There are a lot of different laws, so police officers have a lot of different duties. Some officers direct traffic to make sure that drivers can use the roads easily and without having accidents. They also use radar speed guns to identify people who are driving too fast. This is very important. **Drivers mustn't speed** because speeding is one of the leading causes of death on the road. Police officers also check that drivers and passengers are wearing their seat belts. Some people get angry because they don't like to wear them, but seat belts can prevent serious injuries if you have an accident. So remember, when you get into a car, **you must wear your seat belt!**

**B**

Of course, police officers also investigate crimes like robberies. When there has been a crime, police officers are sent to the place where it happened. **They need to look for evidence**, like fingerprints and footprints, which can be used to identify and arrest the criminal. Of course, **they don't have to recognize** the fingerprints themselves! There are fingerprint experts who do that. Police officers also have to ask a lot of questions. They interview witnesses who they think might have information about the crime. Witnesses can help the police by telling them what a criminal looks like or what time a crime was committed.

C

Police officers try to prevent crimes as well as solve crimes. They often watch places where they think crimes are likely to happen. For example, crowded areas attract pickpockets who try to steal people's wallets. Shops that sell expensive items also attract thieves. But police officers also help people with everyday problems. For example, if you're lost, **you needn't worry**; you can just ask a police officer for directions!

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

Unit
2

Lesson 3
AB 32-33

Airport security

1 Look at the photos. Which places do you go to before boarding a plane? Which do you go to after getting off? What happens in each place?

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



Would you put your bag on the conveyor belt, please?

Could you empty your pockets, please?

Shall we get some magazines before boarding?

Let's get some drinks, too.

I'll stay here with the bags if you want.

Can you get me an orange soda?

You should always have your baggage with you.

3 Look at the sentences from the dialogues. Which ones are used to ...?

- make a polite request
- make a suggestion
- give advice
- make an offer

4 Now do Exercises B to E in the Activity Book.



Unit

2

Lesson 4
AB 34-35

Applying for a job

1 Look at the job advert below. Where can you find adverts like this one? Now read the advert more carefully and do Exercises A–D in your Activity Book.

SAFETASK SECURITY

is looking for friendly, reliable

Security Guards

for malls, factories and office bldgs.

We are the world's best security co. You must:

- be 18 yrs. or older
- be avail. at wknds.
- be fit
- be comp. literate
- spk. Engl. and Arab.
- have a driving lic.

No exp. necessary. Hours 6 a.m.–3 p.m. You will work with a partner and have freq. contact with the public.

If interested, please phone Mr Hazem on 454-7986 for an appt.



should/shouldn't for expectation Grammar and Functions Reference p.89

- Look at the sentences from the conversation and answer the question.

Samir: That's fine. I enjoy talking to people.

Mr Hazem: Then you should enjoy the job.

Mr Hazem: Good, I'll send you the directions by email. They're very clear.
You shouldn't have any trouble finding us.

- When Mr Hazem says '*Then you should enjoy the job*,' what does he mean?

- a It's a good idea to enjoy the job.
- b I think you will enjoy the job.

- Use *should* and *shouldn't* to say what you expect will or won't happen.

2 Now do Exercise E in the Activity Book.



Unit **2**

Lesson 5
AB 36–37

Military jobs

1 Look at the photos. Which of the jobs looks the most interesting? Which do you think you can do in the military?



Have you ever thought about joining the military?

There are many different military jobs, so you should be able to find one that's right for you. The military has three **branches**: the Land Force, the Navy and the Air Force. If you choose the Land Force, you can help protect the country from the ground. In the Navy you can work on or with the ships that protect our waters. If you like aircraft, you can **join** the Air Force and work with airplanes and helicopters. You must be 18 years old to join.

Not all jobs in the military involve fighting. For example, there are many interesting jobs for people with a technical background. If you are interested in computers, you can become a computer specialist. The military needs computers to keep and organize information about many things, such as the weather and temperature. And it needs people who know computers to **install** and **maintain** the software and hardware.

There are also non-technical jobs in the military. Drivers are usually needed to transport food and equipment from one place to another. You might have to use a radio, but you needn't be very technical. But you do have to be in good physical condition. Driving a military vehicle is not like driving your car on the road! You must be able to drive off the road and in bad weather conditions.

Most people want a chance to get a better job if they are good at what they do. In the military, you can take a test to become an **officer**. Officers have more responsibility and more difficult jobs, but many people think those jobs are also more interesting. Officers can do many different jobs, too: they can pilot airplanes, **supervise** computer technicians or even be doctors at the army base.

You don't have to have a lot of experience when you join the military. When you start, you spend a lot of time learning new things in a classroom. Then you get a lot of practice using your new skills. The things you learn are not only useful while you are in the military but can be useful outside, too. This means that when you leave the military, your training can help you find a **civilian** job.



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



A robbery

1 Skim the two texts. Are they about the same or different events?

A robbery occurred last night at 11:00 at 305 Park Drive. The owners of the house, Mr and Mrs Smith, were at home and asleep at the time of the robbery. Money, jewellery and a computer were stolen, but no one was injured.

At 11:15, police were alerted by Mr Smith, who says his daughter, Sue, woke him up after hearing a loud noise. When he went downstairs to investigate, he found a broken vase on the floor. He then realized his computer was missing and immediately called the police.

The police believe the robber may have got in the house through a window. A witness told the police she had seen a tall man in a dark blue jacket run out of the house and drive away in a red car. The police haven't arrested anyone for the crime yet. None of the missing property has been found.

This was the fifth robbery in town this year, and police think the same man may be responsible. They are reminding homeowners to lock their doors at night and keep ground floor windows closed.



To: Ann@email.com
Subject: You won't believe what happened

Dear Ann,

You won't believe what happened last night. I was sound asleep when, all of a sudden, I heard a loud crash. Of course, I was terrified. I knew my parents were asleep (it was around 11:00), but I thought I heard somebody downstairs. I didn't know what to do, so I ran to wake my parents. My father made me go back to my room, and then he went downstairs to find out what had happened. He found a big mess. There were papers and a broken vase on the living room floor. We had been robbed! My father called the police. Luckily, the burglar had already left, and no one got hurt.

I'm not scared anymore, but I feel really angry. My father had his computer stolen, and my Science report was on the hard disk! Now I have to write it all over again. And the jewellery my father gave my mother for her birthday was stolen, too. She's really upset.

The police told us they think the robber came in through the window. My father is getting the lock replaced today. The police were very nice, but they don't think we'll get our things back. Well, I'll tell you more about it at school tomorrow.

See you soon,
Sue

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



Unit

2

Lesson 7
AB 40-41

A safety brochure

1 Skim the paragraphs from a safety brochure published for the public by the Police Department. What is its purpose?

- a to give information about different types of crime
- b to persuade people to take security measures in their home
- c to sell burglar alarms

EVERYONE SHOULD THINK ABOUT HOME SAFETY

Why should you think about home safety? Every year, hundreds of people have their homes robbed. Thieves take money, jewellery, computers and even television sets. Then they sell them again, often to people who don't realize they are buying stolen property. Many people have insurance that pays for things that get stolen. But some things can't be replaced. For example, jewellery can have sentimental value. And if you get your computer stolen, you could lose hours of work on your hard disk.

Basic measures: windows, doors and locks

What are the most important things for home safety? Good windows, doors and locks are extremely important. Many thieves come in through open windows. Make sure your windows have good locks, and lock them when you go out. Burglars can hide behind trees and bushes, so don't plant any near your windows.



Get good locks for your doors, too. Some are unbelievably easy to open without a key for an experienced burglar. They can open your door with a bank card or a paper clip! But a good lock is almost impossible to unlock without the key. A good door is also essential. Make sure your door is solid. Have your house examined by an expert, who can tell you if you need to make your house more secure.

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



Unit

2

Lesson 8
AB 42-43

Road safety

1 Look at the photos. What driving rules do you think they represent?



2    Hamzah is having his first driving lesson. Listen to the dialogue. Number the photos in the order they are mentioned.

3 Try to remember all the recommendations the instructor gave Hamzah. Use the phrases below.

Never forget to ...

You've got to ...

Always remember to ...

Make sure you ...

It's always better to ...

You really ought to ...



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



Unit

2

Lesson 9
AB 44-45

Security technology

1 Find ...

- a one number.
- b at least five useful linking words and phrases.
- c three vehicles.
- d a word that means 'rain, snow, sunny or cloudy'.

RADAR

Radar was invented during World War II to detect enemy aircraft and ships. After that, it was used for many other things, including weather prediction. Police officers started using radar speed guns to catch speeders over 70 years ago. Although new technology like speed cameras are also in use today, radar speed guns are still one of the most common tools in law enforcement.

A radar speed gun works by sending radio waves towards a car. When the waves hit the car, they bounce back towards the radar gun. If the car isn't moving, the radio waves are the same as when they were sent. If the car is moving, however, the space between the radio waves changes. The radar gun uses this information to calculate the speed of the car. Radar guns work when the car is moving towards or away from them. So you can't avoid a ticket by speeding away!

There are different types of radar guns. Some are hand-held and are shaped a bit like guns. They can be used by police officers who are waiting for speeders by the side of the road. Police officers can also use them from moving vehicles. In that case, the radar gun takes into account the speed of the police vehicle, too. Some radar guns can take a picture of a car's number plate as well as measure its speed. With this type of radar gun, police don't have to stop the speeding car. They use the information on the number plate to identify the owner of the car. They then send him or her a speeding ticket.

Some drivers try to avoid radar guns so that they won't get tickets. They use radar detectors that detect if a radar gun is being used nearby. These machines make a beeping sound when they detect a radar gun, and the driver slows down. However, some police officers don't turn on their radar guns until they see a car that they think is speeding. If that happens, the radar gun measures the driver's speed before the driver even knows the radar gun is there. Another problem is that, in some places, radar detectors are illegal, and you can get a fine for having one.

There are also apps that use information reported by other drivers to let you know when there's a police officer with a radar gun or a speed camera, but they're not always reliable. The best way to avoid a speeding ticket and stay safe, therefore, is to drive under the speed limit.

Some people claim radar guns can make mistakes and that drivers get tickets when they shouldn't. However, there aren't many mistakes if the radar guns are used correctly and police officers are trained to use them properly. There are also rules about radar gun maintenance. If the radar guns are checked and fixed regularly, they are an essential tool in helping keep our roads safe.



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



Round up

Unit

2

Revision
AB 46-47



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.

Talking about rules using *have to*, *must* and *need to*

- You **need to wear** a seat belt, even if you're in the back.
- You **mustn't use** your phone while driving.
- You've **got to** focus on the road; don't get distracted!

Giving advice, and making polite requests, suggestions and offers

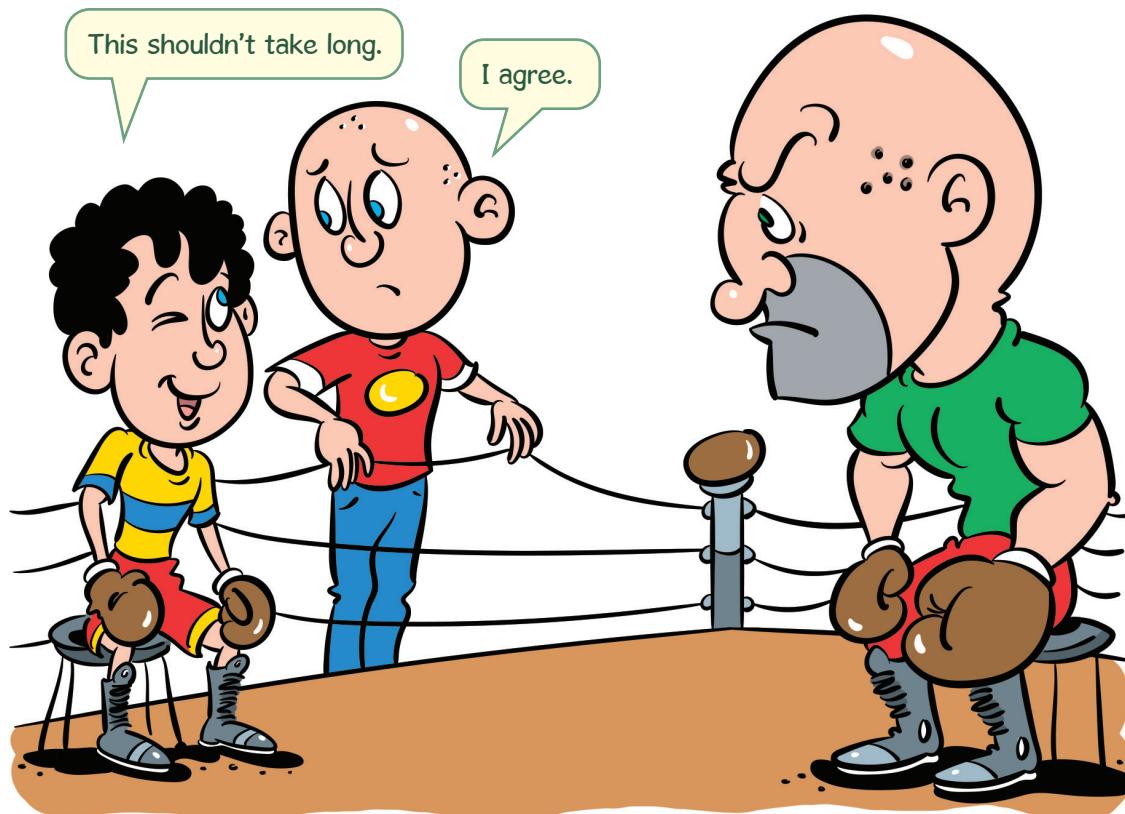
- I'll pack our bags **if you want**.
- **Shall we** take only hand luggage to save time at the airport?

Talking about expectations using *should* and *shouldn't*

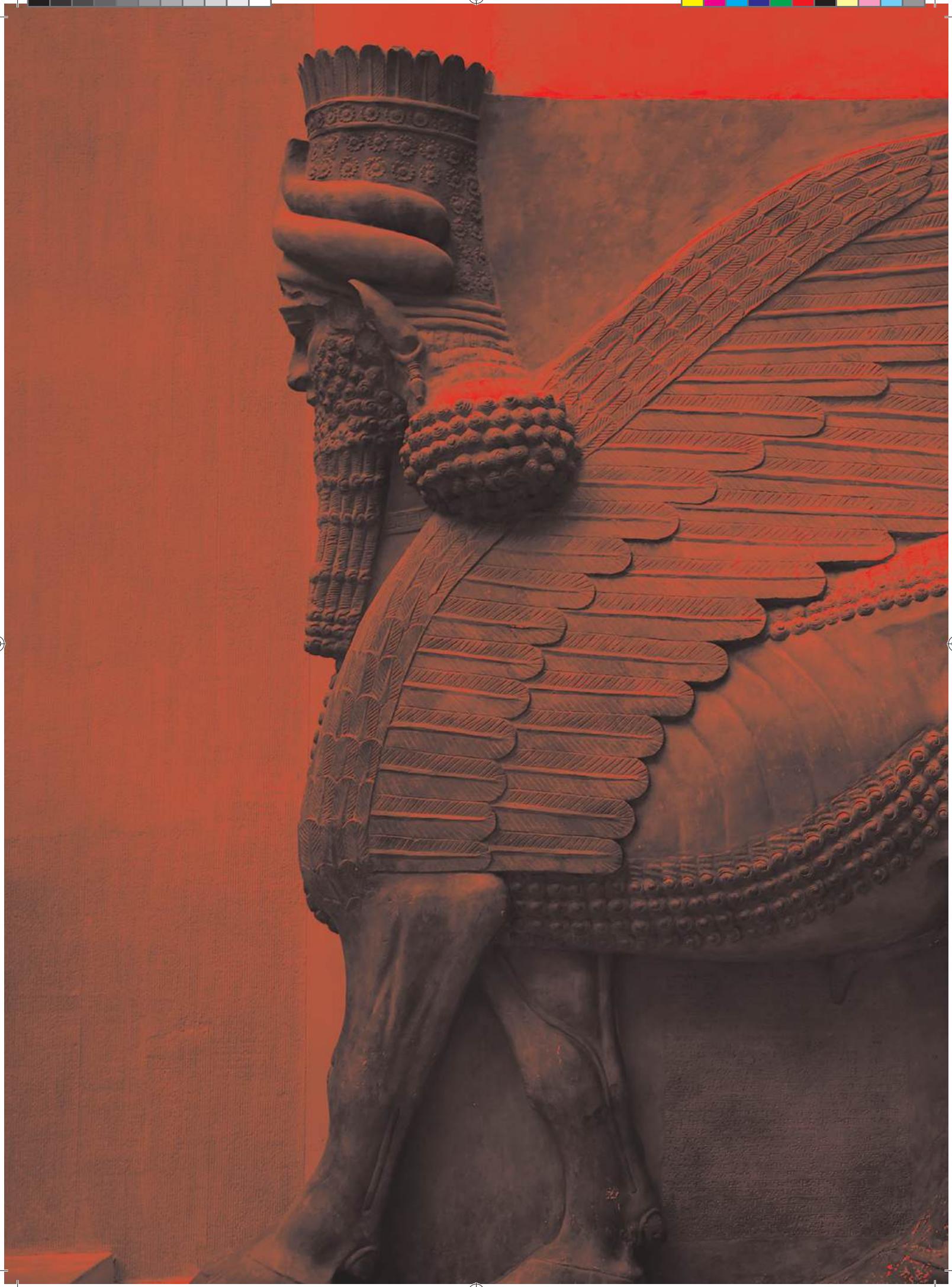
- I'll be back soon; it **shouldn't take** long.
- This **should be** easy for you; you've done it lots of times already.

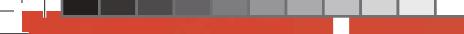
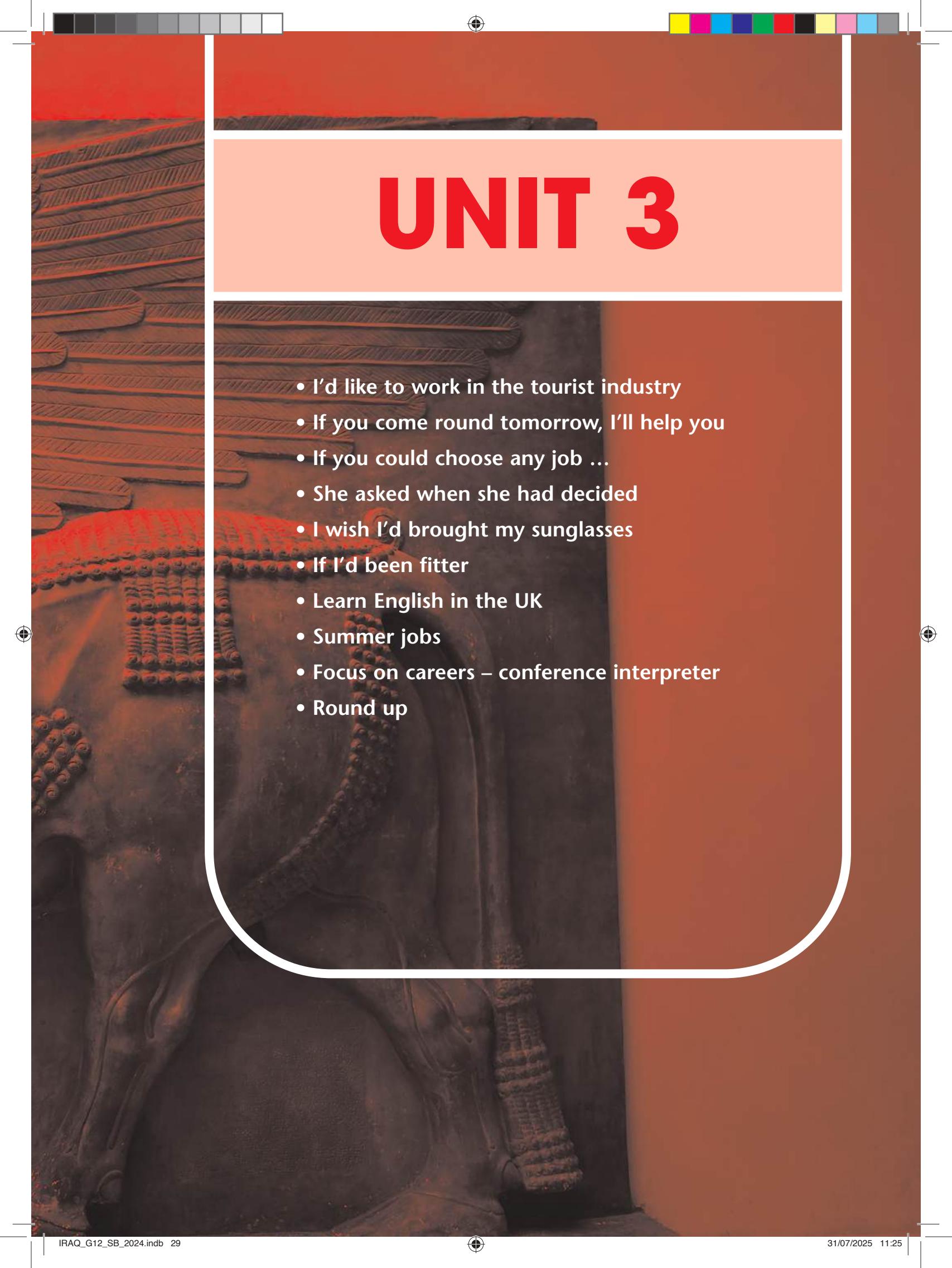
Using phrases to talk about recommendations

- **Make sure** you signal that you are going to turn.
- **It's always better to** do a safety check on your car before your travel.



Now do Exercises A to E in the Activity Book.





UNIT 3

- I'd like to work in the tourist industry
- If you come round tomorrow, I'll help you
- If you could choose any job ...
- She asked when she had decided
- I wish I'd brought my sunglasses
- If I'd been fitter
- Learn English in the UK
- Summer jobs
- Focus on careers – conference interpreter
- Round up



Unit

3

Lesson 1
AB 52-53

I'd like to work in the tourist industry

1 Match the careers with the photos.



a architecture	e fine art	i the oil industry
b the aviation industry	f information technology	j scientific research
c engineering	g the media	k teaching
d the environment	h medicine	l the tourist industry

2 Listen and match each speaker with a career from the list above.



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



If you come round tomorrow, I'll help you

Unit

3

Lesson 2
AB 54–55

1 Ramiz is having an interview with a careers adviser at school. Complete the conversation with the correct words from the box.

career conserving environment involve
qualifications Science university

Adviser: What would you like to do when you finish studying?

Ramiz: I'm not sure yet. But I'm very interested in ecology and the 1.

Adviser: If you're good at 2 and Geography, there are lots of jobs to choose from.

Ramiz: I love them both. They're my favourite subjects.

Adviser: Well, how about a 3 in water technology? That's really important in this country.

Ramiz: What exactly does water technology 4?

Adviser: If you work in water technology, you look for ways of 5 water and purifying it.

Ramiz: Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of 6 do I need?

Adviser: First of all, you need to get a degree. You could choose from Environmental Science, Geology or even Engineering.

Ramiz: Which 7 offers those courses?

Adviser: I have to check. If you come back next week, I'll have the answer.

2 Now listen and check your answers.

3 Find examples of conditionals in the conversation.

Zero and first conditional Grammar and Functions Reference p.89–90

- **Zero conditional**

Plants *die* if you *don't water* them.

The verb in both clauses is in the present tense.

- **First conditional**

If you *come round* tomorrow, *I'll help* you with your application.

The verb in the *if* clause is in the present tense.

The verb in the other clause is in the future tense.



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



Unit

3

Lesson 3
AB 56-57

If you could choose any job ...

1 Listen and read. Then answer the questions.

- a What is Maryam going to study?
- b What career would she prefer to have?

Cathy: If you could have any career in the world, what would you choose?

Maryam: I'd like to be a **pilot**.

Cathy: Do you think that dream is ever going to come true?

Maryam: No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.

Cathy: What if you refused?

Maryam: Are you joking? They'd be really upset if I refused.

Cathy: But it's your dream.

Maryam: I know. But I could never be a successful **pilot**, anyway.

Cathy: What do you mean?

Maryam: If I was a **pilot**, nobody would **fly with me**.

Cathy: Why not?

Maryam: Because I'm a bit scared of heights!

Cathy: If I were you, I'd train as a doctor and **have flying lessons in my free time**.

Maryam: What free time? Medical students don't have any free time!

2 Now do Exercise A in the Activity Book.

Second conditional Grammar and Functions Reference p.89-90

- We use the second conditional to talk about unreal situations.

If I **had** enough money, I **would** go to Britain to study.

If she **studied** harder, she **would** pass her exams.

If I **were** you, I'd **apply** to two or three colleges.

If clause

main clause

If + past tense,

'd/would/could/might + verb stem.

3 Find examples of the second conditional in the above conversation.

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



She asked when she had decided

1 Read the interview, and then cover your books. Say three facts you can remember about Zaha. Take turns telling the class.

MEET ONE OF THE MOST POPULAR ARCHITECTS IN THE WORLD!

This week **Latifa Ahmed** interviews **Zaha Hadid**, London-based Iraqi architect



When did you decide to be an architect?
It has been my dream since childhood.

Why have you had this dream?
I am fascinated by the design and structure of buildings. I wanted a career that I would enjoy and that would be useful.

Can you tell me more about your background?
I was born in Baghdad and studied Mathematics at the American University of Beirut. Then I moved to London and studied Architecture. I opened my own practice there in 1979. I also started to teach Architecture students in famous universities like Harvard.

What kind of buildings are you famous for?

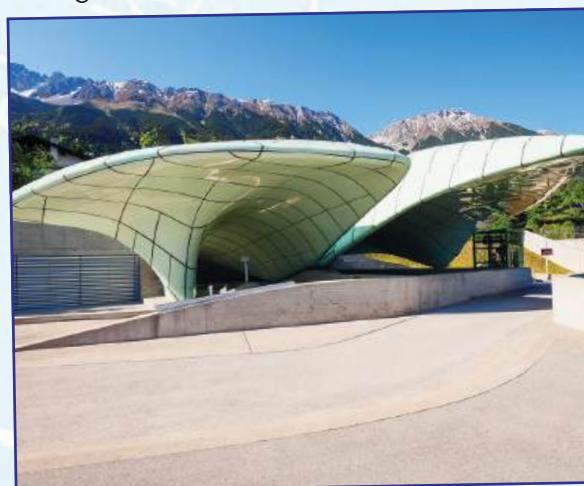
I like very modern designs, so probably my most futuristic buildings.

Have your designs won any prizes?

Yes, the Pritzker Prize in 2004 – I was the first woman ever to win this – and the Stirling Prize in 2010 and 2011.

Can Iraqi women always be as successful as men in their careers?

Of course. Any Iraqi woman can succeed in her chosen career if she works hard enough.



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

I wish I'd brought my sunglasses

1 Match each sentence with a photo.

a I wish I'd brought my sunglasses with me.

b I wish I'd remembered to turn the oven off.

c I wish I'd listened to the weather forecast before I left.

d If only I hadn't tripped over that rock.

e If only he hadn't tried to overtake that car.

f If only you'd checked the oil before we left.



2 Read the driving test report after Sajida failed her driving test. Then write her regrets.

I wish I'd learnt the Highway Code.



DRIVING TEST REPORT

Name: Sajida Shreida

1: hadn't learnt the Highway Code

2: drove through a red light

3: did not slow down at a crossroads

4: parked illegally on the pavement

5: exceeded the speed limit

6: hit a tree when reversing

7: drove into the back of a parked car

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

If I'd been fitter

1 Listen to a movie director talking about finding the right career. He is explaining what happened when he tried other jobs. Complete the captions under each picture.



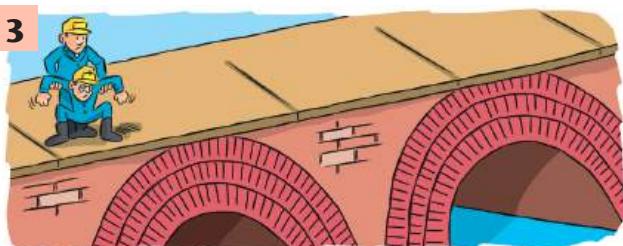
I started training to be a doctor, but ...



I tried being a policeman, but ...



I wanted to be a pilot, but I failed the eye test.



I considered studying engineering, but ...



I wasn't a good tour guide because ...

2 Now do Exercise A in the Activity Book.

Third conditional

Grammar and Functions Reference p.89-90

- We use the third conditional to talk about unreal situations in the past.

If I **had passed** the test, I **would have become** a pilot.

(= But I didn't pass, so I didn't become one.)

- We can also use the third conditional to express regret about the past.

If we **had trained** harder, we **might have won** the match.

(= But we didn't train hard, so we didn't win.)

The verb in the *if* clause is in the past perfect tense. In the main clause, we use *would have* or '*'d have*, *might have* or *could have* + the past participle.

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

Learn English in the UK

1  Complete the advertisement with the correct words from the box.

 13 Then listen and check your answers.

accommodation	advice	canteen	courses	experience	experienced
hostels	level	locations	staff	suit	return

Learn English in the UK at
Birchwood International College!



We have colleges in 24 different _____¹ across the country. Choose a busy city, where you can enjoy shopping, eating out and nightlife. Or opt for a village in the English countryside, where you will enjoy beautiful surroundings, lovely walks and a slower pace of life.



All our teachers are qualified and highly _____². Classes are small, which means that you will be sure of a high _____³ of individual attention. Our courses, which run throughout the year, are tailored to your needs, and our friendly _____⁴ are always on hand to offer expert _____⁵. Choose from _____⁶ of one week to three months' duration.



We offer a choice of accommodation to _____⁷ your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to _____⁸ family life in Britain. You will also be able to practise your English in the evenings.



In 12 of our locations, you can choose residential accommodation. We have our own students' _____⁹ where we can offer comfortable _____¹⁰ in single rooms. Breakfast is provided, and students can buy other meals in the on-site _____¹¹.



Download an application form from www.birchwoodcollege.org.uk, and _____¹² it with a recent passport photo to Birchwood International College, PO Box 222, Truro TR22 9DR.

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



Summer jobs

1 Read the email below. Why did Hamed write to Basim?

- a to arrange to go camping together
- b to offer to help Basim with his studies
- c to invite Basim to do a summer job together



To: Basim@email.com

Subject: Summer jobs

Dear Basim,

How are things with your university course? I've just got my exam result (that one you helped me study for, remember?). I got a much better mark than last time. Thanks a lot!

So, I'm already thinking about what to do this summer. I know it's still early, and we're very busy with studies now, but we shouldn't leave it to the last minute. I had a look at some jobs, and there's one I found really interesting, and we could do together: it's at summer camps for children with special needs in the USA. They have 12 camps around the country. When applying, we say which three options we would prefer to work at, in order of preference. Then they say which of those camps they can fit us in.

There are different jobs available, but personally, I think activity supervisor would be ideal for us. It involves things like taking the children out on walks and doing fun activities, like kayaking and climbing. It is hard work, but we get some time off during the day to relax. We also get two weekends off every month, so we could go and visit big cities in the area.

The salary is really good, and the best part is that we don't have to spend much – apart from the plane ticket, of course. All our meals and accommodation are provided by the camp. So we could save a good amount of money (even after spending on our weekend trips).

They're offering contracts for six, eight or ten weeks. I was thinking eight weeks would be better for us because we could take an English course for a couple of weeks before we come back and relax a bit before we start studying again. I've attached the job description for you to have a look at, as well as some brochures of English schools.

Let me know what you think. I really hope you can come. It'll be a great experience we can have together abroad. We'll also learn lots of skills, and it'll look great on our CV.

Talk soon,

Hamed

2 Which sentences below are correct according to the email?

- a Hamed has improved his grades because of Basim's help.
- b They can choose exactly which of the 12 camps they want to work at.
- c They have to work every day during the contract.
- d The camp will give them food and a place to sleep for free.
- e Hamed prefers to work for ten weeks to earn more money.
- f Hamed thinks the experience will be good for their professional future.

3 Now do Exercise A in the Activity Book.

Focus on careers – conference interpreter

1  What do you think working as a conference interpreter is like? Discuss the following topics in pairs. Then read the text to check.

- Equipment they use
- How they prepare
- What qualifications are needed
- How much they earn
- Skills they need to have

The place is the Hilton Hotel, Abu Dhabi, and the annual Arab Oil Industry Conference is about to break for lunch. Samira Al Mahmoud, who has been interpreting from English to Arabic, removes her headphones.

Asked how she prepared for this conference, Samira says, 'I knew the topic was oil, so I read about the subject to get familiar with the technical terms. You can't use a general word like 'the ground', for example, when you actually mean 'the source rock.' In my work, it's very important to listen to the news every day and read the newspapers. That way, you have good general knowledge and know what is going on in the world. Some interpreters read three or four newspapers a day.'

Samira was born in Britain, but her parents are both from Iraq. Samira grew up speaking Arabic at home but English at school. After leaving school, she did a degree in Arabic at the University of London and then a nine-month postgraduate course in conference interpreting. There was a lot of competition to get onto the course. And the course was very difficult. In fact, only 50% of the students who were accepted passed their final diploma exams.

Samira, like most conference interpreters, works freelance. She only works when she wants to and for the organization that she wants to work for. She often works for the UN in New York and Geneva, and the World Bank and UNESCO in Paris. She earns around £450 a day. 'The amount you get depends on who you are working for and how many of you are working. It's less stressful if there are two of us in the booth. Then we can take turns. I interpret one speech, and then a colleague does the next. This morning, whenever the speaker said figures like \$250,398,462 or 85,637 barrels of oil, my colleague wrote them down, so I didn't have to memorize them.'

Samira says that remaining calm under pressure is the most important quality in an interpreter. It's important to convey the sense even if you can't think of a particular word. 'Sometimes you will be feeling bad because you know the word. It's on the tip of your tongue, but it just won't come to you.'

But you mustn't waste time trying to remember it. If you do, you will miss the rest of the speech.'

Samira says it's also important to be able to think fast. She explained why. Most interpreters only go into one language. Samira's active language is Arabic, but very occasionally, she goes into English. Recently, she was translating from Arabic to English for an Iraqi speaker on TV. Speaking in Arabic, he said, 'Akl il-inab habba habba' – words which translate literally into English as 'Grapes are eaten one by one.' But this literal translation wouldn't have been clear to English listeners. Thinking quickly, she translated the phrase into English as 'One step at a time.'

Even if you have lived all your life in Iraq and don't come from an international family like Samira's, it is still possible to become an interpreter. Arabic is a language which is very much in demand, and if you can interpret from Arabic to English, you will never be out of a job. The way to train as an interpreter is to first get a degree in English and then do a postgraduate diploma in interpreting.

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



Round up

Unit

3

Revision
AB 70-71



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.

Talking about cause and results using zero and first conditional

- If I **go** to bed late, I **don't pay** much attention in class the next day.
- I'll **help** you tidy your room if you **want**.
- I **won't speak** to Noura again unless she **apologizes** to me.

Talking about unreal situations using second conditional

- If I **were** you, I'd **explain** what happened to the teacher.
- We **could buy** a new video game if we **had** a little more money.

Reporting questions

- Faisal asked me **whether** we **wanted** to meet him at the park after school.
- Aysha asked me **what** the homework for today **was**.

Talking about past wishes and regrets using *I wish* and *If only*

- I wish it **hadn't rained** so much earlier. The pitch is too wet to play.
- If only I **hadn't thrown** away the receipt.

Talking about unreal situations in the past using third conditional

- I **would have helped** you if you **had asked** me.
- If they **had won** this last match, they **would have gone** to the final.

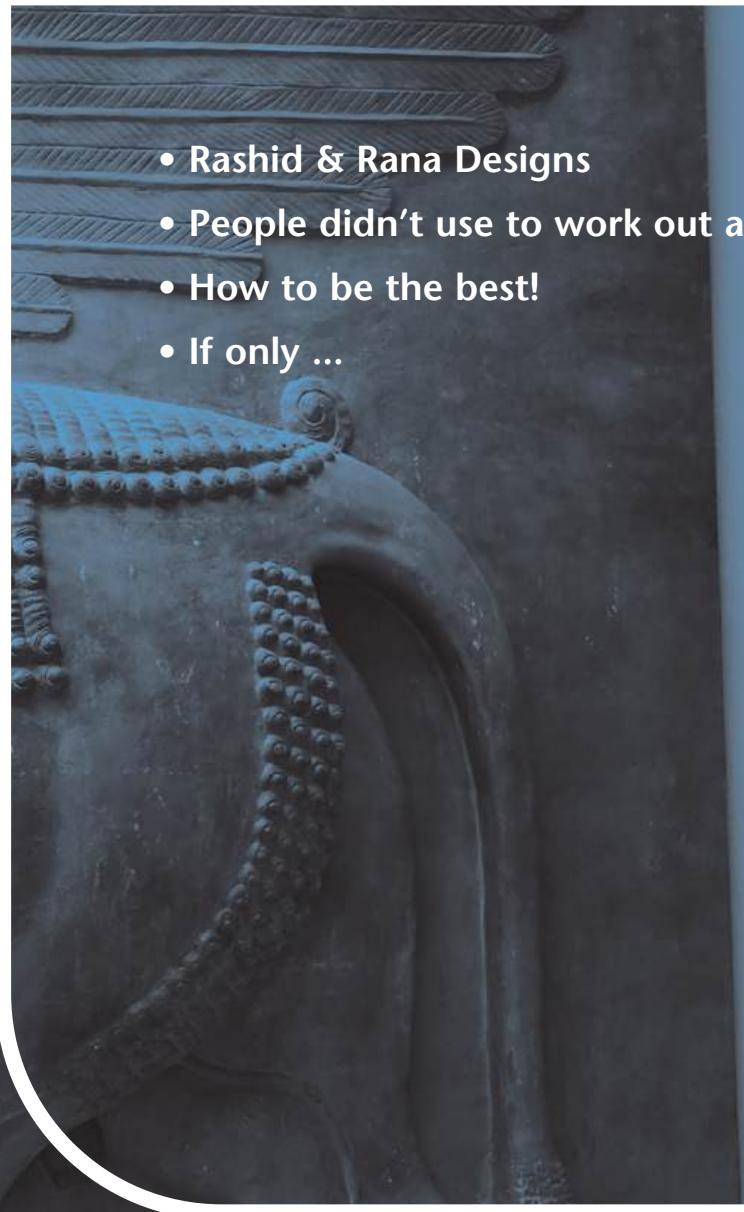
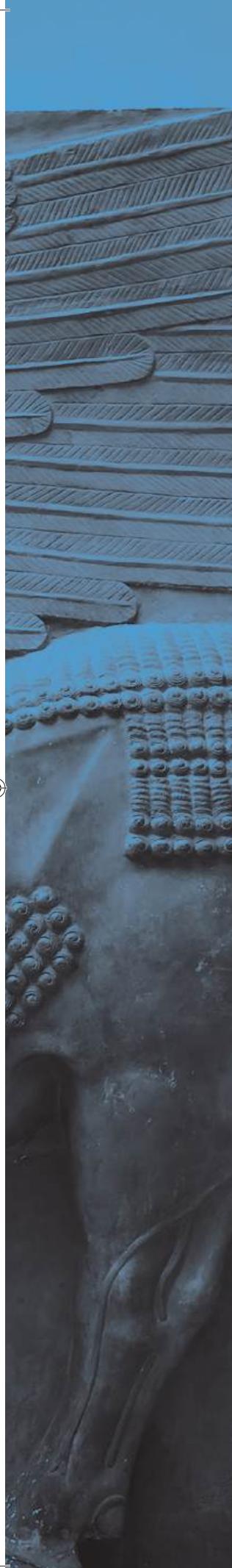


Now do Exercises A to E in the Activity Book.



UNIT 4

- Rashid & Rana Designs
- People didn't use to work out at home
- How to be the best!
- If only ...



Rashid & Rana Designs

1  Complete the email with the correct words.

assistant business compete designer
flew flight produce sales signed

To: Bidor
Subject: My new business

Dear Bidor,

I'm sorry I haven't been in touch recently. This year has been really busy. My brother, Rashid, and I set up our own company last September. It's called Rashid & Rana Designs. We produce shirts and jeans. I am the ¹, and Rashid does all the marketing. Our cousin, Salima, works as Rashid's personal ².

We invested a lot of money in the ³, so we are not yet making a profit. But ⁴ are very good, and we are exporting a lot of clothes to the UAE, Oman, Bahrain and even the UK. Of course, it is difficult to ⁵ with the Chinese market. They ⁶ such cheap clothes in China. But our designs are very original. And they are very popular in the Gulf. So the future looks very bright, thank God.

Two months ago, we went to Lebanon and Morocco to choose cloth for our spring designs. We found some beautiful silk and cotton fabrics. And last month, we ⁷ to London to show our new shirts at London Fashion Week. We had a great time. There was a lot of interest in our designs. We ⁸ contracts with three London department stores. And a lot of rich and important people bought our silk shirts!

On our way back, guess who we saw at Heathrow Airport! We were waiting for our ⁹ back to Baghdad when our old school friend, Muna Shakir, walked past with ... You will never guess! Ghassan Ahmed! Yes! Apparently, they got married two years ago. And they now have a beautiful little boy called Kamal.

Let's keep in touch. Come and stay with us whenever you like.

Lots of love,

Rana

2  14 Listen and check your answers.

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



People didn't use to work out at home

1 What do you call these pieces of fitness equipment? Read the article and find their names.



Fitness tech

Technology is changing the way we exercise. In the past, people used to go to the gym to work out, but now the gym is going to people's houses!

Until a few years ago, people didn't use to have a gym at home unless they were very rich. But with new technologies and equipment, it's now easier to work out from home.

A good example of this are online exercise communities. In the past, you used to join a club if you wanted to cycle with others, for example. Nowadays, you can buy a stationary bike, have online lessons and work out with lots of people online, without leaving your house.

Fitness apps are another example of technology changing fitness. The first ones used to measure basic things, like distances and speed, but more modern apps now are able to measure a lot more, including how fast your heart is beating, how many calories you are burning and even how well you sleep.

So, is this the end for gyms? Experts say things are harder than they used to be for gym owners. They used to compete only with other gyms in the area, but now they also have to compete with online and home gyms. However, sports clubs that

also take advantage of the new technology will stay open.

Gyms now offer much more advanced technology than they used to. They are investing in devices that most people still can't afford to have in their homes. A good example is the workout mirror. People used to look at mirrors in gyms just to see how they looked while doing exercise, but now these hi-tech mirrors can actually teach you how to work out!

Another thing lots of gyms are using now is Artificial Intelligence (AI). AI systems allow gyms to have much more data about their clients and build an ideal workout plan for them, as well as check their progress. For this reason, it's also important for personal trainers to learn how to use these devices. Being good with technology didn't use to be a requirement for personal trainers, but now it's a key part of their job.

So what does the future of fitness look like? It's hard to say, but for sure, whether at home or at a smart gym, technology is going to continue to help you stay fit more and more.

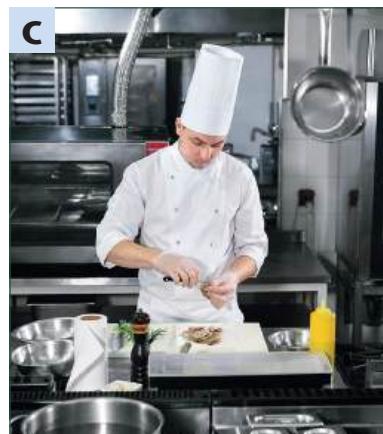
2 Now do Exercises A to E in the Activity Book.

How to be the best!

1  Match the sentence halves.

- 1 If you want to have a successful restaurant,
- 2 If you want to make a good impression at a job interview,
- 3 If you want to have a successful party,
- 4 If you want to be successful in business,
- 5 If you want to be a good secretary,
- 6 If you want to be healthy,
- 7 If you work for an airline,
- 8 When you are in a meeting,

- a you don't have to pay for plane tickets.
- b you have to be ambitious.
- c you should turn your mobile off.
- d you must employ a good chef.
- e you need good computer skills.
- f you must do a lot of exercise.
- g you should dress well and be punctual.
- h you should make sure there is plenty of good food.

2  Match six of the sentences with the pictures.**3** Now do Exercises A to D in the Activity Book.

If only ...

1  Read about three people with regrets. Match sentences 1–9 with the correct people.

A

Fouad Salim is captain of a football team in Baghdad. His team has just lost a big match.

B

Khadija Nasser has just been to an interview for a job with an oil company. Unfortunately, she didn't get the job.

C

Nizar Ibrahim has just crashed his friend's new motorbike. It will cost a lot to repair it.

1 I wish I'd arrived earlier and been more relaxed.

2 I wish I hadn't gone so fast down that hill.

3 I wish I'd made them train harder.

4 I'd have got the job if I hadn't been so nervous.

5 If only I'd seen that hole in the road.

6 If only Hasan hadn't got a red card.

7 We'd have won if we'd trained harder.

8 If only I hadn't done so badly on the typing test.

9 This wouldn't have happened if I'd slowed down.

2  Use each question to make one sentence with *I wish* and one sentence using the third conditional.

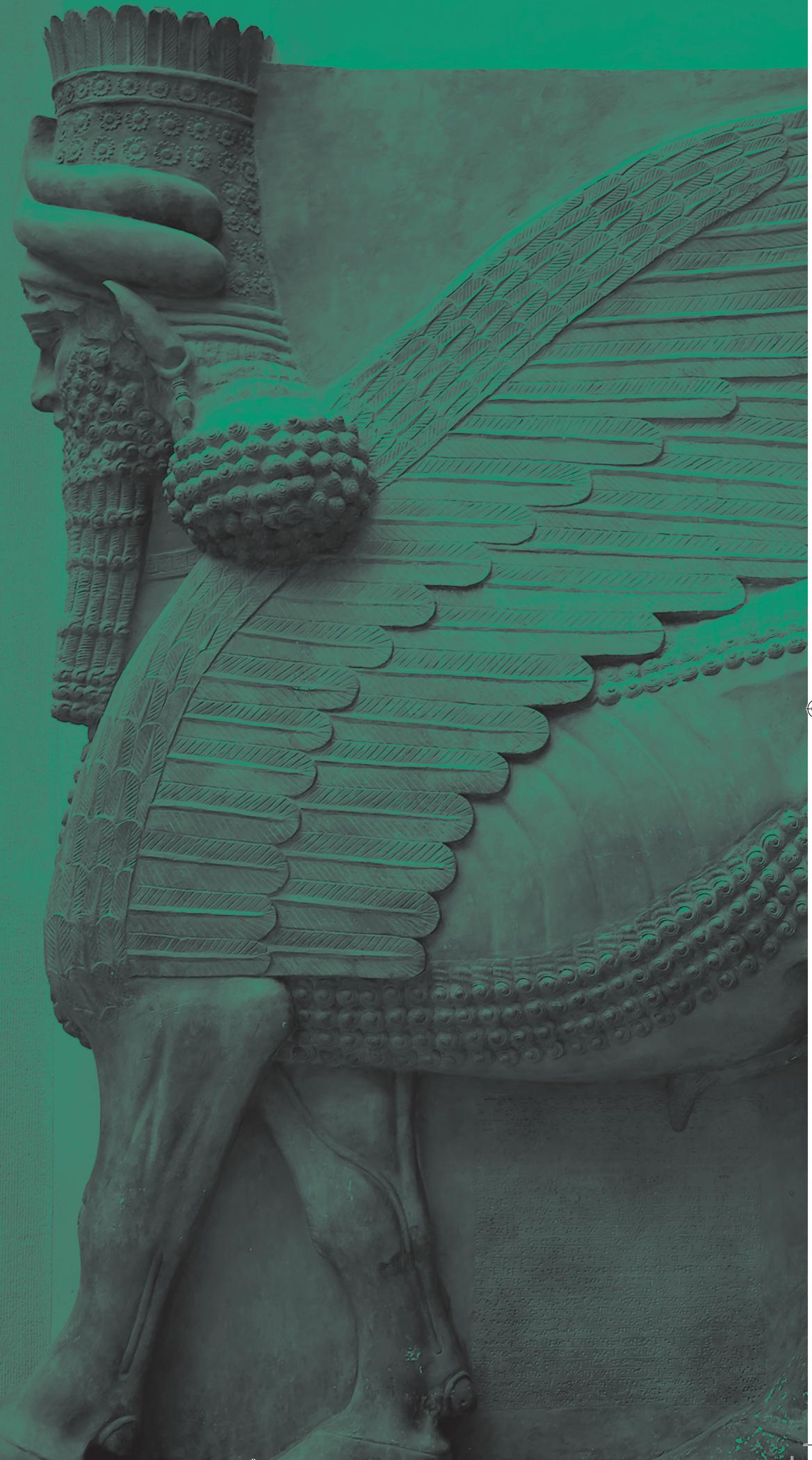
- 1 Why didn't I ask Hisham to be in the team?
- 2 Why didn't I find out more about the company before the interview?
- 3 Why did I ride my friend's motorbike?
- 4 Why didn't I check the brakes before I left home?
- 5 Why did I forget to tell them about my previous experience?
- 6 Why didn't I score that penalty?

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

I wish I'd asked Hisham to be in the team.



We'd have won if I'd asked Hisham to be in the team.





UNIT 5

- Let's do some sightseeing
- Have you ever stayed in a really unusual hotel?
- I've been coming here since 2009
- I've tried it a few times
- We couldn't get a room because we hadn't booked
- The atmosphere was really peaceful
- Beautiful Kerkennah
- Tourism and environment
- Why are holidays so important?
- Round up

Let's do some sightseeing



1 Make compound nouns by matching the words in the two columns.

- 1 boarding card
- 2 travel agent
- 3 five-star apartment
- 4 package agency
- 5 packed card
- 6 ski deal
- 7 car front
- 8 self-catering lunch
- 9 sight resort
- 10 sea seeing

apartment

agency

card

deal

front

lunch

resort

seeing

hotel

hire

Do you have anything to declare?

2 Match some of the compound words above with pictures A–F.

3 Now do Exercise A in the Activity Book.

4 Read the dialogue on the right. Find the compound noun.

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



No. My travel agency says two bottles of perfume are OK.



Have you ever stayed in a really unusual hotel?

Unit

5

Lesson 2
AB 88-89

1 Choose the correct ending for each quiz question.

The crazy tourist quiz

1 **d** Have you ever stayed in a really unusual hotel?



2 Have you ever camped on _____



3 Have you ever flown in a _____



4 Have you ever been sightseeing in an _____



5 Have you ever been cheated _____



6 Have you ever lost your _____

7 What's the best holiday destination _____

8 What's the strangest food _____

- a** you've ever eaten abroad?
- b** by a taxi driver?
- c** helicopter?
- d** ~~in a really unusual hotel?~~
- e** you've ever been to?
- f** open-top bus?
- g** a beach?
- h** passport while on holiday?

2 Take turns asking and answering the quiz questions. Then do Exercises A and B in the Activity Book.



Have you ever stayed in
a really unusual hotel?

Yes, I have. I stayed in the
Four Seasons Hotel in Cairo.
It's unbelievably luxurious.



No, I've never stayed anywhere really unusual.
But I stayed in a really horrible hotel in New York.

3 Now do Exercise C in the Activity Book.



I've been coming here since 2009

1 Read the article and answer the questions.

- a How long has Steve Harper been coming to Iraq?
- b How many times has he visited the country?
- c How long has Safar Tours been organizing tours?
- d How long has Steve known Ahmed?
- e How long has Safar Tours had their office on Al Sa'doon Street?
- f How long has Steve been in Iraq so far on this visit?
- g What has he been doing since finishing his business?

The happy traveller



**This week
Steve Harper
tells us about
his favourite
Iraqi tour
company,
Safar Tours.**

I've been coming to Iraq on business since 2009. In fact, in all I've visited this country 15 times now, and I still thoroughly enjoy my trips here. I usually extend my stay by a couple of extra days because one of the things I love doing here is going on excursions and doing some sightseeing. That's how I discovered Safar Tours, which is one of Iraq's longest established travel companies. In fact, Safar Tours have been organizing trips and excursions for over 30 years.

Ahmed Salim is the owner and manager of Safar Tours. I've known him for three years now, and I can honestly say that all his tours have most definitely lived up to my expectations. I have never been disappointed in any way by any of the tours he has organized for me. I've been on trips to the desert, I have visited the castles in Zakho and the Hatra ruins and been to Babylon City three times already. And that's only to name a few!

Safar Tours was started by Ahmed's father, Salim, in 1976, in a little office in Al Rasheed Street. Over the years, the business has grown considerably, and they've moved offices several times. Since last July, they have had a very attractive modern office on Al Sa'doon Street.

I arrived here last Monday. So, I've now been in Iraq for eight days. Since Thursday, when I finished my business, I have been going on tours around the country. I could never have achieved so much without the help of Ahmed Salim at Safar Tours. I certainly wouldn't hesitate to recommend this company to anyone considering an extended stay in Iraq.



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



Unit

5

Lesson 4
AB 92–93

I've tried it a few times

1 **AB** Listen to the dialogue and fill in the gaps with the correct words.

Katie: Hi, Muna. What are you doing with all those holiday 1?

Muna: Oh, I'm just doing a bit of research on holiday deals in Thailand. Have you ever 2 there?

Katie: Yes. We had a family holiday there a 3 of years ago.

Muna: So which places did you go to?

Katie: Well, we spent a week in Bangkok to get a flavour of the city life and then two weeks on the 4 in Phuket.

Muna: I'm sure that was beautiful!

Katie: It was amazing! I really enjoyed it. Well, we all did. There was something for 5.

Muna: We're looking for a 6 deal.

Katie: That's a good way to do it. At least you know where you're going and what you're doing. And it often works out 7 in the long run. Have you found one yet?

Muna: No, but there are two or three that look really good. Which hotel did you stay at in Bangkok?

Katie: We stayed at the Golden Palace for the first two nights. Then we moved on to the Marriott. The service was 8 in both of them.

Muna: And what did you think of Thai food?

Katie: Oh, it's delicious. Haven't you ever tried it?

Muna: I had green curry once. I really didn't like it.

Katie: Why not?

Muna: It nearly burnt a hole in my 9!



2 Find examples of the present perfect and the past simple in the conversation.

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

We couldn't get a room because we hadn't booked

1  Match the sentence halves.

- 1 We couldn't get a room
- 2 I couldn't board the plane
- 3 She was nervous on the plane
- 4 The airline company gave me a new suitcase
- 5 I didn't go on the excursion to Khor Al Zubeir in Basra
- 6 We complained to the manager
- 7 We couldn't hire a car
- 8 I didn't recognize the place

- a because I had already been there twice.
- b because I had lost my boarding card.
- c because we'd left our driving licences behind.
- d because mine had been damaged on the plane.
- e because our room hadn't been cleaned.
- f because it had changed so much.
- g because she hadn't flown before.
- h because we hadn't booked.

2  Match five of the sentences with the pictures.**3** Now do Exercises A to D in the Activity Book.



The atmosphere was really peaceful

1 Scan the text about a holiday in Tunisia. Find one piece of information about each of the following:

- the journey
- the hotel
- the food
- the activities

Travel Magazine

12

My cousin and I have recently returned from a wonderful fortnight in the Tunisian Kerkennah Islands. It was a package deal and cost us £300. This included the flight from London to Sfax, bus transfers to and from Sfax airport and the ferry to and from the island. The accommodation was in a three-star hotel with breakfast and dinner every day. The cost even included entertainment in the evenings. I couldn't believe how cheap it was!

From Sfax airport we were taken to the ferry port, where we boarded a rather old ferry! It took us across to the islands, which looked really beautiful in the evening sun. We were delighted that our hotel overlooked the beach and was just a short walk away. Although not very luxurious, it was a really pleasant two-storey building that was set in an attractive garden with its own swimming pool and tennis courts. Our room had its own private bathroom and balcony with a spectacular view of the calm, blue Mediterranean Sea. The atmosphere was really peaceful – that's what I really liked.

The food was exceptionally good. There was a self-service buffet in the dining room with a variety of dishes, both regional and international. You could eat as much as you wanted! Breakfast consisted of fruit, cereal, eggs, cakes, bread, honey, olives and cheese. There was a different selection of dishes for supper every night, and there was a lot of great seafood. I loved the octopus, which is a speciality in Kerkennah.

We weren't bored for a moment. One day, we hired a taxi and went on a tour of the island. We saw the villages where the fishermen catch octopus in clay pots. Another day we went for

a camel ride on the beach, and we even hired surfboards from the hotel and learnt to windsurf. We also went for a ride in a donkey cart and toured some villages. What really impressed me was the hospitality of the local people. Several islanders invited us into their homes for mint tea and cakes. We also took the ferry back to the mainland to see the magnificent Roman theatre at El Jem. Something else that we really enjoyed was the free entertainment in the hotel after supper. One evening, a fakir and his team gave an incredible display of lying on a bed of nails and glass, walking over hot coals, breathing fire and letting scorpions walk all over their faces! We shall certainly never forget that holiday.

Anna Johnson, Reading, Berkshire



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

Beautiful Kerkennah

1 Read these sentences and find the relative clause in each one.

BEAUTIFUL KERKENNAH



- Kerkennah is the name of a group of islands that are situated off the east coast of Tunisia.
- The main two islands are Chergui and Gharbi, which are both inhabited.
- The islands are reached by a ferry that operates throughout the year.
- The most famous beach is Mkaren Klifa, where the water is an incredibly clear blue.
- There are many colourful festivals, which are a great attraction for tourists.
- A famous son of Kerkennah was Hedi Berkissa, who was also known as Balha. Hedi, who was a world-class footballer, died during a match in Tunis.
- Kerkennah is an ideal place for tourists who want a quiet and peaceful holiday in beautiful surroundings.



2  Are these relative clauses defining (D) or non-defining (ND)? Discuss it in pairs.

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



Tourism and environment

1 Read Basim's notes and his final essay. What points from his notes did he use?

Pros	Cons
• money supports preservation	• waste > water pollution
• encourages locals to preserve	• too many tourists > damage ecosystem
• visitors realize we need to preserve	• greenhouse gases from planes
• learn more about local culture	• tourist facilities use land where animals live



The pros and cons of tourism for the environment

Tourism is a key part of the global economy, bringing many benefits to destinations. However, it also has a strong impact on the environment, which can be both positive and negative. Understanding these effects is important for promoting sustainable tourism. This essay explores the pros and cons of tourism for the environment, highlighting the need for a balanced approach.

One of the main benefits of tourism for the environment is the economic support it provides to help preserve the destinations. Many popular tourist destinations are natural parks, wildlife reserves and other protected areas, and the money generated from tourism can be used to preserve them. Additionally, tourism can raise awareness of the importance of protecting the environment. When tourists visit beautiful natural areas, they often develop a greater awareness for nature and support environmental protection.

However, tourism also has significant negative impacts on the environment. One major issue is pollution. The influx of tourists can lead to increased waste and, consequently, water pollution. Additionally, the construction of hotels, resorts and other tourist facilities can result in habitat destruction and loss of biodiversity.

In conclusion, tourism has both positive and negative effects on the environment. It can provide support for conservation and raise environmental awareness, but it can also cause pollution and habitat destruction. To maximize the benefits and minimize the issues, it is essential that we promote sustainable tourism practices and educate all those involved. Only then we can make sure that tourism continues to grow without affecting the health of our planet. That way, we can continue to appreciate natural wonders around the world for many generations to come.

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

Why are holidays so important?

1  In groups, discuss the title and picture. What do you think the text will be about?

2  Skim the text and match the headings with the correct paragraphs.

- 1 What stress can do
- 2 A change can do you good
- 3 Time for others

- 4 Time to relax is important
- 5 Too busy to leave work



A Today it is more important than ever to ensure that we take enough breaks and holidays. Life is so fast, and we spend such a large part of our time working hard that we really need to take sufficient time out. If we don't, the pressure of life can affect both our physical and mental health.

B The stress of modern life can cause severe problems. It can cause high blood pressure, which can then cause strokes and heart attacks. It also has an effect on our minds. If we are always on the move, we don't always notice how far we push our bodies. We don't eat regular meals, we don't get enough

sleep, and our free time is often interrupted by phone calls. The human body cannot continue like this indefinitely. Both brain and body need a break. If we push them too far, they will eventually let us down.

C There are more and more 'workaholics' these days who think that their work is too important to leave in the hands of others. These people cannot bear to be away from the office for more than a few hours. They put off taking holidays or breaks because there is always another deadline or another deal around the corner. They often discover too late that there is more to life than work.

D People like this risk hurting not only their health but their personal relationships, too. Everyone needs to spend time with family or friends, and this time needs to be more than the occasional snatched hour here or there. People who are close to us need to know that we care about them. Giving them a significant amount of our time is how we show this. Holiday time can give us this opportunity.

E Holidays are important for everyone, not just the businessman. We all need a change of scene and a change of pace. We need to relax and take our minds off work, school, the house or whatever problems are worrying us at the time. It doesn't matter whether we choose to spend this time lying on a beach, trekking through rainforests or sightseeing. What is important is the change. A change of routine often helps us to look at our own lives in a different way. Holidays are vital to our general well-being. And leaving the mobile phone switched off. That is vital, too!

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



Round up

Unit

5

Revision
AB 104-105



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.

Using compound nouns to talk about travel

- I got a good **package deal** for our holiday.
- Our hotel was right at the **seafront**.

Using present perfect simple to talk about travel experiences

- I've never **been** to Europe.
- Have you ever **stayed** in a five-star hotel?

Using present perfect continuous to talk about longer actions

- She's been **travelling** for over a month now.
- How long **have** you been **watching** that travel documentary?

Using past perfect to express change due to past actions

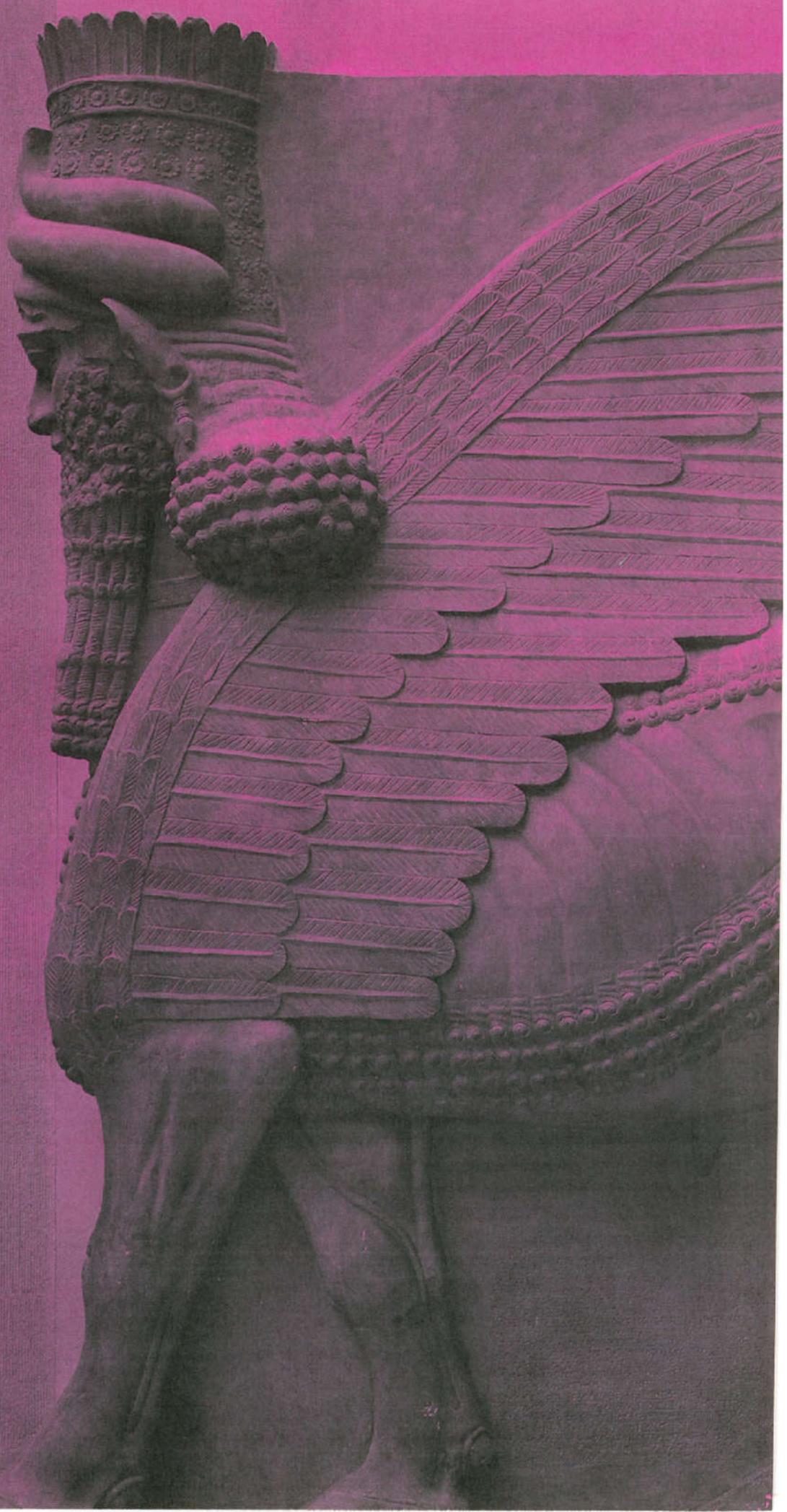
- Things **had changed** a lot the second time we spent holidays there.
- It started raining the day after we **had arrived**.

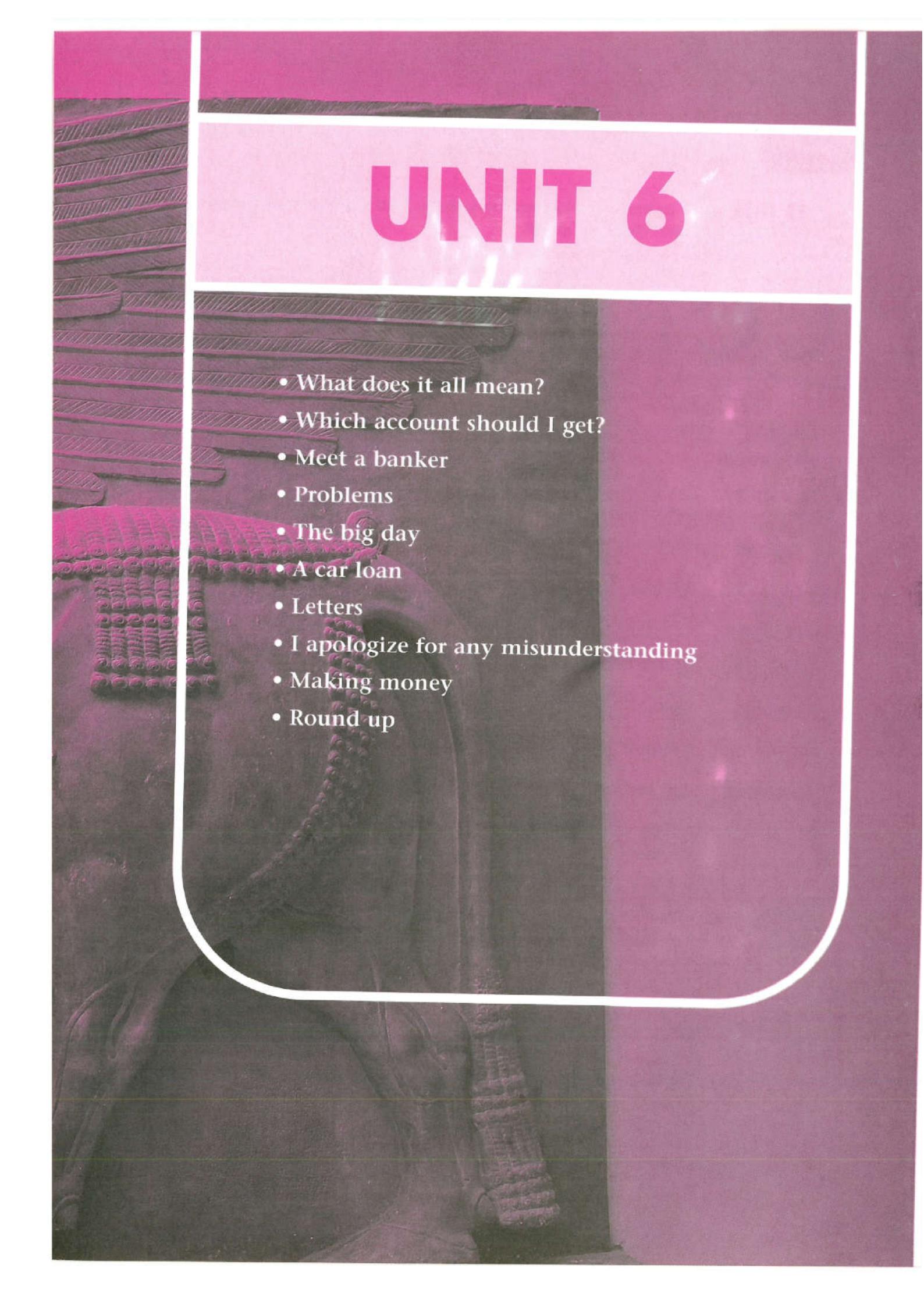
Using relative clauses to describe things

- The resort **where we spent our holidays** had five swimming pools.
- The tour guide, **who was local**, showed us all around Karbala.



Now do Exercises A to E in the Activity Book.





UNIT 6

- What does it all mean?
- Which account should I get?
- Meet a banker
- Problems
- The big day
- A car loan
- Letters
- I apologize for any misunderstanding
- Making money
- Round up

What does it all mean?

1  Listen to Rami and his brother talking. Find the items on the bank statement that they talk about.



Bank Statement

RAMI ADAM

Account number: 97823810

Date	Transaction	Withdrawals	Deposits	Balance
01/05/25	OPENING BALANCE			200.00
05/05/25	CHEQUE N. 001	-20.00		180.00
07/05/25	CASH WITHDRAWAL	-30.00		150.00
10/05/25	DEPOSIT		+425.00	575.00
22/05/25	CHEQUE N. 002	-14.75		560.25
22/05/25	CHEQUE N. 003	-45.80		514.45
22/05/25	CHEQUE N. 004	-23.05		491.40
28/05/25	CASH WITHDRAWAL	-50.00		441.40
31/05/25	TOTAL	-183.60	+425.00	441.40

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

Which account should I get?

1  Read the information about the bank accounts and match them with the people below.

1

CCB Children's account

- For children under 17
- Start saving for your future

2

CCB Savings account

- Free ATM card
- Monthly bank statements

3

CCB Current account

- Free cheque book
- Free ATM card
- Monthly bank statements
- Minimum balance 50,000 Iraqi dinars or will pay fee of 10,000 Iraqi dinars per month
- Overdraft facilities

4

CCB University student account

- Free cheque book
- Free ATM card
- Monthly bank statements
- No minimum balance
- 50% off credit card fee



Ammar is at university and doesn't earn much.



Talal is a businessman who pays a lot of expenses through his account.



Hasan is a 10-year-old boy that wants to save pocket money.



Layla is retired, doesn't need credit and wants to save money.

2   Listen to the conversation between a girl and a banker and tick (✓) the things they talk about.

a savings account	f minimum balance
b current account	g bank statements
c a student account	h credit card
d a cheque book	i ATM card
e overdraft facilities	j bank branches

3 What kind of account does the girl decide to get?

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

Meet a banker

1 Skim the text. What is the main topic? Choose the best description.

- a The amount of money bankers make.
- b What you must study at school to become a banker.
- c What a banker's job is like.



I've been a banker for 20 years, and I love my job. What makes it particularly interesting is the variety. I have to do many different things and use a number of different skills. No two days are ever the same. Most importantly, we have to convince people to use the bank, and one way to do this is to offer new services. For example, we can attract students by offering special student accounts if the bank is close to a university or college. We also advise people on the most suitable accounts for their needs.

Another of my main responsibilities is to decide whether or not to give people or businesses loans. This is one way the bank uses the money people put into their accounts. The money doesn't simply sit there but is used to make more money. Many people need loans for a special project such as buying a car or a house. We also lend money to people who want to start their own businesses. It is often up to me to decide whether the business is a good idea or not, and sometimes I must make suggestions to improve their plans. For example, if a man wants to open a bookshop on a street that already has several bookshops, I might suggest that he opens it on another street where he can get more customers. Unfortunately, I cannot always approve a loan. This is a difficult part of my job as I do not like to disappoint my clients.

Some bankers work mostly with large companies, while others have more to do with small businesses and individuals. Both types of banking can be enjoyable. Banks that work with large companies can help them improve and extend their businesses. This can be very interesting and exciting, as you have to be quite knowledgeable about many different subjects. If you

work with a company that makes chemical products, for example, you have to understand how the products are made and used. My main work is with individuals and small businesses. What I particularly enjoy about this is that I meet a range of different people. It is also very satisfying to be able to help them with their problems and make a difference in their lives.

Being a banker requires many different skills. To begin with, you have to be good at Maths and able to read and understand graphs and charts quickly. Another important skill is being able to work with other experts who can give you important information. When a client wants a loan to buy a house, for example, I need to know about the value and structure of the house and what sort of neighbourhood it is in. A specialist can give me this information. Finally, a banker needs to be a good communicator. Your clients need information about many different things, some of them quite complex. They need a banker who can explain these things clearly and who enjoys helping them.

client: person or organization who makes use of a professional, e.g., a banker or a company, e.g., a bank.

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

1 What kind of problems are these people having? 20 Listen to the conversations and match them with the pictures.



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

The big day

1 Read the email. How many things does Hazem ask Mazen?



CURRENT CURRENCY RATES		
COUNTRY	CURRENCY	
—	IQD EUR	1.98
—	IQD SWE	12.9
—	IQD CYP	0.28
—	IQD JAP	198.
—	IQD SWI	8.99



To: Mazen
Subject: Coming to London

Dear Mazen,

Guess what? Tomorrow is the big day! My plane leaves for London at 3:00, and soon I'll be able to see all the sights we read about in the guidebook.

I've already packed my suitcase. I bought some new clothes and a couple more guidebooks. I tried not to pack too much, but it's pretty heavy. Once I get to England, I'll have to take a taxi. There's no way I can carry it all on the Underground! Do you know how much you tip taxi drivers in England?

Last Monday, I went to the bank with my dad and got a prepaid debit card for my trip. They're great because they're accepted internationally, and they're safer than cash. My parents can just transfer more money to it when necessary, and if I lose it, I can freeze it on the app. That way, nobody else can use the card.

My banker told me I should also get some local currency. Even though the debit card is accepted nearly everywhere, I can't really use it to tip the taxi driver, for example! So I will definitely need some cash in my pocket. As you probably know, many countries in Europe use the euro, but in the UK, people use pounds. Do you have any idea of the exchange rate between Iraqi dinars and pounds nowadays? The last time I travelled, 1,000 Iraqi dinars was almost 0.57 pounds. My father told me everything in London is expensive, so I'll have to be careful what I spend.

I'll bring you back a souvenir. Let me know if there's anything particular you'd like me to get you. And keep in touch. International calls are expensive, so let's message each other on social media.

See you in ten days.

Hazem

2 With a partner, match the currencies and their names.



US dollar	Japanese yen	Australian dollar	Chinese yuan	Indian rupee
euro	Iraqi dinar	Syrian pound	Saudi riyal	Pakistani rupee

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

A car loan

1 21 Read and listen to the conversation.

Ahlam: Wow! Is that your car?

Nour: Yes! Nice, isn't it? I bought it yesterday. Do you want to go for a drive? We could go to the beach.

Ahlam: Sure, that's a great idea. I'd love a car like this one. How did you pay for it?

Nour: I got a car loan.

Ahlam: That's a good idea. Maybe I should do that. If I got a car loan, would I have to make a big **down payment**?

Nour: No. I didn't pay any money in advance at all. I just have to pay a certain amount every month.

Ahlam: That's even better! But the **monthly instalments** must be pretty high. What are they?

Nour: About 500,000 Iraqi dinars. It wasn't that expensive because it isn't a new car.

Ahlam: It looks new!

Nour: The owner took really good care of it. It's actually three years old.

Ahlam: How long do you have to pay it back?

Nour: Five years.

Ahlam: That's a long time. Won't it cost you a lot in interest?

Nour: Yeah. But it's worth it. This sort of car is a real **investment**. It won't lose money. In fact, it may even **go up in value**.

Ahlam: Well, I suppose it's more enjoyable than putting your money in the bank and waiting for it to earn interest! Maybe I should make an investment like this.

Nour: Here we are. The beach. Do you think I can fit into that parking space?

Ahlam: Sure. Uh, no, maybe not. *[Sound of crash]* Oh, no. I think one of your lights is broken.

Nour: Luckily, the loan also includes free **car insurance**!



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

Letters

1 Read the letters. Which is a letter of thanks? Which is an answer to a request for information?

A

Home Savings Bank
(974) 4759375



16 April 2025

Dear Mr Nasir,

Thank you for your letter of 10 April 2025. Please find enclosed the information you requested about our accounts.

I am happy to inform you that all our services are available online. Passwords are sent to clients three days after opening an account. We also provide a 24-hour telephone banking service.

Please contact me again if you need any more information.

Yours sincerely,

Fadi Malouf

B

13 May 2025

Dear Ahmad,

Thanks for your letter and the photos. If I had had a digital camera, I would have taken some pictures, too. It's nice to have good photos and put them on a laptop.

That shop where you got your camera is really good. We haven't got anything like it near us. Could you buy me one like yours? I'd be so grateful. If you can get me one, let me know how much it costs, and I'll transfer you the money.

It was great to see you at the party. I'm sorry I couldn't stay for long.

Best wishes,

Fareed

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

I apologize for any misunderstanding

1  Read the following emails. In what order were they sent?



Dear Mr Smith,
Thank you for your email and for being our loyal customer for so long.
Regarding the fee, you may remember you were at our branch last month, and we discussed a new type of account that was more suitable for your needs, our Platinum account. While this offers a series of benefits, it also has a higher monthly fee.
I do believe I mentioned this increase to you, but I apologize for any misunderstanding.
Best regards,
Anthony Townsend



Dear Mr Townsend,
I hope this finds you well. I am writing to enquire about a fee that was charged to my account on 15 June, of the amount of £25.
The monthly fee is usually £15, so I would like to know the reason for this change. I have been a client at your bank for 15 years, and there has never been such an increase.
Yours faithfully,
David Smith



Dear Mr Smith,
I am glad we have clarified this.
I am happy to change the account back to the previous type, with the same fee you have been paying. I will also credit the difference of £10 to your account.
I hope this solves the matter, but please let me know if I can help you in any other way.
Best regards,
Anthony



Dear Mr Townsend,
Thank you for your quick reply and explanation.
I understand now the reason for the different fee. No need for apologies: I was in a big hurry that day and must have not paid proper attention to your explanation.
I appreciate the benefits of this new type of account, but would it be at all possible to change back to my previous account type?
Yours faithfully,
David

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

Making money

1  Read the title of the text. In pairs, talk about what points you think might be mentioned in the text.

2 Now read the first sentence of each paragraph and check your ideas.

Making **more** — from your money

Saving for the future is something that is instilled in us from an early age. As children, we learn not to spend all our pocket money at once but to put some aside to buy something bigger later on. When we start work, we are encouraged to put money into pension plans to save for our retirement so that we can continue to enjoy a good standard of living when we are older.

There are many ways in which we can make our money work for us. Banks inform us of different types of savings accounts, with more or less interest the longer we leave our money with them. Some savings accounts suit regular savers, others are more appropriate for those of us who wish to invest a fixed sum. Savings accounts benefit people who do not need to access this money, and if we can forget it is there, so much the better!

Financially-minded people who follow the markets invest in stocks and shares. For many, this can be both a hobby and a way of making a lot of money. It's a risky business, however, and there are no guarantees. The major players in this game are the specialists. You can certainly lose a lot of money as well as gain it, and it is not the answer for people who need a fixed sum at the end of their investment period.

Money can also be made through investing in property. Spending a lot of money to begin with can bring significant profit if the property is sold on at a later date when property prices have increased. Once again, there is no guarantee that you will make a profit or even break even, but generally speaking, money invested in property is safe in the long term. It is this type of investment that is becoming more and more popular in the UK at the moment. People are

beginning to see the value of buying up property to rent out. The rent pays the instalments on the loan or mortgage, and then when the investor needs the money, they can sell up and realize the profit. This is particularly popular with people who inherit an amount of money who want to do more with the money than let it sit in a savings account.

However people choose to invest their money, whether it is in savings accounts, pension plans, stocks and shares or property, etc., it is more sensible than keeping it in a box under the bed as our grandparents often used to do! And although some young people cannot see the value in saving for their old age when they are still in their 20s, there are a lot of retired people today who wish they had done more with their money when they were younger.

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



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

Giving further details about something using relative clauses

- My bank balance, **which was positive yesterday**, is now negative.
- That's the building **where my old bank used to be**.

Using passive when the subject is unknown or not important

- My bank **was robbed** yesterday!
- The money **will be transferred** by tomorrow.

Expressing past, present and future possibilities using conditional sentences

- If I **hadn't invested** in those stocks, I **wouldn't have lost** so much money.
- If we **want** to buy that house, we'll **have** to get a loan at the bank.

Deducing the present and the past

- He **must be** a very important client.
- I **can't have left** my card at the bank. I used it after that.

Using formal expressions in letters and emails

- This letter is to inform you of a change in your account.
- Please find enclosed your statement for last month.



Now do Exercises A to D in the Activity Book.

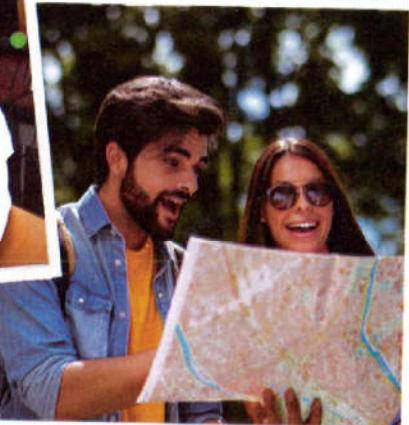


UNIT 7

- What can I study?
- A language school
- Improve your computer skills
- Summer courses
- Volunteers at the Children's Hospital
- Learning experiences
- Books and the internet
- Learning languages
- Using the library
- Round up

What can I study?

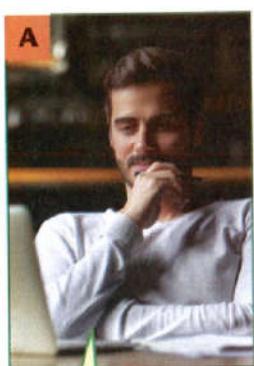
1  Discuss the following three questions with a partner. Use the photos to prompt your discussion.



- a Why do people study after they've left school?
- b What can people learn when they've left school?
- c Where do they learn?

2 Write your ideas in the Activity Book, Exercise A.

3 Read what these people are saying and add more information to your lists.



I can't find a job that really interests me. I think I need to learn new skills to **enhance** my chances of getting a good job.

I'm **enrolled** on a language course because I love to travel.

I want to take a summer class. I sent my **application** yesterday, but I'm worried I won't be **admitted**.

I'm a scientist. I attend **conferences** once or twice a year to hear about what other scientists are doing.

I'm on my way to **register** for a computer **workshop**. I need more practice with computer software so I can be more **efficient** at work.

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

- 1 Read the brochure. Does it give you the information you need to choose a course?
- 2 Now do Exercise A in the Activity Book.

SPEAKWELL LANGUAGE SCHOOL

Improve your language skills

Why take our classes? We can help you:

- prepare for language exams
- improve your job prospects
- learn about other cultures

We offer:

- Arabic, English, Spanish, French, Chinese
- small classes (10 students **maximum**)
- CDs, DVDs and a computer room
- **intensive** exam preparation for quick results

To enrol:

- placement tests are **mandatory** to help us select the right level for you
- register in person or online at the end of each month
- **course fees:** half a million Iraqi dinars for 28 hours (classes meet twice a week)



- 3 Listen to a conversation between Hasan and his friend Zaid. Then do Exercise B in the Activity Book.

- 4 Study the language box.

Future tenses Grammar and Functions Reference p.93-94

- Use the **present continuous** for fixed arrangements.
I'm meeting Hasan at 7:00.
- Use the **future continuous** for a fixed time in the future where the focus is on the action.
At 7:00, I'll be sitting in my English class!
- Use the **present simple** for schedules.
The class starts at 6:00.
- Use **going to + infinitive** for plans and intentions.
I'm going to work on my English a lot this year.
- Use **future simple** for predictions.
I'll get a better job more quickly.

- 5 Now do Exercises C and D in the Activity Book.

Improve your computer skills

- 1  Discuss in pairs the kind of computer skills you feel it is important to learn.
- 2 Read the article below and see which computer skills are mentioned.
- 3 Now do Exercises A to C in the Activity Book.

Work today

There are many ways in which you can improve your job prospects. One of them is to take computer classes. Computers are used in more and more businesses, and most **jobseekers** should be familiar with basic computer programs. Learning new computer skills can also help you change careers, and the number of people enrolling in computer classes is increasing.

Depending on the class they choose, students can learn basic or more advanced computer skills. Classes that teach the use of **spreadsheets** are popular, since spreadsheets are used in many businesses to show information in table form. For example, spreadsheets are very often used to show financial information. Photographers and artists may want to take classes in digital **graphic design**.

People with these skills can help create illustrations for publishers or advertising agencies or work in television. Classes in **web design**, which teach how to create and maintain a company website, are becoming more and more popular.

While computer classes are a part of many university programmes, you don't have to be a student to take a computer class. Many universities offer continuing education classes that you can take in the evening. There are also an increasing number of online classes that you can take from home. The advantage of these classes is that you can study whenever you want. If you decide to take a class online, make sure you get information about the site that is offering the class. Some are excellent and can help you get a better job, but others are not



very good. Finally, if you are very **self-disciplined** and can work without a teacher, you can buy a book about computers and teach yourself, but explanations can sometimes be quite complex and need practical demonstration.

- 4 Now do Exercise D in the Activity Book.

Summer courses

1 Read the catalogue to find the answers to Exercise A in your Activity Book.

Course catalogue: summer courses

We offer a wide range of courses for people who want to change jobs, get a better job or study for pleasure. To enrol, please complete the application form at the end of the catalogue.

Computers: Basic web design

Venue: online Dates: 1 May to 10 October

This is for people with no prior knowledge of web design. Learn techniques for creating simple websites.



English: English for work

Venue: university campus Dates and times: 15 July to 1 August Tuesday and Thursday 5:00–7:00

This course is for people with a good level of English who want to learn vocabulary they can use at work.



English: Protecting our environment

Venue: university campus Dates and times: 23 & 24 June 9:00–5:00

A two-day course designed for people who work in the petrol or gas industries. Learn about new technologies for protecting our environment.



English: Secretarial skills

Venue: university campus Dates and times: 1 June to 30 June Sunday to Thursday 9:00–12:00

Improve your typing and your knowledge of computer programs such as Word, Excel and PowerPoint. A good way to enhance your job prospects.

2 Do Exercise B in the Activity Book.

Future in the past Grammar and Functions Reference p.94

- Study these two sentences from the audio in Exercise B in the Activity Book:

*I thought I **would study** History and become a teacher.*

*Next, I think I **will study** business.*

Think about Nisrin's attitude to the future in the two sentences. She talks in one about **what her views on the future used to be** and in the other about **her current views on the future**.

- When we talk about the future from the point of view of the past, we use the **past form of verbs** that we usually use to talk about the future.

*I **will study** ... becomes I **would study** ...*

*I **am going to study** ... becomes I **was going to study** ...*

*I **am studying** ... becomes I **was studying** ...*

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

Volunteers at the Children's Hospital

1  Read the three paragraphs and in pairs discuss the following points:

- What is a volunteer?
- Why do people volunteer?
- How can you find volunteer work?
- What can you learn from volunteering?

Batool

There have been a lot of natural disasters in the last few years, and they made me realize I wanted to do something that would help other people. I decided then that I was going to become a volunteer, working for an organization without being paid. I looked at internet sites to get information about volunteer opportunities. I saw that the Children's Hospital needed volunteers for many different jobs, such as playing with the children, giving patients directions and typing letters. I'm a librarian, so I decided to volunteer to work in the hospital library. I organize the medical books and magazines that the doctors and nurses read. I also supervise young volunteers, so I now have management skills as well as library skills. This experience has helped me get a job with more responsibilities.

Layla

I'm 18 years old, and I'm graduating in the spring. I think I might want to be a nurse, but I'm not sure. I'm volunteering at the Children's Hospital to help me decide if working in a hospital is the right job for me. I work a four-hour shift, answering the phones and giving information to patients and their parents. Although I don't do what nurses do, I work with them a lot and talk to them about their job. As a result, I'm getting a very good idea of what a nurse's day is like. I really enjoy my job, and I've made a lot of new friends, too. If anyone wants to do volunteer work, I advise them to contact a charity they are interested in supporting.

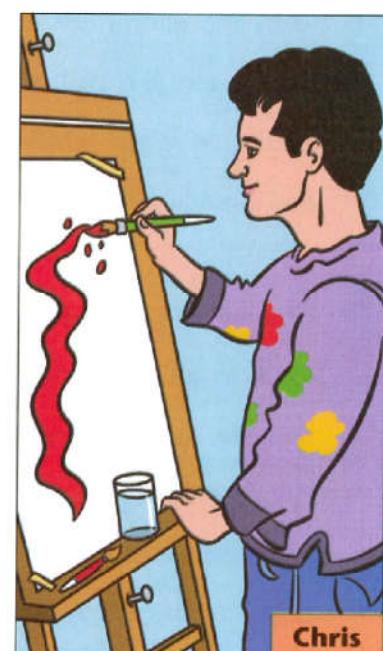
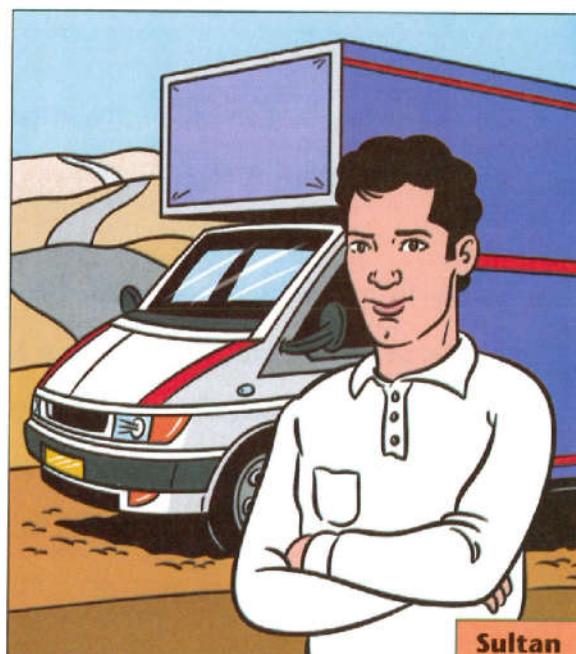
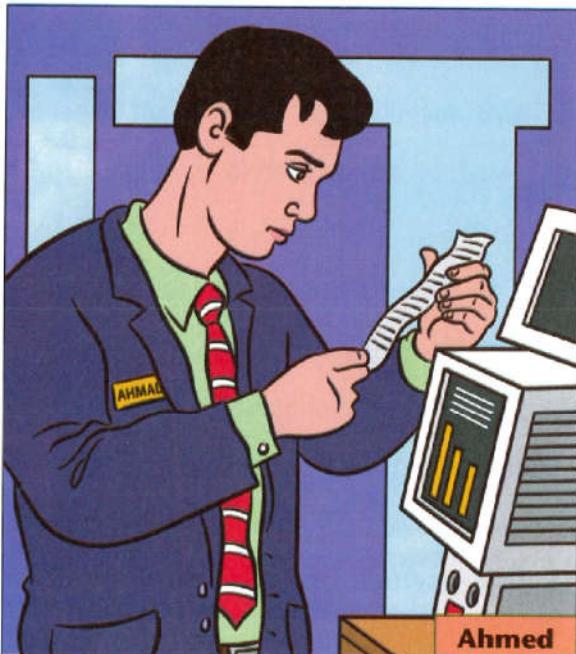
Ibrahim

When I started volunteering at the hospital, I spent a lot of time with the children. Being ill is never fun, but children can get scared when they are in a hospital and I wanted to make them feel better. I went to visit them in their rooms and played with them and read them stories. After that, I got a different volunteer job writing articles in the hospital newsletter. The two jobs are very different. To work with children, you have to enjoy working with people, whereas to write articles you have to be able to work on your own. I miss working with the children, but working on the newsletter has taught me a lot of new skills.

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

Learning experiences

1  24 Listen to five people talking about their learning experiences. Find the name of each speaker.



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

Books and the internet

1 Read about essays that express opinions in Exercise A in the Activity Book. What do you say in the body of the essay?

A On the whole, I think that the internet is very useful if you want to get general information about a topic. But if you really want to learn, a book is better.

B Unlike the authors of websites, the authors of books are easy to identify. It is, therefore, easier to decide if a book is reliable. Books also give you more in-depth information than the internet because they are longer than the texts on most websites. In addition to having more content, you can read a book wherever you are. Although using the internet is convenient, it is becoming easier to get books without leaving your home by ordering them online.

C With the arrival of the internet, some people thought we would not need books any longer, but people are still buying books and borrowing books from the library in great numbers. In this essay, I will look at some of the advantages and disadvantages of using the internet and buying books.

D One of the main advantages of the internet is that it is convenient. You do not need to go to the bookshop or the library. If you have an internet connection, you can get information from home at any time. The internet lets you get information from a lot of different sources, for instance, from articles, from explanations in an online encyclopedia or even from chatting with other people about a subject that interests you. Once you have an internet connection, it is also cheaper than buying books. However, the different sources of information are not always reliable. People can write whatever they want on their website, and it is not always true.

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

Learning languages

1 Read the essay below.

What essay question is it about?

- a What are the benefits of learning more than one language?
- b Is it better to learn languages abroad or in your home country?
- c How important is it to learn languages to get a good job?



Learning a language, or more than one if possible, can bring many academic and professional opportunities. There are many different things to consider when learning a language, though. Where you study, for example, is a key aspect. While travelling abroad to study a language has important benefits, in my opinion, learning it in your home country is more advantageous.

First of all, when you study a language in your own country, it is much more convenient: you don't need to change your routine, and you can continue with other studies and/or work. In addition, you study with people who understand your first language and your difficulties better. You could argue that you learn more slowly because you have fewer chances to practise outside the classroom. However, with the existing technology, including apps, online videos, etc., you can extend your studies for as long as you want.

Going abroad to study a language, on the other hand, can be a wonderful experience, especially if you have already achieved a certain level of proficiency. You learn about different cultures from other students and have the chance to practise the language in an environment where it is spoken. Nevertheless, it tends to be much more expensive than studying at home, and you stay away from your family and friends. As a result, many students feel homesick after a longer period abroad.

To summarize, these two ways of learning a language present advantages and disadvantages. I believe the ideal way to learn a language is to study it in your home country until you achieve a good level, and then, if you have the opportunity, do a short course in a country where it is spoken.

2 Read the essay again and find:

- a four linking words and phrases to express contrast
- b two linking phrases to list arguments
- c a linking phrase to express result
- d a phrase to introduce a summary
- e two phrases to give opinion

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

Using the library

1 Read the text and choose the best title.

- a HOW TO PASS YOUR EXAMS
- b A NEW CAREER
- c WORKING IN A BANK

2 Read one paragraph and then explain the content in your own words.

When I left school, I started working for a bank. I gave people information about their accounts and cashed cheques. I enjoyed it for a while, but then I decided it wasn't what I wanted to do for the rest of my life. I had this idea that I would quite like a job which involved travelling. However, I didn't know what sorts of jobs there were or what I needed to study. So I started coming to the Central Library of Baghdad regularly to look for information that might help me. I was astounded by the help that is available to people like me.

The library has a range of information for people who are looking for the right career. Firstly, there's a whole section of books about different careers. They describe the various jobs and also tell you what skills or qualifications you need to do them. I've been taking a different book out each week. It's really interesting. A lot of the time, we only think about the jobs that we often hear about, but there are so many unusual jobs around. And with new technology, new jobs are appearing all the time. There are also books with advice on how to find job vacancies and also how to prepare for and get through interviews. I've learnt a lot about how important **body language** is in an interview and also how to look **businesslike**. They explain how to write a good CV, too, which is really important.

If I need to learn new things or take extra qualifications, I can get information about classes at the library, too. They have some school and college catalogues, and there are computers where I can look for information about evening and summer classes. I hadn't realized there were so many different things I could study! Since I want to travel, I'm sure I'll need better language skills, so I definitely need to improve my English, and maybe

learn another language, too. In addition to information about the classes, the library also has a lot of its own materials to help me do this. It has books in English, and also lets you borrow DVDs with language-learning games and exercises. They have information about language tests and practice books to help prepare for examinations if you need the qualifications.

Another important section at the library is its daily selection of newspapers and magazines. I look through these to find job offers because it's good to know what jobs are available. I also look at interesting job sites on the internet. The librarians have told me how to get information about companies. I can find out where they are, what they do and how big they are. This will be useful information when I decide to apply for a new job. I'm sure all this research will **pay off**, and that one day, I will have my dream job. And it will all be thanks to the library.



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



Round up

 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.

Talking about the future

- I'm meeting Malik at the library later.
- I don't think books will disappear anytime soon.

Using future in the past

- When I was a child, I thought I would be a librarian.
- I was going to download the language app, but then I read some negative reviews.

Using suffixes **-ment**, **-ance**, **-ation** and **-sion** to form nouns

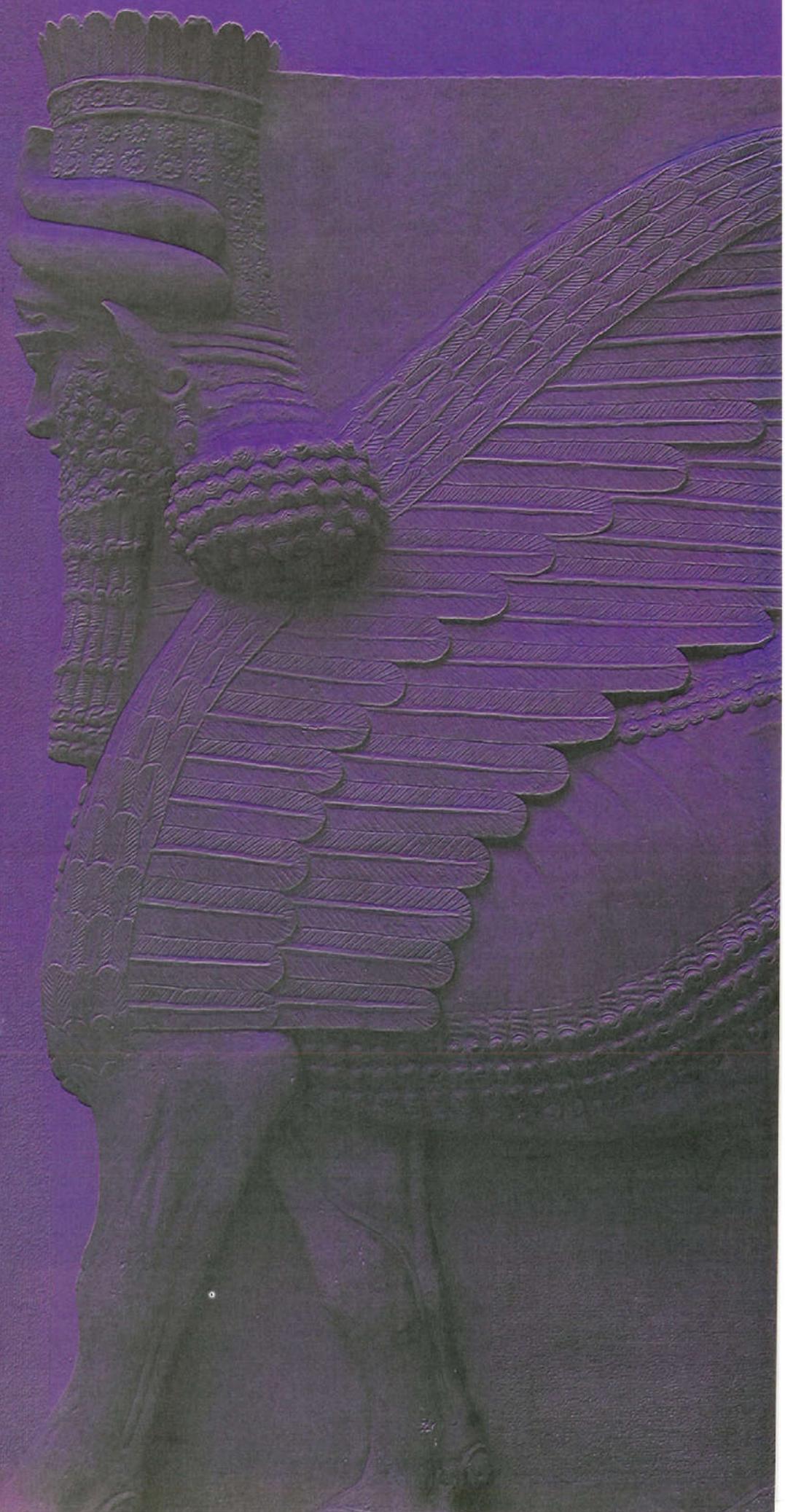
- I have noticed a strong improvement in your grades recently.
- This letter is to confirm we have received your application and are currently processing it.

Linking ideas in an essay

- Studying online is more convenient, whereas learning in a classroom is more fun.
- Lifelong learning can only benefit us academically and professionally. Therefore, we should never stop learning.



Now do Exercises A to F in the Activity Book.



UNIT 8

- Our natural resources
- Recycling waste
- A renewable resource
- The Euphrates River

Our natural resources

1 Look at the photos. Which are natural resources?



water



petrol



soda



fish

2 With a partner, discuss the following:

- a What other natural resources can you think of?
- b What do we use them for?
- c What problems are caused by the way we use some of them?



trees

3 Skim-read the texts and match each paragraph with the most appropriate photograph.



1 Natural resources are materials that are found in nature. Air, water, land and trees are all natural resources, as are petrol and gas. We use natural resources in hundreds of different ways. For example, we use land to grow food and water to drink. We use petrol and gas for energy. Because they are so essential to human life, natural resources must be used wisely.

2 Some natural resources are renewable. This means that they do not disappear completely when they are used, or that they can replace themselves as quickly as they are used. Trees are a renewable resource because more trees can be planted and grow. Some resources, however, are non-renewable. These cannot replace themselves as quickly as they are used. Petrol is considered a non-renewable resource because it takes thousands of years to form. We know that non-renewable resources must be used as efficiently as possible, and we must concentrate on developing other methods of using renewable resources, such as energy from the Sun.

3 Sometimes, the way we use natural resources can harm the environment. Coal and petrol cause greenhouse gases that contribute to global warming. Another potentially disastrous activity is that large numbers of trees are cut down by farmers or logging companies, and new ones cannot grow fast enough to replace them. This process is called deforestation and endangers the habitats of other plants and many animals. Destruction of the previously plentiful rainforests is particularly worrying, as these trees are the source of much of the world's oxygen. Fortunately, scientists are finding ways to limit damage to the environment when these resources are used, but a lot of work still needs to be done.

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

Recycling waste

Unit 8

Lesson 2
AB 160-161

1 Look at the photos. What do these products have in common?

2 Read the text and check your predictions.



Dealing with waste is a major problem in most countries. Statistics show that each person in industrial countries throws away an average of two kilograms of waste each day. That's 14 kg a week or more than 700 kg a year! This waste is often burnt or buried under the earth. These methods both cause pollution. Streams and rivers, and even the sea, can be polluted by buried waste.

One solution is to encourage people to recycle their waste. A simple method is to give each home different-coloured

plastic bags in which to place their waste. In some cities, they use green bags for paper, (envelopes, newspapers, writing paper, and so on), yellow for plastic (plastic bottles, plastic bags, etc.), blue for glass and brown for biological waste (food and garden waste).

Today, more and more people are recycling their waste. In some countries, more than 50% of waste is recycled. Glass, paper and plastic can all be used again, both saving money and helping to protect the environment.

3 Do Exercise A in the Activity Book.

4    Listen to a description of how waste can be recycled. Complete the flow chart with words from the box in the passive form.

clean collect place separate sort take use

Waste is sorted
at home.

It is 1
in different bags.

It is 2
by a refuse lorry.

It is 5
in special machines.

It is 4
into different types.

It is 3 to
a waste treatment plant.

Glass, paper and plastic
are 6 again.

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

A renewable resource

1  Look at the photos. Then, with a partner, discuss the advantages and disadvantages of wind power.

2 Scan the article and the email. Find one advantage mentioned in the article and one disadvantage mentioned in the email.



The wind is a natural resource that people have been using for thousands of years. People have used it to power sailing boats all over the world, and it was used in Europe for a long time to grind corn into flour for bread. Now we have developed ways to use it to provide electricity for many other purposes.

The main advantage of wind power is that it is clean energy. Wind power doesn't produce any waste or greenhouse gases. Another advantage is that it is renewable. Wind is caused by changing temperatures in the air, and it will never run out. Finally, wind power is efficient.

Because wind turbines are quite tall, the land under the turbines can still be used for agriculture.

Wind power does have some disadvantages, however. People who live near the turbines find them unattractive and think they spoil the landscape. The turbines are also said to be quite noisy, although it is quite possible that new technologies may make them quieter in the future. There is also a lot of expense involved in installing and maintaining the wind turbines. Finally, wind turbines cannot supply all of our energy needs, so we will always have to rely on additional sources of energy.



Dear Sir/Madam,

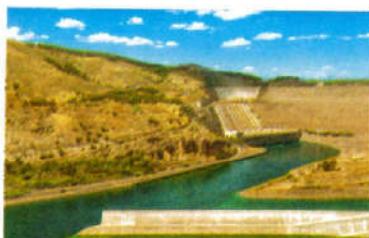
I am writing about the government's plan to build a wind farm off the coast. I think this plan is ridiculous. Wind turbines are incredibly ugly and really noisy, and I can understand why people don't want them on land. But that is no reason to put them in the sea! People who live on the coast want a view of the ocean, not of a wind farm. Some scientists say wind power is clean energy and is good for the environment, but it's certainly not good for the birds! Hundreds of them fly into wind turbines and die every year. They're also bad for fishing. They scare away the fish. I am a fisherman with a small boat, and I can't go into very deep waters to catch fish. If this wind farm project is completed, I won't be able to earn a living anymore, and I won't be the only one. Finally, I've heard that wind turbines might interfere with the radars on boats. If that's true, the turbines could cause dangerous accidents at sea. Surely this project can't go ahead!

An angry reader.

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

The Euphrates River

1 Look at the photos. What do you think the article will be about?



2 Read the article and write a heading for each section.

A

The Euphrates River, which is 2,800 km long, is the longest river in the Middle East. It begins in the Caucasus Mountains and flows through Turkey, Syria and Iraq. The upper part of the river runs through steep gorges and cannot be used for navigation. The lower part of the river is quite shallow, so only smaller boats can use that. In southern Iraq, the river joins with the Tigris River to form the Shatt al-Arab, which then flows into the Arabian Gulf.

B

The area between the Euphrates River and the Tigris River, in what is now Iraq, was the birthplace of some of the earliest civilizations in the world. At that time, the river was used for transport, and some of the most famous ancient cities were built on the banks of the Euphrates. The ruins of ancient Babylon can still be seen near the river. Today we can see some important modern cities, such as An Najaf in Iraq, along the banks of the river.

C

The river is an important natural resource for the region. All three countries have dams on the river. The Euphrates dam in Syria forms a reservoir that is used for irrigating cotton crops. It also has a hydroelectric power plant, which uses the water to operate turbines that generate electricity. This plant is extremely important, as it supplies a large percentage of Syria's electricity. In Turkey, the Ataturk Dam is the largest of a series of 22 dams that are planned on the Euphrates and Tigris rivers. In addition to providing hydroelectric power, it provides irrigation for crops such as cotton, wheat, barley and lentils. The dam has created a lake that is also used for sailing and other water sports, and it holds a famous water sports festival every year.

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

Grammar and Functions Reference

UNIT 1

● Past simple and past continuous (page 7)

Form

	Form	Example
Affirmative	infinitive + -ed	He worked late last night.
Negative	<i>didn't</i> + infinitive	They didn't go to the pharmacy.
Question	<i>did</i> + subject + infinitive	Did you sleep well?

Use

Use the past simple to talk about finished actions or situations in the past.

	Form	Example
Affirmative	<i>was/were</i> + verb + <i>-ing</i>	At 8 o'clock, I was having dinner.
Negative	<i>wasn't/weren't</i> + verb + <i>-ing</i>	She wasn't watching the film, so I turned off the television.
Question	<i>was/were</i> + subject + verb + <i>-ing</i>	Were you studying when I called?

Use

Use the past continuous to talk about an action that was taking place at a specific time in the past, or was interrupted by another action.

Examples:

- I **had** dinner with Ali last night. (*finished action*)
- At 7 o'clock last night, I **was doing** homework. (*action that was taking place at a specific time*)
- They **drove** to the hospital immediately. (*finished action*)
- I **was driving** to the hospital when my mobile phone rang. (*action that was interrupted by another action*)

● Past simple and *used to* (page 11)

Form

	Form	Example
Affirmative	<i>used to</i> + infinitive	We used to live in Kirkuk, but now we live in London.
Negative	<i>didn't use to</i> + infinitive	He didn't use to like Chinese food, but now he loves it.
Question	<i>did</i> + subject + <i>use to</i> + infinitive	Did you use to play football when you were a child?

Use

Use *used to* + infinitive to talk about situations and repeated actions in the past that are no longer true or no longer happen.

Examples:

- Sami **worked** very late last night. (*We are talking about one occasion when Sami worked late.*)
- Fuad **used to work** late. (*Fuad worked late for a while, but he doesn't work late now.*)

UNIT 2

● To say it is necessary to do something (page 19)

Use *must*, *need to* or *have to* + infinitive. To make a question with *must*, put *must* before the subject.

Example: Must you **leave** so soon?

To make a question with *have to*, use *do/did* + subject + *have to* + infinitive.

Example: Do you **have to be** 18 to get a driving licence?

● To say it is important NOT to do something (page 19)

Use *mustn't* + infinitive.

Example: You **mustn't drive** so fast when the roads are wet.

● To say it isn't necessary to do something (page 19)

Use *don't have to* + infinitive or *needn't* + infinitive.

Examples:

- You **don't have to wash** the car today. It looks very clean.
- **Abla needn't go** to the supermarket today because Dana went yesterday.

● Giving advice (page 20)

Form

	Form	Example
Affirmative	<i>should</i> + infinitive	You should put air in your tyres. They look a bit flat.
Negative	<i>shouldn't</i> + infinitive	You shouldn't stay up so late. You have to get up early in the morning.
Question	<i>should</i> + subject + infinitive	Should I buy the red bicycle or the blue one?

Use

Use *should/shouldn't* to give and ask for advice.

● Making polite requests (page 20)

Use these expressions to make polite requests:

- *Would you* + infinitive ...?
- *Could you* + infinitive ...?
- *Can you* + infinitive ...?
- *May I* + infinitive ...?

Examples:

- **Would you get** me a drink of water?
- **Could you show** me your passport?
- **Can you open** your suitcase, please?
- **May I see** your tickets, please?

● Making suggestions (page 20)

Use these expressions to make suggestions:

- *Shall we* + infinitive ...?
- *Let's* + infinitive ...
- *We could* + infinitive ...

Examples:

- **Shall we meet** at 3:00 in the departure lounge?
- **Let's watch** the film.
- **We could take** a taxi to the airport if you like.

● Making offers (page 20)

Use these expressions to make offers:

- *Would you like* ...?
- *Shall I* + infinitive ...?
- *I'll* + infinitive ...

Examples:

- **Would you like** a cup of coffee?
- **Shall I open** the window?
- **I'll help** you with your suitcase.

● Should and shouldn't for expectation (page 21)

Use *should* or *shouldn't* + infinitive to say what you expect *will* or *won't* happen.

Examples:

- You studied a lot, so you **should get** a good mark on your exam.
- **Shouldn't** she **be** here by now?
- We **shouldn't get lost**. We have a GPS system in our car.

UNIT 3

● Conditional sentences (page 31)

There are four main conditional structures in English: the **zero conditional**, the **first conditional**, the **second conditional** and the **third conditional**.

Conditional structures have two clauses: the *if* clause and the main clause. The *if* clause can be placed at the beginning or the end of the sentence. If it comes first, it should be separated from the main clause by a comma.

Form

	if clause	Main clause
Zero conditional	present simple	present simple
First conditional	present simple	will/can/may + infinitive
Second conditional	past simple	would/could/might + infinitive
Third conditional	past perfect	would/could/might + have + past participle

Use

Use the zero conditional when the action in the main clause is always true when the *if* clause is true:

Example: *If* you click on this icon, the computer **saves** your document. (*Every time you click on this icon, the computer saves your document.*)

Use the first conditional when you think the *if* clause is likely:

Example: *If* it is sunny tomorrow, I'll **wear** my sunglasses. (*I think it's likely that it will be sunny tomorrow.*)

Use the second conditional to make sentences about events that are not likely, impossible or untrue in the present or future.

Example: *If* I **had** enough money, I **would** buy a car. (*I don't have enough money, so I can't buy a car.*)

Use the third conditional to talk about imaginary events and results in the past.

Example: *If* we **had known** about the problem yesterday, we **could have solved** it last night. (*But we didn't know about the problem yesterday, so we didn't solve it last night.*)

UNIT 5

● Compound nouns (page 48)

Compound nouns are nouns that are made up of two existing words. Some compound nouns are written as one word, others are written as two words, and some are hyphenated.

Examples:

- **airport** (air + port)
- **seat belt** (seat + belt)
- **car park** (car + park)
- **post office** (post + office)

● Present perfect simple + ever/never/just/already/yet (page 49)

Use *ever* and *never* with the present perfect simple to talk about your life experience. Use *never* with negative statements and *ever* with questions.

Examples:

- Sabah **has never travelled** outside of Iraq.
- **Have you ever bought** airplane tickets online?

Use *just* with the present perfect simple to talk about actions that have finished very recently.

Example: Akil **has just got** back from holiday.

Use *already* and *yet* with the present perfect simple to talk about actions that happened in a time up until now. Use *already* to suggest that something happened sooner than expected.

Use *yet* to make questions or negative statements about an action that is expected to happen.

Examples:

- Kamal and Malik are leaving in six months, and they **have already booked** their tickets!
- **Have you bought** your tickets **yet**?
- **I haven't packed** my suitcase **yet**. I'm going to do it tonight.

● Present perfect continuous + for/ since (page 50)

Form

	Form	Example
Affirmative	Have/has + been + present participle	She has been swimming in the pool.
Negative	Have not (haven't)/has not (hasn't) + been + present participle	We haven't been waiting long.
Question	Have/has + subject + been + present participle	Have you been trying to call me?

Use

Use the present perfect simple and the present perfect continuous to talk about actions or states that started in the past but also relate to the present; either they continue, or they have an effect on the present.

Example: I **have been working** all day.

(and I'm **still working**)

(but have stopped working as I **am tired**)

Use the present perfect simple to talk about states with verbs like *know*, *like*, *be* and *understand*.

Example: I **have known** Atif for ten years.

Use the present perfect continuous to talk about actions.

Example: I've **been shopping**. What **have** you **been doing**?

Use the present perfect simple and the present perfect continuous with *for* and *since* to talk about how long something has been true. Use *for* when talking about a period of time, for example, with phrases like *a year*, *three days*, *two hours*, *a long time*.

Example: I **have been looking** for you **for** three hours.

Use *since* when describing something that began at a particular point in time, for example, with phrases like *2005*, *January*, *yesterday*, *my birthday*, and continue to the present.

Example: We **have been coming** here for our holidays **since** 2002.

● Present perfect simple and past simple (page 51)

Use the present perfect simple to talk about situations that started in the past and continue now. It is often used with words like *for* and *since*.

Example: Malik **has lived** in Basra for ten years.

Use the present perfect simple to talk about events that took place in a time that hasn't finished. It is often used with words like *this year* and *today*.

Example: I **haven't seen** Isam this morning.

Use the past simple to talk about events that started and finished in the past. It is often used with words like *last week* and *an hour ago*.

Example: They **left** for Egypt last Tuesday.

● Past perfect (page 52)

Form

	Form	Example
Affirmative	Had + past participle	We stayed in a hotel where we had stayed before.
Negative	Had not (hadn't) + past participle	When it was time to go, I still hadn't found my passport.
Question	Had + subject + past participle	Had you travelled abroad before, or was this your first trip?

Use

When you are talking about two events in the past, use the past perfect to talk about the event that happened first. Use the past simple to talk about the other event.

Examples:

- We had to buy new clothes because the airline **had lost** our baggage.
- I was waiting in the check-in line when I realized I **had forgotten** my passport.

Use the past simple, not the past perfect, when retelling a series of events in order.

Examples:

- We **showed** the agent our boarding passes and **got** on the airplane.
- I **bought** some postcards, and then I **went** back to my hotel.

Defining and non-defining relative clauses (page 54)

Relative clauses are clauses that give more information about a noun. They often begin with a relative pronoun such as *who*, *that* or *which*.

Example: I like hotels **that** have a swimming pool.

Defining relative clauses give information about the noun that is necessary to understand the sentence.

Examples:

- The man **who** owns **Safar Tours** is on TV tonight. (*There will be many men on TV tonight. The relative clause is necessary for us to understand which man is going to be on TV.*)
- The boy **whose book** I borrowed is in my class. (*The relative clause tells us which boy the speaker is talking about.*)

The relative pronouns you can use in a defining relative clause are:

- who** for people
- that** and **which** for things
- where** for places
- whose** to show possession

Non-defining relative clauses give additional information about the noun but are not necessary to help you understand the sentence. There are commas before and after non-defining relative clauses.

Examples:

- Sami, **who** has never left the country, is going to England for his holiday. (*The relative clause gives interesting information about Sami, but it is not necessary for us to understand who Sami is.*)
- The Sunbeam Hotel, **which** is very close to the beach, is the best hotel in town. (*The relative clause gives us more information about the hotel, but the sentence would make sense without it.*)

The relative pronouns you can use in non-defining relative clauses are the same as for defining relative clauses, except that you **cannot** use *that*.

UNIT 6

Passive form (AB page 113)

Form

The passive is formed with the verb *to be* + past participle.

Form	Example
Present simple passive	<i>am/is/are</i> + past participle A statement is mailed to you every month.
Past simple passive	<i>was/were</i> + past participle The account was opened on 30 th October.
Future simple passive	<i>will be</i> + past participle Your name and address will be printed on your cheques.
Present continuous passive	<i>am/is/are being</i> + past participle A new bank is being built in my neighbourhood.
Past continuous passive	<i>was/were being</i> + past participle Were your cheques being sent to the wrong address?
Present perfect passive	<i>have/has been</i> + past participle My cheque hasn't been deposited yet.
Past perfect passive	<i>had been</i> + past participle Since my credit card had been stolen , I had to pay cash for my ticket.

Use

Use the passive form when you don't know who is performing an action or you don't think it's very important to say who it is.

Examples:

- My cheque book **was stolen** yesterday. (*The speaker doesn't know who stole it.*)
- A fee **is charged** if your account balance gets too low. (*We can guess that the bank charges the fee, so it isn't very important to mention this in the sentence.*)

Use the passive form with *by* if you want to focus on the action but still want to say who performed it.

Example: This bill was paid last week **by** my father.

• Making deductions (AB page 116)

Use *must*, *can't*, *might* + infinitive without *to* to make deductions in the present.

Use *must have*, *can't have*, *might have* + past participle to make deductions about the past.

Use *must* when you are almost certain that something happened.

Examples:

- You **must** be the teacher. Nice to meet you.
- Everything is very wet outside. It **must have** rained in the night.

Use *can't* when you are certain that something didn't happen.

Examples:

- You've spent all your pocket money already? You **can't** be serious!
- He **can't** have taken my bicycle. He doesn't know how to ride.

Use *might* when you think that perhaps something happened.

Examples:

- They've put up the prices again in that supermarket. It **might** be better to go somewhere else.
- Where's my bicycle?

I don't know for sure, but I think your brother **might have** taken it.

UNIT 7

• Future simple (page 73)

Form

	Form	Example
Affirmative	<i>will</i> + infinitive	I will have a lot of work to do for this class.
Negative	<i>will</i> + <i>not</i> (<i>won't</i>) + infinitive	They won't finish their project on time.
Question	<i>will</i> + subject + infinitive	Will you see Kamal in class?

Use

Use the future simple to give opinions, make predictions or express hopes about the future and to make promises.

Examples:

- I **won't get** a good mark on this exam. It was too difficult.
- I **will help** you with your application.

• Present continuous for future (page 73)

Form

	Form	Example
Affirmative	<i>am/is/are</i> + present participle	Qadir is meeting me in front of the library.
Negative	<i>am not/is not</i> (<i>isn't</i>) / <i>are not</i> (<i>aren't</i>) + present participle	He isn't going home for the holidays.
Question	<i>am/is/are</i> + subject + present participle	Are you driving to school this morning?

Use

Use the present continuous to talk about fixed future plans. The present continuous is often used with a time or date.

Example: Salwa **is taking** an exam at nine o'clock tomorrow morning.

● Going to for future (page 73)

Form

	Form	Example
Affirmative	am/is/are + going to + infinitive	I am going to work harder next year.
Negative	am not/is not (isn't)/are not (aren't) + going to + infinitive	We aren't going to stay up late tonight.
Question	am/is/are + subject + going to + infinitive	Is Ali going to apply to the programme?

Use

Use *going to* to talk about an intention or a plan.

Example: Jafar **is going to learn** a new language to improve his job prospects.

● Future continuous (page 73)

Form

	Form	Example
Affirmative	will + be + present participle	Malak will be going to university in the autumn.
Negative	will not (won't) + be + present participle	I won't be staying at a hotel because I can stay with friends.
Question	will + subject + be + present participle	Will your friends be arriving tonight or tomorrow?

Use

Use the future continuous to emphasize the ongoing nature of the action over a period of time. The period of time can be anything from an hour to a year or more.

Examples:

- Between 10 and 11 tomorrow, I'll **be writing** a report.
- Next year, I **will be studying** English and Japanese.

● Present simple for future (page 73)

Use the present simple to talk about future events that are on a schedule.

Example: My classes **start** tomorrow at nine o'clock.

● Future in the past (page 75)

Form

Future form	Future in the past form
will + infinitive	would + infinitive
am/is/are + present participle	was/were + present participle
am/is/are + going to + infinitive	was/were + going to + infinitive
will + be + present participle	would + be + present participle
present simple	past simple

Use

When talking about the past, we sometimes want to say how the future looked at the time. To do this, we use the past form of the appropriate future tense.

Examples:

- I enrolled in a class on web design because I thought I **would learn** a lot.
- She couldn't come to the party because she **was taking** an exam the next day.
- I decided I **was going to study** languages when I was in 6th Preparatory.
- I knew Rashida **would be sleeping** late that morning, so I didn't call her until after noon.
- I went to the library at nine o'clock, but when I arrived, I saw it **didn't open** until ten.

UNIT 8

● Prefixes and suffixes (AB page 159)

Prefixes and suffixes are letters that we add to the beginnings and ends of words to change their meanings. Here are some examples of common prefixes and suffixes:

Prefix	Meaning	Example
anti-	against	antipollution
bi-	two	bicycle
co-	together	coworker
de-	reduce, remove, undo	defrost
eco-	environment	ecosystem
inter-	among, between	international
micro-	very small	microscope
re-	again	read
tele-	over a distance	television
trans-	across	transcontinental
dis-	not, opposite of	dislike

Suffix	Meaning	Example
-able	capable of	renewable
-al	related to	environmental
-ation	action, process	celebration
-en	made of	wooden
-ful	full of	harmful
-ist	person who does	scientist
-less	without	heartless
-ly	in this way	quietly
-ology	science of	geology
-ship	skill	craftsmanship

Note

There are other meanings for some suffixes. For example, *-al* can also mean 'the act or process of' as a noun suffix (e.g., *refusal*); *-ly* is also found in common words like *family*, *July*, *only*, *early*, *fly*.



Literature Focus

- Pride and Prejudice
- As You Like It



Literature Focus

Pride and Prejudice

1 Match the headings below with the texts.

- a About the story
- b About the author
- c About the book

1

Jane Austen was an English writer, born on 16th December 1775, in the village of Steventon, in Hampshire. The seventh child in a family of eight, she was the daughter of reverend George Austen, and Cassandra (Leigh) Austen. George loved learning, and his children shared his passion, while Cassandra Leigh was known for her improvised stories. Both were big influences on Jane's love for writing. Jane had six brothers and one other sister she was extremely close to, also named Cassandra. The family would move a lot throughout Jane's life, living most famously in Bath, which she used as background to her novels. In 1816, Jane started feeling unwell. Her health worsened* as the years passed, and by 1817, she could not leave her bed. She moved to Winchester with her sister to receive treatment but, unfortunately, passed away on 18th July, 1817. Austen was never married, and little is known about her love life, as her sister burnt all her letters on that matter.

2

Pride and Prejudice is one of six novels written by Austen and generally considered the most popular. It was published anonymously* in 1813, and its author would only be revealed after her death, by her own brother. Austen began writing the novel as a short story in 1796 with the title *First Impressions*. The title *Pride and Prejudice* would be taken from a quote from the novel *Cecelia*, by fellow author Fanny Burney. While it would later become her most famous novel, Austen did not receive much money for it at the time – she asked the publisher for £150 but, in the end, sold the rights for £110. Austen also worried that the book was not serious enough but wrote to her sister Cassandra that she was 'satisfied enough' with the

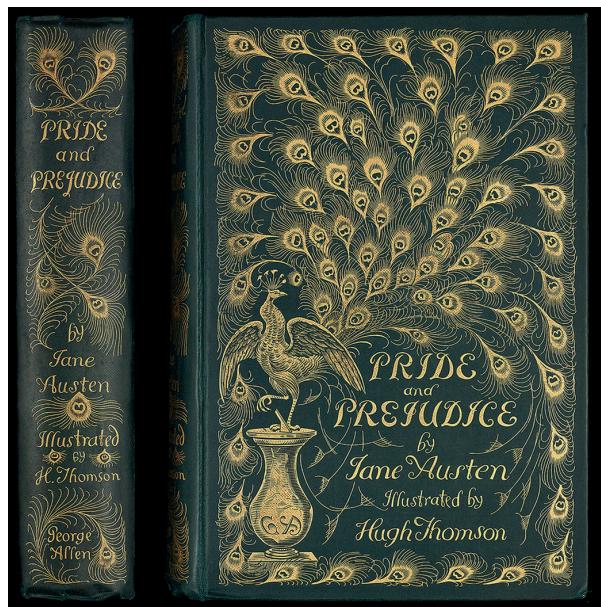




story. She would also call the character of Elizabeth Bennet '*as delightful* a creature as ever appeared in print*'. It seems that many agree with her, as *Pride and Prejudice* became a classic in literature and was adapted multiple times, including films, five TV series from the BBC alone and many rewritings using modern themes.

3

Elizabeth Bennet is one of five unmarried daughters in the Bennet house, and their mother is obsessed with finding suitable husbands for her daughters. When a young bachelor, by the name of Charles Bingley, moves into town, Mrs Bennet sees an opportunity to marry one of her daughters. The girls attend a ball where Mr Bingley is present, along with his best friend Fitzwilliam Darcy. Mr Bingley shows interest in Jane Bennet, the eldest Bennet sister, and encourages Mr Darcy to dance with Elizabeth. The man refuses, letting out a rude comment on Elizabeth's appearance and class, loud enough for her to hear. What follows is a chaotic* relationship between the two young people, as they must both work on their pride and prejudice to be with one another.



Glossary

worsened (v): something became worse

anonymously (adv): published by an author who is not known to the public

delightful (adj): very nice

chaotic (adj): messy, crazy



Section 1

1 Read *The story so far* box and look at the picture. Why would the Bennets be talking about the new arrival? Give a possible reason.

The story so far ...

The novel opens with what was then considered a universal truth – that a single rich man must be looking for a wife. When such a man arrives in a new place, no matter what his feelings may be, some mothers may feel that their own daughters deserve to marry him more than most. Mr and Mrs Bennet talk of a new arrival – the estate of Netherfield Park has been taken by a young man from a rich background, who moved from the north of England, by the name of Mr Bingley.



Mr and Mrs Bennet are talking about a new arrival.

2 Now do Exercises A to E on pages 168–169 in the Activity Book.





‘What is his name?’, Mr. Bennet asked his wife.

‘Bingley’ replied Mrs. Bennet.

‘Is he married or single?’

‘Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!’

‘What do you mean?’

‘My dear Mr. Bennet,’ replied his wife, ‘how can you be so tiring! You must know that I am thinking he could marry one of them.’

‘Is that his plan to live here?’

‘Plan! Nonsense*, how can you think he would want to live here! But it is very likely that he may fall in love with one of our girls, and therefore you must visit him as soon as he comes.’

‘I see no reason for that. You and the girls may go, or you may send them by themselves, which perhaps will be even better, for as you are as beautiful as any of them. Mr. Bingley may like you the best of them all.’

‘My dear, you flatter* me. I certainly have had my share* of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give up thinking of her own beauty.’

‘But usually, a woman has often not much beauty to think of in such cases!’, said Mr. Bennet.

‘My dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood.’

‘That is more than I want to do, you can be sure of that.’

‘But consider your daughters. Only think what it could mean for one of them. Sir William and Lady Lucas are determined to go, just because of that. You know, they visit no newcomers*. Indeed you must go, for it will be impossible for us to visit him if you do not.’

‘You are too careful, surely. I’m sure Mr. Bingley will be very glad to see you; and I will send a few lines with you to tell him I fully agree he can marry whichever he chooses of the girls; though I must throw in a good word for my little Lizzy.’

‘I would rather you didn’t. Lizzy is not a bit better than the others; and I am sure she is not half so beautiful as Jane nor half so good-humoured as Lydia. But you are always giving her the preference.’

‘Well, that is because our other daughters are all silly and ignorant*, like other girls,’ Mr. Bennet replied; ‘but Lizzy is quicker than her sisters.’

‘Mr. Bennet, how can you speak of your own children in such a way? You must find it funny to embarrass me. You have no sympathy* for my poor nerves.’

‘You are wrong, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them a lot these last twenty years at least.’

‘Ah, you do not know what I suffer.’

‘But I hope you will get over it and that you live to see many young men who win four thousand a year, like Mr. Bingley, who will come into the neighbourhood.’

‘It will be no use to us, if twenty such should come, since you will not visit them.’

‘You can be sure, my dear, that when there are twenty, I will visit them all.’

Glossary

nonsense (n): something silly, crazy

flatter (v): to compliment something or someone

share (n): the amount of something that is acceptable for one person

newcomers (n): people who are new to a place

ignorant (adj): someone who is not educated or does not know much

sympathy (n): understanding someone’s feelings

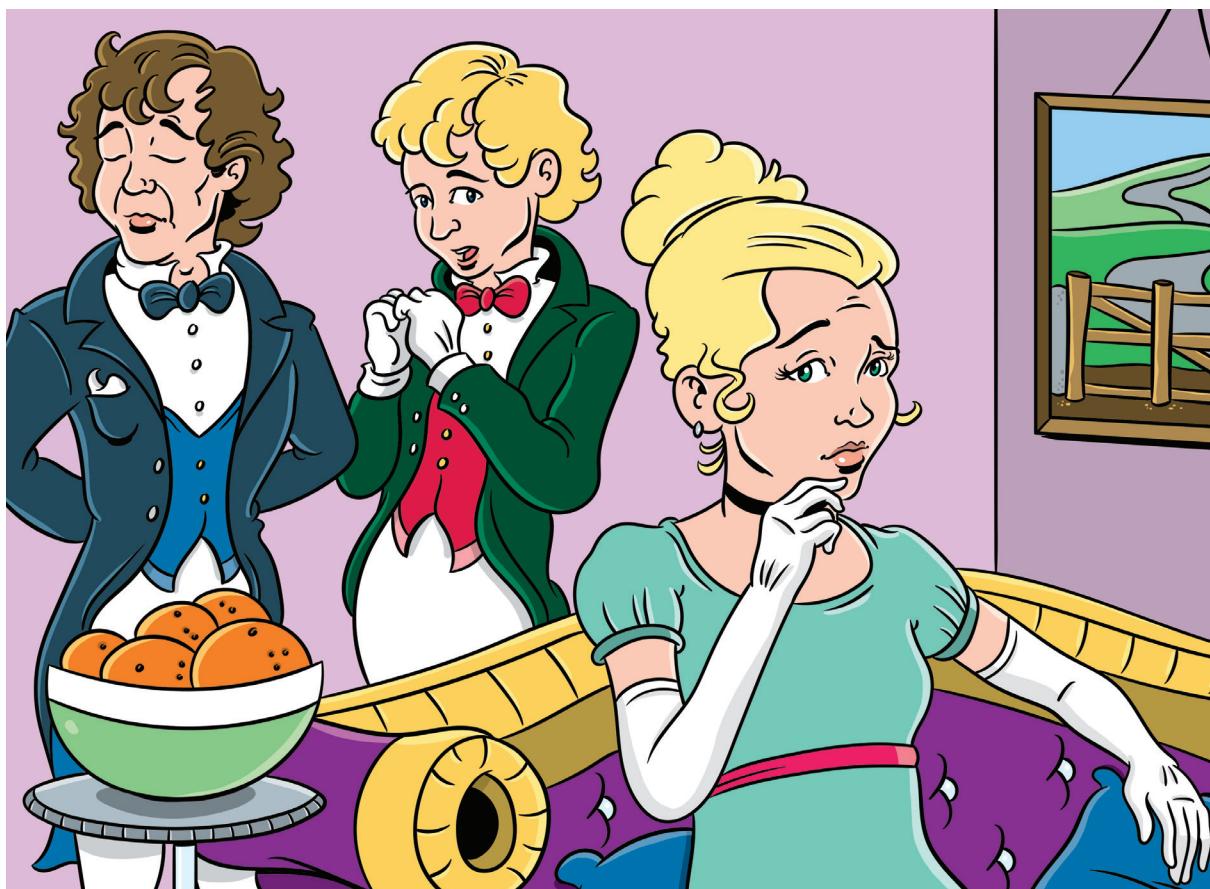


Section 2

1 Read *The story so far* box and look at the picture. What do you think Mr Bingley and Mr Darcy are talking about?

The story so far ...

Mrs Bennet is angry at her husband for thinking he shouldn't have to visit Mr Bingley. We are introduced to the Bennet sisters, Jane, Elizabeth (Lizzy), Mary, Catherine (Kitty) and Lydia, who all talk of Mr Bingley with their parents. After a long discussion, they find out that Mr Bennet had actually listened to his wife in the end and paid a visit to Mr Bingley that same morning. The young man then travels to London to bring his two sisters, his cousin, his brother-in-law, and lastly, his best friend, Mr Darcy. They go together to a ball, which the Bennet girls also attend. While Mr Bingley is friendly with everyone, he is charmed by Jane Bennet and dances with her for most of the night. Mr Darcy, however, seems to dislike the party, and Elizabeth overhears a shared conversation with his friend.



Elizabeth overhears a conversation.

2 Now do Exercises A to E on pages 170–171 in the Activity Book.



‘Come, Darcy,’ said Mr. Bingley, ‘I must have you dance. I hate to see you standing about by yourself in this stupid way. You had much better dance.’

‘I certainly will not. You know how I hate it unless I know my partner very well. At such a party as this, it would be horrible. Your sisters are engaged, and there is not another woman in the room whom I would like to stand up with.’

‘I would not be as picky* as you are,’ cried Mr. Bingley, ‘for a kingdom! I swear* I have never met with so many lovely girls in my life as I have this evening; and several of them are very pretty.’

‘You are dancing with the only beautiful girl in the room,’ said Mr. Darcy, looking at the eldest Miss Bennet.

‘Oh! She is the most beautiful creature I have ever seen! But there is one of her sisters sitting down just behind you who is very pretty, and I dare* say, very pretty. Do let me ask my partner to introduce you.’

‘Which do you mean?’ and turning round he looked for a moment at Elizabeth. When he caught her eye, Mr. Darcy looked away and coldly said: ‘She is pleasant* but not beautiful enough for me; I am in no mood at the moment to give attention to young ladies who are ignored by other men. You had better return to your partner and enjoy her smiles, for you are wasting your time with me.’

Mr. Bingley followed his advice. Mr. Darcy walked off; and Elizabeth remained with no very friendly feelings toward him. She told the story, however, laughing with her friends; for she had a lively, playful manner and found ridiculous* things like this very funny.

The evening went pleasantly for the whole family. They returned home, therefore, in a good mood. They found Mr. Bennet still up. When he had a good book, he often lost track of time. He also was curious to find out what happened, so he stayed up. He had rather hoped that his wife’s views on the stranger would be disappointed; but he soon found out that he had a different story to hear.

‘Oh! my dear Mr. Bennet,’ as Mrs. Bennet entered the room, ‘we have had a most delightful evening, a most excellent ball. I wish you had been there. Jane was so admired, everybody said how well she looked; and Mr. Bingley thought her quite beautiful, and danced with her twice! Only think of that, my dear; he actually danced with her twice! and she was the only creature in the room that he asked a second time. Oh, my dear, I am quite delighted with him. He is so handsome! And his sisters are charming* women. I have never in my life seen anything more elegant than their dresses. The lace* upon Mrs. Hurst’s gown*—’ Here she was interrupted* because Mr. Bennet protested against hearing these descriptions. She, therefore, had to find another topic and told him, with much anger and some exaggeration*, how rude Mr. Darcy had been.

‘But I can assure you,’ Mrs. Bennet added, ‘that Lizzy does not lose much by not pleasing him, for he is a most horrible man. So proud and so conceited* that no one could stand him! He walked here, and he walked there, thinking himself to be so very great! He said that Lizzy was not handsome enough to dance with! I wish you had been there, my dear, to have shown him his place. I quite hate the man.’

Glossary

picky (adj): someone who is hard to please

swear (v): be sure of something

dare (v): be brave enough to say something

pleasant (adj): nice, attractive

ridiculous (adj): crazy, silly

charming (adj): very attractive/nice

lace (n): a thin material tied around a dress

gown (n): an outfit, usually a dress

interrupt(ed) (v): to stop someone

exaggeration (n): something that is bigger, more dramatic than the truth

conceited (adj): with a very high opinion of oneself

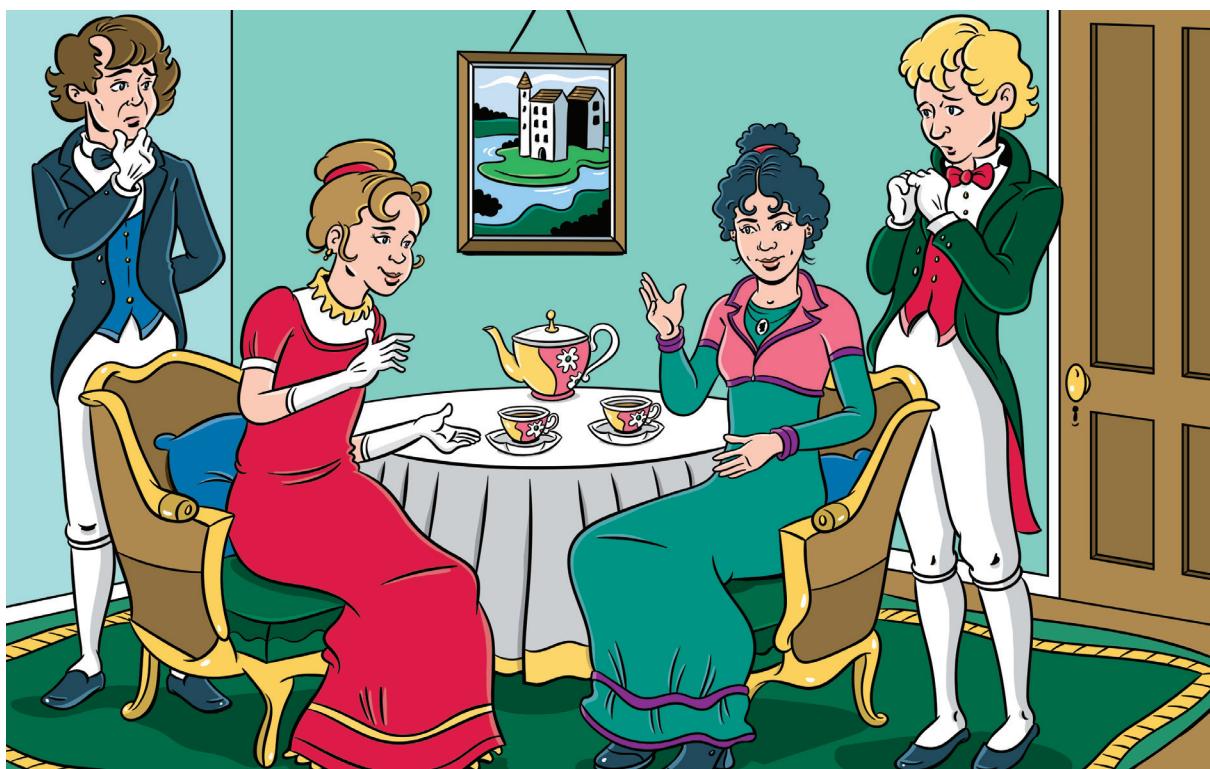


Section 3

1 Read *The story so far* box and look at the picture. What do you think about the Bingley sisters?

The story so far ...

The morning after the ball, the Bennets discuss the events with their neighbours, the Lucases. The eldest Lucas, Charlotte, who is Elizabeth's best friend, points out that while she danced with Mr Bingley first, he thought Jane to be the prettiest girl in the ball. Mr Bingley and Jane's romance develops as he and his sisters, Miss Caroline Bingley and Mrs Louisa Hurst (Hurst is her husband's surname), begin to see the Bennets regularly, along with Mr Darcy. Mr Darcy begins to form an interest towards Elizabeth and begins to pay more and more attention to her. At a ball in the Lucases' house, Sir Lucas suggests Elizabeth and Mr Darcy dance together, and she refuses. Surprisingly, this led to Mr Darcy telling Caroline that he is falling for Elizabeth, and Caroline becomes jealous of this romance. During one of the visits to Netherfield, Jane gets caught in a storm and falls ill. She has to stay in the Bingley household to recover. Upon hearing this, Elizabeth walks the whole way to the estate*, arriving in a muddy dress, much to the surprise of the Bingleys, Mr and Mrs Hurst and Mr Darcy.



The Bingley sisters

2 Now do Exercises A to E on pages 172–173 in the Activity Book.





Their brother, indeed, was the only one of them whom Elizabeth could give some sympathy. His anxiety for Jane was clear, and his attentions to her most pleasing, and they stopped her from feeling so much an intruder*, as she believed she was considered by the others. She had very little notice from any but him. Caroline was only interested in Mr. Darcy, her sister just a bit less so; and as for Mr. Hurst, by whom Elizabeth sat, he was a lazy man, who lived only to eat, drink and play at cards. When he found she preferred a plain dish to a ragout*, he had nothing to say to her.

When dinner was over, Elizabeth returned directly to Jane, and Caroline began talking badly about her as soon as she was out of the room. Her manners were declared to be very bad indeed, a mixture of pride and lack of respect; she had no conversation, no style, no beauty. Mrs. Hurst thought the same, and added:

‘She has nothing, in short, to recommend her, apart from being an excellent walker. I shall never forget her appearance this morning. She really looked almost wild,’ said Caroline, ‘Very silly to come at all! Why must she be walking about the country because her sister had a cold? Her hair, so untidy!'

‘Yes, and her petticoat*; I hope you saw her petticoat,’ said Louisa, ‘six inches* deep in mud, I am absolutely certain; and the gown which had been let down to hide it not doing its job.’

‘Your picture may be very exact, Louisa,’ said Bingley; ‘but I did not care about any of that. I thought Miss Elizabeth Bennet looked remarkably well when she came into the room this morning. Her dirty petticoat quite escaped my notice.’

‘You observed it, Mr. Darcy, I am sure,’ said Caroline; ‘and I am inclined* to think that you would not wish to see your sister make such an exhibition.’

‘Certainly not.’

‘To walk three miles, or four miles, or five miles or whatever it is, above her ankles in dirt, and alone, quite alone! What could she mean by it? It seems to me to show a terrible sort of proud independence, a most country-town indifference to good manners,’ said Caroline.

‘It shows a love for her sister that is very pleasing,’ said Bingley.

‘I am afraid, Mr. Darcy,’ observed Caroline in a half whisper*, ‘that this adventure has rather affected your admiration of her fine eyes.’

‘Not at all,’ he replied; ‘they were brightened* by it.’ A short pause followed this speech, and Mrs. Hurst began again:

‘I have an excessive regard* for Miss Jane Bennet, she is really a very sweet girl, and I wish with all my heart she were well married. But with such a father and mother, and such low connections, I am afraid there is no chance of it.’

Glossary

estate (n): a large area of land owned by someone or something

intruder (n): a stranger who wasn't invited

ragout (n): a type of food with vegetables and meat

petticoat (n): clothing used underneath a skirt

inches (n): a unit to measure length or height

inclined (adj): wanting or feeling you have to do something

half whisper (n): said in a low voice but loud enough for people to hear

brightened (v): to become lighter, happier

have regard for (v): have great respect for



Section 4

1 Read *The story so far* box and look at the picture. Why do you think Elizabeth looks so shocked?

The story so far ...

Mrs Bennet, Lydia and Catherine arrive at Netherfield to visit Jane and Elizabeth. Mrs Bennet, not used to the life of the rich, embarrasses herself in front of the Bingleys. Later, Elizabeth notices Caroline trying to win over Mr Darcy; from complimenting his writing to reading the sequel of the book Darcy is reading. However, Darcy only becomes more and more interested in Elizabeth with every argument they have. Jane gets better, and she and Elizabeth return to the Bennets' house. Mr Collins, who will take over the Bennets' property when Mr Bennet passes away, comes for a visit. He is a very boring man who is looking for a wife and takes interest in Elizabeth. Mr Collins visits town with the Bennet sisters, and they are introduced to two military men: Mr Denny, who is Lydia's friend, and Mr Wickham. They all attend a dinner party at the Bennets' uncle, where Elizabeth and Mr Wickham end up talking to each other alone. The topic of Mr Darcy and Mr Wickham comes up in the conversation.



Elizabeth meets Mr Wickham.

2 Now do Exercises A to E on pages 174–175 in the Activity Book.



‘Yes – the late Mr. Darcy left me enough to live more than a comfortable life in his gift. He was my godfather*, and very attached to me. I cannot do justice to* his kindness. He meant to provide for me and thought he had done it; but when he died, it was given to someone else,’ said Mr. Wickham.

‘Good heavens!’ cried Elizabeth; ‘but how could that be? How could his will be ignored? Why did you not look for legal advice?’

‘There was just such an informality in the terms of the bequest* as to give me no hope from law. A man of honour could not have doubted the intention, but Mr. Darcy chose to doubt it – or to treat it as just a recommendation and to claim that I had given up all claim to it by extravagance*, imprudence* – in short, anything or nothing. Certain it is that the inheritance became available two years ago, exactly as I was of an age to hold it, and it was given to another man; and no less certain is it that I cannot accuse myself of having really done anything to deserve to lose it. I have a warm, careless temper*, and I may have spoken my opinion of him, and to him, too freely. I can recall nothing worse. But the fact is that we are very different sorts of men, and that he hates me.’ Mr. Wickham explained.

‘This is quite shocking! He deserves to be disgraced* in public.’

‘Some time or other he will be – but it shall not be by me. Till I can forget his father, I can never expose him.’

Elizabeth honoured him for such feelings and thought him handsomer than ever as he expressed them.

‘But what,’ said Elizabeth after a pause, ‘can have been his motivation*? What can have made him be so cruel?’

‘A strong and determined dislike of me – a dislike, which I cannot but blame partly on jealousy. Had the late Mr. Darcy liked me less, his son might have related to me better; but his father’s uncommon connection to me irritated him, I believe, very early in life. He had not a temper to tolerate* the sort of competition in which we stood – the sort of preference which was often given me.’

‘I had not thought Mr. Darcy so bad as this – though I have never liked him. I had not thought so very ill of him. I had supposed he hated his fellow-creatures in general but did not suspect him of being capable of such malicious revenge, such injustice, such inhumanity as this’ Elizabeth said.

After a few minutes’ reflection, however, she continued, ‘I do remember his boasting* one day, at Netherfield, of the strength of his resentments*, of his being unforgiving. His manner must be terrible.’

‘I will not trust myself on the subject,’ replied Wickham; ‘I can hardly be fair to him.’

Elizabeth was again deep in thought and, after a time, exclaimed, ‘To treat in such a manner the godson, the friend, the favourite of his father! She could have added, ‘A young man, too, like you, whose very manner may vouch for* your being friendly’ – but she just said ‘and one, too, who had probably been his friend from childhood, connected together, as I think you said, in the closest manner!’

Glossary

godfather (n): a man who promised at a Christian church to take care of a child

not do justice to (idiom): be very thankful for

bequest (n): money or property that is given to a person at the request of a dying one

extravagance (n): something that is more than someone can afford or that is necessary

imprudence (n): acting without thinking

temper (n): to become angry quickly and easily

disgraced (adj): someone who lost the respect of others

motivation (n): the reason for doing something

tolerate (v): to hide your feelings about someone who does something you do not like

boast (v): to talk proudly about something you have done or that you own

resentments (n): feeling angry at something unfair

vouch for (phr v): show



Section 5

1 Read *The story so far* box and look at the picture. What do you think is happening?

The story so far ...

Mr Bingley invites the Bennet sisters to another ball at Netherfield. Elizabeth has no choice but to promise her first two dances to Mr Collins, but she is excited to see Mr Wickham again. When he does not show, she finds out that Mr Wickham does not visit Netherfield because of Mr Darcy. To try and escape Mr Collins, Elizabeth dances with Mr Darcy, and they find themselves talking of Mr Wickham. Mr Darcy avoids the subject. The very next day, Mr Collins proposes to Elizabeth who turns him down, and he, in turn, proposes to Charlotte. Mr Bingley returns to London, where he will stay all winter. Mr Gardiner, Mrs Bennet's brother, invites Jane to stay with his family in London, which she accepts in hopes of seeing Mr Bingley. He also notices Mr Wickham and Elizabeth growing closer and warns her that she should marry someone rich instead. Mr Wickham, however, is interested in a rich woman named Miss King and intends to marry her. When visiting Jane and the Gardiners, Elizabeth is invited to travel with them to the countryside. There, she finds Mr Darcy who is visiting with his cousin, Colonel Fitzwilliam. During one of their conversations, Fitzwilliam mentions that Mr Darcy has recently told him that he had stopped a friend from marrying the wrong person. Elizabeth believes that this was to do with Mr Bingley and Jane. While reflecting on this news alone, Mr Darcy arrives and proposes to her. He does, however, mention her poverty and lowly connections, and how he had decided to ignore them in order to confess his feelings. Elizabeth becomes extremely upset.



Mr Darcy proposes to Elizabeth.

2 Now do Exercises A to E on pages 176–177 in the Activity Book.



‘And of course, you had no right to interfere with any relations between my sister and Mr. Bingley, no matter the reason you claim to separate the two. Jane is very shy and barely expresses her true feelings to me, and yet I can assure you she is very much in love with your friend. But it is not just the matter of my sister and Mr. Bingley,’ she continued, ‘on which my dislike is founded. Long before it had taken place, my opinion of you was decided. Your character was revealed in the recital which I received many months ago from Mr. Wickham. On this subject, what can you have to say? In what imaginary act of friendship can you here defend yourself?’

‘You take a keen interest in that gentleman’s concerns,’ said Darcy in a less calm tone and with a reddish colour.

‘Who that knows what his misfortunes have been, can help feeling an interest in him?’

‘His misfortunes!’ repeated Darcy with irony; ‘yes, his misfortunes have been great indeed.’

‘And because of you,’ cried Elizabeth with energy. ‘You have reduced him to his present state of poverty. You have refused to give what you must know to have been intended for him. You have taken away the best years of his life of that independence which he deserved. You have done all this! And yet you can treat the mention of his misfortune as if it didn’t deserve respect.’

‘And this,’ cried Darcy, as he walked with quick steps across the room, ‘is your opinion of me! I thank you for explaining it so fully. My faults, according to this calculation, are heavy indeed! But perhaps,’ added he, stopping in his walk and turning towards her, ‘these offences might have been overlooked*; had not your pride been hurt by my honest confession of the feelings that had long prevented my forming any serious arrangement. These bitter accusations might have been suppressed had I, with greater effort, hidden my feelings and flattered you into the belief of my being motivated by true inclination*; by reason, by reflection, by everything. But I hate lies of every sort. Nor am I ashamed of the feelings I expressed. They were natural and fair. Could you expect me to be happy about the inferiority of your connections? – to congratulate myself on the hope of relations, whose condition in life is so surely beneath my own?’

Elizabeth felt herself growing more angry every moment; yet she tried her best to speak calmly when she said: ‘You are mistaken, Mr. Darcy, if you suppose that your tone affected me in any other way than as it saved me the concern which I might have felt in refusing you, had you behaved in a more gentlemanlike* manner.’

She saw Mr. Darcy was about to speak, but he said nothing, and she continued:

‘You could not have made the offer of your hand in any possible way that would have made me accept it.’ Again his astonishment was obvious; and he looked at her with a mixed expression of not believing and being deeply embarrassed. She went on:

‘From the very beginning – from the first moment, I may almost say – of my acquaintance* with you, your manners, impressing me with the fullest belief of your arrogance and your selfish lack of respect for the feelings of others, were such as to form the foundation* of dislike which events afterwards have built so strong; and I had not known you a month before I felt that you were the last man in the world whom I could ever be persuaded to marry.’

‘You have said quite enough, madam. I perfectly understand your feelings and have now only to be ashamed of what my own have been. Forgive me for having taken up so much of your time, and accept my best wishes for your health and happiness.’

Glossary

overlook (v): ignore, not notice something

inclination (n): the feeling of wanting to do something

gentlemanlike (adj): very good, polite behaviour

acquaintance (n): knowing somebody

foundation (n): the beginning of something



Section 6

1 Read *The story so far* box and look at the picture. What do you think Elizabeth and Darcy are talking about?

The story so far ...

After being rejected by Elizabeth, Mr Darcy gives her a letter, explaining his actions. He says that he only stopped Jane and Mr Bingley because he thought Jane did not love Bingley as strongly as he loved her. He also explains that, after his father's death, late Mr Darcy did allow Wickham part of the inheritance, but they fought after Wickham tried to secretly marry Mr Darcy's sister to steal the family money. Elizabeth feels embarrassed for believing Mr Wickham so easily and questions her feelings for Mr Darcy. After some time, Elizabeth travels with her aunt and uncle to the Darcy estate, as she hears that he would not be present. While taking a tour of the mansion, the housekeeper tells the family of how Darcy was the 'sweetest, most generous boy', and Elizabeth is surprised to see this new side of him. When Darcy suddenly appears, Elizabeth apologizes, as she only came to the estate believing he would not be there. He then introduces her to his sister. When she went back to her inn*, Elizabeth found two letters from Jane, saying their sister Lydia had run away to marry Mr Wickham. If the two do not marry, it would destroy the Bennet name, as an unmarried woman running away with a man would not look good for the family. Mr Bennet tried and failed to find them, and when Mr Bennet's brother finally found the couple, Mr Wickham agreed to marry Lydia for a small amount of money. Elizabeth finds out, when the couple visits, that Darcy had attended the wedding and even paid the money to Wickham. Elizabeth receives a sudden visit from Darcy's aunt, Lady Catherine, who is a woman of great fortune. She tells Elizabeth that Mr Darcy is sure to ask her to marry him again, but she found the idea ridiculous due to her poor connections. Elizabeth defends her family and says that she could not promise to say no to his proposal. The Bennets invite Mr Darcy and Mr Bingley to dinner, as he had returned from London. Bingley asks Mr Bennet for Jane's hand in marriage. A week after the engagement, the couple take a walk along with Elizabeth and Mr Darcy. The two walk slowly behind, finally alone. Elizabeth thanks him for all he has done and admits she has started to see him differently.



Elizabeth falls in love with Mr Darcy.

2 Now do Exercises A to E on pages 178–179 in the Activity Book.





'You are too generous to play with me. If your feelings are still what they were last April, tell me so at once. My love and wishes are still the same, but one word from you will silence me on this subject for ever,' said Mr. Darcy.

Elizabeth, feeling all the more than common embarrassment* of his situation, now forced herself to speak; and immediately, though not very fluently, gave him to understand that her feelings had gone through such a change, since the period to which he mentioned, as to make her receive with gratitude* and pleasure his present assurances*.

The happiness which this reply produced was such as he had probably never felt before; and he expressed himself on the occasion as warmly as a man deeply in love can be expected to do. Had Elizabeth been able to look him in the eye, she might have seen how well the expression of happiness showed on his face. But, as she could not look, she could listen, and he told her of feelings which, proving how important she was to him, made his love every moment more valuable.

They walked on, without knowing in what direction. There was too much to be thought, and felt and said, for attention to anything else. She soon learnt that they owed their present good understanding to the efforts of his aunt, who called on him on her return through London. She told him of her journey to Longbourn, its purpose, and the content of her conversation with Elizabeth; going over every detail of the latter* which, in her ladyship's opinion, peculiarly showed her assurance; in the belief that such a relation must help her get that promise from her nephew, which she had refused to give. But, unluckily for her ladyship, its effect had been exactly the opposite.

'It taught me to hope,' said he, 'as I had barely ever allowed myself to hope before. I knew enough of your feelings to be certain that, had you been absolutely decided against me, you would have acknowledged it to Lady Catherine, sincerely and openly.'

Elizabeth blushed and laughed as she replied, 'Yes, you know enough how honest I am to believe me capable of that. After being so rude to your face, I could have no issues with abusing* you to all your relations.'

'What did you say of me that I did not deserve? For, though your accusations* were formed on mistaken beliefs, my behaviour to you at the time had deserved the strongest disapproval*. I cannot think of it without hating myself.'

'We will not argue for the biggest share of blame about that evening,' said Elizabeth. 'The behaviour of neither, if examined carefully, was correct; but since then, we have both, I hope, improved.'

'I cannot so easily forgive myself. The memory of what I then said, of my behaviour, my manners, my expressions during the whole of it, is now, and has been many months, very painful to me,' said Mr. Darcy.

Glossary

inn (n): a country pub that provides accommodation

embarrassment (n): feeling shy, guilty

gratitude (n): wanting to tell or express your thanks to someone

assurance (n): something that someone is sure of

latter (adj): the last one

abusing (v): to hurt someone or something a lot

accusations (n): say someone did something with no proof

disapproval (n): not liking someone or someone's behaviour and thinking they are not good enough for someone



As You Like It

1 Match the headings below with the texts.

- a The story
- b About the author
- c Importance of the play

1

Considered by many the greatest playwright* of all times, William Shakespeare wrote many world-famous works, including *Romeo and Juliet*, *Hamlet*, *Macbeth* and *The Merchant of Venice*. William Shakespeare was born in 1564 in Stratford-upon-Avon, in the centre of England. As a young man, Shakespeare worked as an actor before becoming the most popular playwright of his time, having written at least 37 plays, 154 sonnets* and two narrative poems. Nowadays, his plays are performed around the world in many languages, and his poetry has been widely translated, too. It is believed that Shakespeare was born and died on the exact same day, 23 April, 52 years apart.





2

As You Like It was written between 1598 and 1600. It is believed to have been first performed in 1599 as the opening play for the new Globe Theatre* in London. It was published in a collection of Shakespeare's plays in 1623, and the play was heavily inspired* by the story of *Rosalynde*, a 1590 romance* by Thomas Lodge. He also took inspiration from the medieval* poem *The Tale* of Gamelyn*. While not as well known as other Shakespearean plays, *As You Like It* has been adapted* to TV, musical theatre and films, including performances as *Orlando* by Laurence Olivier in 1936 and David Oyelowo in 2006.

3

As You Like It follows the story of Orlando, the youngest son of Sir Rowland de Boys. After his father's death, he is forced to live in poverty by his older brother, Oliver. As a chance to prove himself and rebel* against Oliver, Orlando decided to fight the court wrestler, Charles. Meanwhile, Duke Senior has been replaced by his own brother, Duke Frederick, in the royal court. While this means Senior is forbidden* from court, Frederick allows his brother's daughter Rosalind to remain, as she is close friends with his daughter Celia. Rosalind and Orlando meet at the wrestling match and fall in love at first sight. Since this means Rosalind becomes a threat* to his rule, Frederick banishes her to the forest of Arden. Celia follows her cousin into exile* without her father's knowledge. Orlando, who discovers his brother's plot to kill him, flees* into the same forest. What follows is an exciting adventure, filled with romance, comedy and many misunderstandings.

Glossary

playwright (n): someone who writes plays

sonnet (n): a poem of 14 lines, in English typically having ten syllables per line

Globe Theatre (n): Shakespeare's theatre in London

inspired (by) (n): used another work for ideas

romance (n): a genre fiction novel on the theme of romantic love

medieval (n): from the Middle Ages (1000–1450 CE)

tale (n): a story

adapted (v): made into

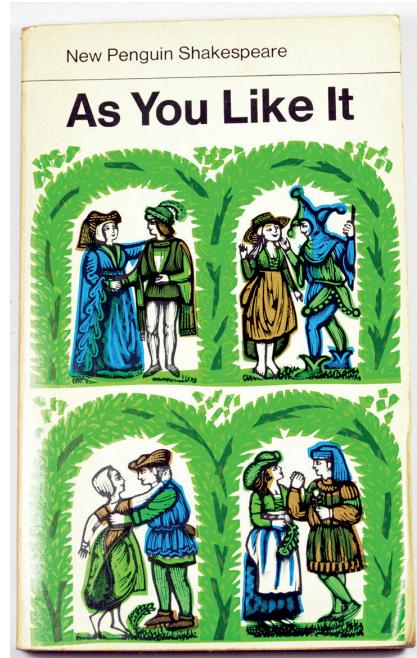
rebel (v): to go against someone

forbidden (n): not allowed to do something

threat (n): a possible danger

exile (n): sent away to live on their own

flees (v): to leave somewhere quickly



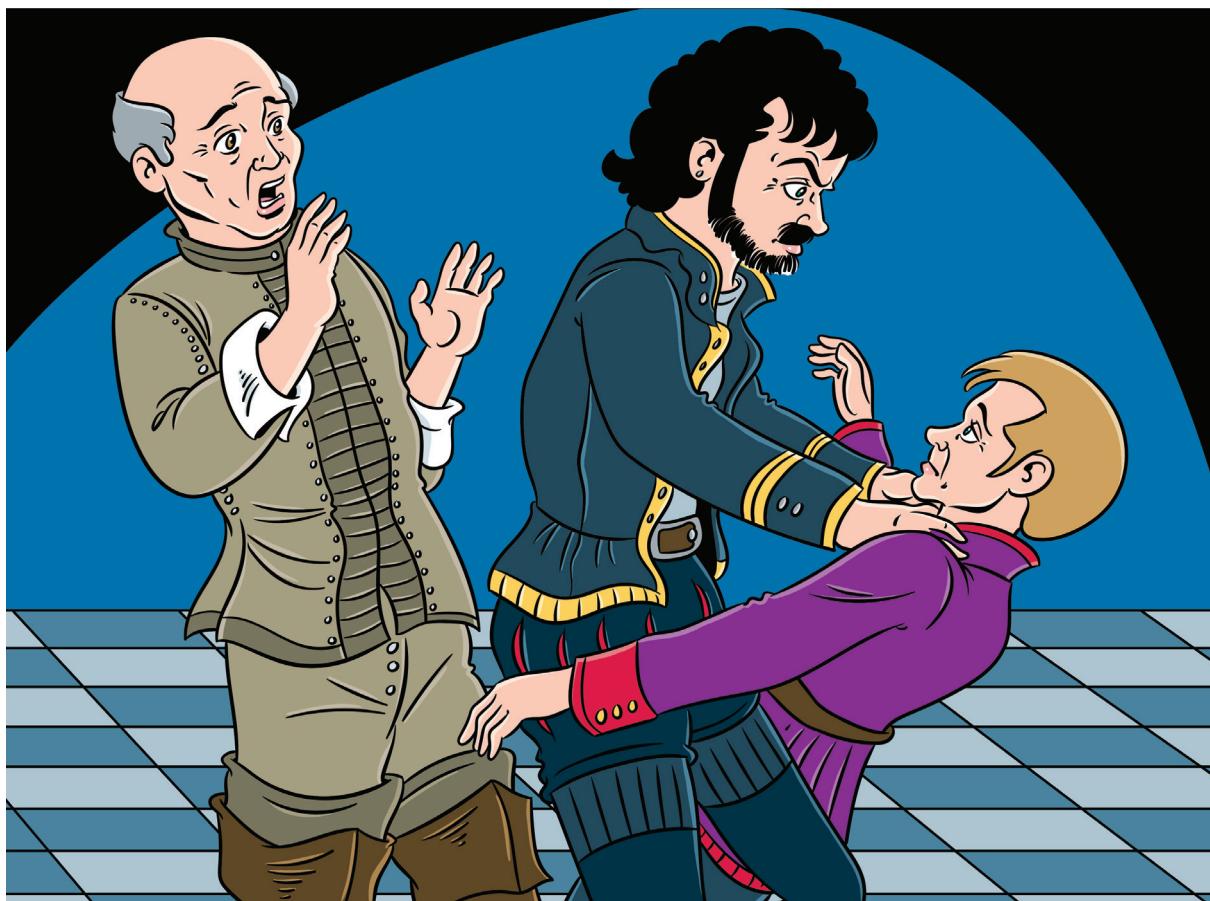


Section 1

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

The story so far ...

Sir Rowland de Boys has died and left behind two sons, Orlando and Oliver. As the eldest, Oliver receives most of his father's belongings and estate, leaving Orlando with a small amount of money after their father's passing*. Sir Rowland wishes for Orlando to pursue* an education, but Oliver refuses to obey* their father's last wishes, and while he sends their other brother, Jaques, to school, he does not allow Orlando to do the same. Orlando complains to a servant about his situation, swearing* he will no longer take this treatment from his older brother. Oliver, hearing all this, enters the room and starts a fight with his younger brother, which becomes physical very quickly as Orlando grabs* Oliver by the throat.



Oliver starts a fight with Orlando.

2 Now do Exercises A to E on pages 180–181 in the Activity Book.



Act 1, Scene 1

Original

Oliver:

Wilt thou lay hands on me, villain?

Orlando:

I am no villain. I am the youngest son of Sir Rowland de Boys. He was my father, and he is thrice a villain that says such a father begot villains. Wert thou not my brother, I would not take this hand from thy throat till this other had pulled out thy tongue for saying so.

Modern English

Oliver:

Are you going to put your hands on me, you villain*?

Orlando:

I'm no villain. I'm the youngest son of Sir Rowland de Boys. He was my father, and if anyone calls his sons villains, they are themselves three times a villain. If you weren't my brother, I wouldn't let go of your throat until I pulled your tongue out for saying this.

Orlando makes Oliver promise to give him enough money to pursue an education. After being dismissed, Oliver calls for Charles, the court wrestler. He gives Oliver news that the Duke Senior was replaced by his younger brother, Duke Frederick, and Duke Senior fled to the forest with other noblemen who rebelled. Senior's daughter, Rosalind, is allowed to remain at court, as she is good friends with Frederick's daughter, Celia. Charles then reveals that Orlando plans to fight him in the upcoming wrestling match, and he is afraid of hurting him. Oliver gives him full permission to do so, and after Charles leaves, he goes over his plan to get rid of Orlando.

Original

Oliver:

Now will I stir this gamester. I hope I shall see an end of him, for my soul—yet I know not why—hates nothing more than he. Yet he's gentle, never schooled and yet learned, full of noble device, of all sorts enchantingly beloved, and indeed so much in the heart of the world and especially of my own people, who best know him, that I am altogether misprized. But it shall not be so long; this wrestler shall clear all. Nothing remains but that I kindle the boy thither, which now I'll go about.

Modern English

Oliver:

Now I will cause trouble for my silly brother. I hope this will be the end of him. Even though I don't know why, my soul* hates him more than anything. He is a nice man. Even though he never went to school, he is very smart, and he is very noble*. And everyone loves him, even my own people, who know him very well, love him and hate me. But not for long; this wrestler will end him for me. All I have to do is to convince my brother to fight, which I will do now.

Glossary

passing (n): someone's death

pursue (v): to do something or go after something

obey (v): to do what someone tells you to

swear (v): to promise to do something

grab (v): to take hold of someone in a violent manner

villain (adj): someone evil

soul (n): one's spirit

noble (adj): of honourable and honest nature



Section 2

1 Read *The story so far* box and look at the picture. What do you think the two men are doing in the forest?

The story so far ...

Orlando wins his fight against Charles. Rosalind and Celia, who had been watching the fight, decide to talk to the champion. Orlando and Rosalind fall in love at first sight, and Rosalind confesses this to Celia. After returning home, Orlando is told by his servant that Oliver has plans to kill him. Orlando decides that the best thing to do is to leave and hide in the forest of Arden. Duke Frederick, who now sees Rosalind as a danger to his position in court because of her father, decides to send her away from court. Celia, who cannot live without her cousin, follows her to the forest, and the court clown, Touchstone, decides to join them. Rosalind decides that, for their safety, she and Celia must disguise themselves. She dresses up as a man by the name of Ganymede, and Celia becomes a woman named Aliena. Duke Frederick finds out about his daughter's disappearance and asks his men what happened.



Rosalind and Celia hide in the forest of Arden.

2 Read the extracts on the following page and check if you were right.
3 Now do Exercises A to E on pages 182–183 in the Activity Book.



Act 2, Scene 2

Original

Second lord:

*My lord, the roinish clown at whom so oft
Your Grace was wont to laugh is also
missing.*

*Hisperia, the Princess' gentlewoman,
Confesses that she secretly o'erheard
Your daughter and her cousin much
commend*

*The parts and graces of the wrestler
That did but lately foil the sinewy Charles,
And she believes wherever they are gone
That youth is surely in their company.*

Modern English

Second lord:

My lord, the court clown, the one you laughed at so often, is also missing. And Hisperia, the Princess' servant, told us that she secretly overheard* your daughter and her cousin talking about the good looks* and manners of the fighter who recently won a fight with the muscular Charles. She believes that, wherever* they are, he is surely with them.

Frederick orders Oliver to search for his brother in the forest, telling him that if he fails, he will take his land and his belongings. Rosalind, Celia (both still dressed as Ganymede and Aliena), along with Touchstone, find two young men talking while exploring the forest and decide to listen to their conversation. One of them, a shepherd* named Silvius, talks about his love for a woman named Phoebe. His partner, Corin, tells him that he has loved before and tries to give him advice.

Act 2, Scene 4

Original

Silvius:

*O, thou didst then never love so heartily.
If thou rememb'rest not the slightest folly
That ever love did make thee run into,
Thou hast not loved.*

*Or if thou hast not sat as I do now,
Wearing thy hearer in thy mistress' praise,
Thou hast not loved.*

*Or if thou hast not broke from company
Abruptly, as my passion now makes me,
Thou hast not loved.*

O Phoebe, Phoebe, Phoebe!

Modern English

Silvius:

Oh, then you haven't really loved as much as I have. If you can't remember even the smallest stupid thing love has ever made you do, then you haven't loved. Or, if you haven't sat like I am now, boring your listener with compliments of your beloved*, then you haven't loved. Or, if you haven't left the company of others to be alone, as my passion now makes me do, then you haven't loved. Oh, Phoebe, Phoebe, Phoebe!

Rosalind, moved by the shepherd's story, says that his broken heart reminded her of her own.

Glossary

overheard (v): to hear something you are not supposed to

good looks (n): someone's beauty, good appearance

wherever (conj): anywhere

shepherd (n): someone who takes care of sheep

beloved (adj): someone who is loved very much



Section 3

1 Read *The story so far* box and look at the picture. What do you think Rosalind and Orlando are talking about?

The story so far ...

Orlando and his servant, Adam, arrive in the forest. Adam is weak and very hungry, and Orlando promises to find food for the both of them. He finds a group of men drinking and eating. It is Duke Senior and his men who invite both Adam and Orlando to join the group for a meal. Oliver tells Sir Frederick he couldn't find Orlando. Sir Frederick gives him a year, and he will keep his lands and belongings until Orlando is finally found. Meanwhile, Orlando, who is unable to forget Rosalind (Ganymede), runs through the forest of Arden hanging poems he wrote about her on every tree.



Orlando meets Rosalind disguised as Ganymede.

2 Read the extracts on the following page and check if you were right.
3 Now do Exercises A to E on pages 184–185 in the Activity Book.



Act 3, Scene 2

Original

Orlando:

*O Rosalind, these trees shall be my books,
And in their barks my thoughts I'll character,
That every eye which in this forest looks
Shall see thy virtue witnessed everywhere.
Run, run, Orlando, carve on every tree
The fair, the chaste, and unexpressive she.*

Modern English

Orlando:

Oh, Rosalind, these trees will be my books, and I will write my thoughts in their bark. This way, everyone who looks around this forest will see your beauty described everywhere. Run, run Orlando, write in every tree verses* about the beautiful, the pure, the indescribable* Rosalind.

Rosalind and Celia eventually find the poems, and Celia tells her she had seen Orlando hanging them on the trees. She asks many questions about love until Orlando enters. Rosalind decides to talk to him in person, disguised as Ganymede. She talks about the poet who wrote of a girl named Rosalind, to which Orlando tells her that he is sick with love and wants help.

Original

Rosalind, as Ganymede:

*I would cure you if you would but call me
Rosalind and come every day to my cote
and woo me.*

Orlando:

*Now, by the faith of my love, I will. Tell me
where it is.*

Rosalind, as Ganymede:

*Go with me to it, and I'll show it you; and
by the way you shall tell me where in the
forest you live. Will you go?*

Orlando:

With all my heart, good youth.

Modern English

Rosalind, as Ganymede:

I could help you, but only if you would call me Rosalind and come to my cottage every day and pretend to court* me.

Orlando:

My love is so strong that I will do so. Tell me where the cottage is.

Rosalind, as Ganymede:

Come with me, I'll show you. On the way, you can tell me where in the forest you live. Will you come with me?

Orlando:

With all my heart, good man.

Glossary

verse (n): lines from a poem

indescribable (adj): something or someone that can't be described by any words

court (v): try to please someone to get their support, approval or affection



Section 4

1 Read *The story so far* box and look at the picture. What do you think is happening?

The story so far ...

Touchstone falls in love with a woman named Audrey, and they become engaged. Orlando failed to keep his promise to Ganymede, and Rosalind cries to Celia. Corin enters, announcing that his friend, Silvius, will try to win Phoebe's heart, and he asks the two of them to watch. Silvius confesses* to Phoebe and asks her to not reject him. He says that by being so cruel, she is worse than an executioner. Phoebe is not pleased with his comment.



Silvius confesses to Phoebe.

2 Now do Exercises A to E on pages 186–187 in the Activity Book.



Act 3, Scene 5

Original

Phoebe:

*I would not be thy executioner.
I fly thee, for I would not injure thee.
Thou tell'st me there is murder in mine eye.
'Tis pretty, sure, and very probable
That eyes, that are the frail'st and softest
things,
Who shut their coward gates on atomies,
Should be called tyrants, butchers,
murderers.
Now I do frown on thee with all my heart,
And if mine eyes can wound, now let them
kill thee.*

Modern English

Phoebe:

I don't want to be your executioner*! I run away from you so that you won't get hurt. You tell me there's murder in my eyes. It's a nice thing to say and, surely, eyes, which are the most fragile things, that even shut cowardly* to dust, are very likely to be tyrants, butchers or murderers*. Now, I'm frowning* at you as hard as I can. If my eyes can really hurt anyone, then let them kill you.

Rosalind, watching all of this, decides to step in as Ganymede and defend Silvius. She says that Phoebe is not beautiful enough to reject* Silvius' love and that she is lucky. To Rosalind's surprise, Phoebe falls in love with Ganymede. She says that no man has treated her like this before, and that this was enough to win her love. Rosalind tries to put an end to this.

Original

Rosalind, as Ganymede:

*I pray you, do not fall in love with me,
For I am falser than vows made in wine.
Besides, I like you not. If you will know my
house,
'Tis at the tuft of olives, here hard by.
—Will you go, sister?—Shepherd, ply her
hard.
—Come, sister.—Shepherdess, look on him
better,
And be not proud. Though all the world
could see,
None could be so abused in sight as he.*

Modern English

Rosalind, as Ganymede:

Please, don't fall in love with me. I am more fake* than a promise from a drunk. Besides, I don't like you. If you want to know where I live, it's near that olive bush*, nearby*. [To Celia] Do you want to leave, sister? [To Silvius] Shepherd, keep trying with her. [To Celia] Come on sister. [To Phoebe] Shepherdess, think better of him, and stop being so proud. Even if everyone in the world could see you for who you are, no one would be as blind as he is.

Phoebe tells Silvius that she fell in love with Ganymede at first sight, much like he did with her.

Glossary

confess (v): to tell someone a secret, in this case, a secret love

executioner (n): someone who sentences people to death

cowardly (adv): showing a lack of courage

tyrants, butchers or murderers (n): criminals, killers, meaning Phoebe's eyes could kill Silvius with their cruel stare

frowning (v): an expression made when someone is sad or angry

reject (v): saying no to something or someone

fake (adj): someone who is not real or truthful

bush (n): a type of plant

nearby (adj): close



Section 5

1 Read *The story so far* box and look at the picture. Who do you think the men are, and what is happening?

The story so far ...

Orlando visits Ganymede for his lessons in love. As Orlando courts Ganymede as if she were Rosalind, Rosalind realizes she is more in love with him than she thought. He leaves for dinner with the Duke Senior, promising to return two hours later. While Celia and Rosalind complain that Orlando is late, Silvius arrives with a letter for Ganymede from Phoebe, warning* Rosalind that the letter might be hurtful as she looked angry while writing it. Rosalind reads it to find another love confession. She asks Silvius to tell Phoebe that Ganymede will never love her, unless she loves Silvius. He exits. Suddenly, Oliver arrives, asking the pair if they are Ganymede and Aliena. When Rosalind confirms it, Oliver hands her a bloody handkerchief*, saying it belonged to Orlando. Rosalind asks what happened. Oliver tells the story – after leaving Ganymede, Orlando found a man asleep in the forest. He noticed that the man was being watched by a snake, but after scaring* the animal away, he found a hungry lioness ready to attack the man he soon discovered to be his brother, Oliver.



Orlando defeats the lioness.

2 Now do Exercises A to E on pages 188–189 in the Activity Book.



Act 4, Scene 3

Original

Oliver:

*Twice did he turn his back and purposed so,
But kindness, nobler ever than revenge,
And nature, stronger than his just occasion,
Made him give battle to the lioness,
Who quickly fell before him; in which
hurling,
From miserable slumber I awaked.*

Oliver says that once Orlando saved his life, he became a new man, and they became friends. They decided to go to Duke Senior together.

Original

Oliver:

*When from the first to last betwixt us two
Tears our recountments had most kindly
bathed—
As how I came into that desert place—
In brief, he led me to the gentle duke,
Who gave me fresh array and entertainment,
Committing me unto my brother's love,
Who led me instantly unto his cave,
There stripped himself, and here upon his
arm
The lioness had torn some flesh away,
Which all this while had bled. And now he
fainted,
And cried in fainting upon Rosalind.*

Orlando then asked Oliver to apologize to a man named Ganymede, who he called by the name Rosalind, and to give him his bloody handkerchief. Hearing this story, Rosalind fainted. Celia and Oliver help her wake up, and Oliver comments how Ganymede did not have a man's heart if he fainted so easily. Rosalind lies and says that she was only acting and to tell Orlando how good of a teacher Ganymede was. But Oliver was not convinced.

Glossary

warning (v): let someone know of something before it happens

handkerchief (n): a piece of fabric or paper kept in your pocket used for personal hygiene or decoration

scaring (v): to make someone or something frightened

revenge (n): to hurt someone who hurt you

deserted (adj): somewhere with no people

care (n): to help and look after someone

cave (n): a large hole under the ground or in the side of a hill

wound (n): an injury

bleeding (v): losing blood

Modern English

Oliver:

He turned his back twice, thinking of leaving me there. But his kindness was stronger than his desire for revenge*, and his good heart couldn't keep him from leaving his brother behind. He fought with the lioness, who quickly died, and the noise from their fight woke me from my sleep.

Modern English

Oliver:

When we saw each other again and told our stories while crying – for me, how I had come to that deserted* place – he took me to the noble duke, who gave me fresh clothes, food and drink and left me to my brother's care*. Orlando then took me to his cave*, where he took off his clothes and saw that he had a wound* on his arm, where the lioness had bitten him. This wound had been bleeding* the whole time. Orlando fainted while crying out for 'Rosalind'.



Section 6

1 Read *The story so far* box and look at the picture. What do you think is happening? What are the celebrations for?

The story so far ...

Oliver meets Orlando, telling him that he is in love with Aliena (who is actually Celia), Ganymede's sister. He tells him that he plans to marry her, and that once he does, he will give back their father's estate and belongings to Orlando. While Orlando is happy for his brother, he admits to Ganymede that he misses Rosalind. Hearing this, Ganymede promises him that he will marry Rosalind as soon as Oliver marries Aliena. Phoebe enters with Silvius and accuses Ganymede of being cruel. Rosalind tries to encourage her to marry Silvius once again but, in the end, promises Phoebe that if Ganymede ever marries a woman, she would be the bride the very next day. They all agree to meet at Oliver's wedding. The following day, Ganymede enters the ceremony. He says that, as promised, Orlando was to marry Rosalind and that her father, Duke Senior, would allow it. Phoebe would marry Ganymede; if not, she would marry Silvius. Once everyone agrees, he leaves once again with Celia. Duke Senior comments that Ganymede reminded him of his daughter.



Everybody enjoys the celebrations.

2 Now do Exercises A to E on pages 190–191 in the Activity Book.





Act 5, Scene 4

Rosalind returns from the forest, now without her disguise, along with Celia. With them is Hymen, the god of marriage.

Original

Hymen:
*Peace, ho! I bar confusion.
'Tis I must make conclusion
Of these most strange events.
Here's eight that must take hands
To join in Hymen's bands,
If truth holds true contents.
[To Rosalind and Orlando]
You and you no cross shall part.
[To Celia and Oliver]
You and you are heart in heart.
[To Phoebe]
You to his love must accord.
Or have a woman to your lord.
[To Audrey and Touchstone]
You and you are sure together
As the winter to foul weather.*

Modern English

Hymen:
Quiet, now! I will clear up any confusion. I'm the one who will bring the ending to these strange events. Here before me are eight people, who must join hands and be married, if what I tell them is what they feel.
[To Rosalind and Orlando]
No fight will ever break you apart.
[To Celia and Oliver]
Your hearts are together as one.
[To Phoebe]
You must accept his love.
[To Audrey and Touchstone]
You two belong together, like winter and bad weather.

Phoebe agrees to marry Silvius. Duke Senior, happy to see his daughter once again, allows her to marry Orlando. The happy couples dance and celebrate but are soon interrupted by Jacque de Boys, Oliver and Orlando's other brother.

Original

Jacque de Boys:
*Let me have audience for a word or two.
I am the second son of old Sir Rowland,
That bring these tidings to this fair assembly.
Duke Frederick, hearing how that every day
Men of great worth resorted to this forest,
Addressed a mighty power, which were on foot
In his own conduct, purposely to take
His brother here and put him to the sword;
And to the skirts of this wild wood he came,
Where, meeting with an old religious man,
After some question with him, was converted
Both from his enterprise and from the world,
His crown bequeathing to his banished brother,
And all their lands restored to them again
That were with him exiled. This to be true
I do engage my life.*

Modern English

Jacque de Boys:
Let me have your attention for a word or two. I am the second son of old Sir Rowland, and I bring news to this fine gathering. Duke Frederick, who heard that many noble men were coming to this forest every day, put together a powerful army to take this land and kill his brother. They arrived at the edge of the forest, and there they met with an old religious man. They talked for a while, and, in the end, the man helped Duke Frederick give up the war and this world to become a religious man himself. He now gives his crown to his brother and the lands back to his men. I swear on my life that this is all true.

All celebrate and decide to return to court together. Orlando becomes Duke Senior's heir, and Oliver's lands and belongings will once again return to him. Jacques, however, decides to join Sir Frederick in the monastery. The play ends.