

# Unit 1

## Lesson 1: My toe is bleeding

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

- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_ 11 \_\_\_\_\_ 13 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_ 8 \_\_\_\_\_ 10 \_\_\_\_\_ 12 \_\_\_\_\_ 14 \_\_\_\_\_

### Study Tip – learning vocabulary

■ A good way to learn new words is to put connected words in sets, like this:

*Fruit: apples oranges grapes bananas strawberries*

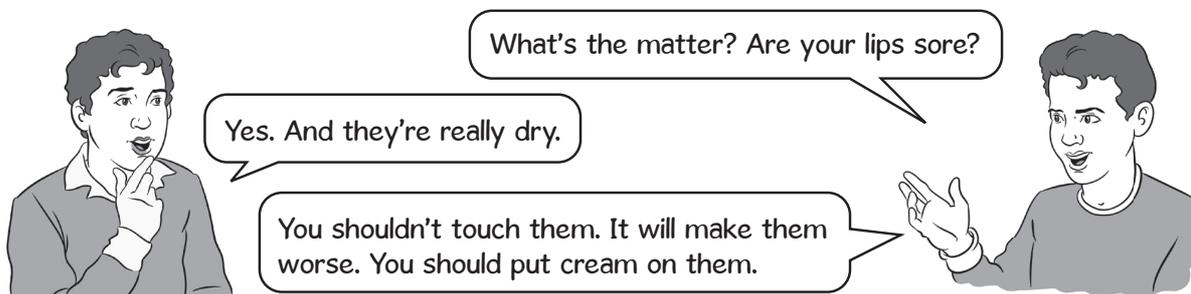
A Using a dictionary, check the meaning of any words you don't know. Write the words below in the correct set. There are five words in each set.

ankle bandage blood bones breathe cough cream elbow faint heart  
 knee medicine plaster pills shoulder skin sneeze stomach swallow wrist

Set	Words
Treatment:	bandage _____
Joints:	ankle _____
Verbs:	breathe _____
Inside and outside the body:	blood _____ bones _____

B  Work in pairs. Student A chooses one of the problems A to N on page 6 of the Student's Book, but doesn't tell Student B. Student A mimes the problem, and Student B guesses what's wrong and gives advice.

Example: Student A licks his lips and touches them.



**Study Tip – words with similar meanings are not always interchangeable**

- It is easier to use a word correctly if you know whether it is a verb, a noun or an adjective. Be careful with these words: *hurt, sore, pain*.
  - *Hurt* is a verb. The past simple is also *hurt*.  
*My back **hurts** today. It also **hurt** yesterday. My feet **hurt** today. They **hurt** yesterday as well.*
  - *Sore* is an adjective.  
*My back is sore. My feet are also sore. They weren't sore yesterday.*
  - *Pain* is a noun. In the singular, it usually has an article.  
*I have **a pain** in my stomach. Have you taken any medication for **the pain**? Yes, I took some painkillers an hour ago. Do you have **pains** anywhere else?*

**C Complete each sentence with a word from the box.**

bleeding	broken	dizzy	hurts	pain	sick	sneeze	sore
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- 1 'Have you got a cold?' 'No, I always \_\_\_\_\_ when I put pepper on my food.'
- 2 He was \_\_\_\_\_ three times in the night. I think the food at the restaurant where he ate wasn't very fresh.
- 3 She cut her hand while she was chopping vegetables. It was a very deep cut, and it was \_\_\_\_\_ a lot, so she had to go to hospital and have it stitched.
- 4 My back \_\_\_\_\_ all the time. It only feels OK when I am lying down.
- 5 She can't play tennis. She has \_\_\_\_\_ her right arm.
- 6 I went swimming yesterday, and now my eyes are \_\_\_\_\_ from the chemicals in the pool.
- 7 Where exactly is the \_\_\_\_\_, and how long have you had it?
- 8 It was a very hot day, and she hadn't eaten or drunk anything all day. That's why she suddenly went pale and felt \_\_\_\_\_ during the lesson.

**D  1 Listen and choose the correct word to end each sentence. Write the numbers 1 to 6 in the correct boxes.**

- |             |                          |           |                          |               |                          |
|-------------|--------------------------|-----------|--------------------------|---------------|--------------------------|
| a burnt     | <input type="checkbox"/> | c swallow | <input type="checkbox"/> | e temperature | <input type="checkbox"/> |
| b fractured | <input type="checkbox"/> | d swollen | <input type="checkbox"/> | f throat      | <input type="checkbox"/> |

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

B \_\_\_\_\_ E \_\_\_\_\_  
C \_\_\_\_\_ F \_\_\_\_\_  
D \_\_\_\_\_ H \_\_\_\_\_

### Past continuous and past simple

- We can use the **past continuous** and the **past simple** in the same sentence to show that one action happened in the middle of another action. We use the **past continuous** for the longer action and the **past simple** for the shorter action.

*I was ice skating, and I fell over.*

- We often use *while* and *as* with the past continuous tense.

*While I was eating breakfast, a bird flew into the kitchen.*

*As I was eating breakfast, a bird flew into the kitchen.*

- We often use *when* or *and* with the past simple tense.

*I was eating breakfast when a bird flew into the kitchen.*

*I was eating breakfast, and a bird flew into the kitchen.*

- A  Practise the dialogue in pairs. Then practise it again, changing the words in bold.

**Adil:** I've hurt my **wrist**.

**Nurse:** Sit down, please. I need to take your details.

**Nurse:** The doctor will see you very soon, Adil.

**Doctor:** How did you do it?

**Adil:** I **was ice skating**, and I **fell over**.

**Adil:** Do you think it's broken?

**Doctor:** Probably not. But you need to have an X-ray to make sure.

**Adil:** Is it broken?

**Doctor:** I'm afraid so. It's fractured here.

**Doctor:** I'm going to put your **wrist** in plaster.

**Adil:** How long will I have to keep it on?

**Doctor:** **Six** weeks.

**B Put one verb in the past continuous and one in the past simple.**

1 I (think) about you and then you (ring) me.

*I was thinking about you, and then you rang me.*

2 While Ali (have) a shower, somebody (knock) at the front door.

3 I (clean) my room, and I (find) £30 under my bed.

4 Luckily, Reema (not drive) very fast when the child (run) into the road.

5 A thief (take) our clothes while we (swim).

6 She (tell) us to be quiet as we (make) too much noise.

7 My sister (hide) my purse under the bed while I (not look).

8 As she (carry) the shopping from the car, my grandmother (slip) and (break) her ankle.

**C Complete these sentences with your own ideas. Put the verbs in the past simple.**

1 I was running, and \_\_\_\_\_.

2 I wasn't looking where I was going, and \_\_\_\_\_.

3 I was getting ready for school when \_\_\_\_\_.

4 My little brother was playing football when \_\_\_\_\_.

5 I was thinking about \_\_\_\_\_ when the teacher suddenly

6 While I was waiting for the bus, \_\_\_\_\_.

**A** Read the blog post on page 8 of the Student's Book and answer the questions.

- 1 What was Ammar's life like when he was 16? Why?  
\_\_\_\_\_
- 2 How did Ammar hurt himself?  
\_\_\_\_\_
- 3 How did Ammar feel about his progress in therapy? Why?  
\_\_\_\_\_
- 4 What technology did the doctors want to try with Ammar?  
\_\_\_\_\_
- 5 Why did Ammar feel more motivated to continue his treatment?  
\_\_\_\_\_
- 6 What do Ammar's doctors think will happen in the future?  
\_\_\_\_\_

**B** Read the blog post again and choose the correct option to complete each sentence.

- 1 Ammar decided to jump off the bridge because
  - a it didn't look very high looking down from above.
  - b he didn't want to feel embarrassed in front of his friends.
  - c he was a good swimmer and wasn't scared of high places.
- 2 Ammar hurt his back because
  - a he fell into the water in a bad position.
  - b he hit the side of the bridge when he fell.
  - c he hit the bottom of the river when he dived.
- 3 On the day he woke up in hospital, Ammar
  - a was told he would wear an exoskeleton.
  - b knew he would never be able to walk again.
  - c realized how one choice could change the rest of his life.
- 4 The thing Ammar most wanted to do was
  - a play basketball again.
  - b hang out with his friends again.
  - c go back to school.
- 5 On the day Ammar tried the exoskeleton, he was able to
  - a only stand up.
  - b stand up and walk.
  - c play basketball.

- C** Close your books. Retell the story, taking turns to say one sentence each. Start like this:  
*Ammar was swimming with his friends in a river ...*

#### Adjectives ending in *-ing* or *-ed*

- Don't forget the difference between *frightening* and *frightened*, *boring* and *bored*, *interesting* and *interested*.
  - The *-ed* words describe the person who **has the feeling**.
  - The *-ing* words describe what or who **gives them that feeling**.

- D** Choose the correct word in each sentence.

- 1 She is not very *interested* / *interesting* in fashion. She prefers books and music.
- 2 I saw a very *excited* / *exciting* film on TV last night.
- 3 This book is very *bored* / *boring*. I fall asleep whenever I try to read it.
- 4 We were very *frightened* / *frightening* when our car broke down in the desert.
- 5 He's a very *interested* / *interesting* person. He has lots of great stories to tell.

#### Adjectives ending in *-ful*

- Remember there is only one *l* in **adjectives** ending in *-ful*, e.g., *beautiful*, *peaceful*.
- But the **adverb** ending is *-fully*, e.g., *beautifully*, *peacefully*.

- E** Write four more adjectives ending in *-ful*.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

- F** Choose the correct word to complete the sentences.

Example: Marwa sings *beautiful* / *beautifully*.

- 1 This is a very *peaceful* / *peacefully* area of town.
- 2 You should always speak *respectful* / *respectfully* to older people.
- 3 Be *careful* / *carefully* when you cycle on the road.
- 4 After many tries, we managed to do the experiment *successful* / *successfully*.



Now write sentences using the *-ful* adjective and the *-fully* adverb.

Examples: *The picture was beautiful.*

*The story was beautifully told.*

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_

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

 3 Then listen and check your answers.

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

A Write questions based on the text for the following answers. There are several possible questions you could write, but just write one each time.

Example: Q: How many people die of smoking every year?

A: About 74,000 per year.

Q: In which \_\_\_\_\_?

A: It's highest in the 25–34 age group.

Q: Under what age \_\_\_\_\_ to?

A: 18.

Q: When \_\_\_\_\_ start smoking?

A: When they are teenagers.

Q: How much earlier \_\_\_\_\_ than \_\_\_\_\_?

A: They die seven years earlier on average.

Q: \_\_\_\_\_ e-cigarettes?

A: One in nine.

Q: \_\_\_\_\_?

A: As many as from Covid-19.

### Phrasal verbs

- With some phrasal verbs, **noun objects** can come **before** or **after** the preposition.

*Turn off the light.*

OR: *Turn the light off.*

- With phrasal verbs, **pronoun objects** must come **before** the preposition.

*Turn it off.*

NOT: *Turn off it.*

- B** Write the sentences, putting the verbs and objects in the correct order.  
Where two answers are possible, write them both.

**Examples:** Can you / turn on / the television?

Can you turn on the television? Can you turn the television on? \_\_\_\_\_

I've already / turned on / it.

I've already turned it on. \_\_\_\_\_

- 1 Smoking is terrible. You should / give up / it.

\_\_\_\_\_

- 2 When did you / take up / stamp collecting?

\_\_\_\_\_

- 3 I can't remember when I / took up / it.

\_\_\_\_\_

- 4 I like these shoes. Can I / try on / them?

\_\_\_\_\_

- 5 Can you / turn down / the music?

\_\_\_\_\_

- 6 I'll / turn down / it / in a minute.

\_\_\_\_\_

### Prefixes meaning *not*

- To form the **opposite** of some **adjectives** we can put the prefix *un-* in front of them, e.g., *unhappy, unpopular, unintelligent*.
- The prefixes *in-*, *im-*, *il-* or *ir-* can also form the opposite, e.g., *inexpensive, impossible, illegal, irregular*.
- The prefix *un-* can go in front of any letter. The prefix *im-* can only go in front of *m* or *p*.
- The prefix *il-* can only go in front of *l*. The prefix *ir-* can only go in front of *r*.



- Make the opposites of these adjectives by putting the correct prefix in front of them.**  
Choose from *un-*, *in-*, *im-*.

- |               |                 |               |                   |
|---------------|-----------------|---------------|-------------------|
| 1 ___ correct | 4 ___ efficient | 7 ___ usual   | 10 ___ dependent  |
| 2 ___ moral   | 5 ___ fortunate | 8 ___ polite  | 11 ___ convenient |
| 3 ___ fair    | 6 ___ patient   | 9 ___ healthy | 12 ___ pleasant   |

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

- 1 \_\_\_\_\_      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_      9 \_\_\_\_\_  
 2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_      8 \_\_\_\_\_      10 \_\_\_\_\_

**2** Match four of the health tips with the photos.

- A \_\_\_\_\_      B \_\_\_\_\_      C \_\_\_\_\_      D \_\_\_\_\_

**A** Write four plural countable nouns and four uncountable nouns from page 10 of the Student's Book.

Countable nouns

Uncountable nouns

_____	_____
_____	_____
_____	_____
_____	_____

**B** Study the language box and add examples.

### Expressions of quantity

- *some, any, a lot of, plenty of* and *enough* are used with countable **and** uncountable nouns.
  - *some sugar/some sweets; a lot of sugar/a lot of sweets;*  
 \_\_\_\_\_ / \_\_\_\_\_ ; \_\_\_\_\_ / \_\_\_\_\_
- *a few* and *many* are used **only** with countable nouns.
  - *a few people/a few \_\_\_\_\_ ; too many people/not many \_\_\_\_\_*
- *a little* and *much* are used **only** with uncountable nouns.
  - *a little oil/a little \_\_\_\_\_ ; not much oil/too much \_\_\_\_\_*

**C** Complete the questions with *much* or *many*.

- 1 How \_\_\_\_\_ food do we need to bring to the picnic?
- 2 How \_\_\_\_\_ apples do we need?
- 3 How \_\_\_\_\_ meals do you eat a day?

- 4 How \_\_\_\_\_ sleep did you get last night?
- 5 How \_\_\_\_\_ exercise does he take a week?
- 6 How \_\_\_\_\_ hours' sleep did you get the night before?
- 7 How \_\_\_\_\_ time do you spend on your homework?
- 8 How \_\_\_\_\_ times a week do you wash your hair?

**D** Complete the sentences with *a few* or *a little*.

- 1 There were only \_\_\_\_\_ people at the party.
- 2 I've got \_\_\_\_\_ work to finish, so can you wait a minute?
- 3 You'll have to wait \_\_\_\_\_ minutes.
- 4 There's only \_\_\_\_\_ orange juice left in the bottle.
- 5 How much money have you got left? Just \_\_\_\_\_.
- 6 I've met her \_\_\_\_\_ times.
- 7 Put your case in the car. There's still \_\_\_\_\_ space left.
- 8 We need \_\_\_\_\_ more oranges.

**E** Write six questions for a questionnaire with this title: *How healthy are you?* Write questions in the present and past simple.

**Examples:** How many hours' sleep did you get last night?

How many times a week do you do sport or take some kind of exercise?

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**F**  Work in pairs. Take turns answering your partner's questionnaire.

Questions with *used to*

- As well as in the **negative**, we drop the *d* (*used*) in **questions**.
  - *Did you use to fight with your brother or sister when you were little? Yes, I did./No, I didn't.*
  - *What did you use to fight about?*

**A** Complete the conversation between Huda and her grandmother with the correct form of *used to*.

**Huda:** Which TV programmes (you/watch) *did you use to watch* <sup>1</sup> when you were little, Grandma?

**Grandmother:** We didn't have a television when I was a little girl, dear. We (do) *used to do* <sup>2</sup> things. We (not sit) \_\_\_\_\_ <sup>3</sup> around watching a box!

**Huda:** What (you/do) \_\_\_\_\_ <sup>4</sup>?

**Grandmother:** We (help) \_\_\_\_\_ <sup>5</sup> mother with the housework and cooking.

**Huda:** But how (you/have) \_\_\_\_\_ <sup>6</sup> fun?

**Grandmother:** We (play) \_\_\_\_\_ <sup>7</sup> the drums and sing and dance. Families (have) \_\_\_\_\_ <sup>8</sup> real conversations in those days. People don't talk to each other nowadays because of that silly television.

**Huda:** (you/go out) \_\_\_\_\_ <sup>9</sup> with your friends?

**Grandmother:** Yes, dear. We (go) \_\_\_\_\_ <sup>10</sup> shopping in the souqs with my sister Wafa and my friend Layla. Then we all (come) \_\_\_\_\_ <sup>11</sup> home for tea and cakes. We (talk) \_\_\_\_\_ <sup>12</sup> about everything. Not on the phone, of course, but person to person, face to face. We (not walk) \_\_\_\_\_ <sup>13</sup> around talking on these silly mobile things like young people today.

**B** Ruba's grandfather is talking to her about his childhood. Complete the text below with the correct form of the adjectives in brackets.

Life was (difficult) \_\_\_\_\_ <sup>1</sup> back then. We had to work (hard) \_\_\_\_\_ <sup>2</sup> than teenagers today because we used to study and help our parents earn money. Families were much (big) \_\_\_\_\_ <sup>3</sup> than now: I had six brothers and four sisters! We didn't use to have

mobile phones or things like that, so we were (active) \_\_\_\_\_<sup>4</sup>, and we used to spend a lot of time playing outside. Maybe life is (interesting) \_\_\_\_\_<sup>5</sup> now, but I think life used to be (good) \_\_\_\_\_<sup>6</sup> than today. We didn't use to have much, but we had each other.

**C** Compare life today with life 50 years ago. Write pairs of sentences using one of the adjectives in brackets each time.

1 life (easy/hard/slow/fast)

*Life is faster now than it used to be.*

*Life isn't as easy as it used to be.*

2 films (funny/boring/violent/romantic)

\_\_\_\_\_

\_\_\_\_\_

3 streets (noisy/quiet/clean/dirty/safe/dangerous)

\_\_\_\_\_

\_\_\_\_\_

4 towns (big/small/crowded/polluted)

\_\_\_\_\_

\_\_\_\_\_

5 doctors (good/expensive/cheap/well-trained)

\_\_\_\_\_

\_\_\_\_\_



**Write a paragraph starting like this:**

Life today is **better** / **worse** than 50 years ago. For one thing, today schools \_\_\_\_\_  
\_\_\_\_\_, whereas they used to be \_\_\_\_\_.

Secondly, everyday life is **easier** / **more difficult** today. Today, we **have** / **don't have** \_\_\_\_\_  
\_\_\_\_\_, whereas people **used to** / **didn't use to** \_\_\_\_\_ 50 years ago.

Finally, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

- 1 f \_\_\_\_\_      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_      9 \_\_\_\_\_  
 2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_      8 \_\_\_\_\_      10 \_\_\_\_\_

**A** Circle the correct sentence ending based on the information in the article on page 12 of the Student's Book.

- 1 The government spends millions on
  - a anti-smoking campaigns.
  - b people who have made themselves ill.
  - c people who never take exercise.
- 2 Because of their bad diet, 60% of British people
  - a are diabetic.
  - b are overweight and could get diabetes.
  - c are very unhealthy.
- 3 People
  - a no longer take enough exercise.
  - b watch TV all day long.
  - c should stop using their cars.
- 4 Smoking
  - a is a dirty habit.
  - b is a very expensive habit.
  - c is destroying a lot of people's health.
- 5 The government shouldn't pay for people's healthcare
  - a unless they take proper care of themselves.
  - b unless they have children.
  - c unless they and their children are unhealthy.

**B** When you have checked your answers in Exercise A, use the five correct sentences in full as a basis for a summary of the article. Add the following words and phrases in the correct places to link the ideas and sentences.

And last but not least                      and their children                      Firstly  
 Furthermore                      I feel that                      in the following three ways

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**C** Complete the sentences with a word or number from the text on page 12 of the Student's Book.

- 1 Dr Ramzi argues that many \_\_\_\_\_ are due to bad habits.
- 2 There are more and more \_\_\_\_\_ in the UK every year.
- 3 \_\_\_\_\_ per cent of British people are at risk of becoming diabetic.
- 4 Dr Ramzi says that, in the past, people used to \_\_\_\_\_ or cycle more.
- 5 He argues that exercise keeps your \_\_\_\_\_ in good shape.
- 6 He believes that \_\_\_\_\_ is the worst habit for your health.
- 7 He argues that those who don't take care of themselves should pay for their own \_\_\_\_\_.

**D** Complete the definitions with words from the text on page 12.

- 1 \_\_\_\_\_ (noun) = what you eat
- 2 \_\_\_\_\_ (adjective) = weighing more than you should
- 3 \_\_\_\_\_ (adjective) = when you do something often
- 4 \_\_\_\_\_ (noun) = the part of your body responsible for breathing
- 5 \_\_\_\_\_ (noun) = people who don't smoke
- 6 \_\_\_\_\_ (phrasal verb) = to raise (children)

**E** Two people are discussing Dr Ramzi's article. Complete the gaps with one word.

**Maryam:** \_\_\_\_\_<sup>1</sup> my opinion, Dr Ramzi is completely right.

**Hamzah:** I don't agree. Many people have unhealthy lifestyles \_\_\_\_\_<sup>2</sup> a result of other things, not just because they don't want to be healthy.

**Maryam:** Maybe, but generally \_\_\_\_\_<sup>3</sup>, it's their fault.

**Hamzah:** In the \_\_\_\_\_<sup>4</sup> place, nobody's perfect, we all make bad decisions. \_\_\_\_\_<sup>5</sup> top of that, people who buy cigarettes, for example, already pay extra tax on them.

**Maryam:** As they should. Our health system is under a lot of pressure, and this is caused \_\_\_\_\_<sup>6</sup> people not caring about themselves.

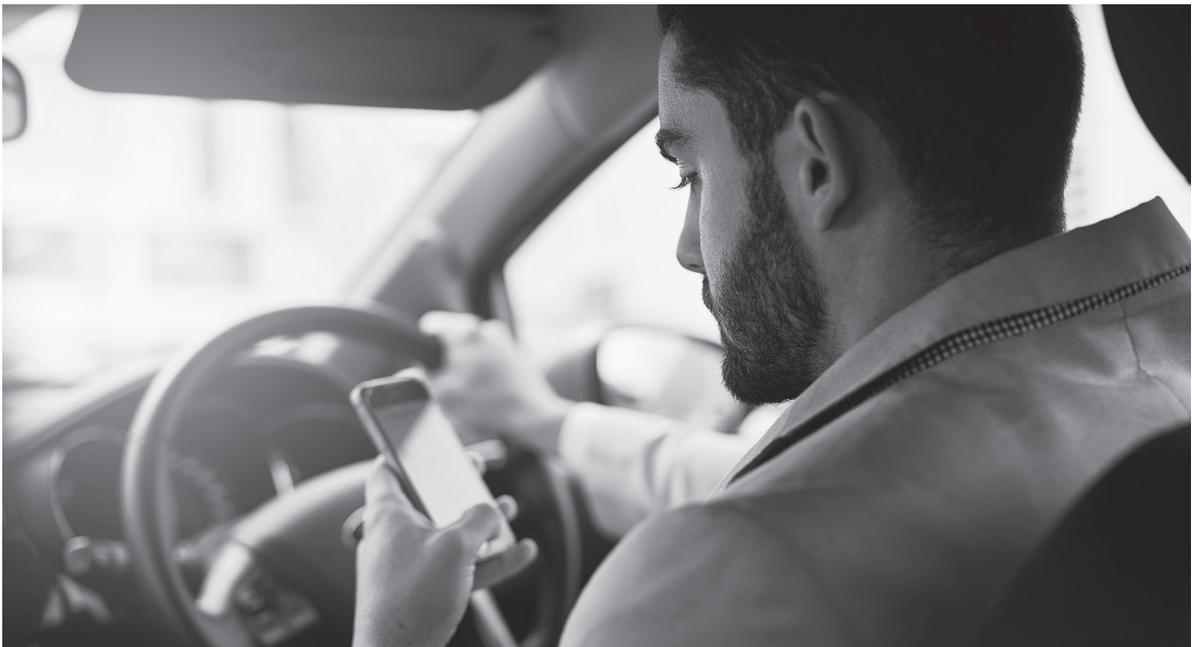
**A** Complete the following essay on some of the causes of car accidents using the notes on the right.

There are \_\_\_\_\_<sup>1</sup> of car accidents a year, which cause serious injuries. Most of these accidents have one of the \_\_\_\_\_<sup>2</sup> following causes. Firstly, the driver is driving \_\_\_\_\_<sup>3</sup> and can't stop the vehicle in time. Or sometimes, the driver is distracted by their \_\_\_\_\_<sup>4</sup> or is changing the music in the car. A third cause of accidents is when the driver doesn't follow the \_\_\_\_\_<sup>5</sup>, like the stop signal and red lights. Last but not least, cars are often badly maintained. It can be especially dangerous if the \_\_\_\_\_<sup>6</sup> don't work properly, for example.

There are several ways \_\_\_\_\_<sup>7</sup> could deal with this problem. Firstly, they could increase the number of traffic police officers and \_\_\_\_\_<sup>8</sup> on the streets and highways. Furthermore, they could make \_\_\_\_\_<sup>9</sup> harder to pass and impose \_\_\_\_\_<sup>10</sup> on those who break the law.

Thousands of car accidents a year. These cause serious injuries/deaths. Most car accidents caused by

- 1) driver driving too fast  
Studies: most drivers don't realize time to stop vehicle
  - 2) driver not concentrating, e.g., using mobile phone (text messages), changing music from a playlist
  - 3) driver doesn't obey road signs (e.g., stop signals, red lights, etc.). Rules ensure safety drivers+pedestrians
  - 4) badly maintained car (e.g., bad brakes)
- What should the government do about it?  
more traffic police? more speed cameras?  
more checks on cars? heavier fines? stricter driving tests?





## Lesson 9: Against all odds

**A** Read the article on page 14 of the Student's Book and answer the questions.

1 What did Najla like to do as a little girl?

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2 What happened to Najla as a result of the bomb attack?

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3 How did the Iraqi healthcare system help Najla?

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4 How did Najla's life change a second time?

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5 Why did the prostheses help Najla play better?

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6 How did Najla win the Paralympic gold medal?

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7 What did Najla say in an interview before the Paralympics?

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**B** Read the article again and choose the correct answer.

1 What did Najla want to do but couldn't anymore?

- a go to school
- b run around
- c use a wheelchair

2 How old was Najla when she started playing table tennis?

- a 10
- b 16
- c 19

3 When Najla earned a place in the Iraqi Paralympic team, she started receiving

- a financial support.
- b educational support.
- c support from the Paralympic Games.

4 The prostheses allowed Najla to

- a play in a different position.
- b hold the racket with her other hand.
- c take part in competitions.

5 Najla won the Paris Paralympic gold medal in

- a 2020.
- b 2022.
- c 2024.

**C Complete the sentences with a word or number from the text.**

- 1 Najla was only \_\_\_\_\_ years old when a bomb changed her life forever.
- 2 Najla had to learn to live in a \_\_\_\_\_.
- 3 When Najla start playing table tennis, she had to learn how to hold the racket in her \_\_\_\_\_ hand.
- 4 Najla joined the Iraqi Paralympic team when she was \_\_\_\_\_.
- 5 At 16, she won the \_\_\_\_\_ medal in the 2022 Asian Para Games.
- 6 Her opponent in the final match of the Paris Paralympics had won first place in the Games in \_\_\_\_\_.

**D Close your books. Retell the story, taking turns to say one sentence each. Start like this:**

*Najla was waiting for her father to come back from work ...*

**Then write a brief summary of the story and present it to the class.**

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**A** Complete the sentences with the correct phrasal verbs. Choose one word from each box.

carry find give look pick turn

after off on out up (x2)

- 1 This puzzle is too difficult! I think I'm just going to \_\_\_\_\_.
- 2 Dad, can you \_\_\_\_\_ me \_\_\_\_\_ from football practice today?
- 3 I need you to \_\_\_\_\_ your little sister for a couple of hours tonight. OK?
- 4 Halfway through the race, Aysha was already really tired, but she decided to \_\_\_\_\_ running.
- 5 Can you \_\_\_\_\_ the TV, please? I'm trying to study!
- 6 I don't know what happened, but I'm going to \_\_\_\_\_.

**B** Rewrite the sentences with the correct form of *used to* while giving the same meaning.

- 1 Do you remember Manar? She was a student at our school.  
Do you remember Manar? She \_\_\_\_\_ at our school.
- 2 I didn't talk much to Hazem before, but now we're good friends.  
I didn't \_\_\_\_\_ to Hazem before, but now we're good friends.
- 3 There was a café here before, but now there's a shoe shop.  
This \_\_\_\_\_ a café, but now it's a shoe shop.
- 4 Was your hair this short last year?  
Did your hair \_\_\_\_\_ last year?
- 5 I play this game a lot now, but I didn't before.  
I \_\_\_\_\_ this game a lot before, but now I do.

**C** Complete the text with the words from the box.

addition because firstly least opinion reason result secondly speaking

In my \_\_\_\_\_<sup>1</sup>, everyone should go jogging for many reasons. \_\_\_\_\_<sup>2</sup>, it's great for your heart \_\_\_\_\_<sup>3</sup> of its pace – not too slow, but not too fast either. \_\_\_\_\_<sup>4</sup>, it also helps with your mental well-being. One \_\_\_\_\_<sup>5</sup> is that it reduces stress. In \_\_\_\_\_<sup>6</sup>, it's the perfect activity to do with friends. You're not out of breath the whole time, and as a \_\_\_\_\_<sup>7</sup>, you can have a chat while you are jogging. Last but not \_\_\_\_\_<sup>8</sup>, it's really easy! Generally \_\_\_\_\_<sup>9</sup>, most people can start jogging today!

**D** Complete the text with the past simple or past continuous form of the verbs in brackets.

Yesterday, I (skateboard) \_\_\_\_\_<sup>1</sup> with my friends, when I (have) \_\_\_\_\_<sup>2</sup> a small accident. I (try) \_\_\_\_\_<sup>3</sup> hard to do something really difficult, and one time, I (fall off) \_\_\_\_\_<sup>4</sup> and (hit) \_\_\_\_\_<sup>5</sup> my hand on the ground. I (not feel) \_\_\_\_\_<sup>6</sup> much at the time, but a couple of hours later, my hand (hurt) \_\_\_\_\_<sup>7</sup> a lot. My dad (take) \_\_\_\_\_<sup>8</sup> me to the hospital. Luckily, it (not be) \_\_\_\_\_<sup>9</sup> busy: only a couple of people (wait) \_\_\_\_\_<sup>10</sup> there, so the doctor (see) \_\_\_\_\_<sup>11</sup> me quickly. She (tell) \_\_\_\_\_<sup>12</sup> me that I had broken a couple of bones in my hand.

**E** Complete the table with the expressions of quantity from the box.

a few      a little      a lot of      any      enough      plenty of		
Only with countable nouns	Only with uncountable nouns	With both countable and uncountable nouns
many	much	some
_____	_____	_____
_____	_____	_____
_____	_____	_____

**F** Complete the words with the correct prefix: *il-*, *im-*, *un-* or *in-*.

- Go and say hello. Don't be \_\_\_\_\_ polite.
- This exercise isn't \_\_\_\_\_ possible, but it's very hard.
- It's not \_\_\_\_\_ usual to see birds like that around here.
- I'm afraid your answer is \_\_\_\_\_ correct. Try again.
- It's \_\_\_\_\_ legal to sell cigarettes to teenagers.

**G** Choose the correct option to complete the sentences.

- My dad wasn't very *interested* / *interesting* in the film and fell asleep on the sofa.
- Please lift that vase very *careful* / *carefully*. It was my great-grandmother's.
- Why is Zaid always interrupting me? He's so *annoyed* / *annoying*!
- Hamed is such a *helpful* / *helpfully* boy. He's always doing jobs around the house.
- This is a bit *embarrassed* / *embarrassing*, but, I'm afraid, I forgot my books!

## VOCABULARY

**A** Choose the correct word from the box to complete each sentence.

blood pressure    check-ups    exoskeleton    in plaster    physical therapy    swollen

- 1 After he twisted his ankle, Tom's foot became very \_\_\_\_\_.
- 2 Her leg is \_\_\_\_\_ after she broke it in a car accident.
- 3 After the surgery, I needed \_\_\_\_\_ to strengthen my muscles.
- 4 Scientists are developing an advanced \_\_\_\_\_ to help paralyzed patients to walk.
- 5 Regular \_\_\_\_\_ with the doctor can help detect health problems early.
- 6 High \_\_\_\_\_ can increase the risk of heart disease.

**B** Use prefixes to complete the sentences with the opposite of the words in brackets.

- 1 Our next English test is on (regular) \_\_\_\_\_ verbs.
- 2 You've finished tidying your room already? That's (possible) \_\_\_\_\_!
- 3 It's (legal) \_\_\_\_\_ to use your phone while driving.
- 4 I think people who don't take care of their health are (responsible) \_\_\_\_\_.
- 5 I need to get back to the gym. I'm feeling very (fit) \_\_\_\_\_.
- 6 I can't believe Talal has hidden my phone again. He's so (mature) \_\_\_\_\_!

**C** Write the correct words.

- 1 Name three joints in the arm: w\_\_\_\_\_, e\_\_\_\_\_, s\_\_\_\_\_
- 2 Name two joints in the leg: k\_\_\_\_\_, a\_\_\_\_\_
- 3 Name two things for covering a cut: pl\_\_\_\_\_, ba\_\_\_\_\_

**D** Complete the words.

- 1 I feel dizzy. I think I am going to f\_\_\_\_nt.
- 2 I can't swallow. I have a sore th\_\_\_\_ and a t\_\_\_\_\_re of 39 degrees.
- 3 You have to take two of these p\_\_\_\_s three times a day.
- 4 The sk\_\_\_\_ on my legs is very dry, so I have to put this cr\_\_\_\_ on every day.
- 5 We often say 'Bless you!' when somebody sn\_\_\_\_s. But we don't say it if somebody c\_\_\_\_ghs.

GRAMMAR

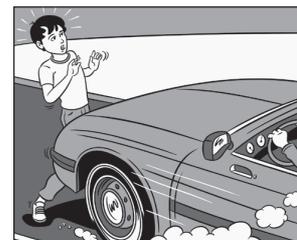
Before you do Exercise E: revise the language box in the Activity Book, Lesson 2, page 6. Turn to the Grammar and Functions Reference at the back of the Student's Book, page 88. Revise how to form a) the past continuous tense and b) the past simple tense of regular and irregular verbs.

**E** Put the verbs in brackets into the past continuous or past simple tense.

Last year, my friend Zeina (get) \_\_\_\_\_<sup>1</sup> hurt in a car accident. This is how it (happen) \_\_\_\_\_<sup>2</sup>. She and her brother Salam and her sister Khaleda had spent the afternoon at Zubair, and they (return) \_\_\_\_\_<sup>3</sup> to Basra. Salam (drive) \_\_\_\_\_<sup>4</sup>, and Khaleda (sit) \_\_\_\_\_<sup>5</sup> next to him in front.

They (go) \_\_\_\_\_<sup>6</sup> very fast, when suddenly, a little boy (run) \_\_\_\_\_<sup>7</sup> on to the road. Salam (put) \_\_\_\_\_<sup>8</sup> his foot on the brake really hard, and the car (stop) \_\_\_\_\_<sup>9</sup> dead. Luckily, he (not hit) \_\_\_\_\_<sup>10</sup> the little boy. Salam and Khaleda (wear) \_\_\_\_\_<sup>11</sup> seat belts, so they (not get) \_\_\_\_\_<sup>12</sup> hurt. But Zeina (not wear) \_\_\_\_\_<sup>13</sup> hers. She (hit) \_\_\_\_\_<sup>14</sup> her face hard against the side window.

After the accident, they (be) \_\_\_\_\_<sup>15</sup> all very shocked. Khaleda (look) \_\_\_\_\_<sup>16</sup> for her mobile to phone their father when a passing car (slow) \_\_\_\_\_<sup>17</sup> down. Zeina (recognize) \_\_\_\_\_<sup>18</sup> the driver. It was a family friend, Dr Latifa Mahmoud. She (tell) \_\_\_\_\_<sup>19</sup> Zeina to get in the car with her, and she (drive) \_\_\_\_\_<sup>20</sup> her to the Accident and Emergency Department.



Before you do Exercise F: revise the language box in the Activity Book, Lesson 5, Exercise B, page 12.

**F** Complete the sentences with *much*, *many*, *few* or *little*.

- 1 Hurry up. There isn't \_\_\_\_\_ time before the bus leaves.
- 2 Can you lend me a \_\_\_\_\_ money? I've left my purse at home.
- 3 How \_\_\_\_\_ times do I have to tell you my phone number? Why can't you remember it?
- 4 We need a \_\_\_\_\_ more fruit to take on the picnic. Can you buy some, please?
- 5 I don't think I can fit in that parking place. There isn't \_\_\_\_\_ space.
- 6 There weren't \_\_\_\_\_ people at the meeting. I think quite a \_\_\_\_\_ had left early.

Before you do Exercise G: revise *used to* in the Grammar and Functions Reference at the back of the Student's Book, page 88. Read the language box in the Student's Book, Lesson 6, page 11.

**G** Write sentences with *used to/didn't use to* and the present or past simple.

- 1 He (have) his hair cut at the hairdresser's, but now his wife (cut) it for him.  
*He used to have his hair cut at the hairdresser's, but now his wife cuts it for him.*
- 2 I (have) a bicycle, but someone (steal) it last month.  
\_\_\_\_\_  
\_\_\_\_\_
- 3 He (like) going out, but now he always (want) to stay at home.  
\_\_\_\_\_  
\_\_\_\_\_
- 4 She (wear) glasses, but now she (have) contact lenses.  
\_\_\_\_\_  
\_\_\_\_\_
- 5 She (not talk) so much, but now she never (stop) talking.  
\_\_\_\_\_  
\_\_\_\_\_
- 6 There (be) a house here, but they (knock) it down two years ago.  
\_\_\_\_\_  
\_\_\_\_\_
- 7 She (not be) so thin, but she (get) very ill last year and (lose) a lot of weight.  
\_\_\_\_\_  
\_\_\_\_\_



**1** Match the words and the photos.

- 1 \_\_\_\_\_      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_      9 \_\_\_\_\_  
2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_      8 \_\_\_\_\_

**A**  **4** Listen again and answer the questions.

**Speaker 1**

1 What did the speaker use to do?

\_\_\_\_\_

2 What was the speed limit?

\_\_\_\_\_

3 How did the police know she was speeding?

\_\_\_\_\_

4 Why did she decide to stop driving too fast?

\_\_\_\_\_

**Speaker 2**

1 What can footprints tell you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 What else can you find at a crime scene?

\_\_\_\_\_

3 Why do the police use special powder?

\_\_\_\_\_

4 Why is matching fingerprints easier than it used to be?

\_\_\_\_\_

\_\_\_\_\_

**B** Complete each sentence with a word or phrase from the box.

didn't have walked	didn't use to have was walking	used to like was watching	used to watch were speeding
-----------------------	-----------------------------------	------------------------------	--------------------------------

- I \_\_\_\_\_ travelling, but I don't like it anymore.
- We \_\_\_\_\_ when we saw the police car.
- While my baggage was going through the X-ray machine, I \_\_\_\_\_ through the metal detector.
- We \_\_\_\_\_ security cameras, but now we have six of them.
- I \_\_\_\_\_ my passport, so they didn't let me get on the plane.
- She \_\_\_\_\_ home from school when she heard the police siren.
- I \_\_\_\_\_ action films on TV, but now I prefer documentaries.
- The security guard saw the thieves because he \_\_\_\_\_ the screen.

**Study Tip – using timelines**

■ One way of helping you remember the right tense is to use **timelines**.

- |   |   |  |
|---|---|--|
| a | past habits/states which are now finished                               | <p><i>I used to live in a big house.</i></p>               |
| b | action that happened at a specific point in the past                    | <p><i>Last year, I moved to a smaller house.</i></p>       |
| c | one action that happened while another action was happening in the past | <p><i>While I was moving, I found some old photos.</i></p> |

Now write three sentences using timelines.

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**A** Find words in the texts on page 19 of the Student's Book that mean the same as the definitions below.

- 1 rules that everybody in the country must follow = \_\_\_\_\_
- 2 get information about a crime = \_\_\_\_\_
- 3 put someone in prison = \_\_\_\_\_
- 4 a person who saw or heard something at the time of a crime = \_\_\_\_\_
- 5 a person who steals money from your pocket = \_\_\_\_\_

**B** Complete the following sentences with words or phrases from the texts on page 19 of the Student's Book.

- 1 Police officers can also \_\_\_\_\_ traffic so that drivers stay safe.
- 2 Police officers use \_\_\_\_\_ to make sure people are not driving too fast.
- 3 In a crime scene, they try to find \_\_\_\_\_, like fingerprints and footprints.
- 4 They also \_\_\_\_\_ witnesses who might have some important information related to the crime.
- 5 Police officers not only solve crimes but also \_\_\_\_\_ them.
- 6 For example, they watch crowded places where \_\_\_\_\_ might act.

**C** Read the texts again and answer the following questions.

- 1 Where do police officers go when a crime has been committed?
- 2 Who helps police officers identify fingerprints?
- 3 Where do pickpockets often commit crimes?
- 4 How can witnesses help the police?
- 5 What should you do if you are lost and need help?

**D**  **5** Listen and answer the questions.

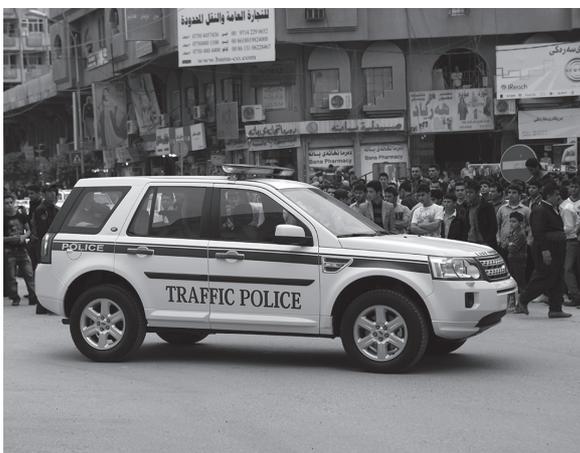
- 1 When is being a police officer dangerous?  
\_\_\_\_\_
- 2 When is the police station open?  
\_\_\_\_\_
- 3 Why does the police officer like his job? (two reasons)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E** Read the texts on page 19 of the Student's Book and find all the phrases that contain *must*, *mustn't*, *have to*, *don't have to*, *need to* and *needn't*. Then complete the rules below.

- Use \_\_\_\_\_ to say it's important **not** to do something.
- Use \_\_\_\_\_ and \_\_\_\_\_ to say it's not necessary to do something.
- Use \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to say it's necessary to do something.

**F** Use *must*, *mustn't*, *have to*, *don't have to*, *need to* and *needn't* to complete the sentences. More than one answer might be possible.

- When you get in a car, you \_\_\_\_\_ put on your seat belt.
- There's petrol in the car, so you \_\_\_\_\_ go to the petrol station.
- You're driving too fast! You \_\_\_\_\_ slow down.
- Please put out your cigarette. You \_\_\_\_\_ smoke in the police station.
- You \_\_\_\_\_ pick me up in the car – I'll get the bus.
- Police officers \_\_\_\_\_ prevent crimes.
- I \_\_\_\_\_ be back later than 8 o'clock tonight, or my parents will be angry.
- Drivers \_\_\_\_\_ go over the speed limit at any point.
- Detectives in many countries \_\_\_\_\_ wear a uniform, but traffic officers usually do.
- If you see an accident, you \_\_\_\_\_ go to the police station and give a statement as a witness.



**A** Match the words and the definitions. Write the words.

baggage customs declare dispose of empty liquids rule screening unattended

- 1 without someone looking after it = \_\_\_\_\_
- 2 bags and suitcases that carry your possessions on a journey = \_\_\_\_\_
- 3 there is nothing in it = \_\_\_\_\_
- 4 throw away/get rid of = \_\_\_\_\_
- 5 say you are carrying something you need to pay duty on = \_\_\_\_\_
- 6 when passengers or bags are inspected = \_\_\_\_\_
- 7 the amount of liquid people are allowed to carry in their bags = \_\_\_\_\_
- 8 they are responsible for regulating international trade = \_\_\_\_\_

**B** Put the words in the correct order to form sentences.

- 1 to eat / we / board / get / something / Shall / before / we / ?  
\_\_\_\_\_
- 2 newspaper, / you / me / get / please / Can / a / ?  
\_\_\_\_\_
- 3 passport / please / you / open / the photo page, / Would / your / on / ?  
\_\_\_\_\_
- 4 you / your bag, / take / Could / out of / please / your laptop / ?  
\_\_\_\_\_
- 5 will / for you / I / that bag / carry / if / want / you / .  
\_\_\_\_\_
- 6 pack / You / yourself / should / bags / always / your / .  
\_\_\_\_\_

**C** Complete the sentences with one word in each gap.

- 1 I'll keep an eye on your bags \_\_\_\_\_ you want.
- 2 \_\_\_\_\_ we get a taxi to the airport?
- 3 \_\_\_\_\_ get some magazines to read on the plane!
- 4 You \_\_\_\_\_ always keep your passport in the same place.
- 5 \_\_\_\_\_ you keep an eye on my bag for a second, please?
- 6 \_\_\_\_\_ all passengers with connections follow me, please?

**D** Are the sentences in Exercises B and C making a polite request (PR), making a suggestion (S), giving advice (A) or making an offer (O)?

Exercise B

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

Exercise C

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**E** Choose the correct option to complete the sentences. Then write a few more sentences of your own, giving advice, making requests, suggestions and offers.

- 1 *Could / Do* you give me your passport?
- 2 *Shall / Would* I help you with your baggage?
- 3 You *should / shouldn't* keep your passport in a safe place.
- 4 *Can / Shall* I see your ticket, please?
- 5 She *should / couldn't* go to the shops before the plane leaves.
- 6 *Shall / Must* we take a taxi to the airport?

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**A** Read the advert on page 21 of the Student's Book and answer these vocabulary questions.

1 Rewrite the following words and phrases without the abbreviations.

- a office bldgs. \_\_\_\_\_
- b 18 yrs. \_\_\_\_\_
- c spk. Engl. and Arab. \_\_\_\_\_
- d avail. at wknds. \_\_\_\_\_
- e driving lic. \_\_\_\_\_

2 Find abbreviations in the advert which mean:

- a company \_\_\_\_\_
- b computer \_\_\_\_\_
- c appointment \_\_\_\_\_
- d experience \_\_\_\_\_
- e frequent \_\_\_\_\_

**B** Read the advert again and answer the questions about the job.

1 What kind of personality should you have to do this job? Why?

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2 What do you need to be able to do to get this job?

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3 Do you need to have worked as a security guard before to get this job?

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- C**  **7** Listen to the conversation between Samir Esam and Mr Hazem. Complete Samir's notes about what the security guard does. How is the job similar to a policeman's job? How is it different?

• work \_\_\_\_\_<sup>1</sup> but not \_\_\_\_\_<sup>2</sup>

• \_\_\_\_\_<sup>3</sup> around the building every \_\_\_\_\_<sup>4</sup>

• watch \_\_\_\_\_<sup>5</sup>

• \_\_\_\_\_<sup>6</sup> if see anything unusual

• give people \_\_\_\_\_<sup>7</sup>

• write \_\_\_\_\_<sup>8</sup>

- D** Read the extracts from the conversation and choose the best option.

- 1 *Could I speak to / I want to talk to* Mr Hazem?
- 2 *Will / May* I ask who's calling?
- 3 *This / That* is Samir Esam.
- 4 *Just a moment / Just wait*, please.
- 5 Good morning. *Are you / Is that* Mr Hazem?
- 6 I'm calling *about / because* your advert in yesterday's paper.
- 7 All right then, *would / do* you like to come in for an appointment?
- 8 Yes, I would. *When do I come? / What is a good time?*

- E** Match the beginnings and endings of the sentences.

- |  |                          |  |
|--|--------------------------|--|
| 1 You shouldn't have any trouble doing the work            | <input type="checkbox"/> | a she should get it by Monday.                         |
| 2 It shouldn't take me more than 15 minutes to drive there | <input type="checkbox"/> | b because it's very easy.                              |
| 3 They should be very comfortable                          | <input type="checkbox"/> | c he should know how to use this software.             |
| 4 I can speak English and Arabic,                          | <input type="checkbox"/> | d because there isn't much traffic.                    |
| 5 If he's used computers before,                           | <input type="checkbox"/> | e because it's a very nice hotel.                      |
| 6 If you send the letter today,                            | <input type="checkbox"/> | f so I should be able to talk to most of the visitors. |

**A** Look at the words in bold in the text on page 22 of the Student's Book and try to guess their meaning. Check your ideas in a dictionary.

- 1 branches = \_\_\_\_\_
- 2 join = \_\_\_\_\_
- 3 install = \_\_\_\_\_
- 4 maintain = \_\_\_\_\_
- 5 officer = \_\_\_\_\_
- 6 supervise = \_\_\_\_\_
- 7 civilian = \_\_\_\_\_

**B** In an exam, you sometimes have to find the main idea of a paragraph. It is what the paragraph is mostly about. Read the first paragraph of the text more carefully and look at the question in 1.

- 1 What is the main idea of the first paragraph?
  - a The Air Force is more fun because you can pilot planes.
  - b You can do many different things in the military.
  - c You have to be 18 years old to join the military.

Look at choice *a*. The problem with this answer is that it doesn't give information that is in the first paragraph. Some people may think that piloting a plane is fun, but this is not what the text says. It simply tells you that if you join the Air Force, you can work with airplanes and helicopters. So choice *a* is incorrect.

Choice *c* does repeat information that is found in the first paragraph, since the last sentence of the paragraph is *You must be 18 years old to join*. But if you look at the other sentences, you will see that they mostly deal with the different activities people can do in the military. The last sentence gives additional information that is not directly related to the activities that people can do in the military. So choice *c* is incorrect.

Choice *b* is the correct choice, since most of the sentences in the paragraph tell you about the variety of military jobs.

**C** Now read the other paragraphs and find the main ideas.**Paragraph 2**

- a Predicting the weather is important for people in the military.
- b If you know about computers, you can find an interesting job.
- c The computer hardware is old and needs to be fixed a lot.

**Paragraph 3**

- a There are also jobs for people who don't have a technical background.
- b People in the military need food and equipment.
- c Driving a military vehicle is easy.

**Paragraph 4**

- a Officers can be pilots.
- b The military needs doctors at the army base.
- c The military gives you a chance to get a better job.

**Paragraph 5**

- a Working in the military is better than working in other places.
- b There are classrooms in the military like at school.
- c The military teaches you skills you can use in civilian life.

**D** Rewrite the sentences with *should* or *shouldn't*, as in the example.

**Example:** You have always wanted to fly. I think you will like the Air Force.

*You have always wanted to fly. You should like the Air Force.* \_\_\_\_\_

- 1 I've studied hard for the test, so I think I'll pass.

\_\_\_\_\_

- 2 You like exercising, so I don't think you'll have trouble getting fit.

\_\_\_\_\_

- 3 They learnt a lot in the military, so I don't think they'll have trouble getting a job.

\_\_\_\_\_

- 4 This is a new computer, so I think it is faster than the other one.

\_\_\_\_\_

**Study Tip – skimming and scanning**

- When you are looking for information in a text, you can save a lot of time if you use the right technique. Two common techniques are **skimming** and **scanning**. **Skimming** means looking at the whole text quickly, without reading it in detail, to understand what the text is about. **Scanning** is letting your eyes go over the text quickly to search for specific information. Scanning is a good technique when you know what you are looking for.

**A Scan the texts on page 23 of the Student's Book and circle the correct answer.**

- |  |   |
|--|---|
| 1 Who called the police?<br>a Sue<br>b Mr Smith<br>c Mrs Smith           | 4 How many robberies had there been before this one?<br>a three<br>b four<br>c five         |
| 2 What woke Sue up?<br>a the police<br>b the telephone<br>c a loud noise | 5 How does Sue feel now?<br>a angry<br>b terrified<br>c scared                              |
| 3 Who saw the robber?<br>a a witness<br>b the police<br>c Sue            | 6 In what subject will Sue have to rewrite a report?<br>a English<br>b History<br>c Science |

**B Read the texts more carefully and answer the questions.**

- 1 Why are the police reminding homeowners to lock their doors and windows?

---

- 2 Why is Sue happy that the robber left before her father went downstairs?

---

- 3 Why is Sue upset that her father's computer was stolen?

---

- 4 What else did the robber steal?

---

- 5 Why is Sue's father getting the window lock replaced?

---

**C** Complete the columns on the right with less formal words from the email.

Formal	Less formal	Formal	Less formal
occurred	_____	investigate	_____
injured	_____	property	_____
alerted	_____	robber	_____

**have, get and make**

- Use *have* and *get* + object + past participle when something is done to or for someone.
  - *We get our car washed once a month.*
  - *My father had his computer stolen.*
  - *My father is getting the lock replaced today.*
  - *I think I'll have my hair cut differently this time.*
- Use *make* + object + infinitive when someone or something causes something to happen.
  - *This weather makes me feel sleepy.*
  - *My father made me go back to my room.*
  - *Don't worry. I'll make him come to the party.*

**D** Rewrite the sentences with the correct form of *have*, *get* or *make*.

**Example:** Somebody stole my television. *I had my television stolen.* \_\_\_\_\_

1 I asked somebody to cut my hair.

I had \_\_\_\_\_.

2 Someone is repairing my computer. Can I borrow yours?

I'm getting \_\_\_\_\_. Can I borrow yours?

3 He looked outside because he heard a noise.

The noise made him \_\_\_\_\_.

4 The leaves fell because of the wind.

The wind \_\_\_\_\_.

5 A photographer took a picture of the witness.

The witness \_\_\_\_\_.

**A** Read the brochure on page 24 of the Student's Book and answer the following questions.

- 1 Why should people think about home safety?
- 2 What do thieves usually steal from homes?
- 3 Who often buys stolen property without realizing it?
- 4 How can people prevent burglars from entering through windows?
- 5 Where should people avoid planting trees and bushes for better safety?

**B** Find a word or phrase in the brochure that means:

- 1 expensive items like gold rings and necklaces = \_\_\_\_\_
- 2 how you feel about an object = \_\_\_\_\_
- 3 things you do for a specific reason = \_\_\_\_\_
- 4 thieves who break into homes = \_\_\_\_\_
- 5 extremely, so much that you can't believe it = \_\_\_\_\_
- 6 very important = \_\_\_\_\_

**C** Read the brochure again. The writer uses different techniques to keep the reader interested and convince him that what he says is important. Find an example of the following techniques in the text.

- 1 Questions to make you want to read to get the answer

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- 2 Exclamations to show that the whole sentence is surprising or important

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- 3 Strong adjectives

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4 Strong adverbs to make adjectives stronger

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5 Examples to make a previous sentence clearer

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**D** Look at some ideas for keeping your home safe. Think of a reason for each one.

Things people shouldn't do:

Example: Keep keys on a hook by the window

*Thieves can get them by breaking the window.*

1 Keep keys in a flowerpot by the door

---

2 Tell strangers when you will be away

---

Things people should do:

3 Leave lights on when going out after dark

---

4 Give a family member a key

---

5 Ask a neighbour to collect mail

---

6 Tell your neighbours if you are going on holiday

---

Unit  
**2**

Lesson 8: Road safety

**2**  **8** Hamzah is having his first driving lesson. Listen to the dialogue. Number the photos in the order they are mentioned.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_

**A** Look at the cartoons. What's wrong in each picture?



**B** You are going to write a leaflet about road safety for new drivers. Write a list of things they should and shouldn't do on the left and the reasons or examples to support your ideas on the right. Use the topics from the box to help you.

brakes    driving licence    keys    lights    parking    speeding    valuables

**Advice for drivers**

**Reasons**

*You shouldn't leave your keys in the ignition.*

*Someone could take them and steal your car.*

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Write a short essay on the importance of road safety. Review Exercises A and B and look at the paragraph headings to help you organize your own ideas. Write 100–120 words.

**Drive safely**

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**Keep your car safe**

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**C** Reread your paragraphs. What changes can you make to make them clearer and stronger?

**D** Proofread for spelling, grammar and punctuation.

**E**  Work in pairs. Exchange paragraphs with a partner. Do you have any questions about your partner's paragraphs? What is good about them? Write your comments about your partner's paragraphs below and take it in turns to read them to each other.

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**A** Answer the following questions.

- 1 When did police officers start using radar speed guns?  
\_\_\_\_\_
- 2 What happens when radio waves from a radar speed gun hit a car that's stopped?  
\_\_\_\_\_
- 3 Can radar guns take pictures?  
\_\_\_\_\_
- 4 What is a radar detector?  
\_\_\_\_\_
- 5 What other way can drivers find out if a radar speed gun is being used ahead?  
\_\_\_\_\_
- 6 How can mistakes with radar speed guns be avoided?  
\_\_\_\_\_

**B** Read the text again. Are the sentences true (T) or false (F)?

- 1 Police departments don't use radar guns anymore.
- 2 Radar guns can only calculate the speed of a car moving towards them.
- 3 Some radar guns are shaped a bit like guns.
- 4 A radar detector makes a beeping noise if it senses a radar being used in the area.
- 5 There are two main problems with radar detectors.
- 6 Some people think radar guns don't work well.
- 7 Police must be trained to use the radar gun correctly.
- 8 Radar guns don't need any maintenance.

**C** Complete the sentences with a word or phrase from the text.

- 1 The first use of radar was to find airplanes and \_\_\_\_\_ in a war.
- 2 A radar speed gun sends radio waves, which hit the car and \_\_\_\_\_ back.
- 3 Radar speed guns work in both directions, so you can get a \_\_\_\_\_ even after you've passed the police officer.
- 4 Radar speed guns can be \_\_\_\_\_ or fitted in police cars.



**A** Complete the words with the missing vowels.

People who work to keep us safe

scrty grds \_\_\_\_\_

plc offcrs \_\_\_\_\_

cmptr tchncls \_\_\_\_\_

scrty xperts \_\_\_\_\_

cstms ffcrs \_\_\_\_\_

Tools to fight crime

mtl dtctr \_\_\_\_\_

X-ry mchn \_\_\_\_\_

rdr spd gn \_\_\_\_\_

Evidence

fngprnts \_\_\_\_\_

ftprnts \_\_\_\_\_

wtnss ntrvws \_\_\_\_\_

**B** Complete the sentences with an appropriate verb.

- 1 Drivers must \_\_\_\_\_ the speed limit.
- 2 You mustn't \_\_\_\_\_ without your seat belt on.
- 3 Your car mustn't \_\_\_\_\_ broken lights.
- 4 You can take the bus, so you don't have to \_\_\_\_\_ your car.
- 5 When you ride a motorcycle, you must \_\_\_\_\_ a helmet.
- 6 You must \_\_\_\_\_ a fine when you get a ticket.
- 7 You must slow down at a roundabout, but you don't have to \_\_\_\_\_.
- 8 You must \_\_\_\_\_ people cross the street at a pedestrian crossing.
- 9 If you \_\_\_\_\_ a crime, the police will arrest you.

**C** Put the words in order to complete the sentences.

- 1 My \_\_\_\_\_ once a month. (has / brother / his / cut / hair)
- 2 Marwa \_\_\_\_\_ yesterday, and she needs glasses. (tested / had / eyes / her)
- 3 I hope you're hungry, because \_\_\_\_\_. (having / I'm / some / delivered / pizza)
- 4 My \_\_\_\_\_ before I could go out. (tidy / parents / me / room / my / made)

- 5 Hind \_\_\_\_\_ because of school rules. (her / red / didn't / dyed / get / hair)
- 6 Don't worry, \_\_\_\_\_ in one day or two. (I'll / fixed / your / get / car)
- 7 We \_\_\_\_\_ this week, so we're staying at a hotel. (having / are / our / painted / flat)
- 8 I \_\_\_\_\_ to the picnic because he didn't want to. (go / make / didn't / Hazem)

**D** Complete the dialogues with the words from the box.

could	got	if	let's	shall	should	shouldn't	sure
-------	-----	----	-------	-------	--------	-----------	------

- 1 \_\_\_\_\_ we take the train to the airport?  
No, we've got too many bags. \_\_\_\_\_ get a taxi.
- 2 \_\_\_\_\_ you get me something to eat?  
It's easier if you go and see the menu. I'll stay here with the bags \_\_\_\_\_ you want.
- 3 We \_\_\_\_\_ be there in about two hours.  
Really? The roads are empty, so it \_\_\_\_\_ take that long. I'd say about an hour and a half at most.
- 4 You've \_\_\_\_\_ to get the car checked before the trip on Sunday.  
I will. But make \_\_\_\_\_ you check our insurance, too, OK?

**E** Complete the second sentence so that it has the same meaning as the first. Use the word(s) in brackets.

- 1 It's not necessary for you to pick me up. I'll get a taxi. (not have)  
You \_\_\_\_\_ me up. I'll get a taxi.
- 2 You must remember to turn on the alarm. (must not)  
You \_\_\_\_\_ on the alarm.
- 3 It's necessary for Basim to pay more attention when he's driving. (need)  
Basim \_\_\_\_\_ more attention when he's driving.
- 4 It's not necessary for a security guard to carry a gun. (not need)  
A security guard \_\_\_\_\_ a gun.
- 5 We need to check these radar speed guns once a month. (must)  
These radar speed guns \_\_\_\_\_ once a month.
- 6 It's necessary for Malik to join the military service when he turns 18. (has)  
Malik \_\_\_\_\_ the military service when he turns 18.

VOCABULARY

**A** Choose the correct words.

- 1 The Land Force, the Navy and the Air Force are all *branches* / *types* of the military.
- 2 You must be 18 years old to *belong* / *join* the military.
- 3 The military needs people to *care for* / *maintain* its equipment and vehicles.
- 4 In the military, you can take a test to become an *officer* / *official*.
- 5 If you pass this test, you have more responsibility and you *investigate* / *supervise* other people.
- 6 When you leave the military, your training can help you find a *criminal* / *civilian* job.

**B** Complete the phrases below with words from the box. There is one extra word.

belt	camera	detector	gun	limit	machine	ticket	traffic
------	--------	----------	-----	-------	---------	--------	---------

- |                  |                     |
|------------------|---------------------|
| 1 security _____ | 5 speeding _____    |
| 2 metal _____    | 6 radar speed _____ |
| 3 X-ray _____    | 7 conveyor _____    |
| 4 speed _____    |                     |

**C** Complete the articles with words and phrases from the box.

arrest	crime scene	disposed of	fingerprints
investigating	pickpocket	unattended	witness

The police got a call about a robbery last night. When they got to the \_\_\_\_\_<sup>1</sup>, they found footprints and \_\_\_\_\_<sup>2</sup> they think were left by the criminal. They are still \_\_\_\_\_<sup>3</sup> the crime, but they think they will \_\_\_\_\_<sup>4</sup> someone soon.

Police caught a \_\_\_\_\_<sup>5</sup> who had stolen several wallets and mobile phones at the airport. The same man also stole some baggage that a passenger had left \_\_\_\_\_<sup>6</sup> in the waiting room while he bought a magazine. The thief had \_\_\_\_\_<sup>7</sup> the stolen property when the police found him, but they spoke to a \_\_\_\_\_<sup>8</sup> who said she had seen him steal the items.

## GRAMMAR

**D** Match the beginnings and endings of the sentences.

- |                                     |                          |  |
|-------------------------------------|--------------------------|--|
| 1 I must get up early tomorrow      | <input type="checkbox"/> | a on a weekend trip.                     |
| 2 You needn't take so much baggage  | <input type="checkbox"/> | b to drive a lorry.                      |
| 3 We mustn't forget                 | <input type="checkbox"/> | c because I don't want to be late again. |
| 4 You need to get a special licence | <input type="checkbox"/> | d wear a uniform at her new job.         |
| 5 She has to                        | <input type="checkbox"/> | e leave so soon.                         |
| 6 I don't have to                   | <input type="checkbox"/> | f to take our passports.                 |

**E** Circle the correct option in each sentence.

- We left two hours early. We *should* / *shouldn't* miss the plane.
- The police found fingerprints at the scene. They *should* / *shouldn't* arrest the thief soon.
- He studied hard. He *should* / *shouldn't* fail the exam.
- He learnt about computers in the military. He *should* / *shouldn't* be able to help me fix mine.
- There are security cameras in the building. The security guard *should* / *shouldn't* see if anyone comes in.
- She's in 6<sup>th</sup> Preparatory. She *should* / *shouldn't* graduate this summer.

**F** Complete the dialogues with *let's*, *would*, *could*, *can*, *should*, *shall* and *will*. Use each word only once.

Ali: \_\_\_\_\_<sup>1</sup> you drive me to the match this afternoon?

Faisal: Sure. You know, you \_\_\_\_\_<sup>2</sup> get a driving licence. You're old enough to drive.

Huda: \_\_\_\_\_<sup>3</sup> you tell me how to get to the mall?

Police officer: Of course. I \_\_\_\_\_<sup>4</sup> show you on the map if you like.

Police officer: \_\_\_\_\_<sup>5</sup> you show me your driving licence, please?

Kamal: Yes, here you are.

Father: \_\_\_\_\_<sup>6</sup> we stop for lunch?

Mother: That's a good idea. \_\_\_\_\_<sup>7</sup> get some petrol, too.

Unit  
**2**

**G** Write six sentences that are true for you with *have to*, *mustn't* and *don't have to* using the verbs from the box.

forget	get up	go shopping	phone	read	smoke	study	write
--------	--------	-------------	-------	------	-------	-------	-------

**Example:** *I have to study for an exam tonight.* \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**H** Rewrite the sentences using the correct form of *get*, *have* or *make*.

**Example:** A photographer took her picture.

*She had her picture taken.* \_\_\_\_\_

- 1 Somebody stole their television.  
They had \_\_\_\_\_.
- 2 My father asked somebody to fix the computer.  
My father \_\_\_\_\_.
- 3 My mother told me to turn down the music.  
\_\_\_\_\_
- 4 He asked somebody to cut his hair.  
\_\_\_\_\_
- 5 Yesterday, my father asked somebody to clean the car.  
\_\_\_\_\_



**1** Match the careers with the photos.

- |         |         |         |
|---------|---------|---------|
| a _____ | e _____ | i _____ |
| b _____ | f _____ | j _____ |
| c _____ | g _____ | k _____ |
| d _____ | h _____ | l _____ |

**2** **9** Listen and match each speaker with a career from the list above.

Zaid \_\_\_\_\_ Nada \_\_\_\_\_ Ousama \_\_\_\_\_ Faten \_\_\_\_\_

**A** Match the jobs and duties in the list below.

JOBS		DUTIES	
1 architect	<input type="checkbox"/> e	a flies a plane	
2 cameraman	<input type="checkbox"/>	b fixes and installs pipes for water	
3 engineer	<input type="checkbox"/>	c designs and builds machines, engines or roads	
4 flight attendant	<input type="checkbox"/>	d does general office work	
5 journalist	<input type="checkbox"/>	e designs buildings	
6 lawyer	<input type="checkbox"/>	f gives advice to people about the law	
7 lifeguard	<input type="checkbox"/>	g is responsible for the safety of swimmers	
8 pilot	<input type="checkbox"/>	h looks after passengers on a plane	
9 plumber	<input type="checkbox"/>	i operates on people in hospital	
10 surgeon	<input type="checkbox"/>	j operates the camera for films or TV programmes	
11 secretary	<input type="checkbox"/>	k shows tourists around	
12 tour guide	<input type="checkbox"/>	l writes articles for newspapers and magazines	

**B** Ask and answer questions using both the job list and the duties list above.



What do you call a person who designs buildings?

An architect.



What's an architect?

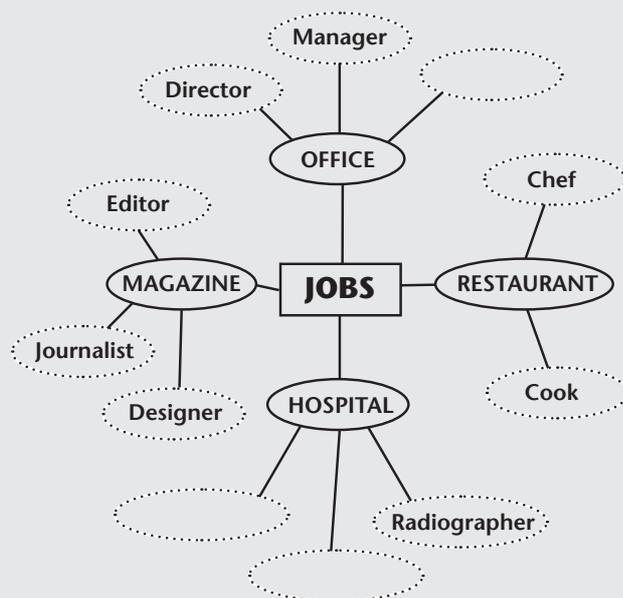
It's someone who designs buildings.



**C** Write definitions for the following jobs.

- 1 A nurse is someone who looks after sick people and helps doctors \_\_\_\_\_.
- 2 A fashion designer \_\_\_\_\_.
- 3 A hotel manager \_\_\_\_\_.
- 4 A salesperson \_\_\_\_\_.
- 5 A TV presenter \_\_\_\_\_.
- 6 A marketing manager \_\_\_\_\_.
- 7 A cartoonist \_\_\_\_\_.

■ A good way to learn new words is to make a **word web**. Choose a topic that you like. Write it in the middle of a big piece of paper. Write words in English or in your language as they come into your head. Use a dictionary if necessary. Here is an example of a word web based on the word *jobs*. Add some more words.





**B** Write these sentences using the correct form of the verbs in brackets.

**Example:** If I (not pass) the high school exam this year, I (take) it again next year.

*If I don't pass the high school exam this year, I'll take it again next year.*

- 1 If anyone (need) advice about their application forms, I (be) here tomorrow to help.

\_\_\_\_\_

- 2 If they (not leave) soon, they (not catch) the train.

\_\_\_\_\_

- 3 If you (want) to do a degree in Britain, you (have to) do a one-year foundation course first.

\_\_\_\_\_

- 4 Unless he (make) a big effort this term, he (not get through) the end-of-year exams.

\_\_\_\_\_

- 5 If you are offered a place at Carnegie University, (you accept) it?

\_\_\_\_\_

**C** Complete these sentences in the first conditional.

- 1 If I do really well in the exams, \_\_\_\_\_

\_\_\_\_\_

- 2 If you want to work in the media, \_\_\_\_\_

\_\_\_\_\_

- 3 If my parents can afford it, \_\_\_\_\_

\_\_\_\_\_

- 4 If I don't get a place at \_\_\_\_\_

\_\_\_\_\_

- 5 If you want to study languages, \_\_\_\_\_

\_\_\_\_\_

- 6 If you like online action games, \_\_\_\_\_

\_\_\_\_\_

- 7 Unless you get the next bus, \_\_\_\_\_

\_\_\_\_\_

- 8 If he doesn't pay his phone bill, \_\_\_\_\_

\_\_\_\_\_

Unit  
**3**

Lesson 3: If you could choose any job ...

**A**  Practise the dialogue on page 32 of the Student's Book in pairs. Then change Maryam's ideal career and the other words in bold and create and practise new dialogues.

- 1 painter/buy my paintings/my art is always a bit messy/do art in my free time
- 2 actor/come to my shows/I'm not a brilliant performer/be an actor in my free time
- 3 writer/read my books/I haven't got anything very important to write about/write stories in my free time

**B** Write sentences in the second conditional using the verbs in brackets.

**Example:** If I (have) *had* \_\_\_\_\_ lots of money, I (buy) *would buy* \_\_\_\_\_ a racehorse.

- 1 I (not have) \_\_\_\_\_ to spend so long on my homework if I (have) \_\_\_\_\_ a computer of my own.
- 2 Where (you choose) \_\_\_\_\_ to live if you (can) \_\_\_\_\_ live anywhere in the world?
- 3 I (learn) \_\_\_\_\_ to parachute if my friend (say) \_\_\_\_\_ she would do it with me.
- 4 If I (be) \_\_\_\_\_ you, I (not ask) \_\_\_\_\_ his advice about anything.
- 5 She (look) \_\_\_\_\_ much nicer if she (wear) \_\_\_\_\_ contact lenses instead of glasses.
- 6 He (be) \_\_\_\_\_ more attractive if he (shave) \_\_\_\_\_ his beard off.
- 7 I (not marry) \_\_\_\_\_ him even if he (be) \_\_\_\_\_ the last man on earth!

**C**  Work in pairs. Complete the sentences with your own ideas.

- 1 If I had my own car, *I'd take my friends on picnics every weekend* \_\_\_\_\_.
- 2 If my father won a million pounds, \_\_\_\_\_.
- 3 If I had one wish, \_\_\_\_\_.
- 4 If I had three wishes, \_\_\_\_\_.
- 5 If I could eat only one thing for the rest of my life, \_\_\_\_\_.
- 6 If I had a time machine, \_\_\_\_\_.



Write sentences beginning *If I were a millionaire, ...* Use some of these ideas to help you.

- I'd take my family on holiday.
- I'd buy a fabulous house.
- I'd spend a year travelling.
- I'd open a chain of health clubs.
- I'd have flying lessons and buy my own plane.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reported speech used in statements, negative sentences and questions.**

- Reported speech is used when the speaker is conveying a message from someone else.
- In reported statements and negative sentences:
  - We often take the verb one tense to the past.  
*'I'm waiting for you.'* → *She said she **was waiting** for me.*
  - *'I **didn't finish** my part of the project'* → *Maryam told me she **hadn't finished** her part of the project.*
  - We change references to time and place accordingly.  
*'I'll wait for you **here tomorrow**.'* → *He said he would wait for me **there the next day**.*
- In reported questions:
  - We do not use the question form of the verb.  
*'What **are you doing**?' → He asked me what **I was** doing.*
  - We use *if* or *whether* for reported Yes/No questions.  
*'Have you seen Rasha?'* → *She asked me **if/whether** I had seen Rasha.*
  - You can also use reporting verbs to summarize what people are saying. For example:  
*My dad **suggested** fixing my old bike for now.*  
*Malik's mum **promised** to buy him the video game for his birthday.*  
*The doctor **advised** me not to go to school for a few days.*

**A** Imagine you are talking about Zaha Hadid's interview to a friend. Report the following parts of the interview.

- 1 'It has been my dream since childhood.'  
Zaha said \_\_\_\_\_.
- 2 'I moved to London and studied architecture.'  
Zaha said \_\_\_\_\_.
- 3 'I was the first woman ever to win the Pritzker Prize.'  
Zaha said \_\_\_\_\_.
- 4 'Any Iraqi woman can succeed in her chosen career if she works hard enough.'  
Zaha said \_\_\_\_\_.

**B** Write the interviewer's questions from the text on page 33 of the Student's Book in reported speech.

Latifa asked Zaha when she had decided to be an architect.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**C** Rewrite the sentences using one of the reporting verbs in the box.

advise

agree

promise

refuse

suggest

- 1 **Hazem:** 'Why don't you apply for the job?'  
Hazem \_\_\_\_\_.
- 2 **Layla:** 'I'll help with the project tomorrow, OK?'  
Layla \_\_\_\_\_.
- 3 **Malik:** 'I think it's not a good idea to speak to the manager now.'  
Malik \_\_\_\_\_.
- 4 **Maryam:** 'I'm not going to stay late to finish the report.'  
Maryam \_\_\_\_\_.
- 5 **Saeed:** 'OK, I'll sign the contract.'  
Saeed \_\_\_\_\_.

**1** Match each sentence with a photo.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

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

1 *I wish I'd learnt the Highway Code.* \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 6 \_\_\_\_\_  
 3 \_\_\_\_\_ 7 \_\_\_\_\_  
 4 \_\_\_\_\_

**A** Study the rules and complete the examples.

**Regrets**

■ We use *If only* or *I wish* + past perfect to express regret about the past.

*If only you had told me about your problem.* (= Then I could have helped.)

*I wish I \_\_\_\_\_ gone to bed so late.* (= Then I wouldn't have been so tired.)

*I wish I \_\_\_\_\_ more carefully.* (= Then I wouldn't have crashed the car.)

**B** Write regrets starting *If only* or *I wish* for the situations below.

**Example:** Unfortunately, I ate three bars of chocolate. That's why I felt sick.

*If only I hadn't eaten three bars of chocolate.* \_\_\_\_\_

- 1 Unfortunately, he fell over during the race. That's why he didn't win.  
\_\_\_\_\_
- 2 Unfortunately, you were rude to your brother. Now he won't give us a lift to the cinema.  
\_\_\_\_\_
- 3 Unfortunately, I spent all my money at the weekend. That's why I can't buy those shoes.  
\_\_\_\_\_
- 4 Unfortunately, they didn't train every day. That's why they lost the match.  
\_\_\_\_\_

5 Unfortunately, I left my camera at Faten's house. That's why I couldn't get a picture of the dolphin.

---

6 Unfortunately, she lost their address. That's why she couldn't write to them.

---

**C** Write two regrets for each situation using *I wish ...* and *If only ...*

**Example:** You were late for school today and got into serious trouble.

*I wish I'd got up earlier.*

*If only my father had given me a lift.*

1 Your team lost the match on Saturday.

---

---

2 You got a bad mark in your last Science exam.

---

---

3 Your brother is very annoyed with you.

---

---

4 You didn't lock the car and a thief stole some valuable things of yours from it.

---

---

5 You arranged to meet your friends at the cinema, but you went to the wrong one.

---

---

6 Your mum told you to take a jacket to the park, but you didn't. Now you're cold and wet.

---

---

**1**  **12** 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.

- 1 I wanted to be a pilot, but I failed the eye test.
- 2 I started training to be a doctor, but \_\_\_\_\_.
- 3 I considered studying engineering, but \_\_\_\_\_.
- 4 I tried being a policeman, but \_\_\_\_\_.
- 5 I wasn't a good tour guide because \_\_\_\_\_.

**A** Match the beginnings and the endings of Mustafa's sentences.

- 1  I would have trained as a pilot if I had passed
- 2  I would have been a doctor if I hadn't been
- 3  I might have become an engineer if I hadn't been
- 4  I would have stayed in the police force if I hadn't been
- 5  I could have been a good tour guide if I'd spoken

- a scared of heights.
- b scared of blood.
- c more languages.
- d so unfit.
- e the eye test.

**B** Complete the sentences with the third conditional form of the verbs in brackets.

**Example:** If I (know) had known \_\_\_\_\_ about her problems, I would have lent her some money.

- 1 If we (leave) \_\_\_\_\_ a little earlier, we wouldn't have missed the bus.
- 2 We (not eat) \_\_\_\_\_ at that restaurant if we had known it was so expensive.
- 3 I would have studied medicine if my parents (have) \_\_\_\_\_ enough money to pay for the course.
- 4 What would you have done if nobody (come) \_\_\_\_\_ to rescue you?

- 5 We (die) \_\_\_\_\_ of thirst in the desert if Adam and Ali hadn't come for us in their truck.
- 6 If Salwa hadn't told me about the new time for the class, I (be) \_\_\_\_\_ really late.

**C** Complete these sentences in the third conditional. Use an appropriate verb in the correct form.

**Example:** You would have met my Aunt Salima *if you had come to our party* \_\_\_\_\_.

- 1 I wouldn't have missed the plane if \_\_\_\_\_  
\_\_\_\_\_.
- 2 We wouldn't have camped there if \_\_\_\_\_  
\_\_\_\_\_.
- 3 If we had looked at the map, we \_\_\_\_\_  
\_\_\_\_\_.
- 4 If I hadn't had the operation, \_\_\_\_\_  
\_\_\_\_\_.
- 5 You wouldn't have broken your ankle if you \_\_\_\_\_  
\_\_\_\_\_.
- 6 If you had stayed in bed and rested, you \_\_\_\_\_  
\_\_\_\_\_.
- 7 She wouldn't have got sunburnt if \_\_\_\_\_  
\_\_\_\_\_.
- 8 They would have won the match if \_\_\_\_\_  
\_\_\_\_\_.
- 9 If you had called me, I \_\_\_\_\_  
\_\_\_\_\_.
- 10 I would have passed the exam if \_\_\_\_\_  
\_\_\_\_\_.

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

 **13** Then listen and check your answers.

- |         |         |         |          |
|---------|---------|---------|----------|
| 1 _____ | 4 _____ | 7 _____ | 10 _____ |
| 2 _____ | 5 _____ | 8 _____ | 11 _____ |
| 3 _____ | 6 _____ | 9 _____ | 12 _____ |

**A** Complete the accommodation form for yourself. Use the correct words from the box for questions 6–10.

allergies	details	dietary	medical	permit
-----------	---------	---------	---------	--------

## Accommodation information

Title: \_\_\_\_\_ <sup>1</sup>

First name: \_\_\_\_\_ <sup>2</sup>

Family name: \_\_\_\_\_ <sup>3</sup>

Date of birth: \_\_\_\_\_ <sup>4</sup>

Gender: \_\_\_\_\_ <sup>5</sup>

(If you answer yes to any of the questions below, please give \_\_\_\_\_ <sup>6</sup>.)

Do you have any special \_\_\_\_\_ <sup>7</sup> requirements? Yes / No

\_\_\_\_\_

Do you have a \_\_\_\_\_ <sup>8</sup> condition? Yes / No

\_\_\_\_\_

Do you have any \_\_\_\_\_ <sup>9</sup>? Yes / No

\_\_\_\_\_

Do you smoke? Yes / No

\_\_\_\_\_

(Please note. Most private homestays do not \_\_\_\_\_ <sup>10</sup> smoking indoors.)

**B**  Work in pairs. You and your partner are interested in doing a course at Birchwood International College this summer. But you have some questions first. Write down five more questions you would like to ask about the courses, locations and accommodation.

**Examples:** *Do you offer any city locations?* \_\_\_\_\_

*Are there any facilities for sport in the city locations?* \_\_\_\_\_

*Are evening meals provided in homestay accommodation?* \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**C** Complete the sentences with the adjectives from the nouns in brackets. Then find the words in the text on page 36 of the Student's Book to check.

1 All our teachers and other staff members are (qualification) \_\_\_\_\_.

2 Our (residence) \_\_\_\_\_ accommodation includes three meals a day.

3 The rooms are very (comfort) \_\_\_\_\_ and have a desk and a bathroom.

4 There is also an (experience) \_\_\_\_\_ site manager available at all times.

5 Our (tailor) \_\_\_\_\_ lessons will help you learn quickly.

6 All our staff members are really (friend) \_\_\_\_\_ and will make you feel at home.

- A** Complete an email to a friend asking them to come with you to Britain this summer to do an English course. Use the information on page 36 of the Student's Book.

Dear \_\_\_\_\_<sup>1</sup>,

I'm thinking of doing an English course at Birchwood International College this summer. I was wondering if you would like to join me. It would be much nicer to have a friend with me, although we would have to promise to only speak English to each other!

I was thinking of going for \_\_\_\_\_<sup>2</sup> weeks in \_\_\_\_\_<sup>3</sup>. Of course, it is never very hot in Britain, not even in the summer. So we wouldn't need to worry about the heat.

There is a choice of 24 locations. The college has both country and city locations. Personally, I would prefer to be in \_\_\_\_\_<sup>4</sup> because \_\_\_\_\_<sup>5</sup>,

but, of course, I don't mind if you have a strong opinion about where you would like to go.

There is also a choice of accommodation. We can either stay \_\_\_\_\_<sup>6</sup>, or we can stay \_\_\_\_\_<sup>7</sup>.

Personally, I would prefer \_\_\_\_\_<sup>8</sup> because \_\_\_\_\_<sup>9</sup>, but I am open to your suggestions.

The price of the course will be around £150 a week, and the accommodation will cost around £75 a week. We will also need to take plenty of pocket money for shopping, \_\_\_\_\_<sup>10</sup> and souvenirs. I definitely think it will be worth it even if it does cost a lot of money. We will learn \_\_\_\_\_<sup>11</sup> and visit some wonderful places.

I really hope you can come. It will be a great experience. Let me know what you think.

Looking forward to hearing from you,

Best wishes,  
\_\_\_\_\_<sup>12</sup>



**A** Read the text on page 38 of the Student's Book and answer the questions.

1 Why do interpreters need to read about the subject beforehand?

\_\_\_\_\_

2 What languages can Samira speak? How did she learn them?

\_\_\_\_\_

3 How many students who start an interpreting course finish the course?

\_\_\_\_\_

4 What does an interpreter's salary depend on?

\_\_\_\_\_

5 How did Samira translate the phrase 'Akl il-inab habba habba'?

\_\_\_\_\_

6 What does the text say about the Arabic language?

\_\_\_\_\_

**B** Read the text again and mark the sentences true (T) or false (F).

1 A good interpreter follows the news and is well informed on many topics.

2 Interpreters have to have a degree before they do an interpreting diploma.

3 It is very easy to get a place on an interpreting course.

4 Interpreters must have three active languages.

5 Conference interpreters must translate each word literally.

**C** Complete the sentences with the words and phrases from the box.

conference   diploma   literal translation   postgraduate   stressful   technical terms

1 To be an interpreter, you should do a degree in a language and then do a \_\_\_\_\_ course in interpreting.

2 Interpreters often work in pairs because it is less \_\_\_\_\_.

- 3 Interpreters don't use the \_\_\_\_\_ of a word or phrase if it won't make sense to the listeners.
- 4 Most \_\_\_\_\_ interpreters work freelance so they can choose their clients.
- 5 You need to read about the topic of the event so that you know the \_\_\_\_\_ of the field.
- 6 You don't need to come from an international family to be an interpreter, as long as you have a \_\_\_\_\_ in interpreting.

**D** Find words or phrases in the text on page 38 of the Student's Book that mean:

- 1 yearly = \_\_\_\_\_
- 2 things you put over your ears to listen privately = \_\_\_\_\_
- 3 the box-like room where interpreters work = \_\_\_\_\_
- 4 in a difficult situation = \_\_\_\_\_
- 5 give an idea of the meaning = \_\_\_\_\_
- 6 wanted and needed = \_\_\_\_\_
- 7 unemployed = \_\_\_\_\_

**E** Use some of the words or phrases you found in Exercise D to complete the following sentences.

- 1 Skilled nurses and doctors are always \_\_\_\_\_ at hospitals.
- 2 The production team was \_\_\_\_\_ to finish the project before the deadline so that the books could be printed.
- 3 I am on \_\_\_\_\_ leave at the moment, and I will come back at the end of the month.
- 4 After the company closed down, many employees found themselves \_\_\_\_\_.
- 5 I always have my \_\_\_\_\_ when I am on public transport, so I can listen to music without disturbing other people.

**A** Complete the sentences with one word in each gap.

- 1 I'm hungry. Let's have lunch in the college \_\_\_\_\_.
- 2 You'll really enjoy studying there. All the \_\_\_\_\_ are really friendly and helpful.
- 3 Please fill in this application \_\_\_\_\_. Write your name here and the other information underneath.
- 4 Our course is \_\_\_\_\_ for each student, so you learn only what you need.
- 5 I would like to go on a computer \_\_\_\_\_ to improve my skills.
- 6 I didn't know what to do after leaving school, but one of my teachers gave me some very good \_\_\_\_\_.
- 7 They didn't know which class I should be in, so I did a test to find out what \_\_\_\_\_ my English was.
- 8 I can't get that job because I don't have the right \_\_\_\_\_.
- 9 I want to go to \_\_\_\_\_ and get a Science degree.
- 10 I am interested in the environment. I would like a \_\_\_\_\_ in ecology.

**B** Choose the correct option to complete the sentences.

- 1 If people *don't get* / *doesn't get* enough rest, they *feel* / *feels* tired the next day.
- 2 Will you tell the teacher I've gone home if she *asks* / *will ask*? I'm not feeling well.
- 3 We *will* / *won't* arrive on time unless we take the next bus. Hurry up!
- 4 I go for a walk every afternoon *if* / *unless* it's raining. Then I go in the evening.
- 5 *I bake* / *I'll bake* you a cake this afternoon if I have time.

**C** Complete the sentences with the correct form of the verbs in brackets.

- 1 If you had remembered to set your alarm, you (not wake) \_\_\_\_\_ up so late.
- 2 If Hazem (score) \_\_\_\_\_ that goal, we would have won the match.
- 3 You (see) \_\_\_\_\_ the sunset if you had arrived a few minutes earlier.

- 4 I would have bought you a present if I (know) \_\_\_\_\_ it was your birthday today.
- 5 If we (not take) \_\_\_\_\_ a taxi, we would have waited a long time at the bus stop.

**D Put the words in the correct order to form reported statements.**

- 1 My mother \_\_\_\_\_ my birthday present the next day.  
(would / told / she / buy / me)
- 2 Rawan \_\_\_\_\_ Tala's phone as a joke. (she / hidden / hadn't / said / that)
- 3 Shahad \_\_\_\_\_ at the library to do the project. (us / promised / meet / to)
- 4 The teacher \_\_\_\_\_. (was / asked / what / I / doing / me)
- 5 Halima \_\_\_\_\_. (had / Layla / sleeping / if / been / asked / she)

**E Complete the second sentence so that it means the same as the first.**

- 1 I forgot Muna's birthday, and now she's mad at me.  
I wish \_\_\_\_\_ because now she's mad at me.
- 2 I didn't save enough money to buy the sneakers I want.  
If only \_\_\_\_\_ to buy the sneakers I want.
- 3 Ahmed didn't bring an umbrella, and it's raining now.  
Ahmed wishes \_\_\_\_\_ because it's raining now.
- 4 We didn't take the train, and we're not there yet.  
If only \_\_\_\_\_. We'd be there by now.
- 5 Muna turned down that job offer, and now she's unemployed.  
Muna wishes \_\_\_\_\_ because now she's unemployed.
- 6 I didn't practise enough for my driving test and failed it.  
If only \_\_\_\_\_. I wouldn't have failed it.
- 7 Hazem didn't know about the traffic jam and arrived late at the airport.  
Hazem wishes \_\_\_\_\_. He would have left earlier for the airport.

## VOCABULARY

**A** Complete the sentences with the correct word or phrase from the box.

architect	engineer	flight attendant	journalist	lawyer	lifeguard
pilot	plumber	secretary	surgeon	tour guide	

- 1 Salwa works with the director of the company. She writes all his letters and answers the telephone. She is his \_\_\_\_\_.
- 2 Captain Yousof has been a \_\_\_\_\_ for ten years now. At the moment, he flies planes from Europe to the Gulf.
- 3 Jameel nearly drowned at the beach yesterday. Luckily, the \_\_\_\_\_ saw him and rescued him.
- 4 'Who designed that amazing building?' 'My uncle. He's a famous \_\_\_\_\_, you know.'
- 5 My sister is a \_\_\_\_\_. She takes tourists sightseeing in London every day.
- 6 Have you read the article about dhows in this magazine? It's by my aunt, who is a \_\_\_\_\_.

**B** Complete the sentences with the missing word. The first and last letters have been given.

- 1 I'd like to work in information t\_\_\_\_\_y in the future, like a computer programmer, for example.
- 2 Samira is now doing scientific r\_\_\_\_\_h in her area at university.
- 3 Our English teachers are h\_\_\_\_\_y qualified and experienced.
- 4 I'm sure you will find that the accommodation suits your n\_\_\_\_\_s perfectly.
- 5 The school also offers an on-site c\_\_\_\_\_n, where you can buy sandwiches and drinks.
- 6 To study at our school, simply fill out our a\_\_\_\_\_n form, and we'll be in touch.
- 7 I failed my driving test because I exceeded the speed l\_\_\_\_\_t – twice!
- 8 My cousin Basim speaks English so well that he works as a conference i\_\_\_\_\_r.

## GRAMMAR

**C** Complete the sentences with the correct conditional form of the verbs in brackets.

**Example:** What would you like to change if you (can) *could* \_\_\_\_\_ change one thing about your appearance?

- 1 If you go to bed now, you (probably feel) \_\_\_\_\_ better in the morning.
- 2 What would you buy first if you (win) \_\_\_\_\_ a million pounds?
- 3 What would we have done if our car (break down) \_\_\_\_\_ in the desert?
- 4 I won't help Reema with her Maths if she (not lend) \_\_\_\_\_ me her camera.
- 5 If you (find) \_\_\_\_\_ a snake in your bed, what would you do?

**D** Imagine you are in these situations. For each situation, write a sentence with *I wish ...* or *If only ...*

**Example:** You've eaten too much chocolate, and now you feel sick.

*I wish I hadn't eaten so much chocolate.* \_\_\_\_\_

- 1 You drank a lot of coffee. Now you are in bed, and you can't sleep.  
\_\_\_\_\_
- 2 You decided not to go to the park with your friends. Now you regret it.  
\_\_\_\_\_
- 3 You didn't revise for your Geography exam, and you got a bad mark. You feel sorry about this.  
\_\_\_\_\_
- 4 You bought some shoes last week. You've decided you don't like them.  
\_\_\_\_\_
- 5 You are at the park with your friends. You would like to take some photos, but you have forgotten to bring your camera.  
\_\_\_\_\_
- 6 You bought a very expensive bag last week. You've seen the same bag on sale this week.  
\_\_\_\_\_

# Unit 3

## E Write who said the sentences or asked the questions using reported speech.

my English teacher  
the football coach

my mother  
~~the hairdresser~~

the dentist  
the shop assistant

**Example:** How short do you want your hair?

*The hairdresser asked me how short I wanted my hair.*

1 You have to clean your teeth more often.

\_\_\_\_\_

2 You haven't answered all the questions in the test.

\_\_\_\_\_

3 Will you be free to play in the match next Saturday?

\_\_\_\_\_

4 I'll get you a new bicycle for your birthday, I promise.

\_\_\_\_\_ promised \_\_\_\_\_.

5 I think you should get the red jacket.

\_\_\_\_\_ advised \_\_\_\_\_.

## F Write the direct speech as reported speech.

1 'You should work in the oil industry,' my teacher said to me.

My teacher advised \_\_\_\_\_.

2 'Do you have experience in the area?', the interviewer asked Faisal.

The interviewer asked Faisal \_\_\_\_\_.

3 'We should have a meeting to discuss the issue,' Noura said.

Noura suggested \_\_\_\_\_.

4 'How did you forget to check the oil?', my mum asked my dad.

My mum asked my dad \_\_\_\_\_.

5 'I won't stay in student accommodation next year,' I told my mother.

I told my mother that \_\_\_\_\_.



**1** Complete the email with the correct words.

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |

**A** Complete the sentences with the past simple of an appropriate verb.

- 1 Rana \_\_\_\_\_ an email to Bidor to tell her about her new clothes company.
- 2 She and her brother, Rashid, \_\_\_\_\_ the company last September.
- 3 They \_\_\_\_\_ to Lebanon and Morocco to choose cloth two months ago.
- 4 They \_\_\_\_\_ a lot of success at London Fashion Week.
- 5 They \_\_\_\_\_ important new contacts there and \_\_\_\_\_ a lot of shirts to influential people.
- 6 At Heathrow Airport, they \_\_\_\_\_ an old school friend called Muna.
- 7 Muna \_\_\_\_\_ married to Ghassan two years ago.

**B**  Imagine you are Bidor. You want to ask Rana some questions about her recent trip to Lebanon and Morocco. Write questions about Rana's trip. Ask about: the country she preferred, who travelled with her, the food, Morocco, the hotels, sightseeing, language for business meetings. Then ask and answer the questions in pairs, using your imagination for the answers.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_



**A** Read the article on page 43 of the Student's Book and answer the following questions:

- 1 Why is it now easier for people to work out from home?
- 2 What are some ways technology has changed fitness?
- 3 How do modern fitness apps help people track their workouts?
- 4 Who do gym owners have to compete with nowadays?
- 5 Where can people use workout mirrors to improve their exercise routines?

**B** Read the article again. Choose the correct option.

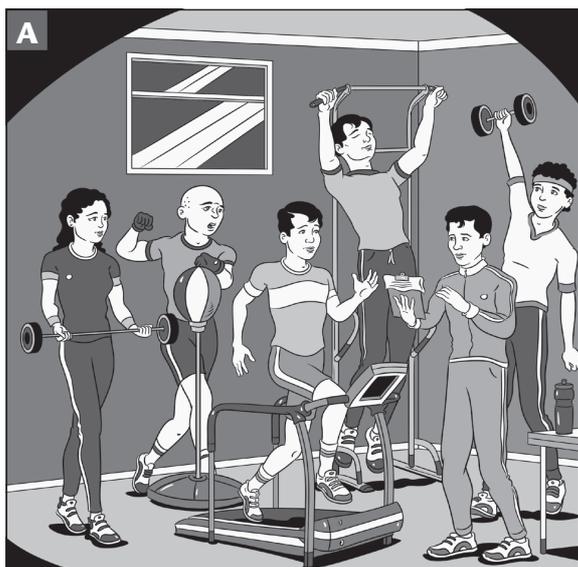
- 1 Nowadays, more and more people are working out *at the gym* / *from home*.
- 2 *The first* / *Modern* fitness apps measured just how far you ran and how fast.
- 3 Experts say it's *easier* / *harder* than before for gym owners now.
- 4 In the past, gyms only used to have *other gyms* / *home gyms* to compete with.
- 5 The writer believes there will be *less* / *more* technology in fitness in the future.

**C** Read again. Complete the sentences with words from the article.

- 1 Before, people used to be part of a \_\_\_\_\_ to cycle with others.
- 2 Modern fitness apps can even measure the quality of your \_\_\_\_\_.
- 3 Gyms now have equipment that most clients can't \_\_\_\_\_ to buy themselves.
- 4 Some mirrors now can \_\_\_\_\_ people how to exercise.
- 5 \_\_\_\_\_ now have to be more familiar with technology to do their job.
- 6 AI is providing a lot of \_\_\_\_\_ about the clients of a gym.



**D** Look at the pictures of how a gym looked before and how it looks now, and notice the differences. Then close your books. How much can you remember about how the gym used to be? Take turns making sentences with *used to/didn't use to*.



There used to be more people at the gym.

The trainer didn't use to have a tablet.

**E** Imagine you are interviewing a businessman who turned his gym into a smart gym. Write five questions with *did ... use to*.

Example: *What equipment did you use to have in the gym?*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

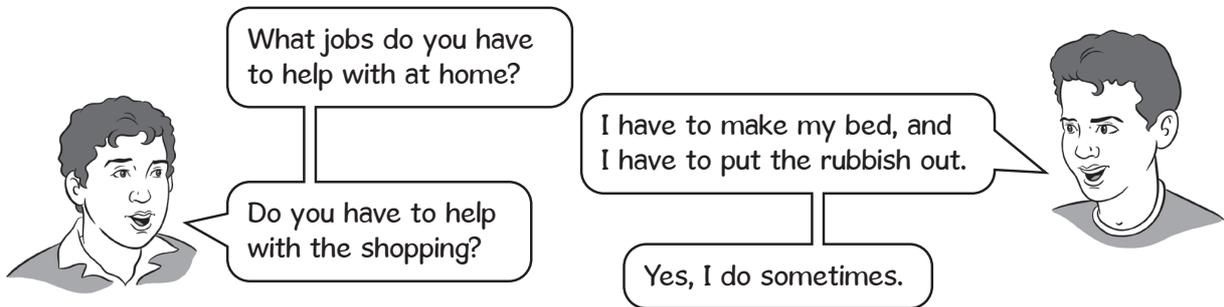
## Lesson 3: How to be the best!

**1** Match the sentence halves.

- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_ 8 \_\_\_\_\_

**2** Match six of the sentences with the pictures.

- A \_\_\_\_\_ C \_\_\_\_\_ E \_\_\_\_\_  
 B \_\_\_\_\_ D \_\_\_\_\_ F \_\_\_\_\_

**A**  Work with a partner. Ask and answer about what you have to do at home.**B** Make a list of six things that you know you have to do in the next week or two.

I have to call my cousin about our plans for the weekend.  
 I have to look for my photos of Samira's party.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

- C**  Play the *Had to* chain game in teams of six or more students. First, give the whole team a job, profession or business. Then each student in the team has to say what they had to do in their job last week. The next student has to repeat what the previous student said and add something.

**Example:** Owner of a restaurant

**Student A:** Last week, I had to go to the market with the chef.

**Student B:** Last week, I had to go to the market with the chef, and I had to order a new fridge.

**Student C:** Last week, I had to go to the market with the chef, I had to order a new fridge and I had to interview two waiters.

- D** Complete the sentences about Birchwood International College with *have to*, *don't have to*, *mustn't*, *should* or *shouldn't*.

## BIRCHWOOD INTERNATIONAL COLLEGE

### Information for new students

#### Accommodation

- 1 You \_\_\_\_\_ share a room with other students, but the price of accommodation is lower if you do.
- 2 Breakfast is from 7 to 9 a.m. You \_\_\_\_\_ eat it, but the price is included.
- 3 All students \_\_\_\_\_ be out of their rooms by 9:30 a.m. so that the cleaners can get in and clean them.
- 4 You can eat snacks and have drinks in your rooms, but you \_\_\_\_\_ cook.
- 5 You can listen to music in your rooms, but you \_\_\_\_\_ make noise after 1 a.m.

#### Courses

- 1 Classes start at 9:30 a.m. every day. Students \_\_\_\_\_ be late.
- 2 If you are late, you \_\_\_\_\_ go to the office and sign the late book before joining your class.
- 3 We provide all the books for our courses. You \_\_\_\_\_ bring any books besides a dictionary.
- 4 You \_\_\_\_\_ take the special computer course, but we think all our students will find it useful.
- 5 There are social activities, sports and excursions after class every day. You \_\_\_\_\_ do any of these, but if you want to, you \_\_\_\_\_ sign the list by 11 a.m.

Unit  
**4**

Lesson 4: If only ...

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

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_

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

2 a \_\_\_\_\_

b \_\_\_\_\_

3 a \_\_\_\_\_

b \_\_\_\_\_

4 a \_\_\_\_\_

b \_\_\_\_\_

5 a \_\_\_\_\_

b \_\_\_\_\_

6 a \_\_\_\_\_

b \_\_\_\_\_

**A** Practise past regrets using *I wish*, *If only* and the third conditional.

1 I'm not feeling very well.

Well, you did have six slices of cake! I bet you wish you (not eat) \_\_\_\_\_ so much now.

2 Mum said she'll be here in about an hour.

We'll have to wait then. If only I (not forget) \_\_\_\_\_ my key when I left home.

3 I can't believe you're going to be an aunt!

I know! If only I (not throw away) \_\_\_\_\_ my old toys. I could give them to the baby.

4 Did you see the prices of the tickets to the concert now?

Yeah. Now I wish I (buy) \_\_\_\_\_ them earlier, when they were cheaper.

5 I can't believe we're lost! And no phone signal!

If you had listened to me, you (bring) \_\_\_\_\_ the map.

**B** Complete these sentences to express regret.

1 I didn't buy the jacket while it was on sale.

If only \_\_\_\_\_ while it was on sale.

- 2 My dad didn't check the oil, and the car broke down.  
The car \_\_\_\_\_ the oil.
- 3 Qais didn't make a copy of his essay, so he had to write it all again.  
If Qais \_\_\_\_\_ to write it all again.
- 4 Hazem spent all his money on video games.  
Hazem wishes \_\_\_\_\_ on video games.
- 5 I didn't pay attention in class and failed the exam.  
I wish \_\_\_\_\_. I wouldn't have failed the exam.
- 6 I didn't take many photos of my trip.  
If only \_\_\_\_\_ of my trip.

**G**  **Work in pairs. Discuss what you would have done in the following situations.**

- 1 Ahmed was answering an important phone call. He was travelling on a bus, and the people next to him started singing loudly. He asked them to stop singing.
- 2 Salima invited two friends to dinner on Saturday. They came on Friday. Salima told them to come back the next day.
- 3 Safia broke her friend's beautiful glass vase. She decided not to say anything about it and hid the pieces.
- 4 Kerim was not pleased with the food or service he got in a restaurant. He left without finishing his meal and didn't pay.

I would have moved to a different seat.

But what if the bus had been full?

Then I would have complained to the driver.

**D** **Now write what you would have done in each of the situations above.**

- 1 *I would have moved to a different seat. If the bus had been full, I would have complained to the driver.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**A Match the words in the box with their definitions.**

ambitious	calories	compete	designer	fitness app	personal assistant
personal trainer	previous experience	profit	punctual	score	stationary bike

- \_\_\_\_\_ = a professional who supervises how you exercise in a gym
- \_\_\_\_\_ = the money you make in a business
- \_\_\_\_\_ = what you have done before (companies you worked for, etc.)
- \_\_\_\_\_ = a program that helps you do exercise
- \_\_\_\_\_ = always arriving on time
- \_\_\_\_\_ = a person who decides what clothes will look like
- \_\_\_\_\_ = determined to be successful
- \_\_\_\_\_ = a fitness machine that looks like a bicycle
- \_\_\_\_\_ = to win goals in a game
- \_\_\_\_\_ = a person who works as a secretary for another
- \_\_\_\_\_ = a unit that measures how much energy people burn with exercise
- \_\_\_\_\_ = to try to be more successful than other businesses in the same area

**B Complete the sentences with the correct conditional form of the verbs in brackets.**

- If I (be) \_\_\_\_\_ you, I would apply for that course this week.
- I (help) \_\_\_\_\_ you with your application form if you bring it round on Saturday.
- What (you do) \_\_\_\_\_ if you (wake up) \_\_\_\_\_ and (find) \_\_\_\_\_ you had turned into a fly?
- Ali would be really happy if he (can) \_\_\_\_\_ spend the summer studying in London.
- Which course (Muna apply) \_\_\_\_\_ for if she passes all her exams this year?
- (your brother get) \_\_\_\_\_ annoyed if he doesn't win at chess?

**C Complete each word with the right ending.**

-age	-al	-ate	-ent	-fy	-ient	-ness	-tion	-ure	-vise
------	-----	------	------	-----	-------	-------	-------	------	-------

- |                 |                 |
|-----------------|-----------------|
| 1 fract_____    | 6 identi_____   |
| 2 ineffic_____  | 7 super_____    |
| 3 unfortun_____ | 8 wit_____      |
| 4 independ_____ | 9 applica_____  |
| 5 unusu_____    | 10 discour_____ |

**D Complete the sentences with one word in each gap.**

- You don't have \_\_\_\_\_ go to the office every day in this job.
- You would \_\_\_\_\_ passed the driving test if you hadn't made that mistake.
- If you \_\_\_\_\_ not feeling better by tomorrow, you can stay at home.
- If \_\_\_\_\_ we had known she needed help.
- You \_\_\_\_\_ go to the hospital right now.
- \_\_\_\_\_ we go for a coffee after the lesson today?
- \_\_\_\_\_ you give me a hand with this report later?
- We are \_\_\_\_\_ our house painted this week.

**E Find the mistakes in the sentences and rewrite them correctly.**

- We played football when it started to rain, and we had to stop.  
\_\_\_\_\_
- This gym used to had the best equipment in town, but not anymore.  
\_\_\_\_\_
- Amjed didn't used to work out, but now he's really fit.  
\_\_\_\_\_
- My brothers and I have help my parents with the housework.  
\_\_\_\_\_
- If only you told me about your problem before. I could have helped you.  
\_\_\_\_\_

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

- |                              |                       |
|------------------------------|-----------------------|
| 1 boarding <i>card</i> _____ | 6 ski _____           |
| 2 travel _____               | 7 car _____           |
| 3 five-star _____            | 8 self-catering _____ |
| 4 package _____              | 9 sight _____         |
| 5 packed _____               | 10 sea _____          |

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

- |         |         |         |
|---------|---------|---------|
| A _____ | C _____ | E _____ |
| B _____ | D _____ | F _____ |

**A** Use the compound nouns on page 48 of the Student's Book to complete the sentences below.

- 1 If we get a \_\_\_\_\_ in Spain, we can buy food at the market and make our own meals.
- 2 Let's not go on a \_\_\_\_\_ to Italy. It would be more fun to choose our own hotels and tours when we get there.
- 3 I can't find my \_\_\_\_\_. I won't be able to get on the plane if I don't find it.
- 4 Let's go for a walk along the \_\_\_\_\_ this evening and watch the sunset over the water.
- 5 I don't like booking flights online. Let's go and buy our tickets at that \_\_\_\_\_ in Al Saad Street.
- 6 If you order it now, the hotel kitchen will make a \_\_\_\_\_ for anyone who is going on the tour tomorrow.
- 7 I spent the morning at the beach, and in the afternoon, we did some \_\_\_\_\_. I took lots of photos of the Roman temples.
- 8 You can't rely on public transport on that island. You should find out about \_\_\_\_\_ so you can travel more independently.

### Compound nouns

- Compound nouns can be found in three different forms:
  - as in most of this exercise, where they are two separate nouns (or adjective + noun)
  - those that are linked by a hyphen
  - those that have become one word
- There is no clear rule about which form to use, and the form changes over time. When words are often used together, they might become hyphenated and later become one word.
- Examples of two words becoming one are much more common than hyphenated words. For example: *cardboard*, *footstep*, *lifestyle*, *sunset*.

**B** Match the questions and responses. Then write one more line for each conversation.

**1**  Do you have a complaint, madam?

**A**  It's a bit early. I don't think it's open yet.

**2**  What's the exchange rate, please?

**B**  Yes. The basin is blocked, and the air conditioning doesn't work.

**3**  Excuse me. Where's the check-in for the Lebanon flight?

**C**  It's about 1,650 Iraqi dinars to the pound.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C**  Practise the conversations in pairs.

**1** Choose the correct ending for each quiz question.

- |           |         |         |         |
|-----------|---------|---------|---------|
| 1 d _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____   | 4 _____ | 6 _____ | 8 _____ |

**A**  **15** Listen to different people talking about points related to holidays. Match them with the topics below. Write the correct number in each box.

- |                  |                          |               |                          |
|------------------|--------------------------|---------------|--------------------------|
| a accommodation  | <input type="checkbox"/> | e excursions  | <input type="checkbox"/> |
| b activities     | <input type="checkbox"/> | f the flight  | <input type="checkbox"/> |
| c the atmosphere | <input type="checkbox"/> | g the service | <input type="checkbox"/> |
| d brochures      | <input type="checkbox"/> |               |                          |

### *ever, never* + present perfect simple

- We use *ever* and *never* with the present perfect simple. We use *ever* in questions, e.g., *Have you ever eaten octopus?* We can use *never* to answer them, e.g., *No, I've never tried it.*

**B** Write true sentences with *never* about you, your family and your friends. Write about:

**Example:** animals (ride/hold)

*I've never ridden an elephant.* \_\_\_\_\_

*My sister has never held a scorpion.* \_\_\_\_\_

1 a game (play)

\_\_\_\_\_

2 food (eat/try/make)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 a place (be to/visit)

\_\_\_\_\_

\_\_\_\_\_

4 a sport or activity (do/run)

\_\_\_\_\_

\_\_\_\_\_

**C** Write one word in each gap. Then number the sentences in the correct order.

- Two years \_\_\_\_\_, Karim organized a trip on his birthday.
- Have you *ever* \_\_\_\_\_ camped in the desert?
- It was great. We made a fire, and we had a BBQ. I really enjoyed \_\_\_\_\_.
- Lucky you. I've never done that, but I'd like to. When \_\_\_\_\_ you go?
- Oh, I remember. I wanted to go on that, but I couldn't. What \_\_\_\_\_ it like?
- Yes, I \_\_\_\_\_.

**just, already, yet + present perfect**

- We use *just* + present perfect when we talk about something that happened a short time ago, e.g., *You look nice. Have you **just** been to the hairdresser?*
- We use *already* + present perfect when we talk about something that happened before we expected it, e.g., *It's only eight o'clock, but Samira has **already** gone to bed.*
- We use *yet* + present perfect in negative sentences and questions when we talk about something we expect to happen, e.g., *I **haven't** done my exams **yet**.* (But I will soon.)  
*Have you passed your driving test **yet**?* (I expect you have or will soon.)



Complete the responses using *just/already/yet* and an appropriate verb.

**Example:** Would you like a cup of coffee?

No, thanks. *I've just had* \_\_\_\_\_ one.

- 1 Does Samira know about the meeting?

I'm sorry. I \_\_\_\_\_.

- 2 Would you like to come to see the new film with us?

Thanks for asking, but I \_\_\_\_\_.

- 3 Can I borrow that book after you?

Here you are. I \_\_\_\_\_.

- 4 Look at the noticeboard. There's an advert for English courses.

I know. I \_\_\_\_\_.

- 5 If you see Khalid, can you ask him about tonight?

He can come. I \_\_\_\_\_.

**A** Find the collocations for the following words in the text on page 50 of the Student's Book.

- 1 thoroughly \_\_\_\_\_
- 2 I can honestly \_\_\_\_\_
- 3 lived up to my \_\_\_\_\_
- 4 to name a \_\_\_\_\_

**How long + present perfect simple + for or since**

■ We use the question *How long* + present perfect when we want to ask about a period of time from a point in the past until now.

■ We use the present perfect simple when we ask and answer about states using verbs like *be, have, know, live* and *work*.

*How long have you been married? How long have you lived here?*

When the answer relates to a period of time, we use *for*.

*For ten years.*

■ When the answer relates to a point in time, we use *since*.

*Since 2003.*

■ We often answer questions with a short answer, as above. The full answer to the question would be:

*We have been married for ten years.*

*We have been married since 2003.*

**Remember:** When we ask a question with *How long*, we usually assume that the event has not finished. In the example above, we assume the two people are still married.

**B** Choose *for* or *since* to complete the phrases.

Examples: *since* \_\_\_\_\_ Friday      *for* \_\_\_\_\_ ten years

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 _____ I was at nursery school | 7 _____ ages               |
| 2 _____ last January            | 8 _____ I was born         |
| 3 _____ yesterday               | 9 _____ the first of March |
| 4 _____ three weeks             | 10 _____ about 1996        |
| 5 _____ a month and a half      | 11 _____ two hours         |
| 6 _____ I was six               | 12 _____ a very long time  |

**G**  **Work in pairs. Take turns asking and answering the questions. Then make up three more questions and ask and answer them.**

How long have you ...?

- been at this school
- lived in your house
- been able to swim
- had a \_\_\_\_\_
- known \_\_\_\_\_
- been interested in \_\_\_\_\_



How long have you been at this school?



For six years.



**Read the language box. Then use the information to complete the exercise below.**

### Present perfect continuous

- We use the present perfect **continuous** when asking and answering about **activities** that began in the past and have just finished or are still going on now.

*How long **have they been talking?***

- The present perfect continuous describes the same time period as the present perfect simple, so we use *since* and *for* with this tense as well.

*(They've been talking) **for an hour/since eight o'clock.***

**For each situation, write questions using the words in brackets. Use the present perfect simple or present perfect continuous. Then write a suitable answer using *since* or *for*.**

**Example:** You arrive late for your appointment. You ask:

(how long/wait?) *How long have you been waiting?*

*For ten minutes./Since six o'clock.*

**1** You have a friend who is learning Japanese. You ask:

(how long/learn/Japanese?) \_\_\_\_\_

**2** You meet somebody who is a writer. You ask:

(how long/write?) \_\_\_\_\_

**3** You are going to meet a friend of your cousin. You ask:

(how long/know?) \_\_\_\_\_

1 16 Listen to the dialogue and fill in the gaps with the correct words.

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |

**been and gone**

- We use *has gone* to say that someone has gone away and has not yet returned.  
*Adel is on holiday. He has **gone** to Dubai. (= He is in Dubai now.)*
- We use *has been* to say that someone went away, returned and is still back.  
*Latifa and her family **have been** on holiday in Dubai. They had a good time there. (= They went and came back.)*

**A** Write the past participle of these irregular verbs.

- |                        |               |               |
|------------------------|---------------|---------------|
| 1 be <i>been</i> _____ | 4 find _____  | 7 meet _____  |
| 2 buy _____            | 5 go _____    | 8 see _____   |
| 3 do _____             | 6 leave _____ | 9 spend _____ |

**B** Complete the sentences with the correct form of the present perfect. Choose an appropriate verb in each case.

- 1 Let's not watch this DVD. I \_\_\_\_\_ it four times already.
- 2 I \_\_\_\_\_ my mobile at last. It was under the bed! Now I can phone Beth.
- 3 I \_\_\_\_\_ to the cinema. I saw a really good film.
- 4 I can't see the screen. I \_\_\_\_\_ my glasses at home.
- 5 I'm afraid Souad \_\_\_\_\_ out with her sister. They left about ten minutes ago.

**C** Complete the second sentence so that it has a similar meaning to the first sentence, putting the verbs in brackets in the present perfect simple.

**Example:** The last time I saw her was in 2001. (not see)

*I haven't seen her since 2001.*

- 1 We first met them in July. (know)  
\_\_\_\_\_
- 2 He bought that motorbike a long time ago. (have)  
\_\_\_\_\_
- 3 She last went to the dentist in September. (not be)  
\_\_\_\_\_

4 We last ate there in July. (not eat)

---

5 He got angry at lunchtime. (be)

---

6 The last time he wrote or phoned was six months ago. (not be in touch)

---

### Present perfect

- **General rule:** Present perfect refers to what happened in a **period starting in the past and ending in the present or continuing into the future**. Often, there is a result in the present. *Someone has drunk all the orange juice.* (**Period:** between buying the orange juice and now. **Result:** now, there is no orange juice left)
- **Key words:** We often use present perfect with *ever, never, just, already, yet, so far* and *since*. We often use it with *for* and questions with *How long, How often* and *How many*.  
Compare: *He has lived there for two years.* (and still does)  
*He lived there for two years.* (but left three years ago)  
Compare: *How long have you lived there?* (and are still living there)  
*How long did you live there?* (before you left)
- **General rule:** We use the past simple for actions that happened **and ended in the past**.  
*Al-Khwarizmi invented algebra in about 830 CE.*
- **Key words:** We use the past simple with time phrases like *yesterday, last week, on Tuesday, two years ago* and in a lot of *When* questions.  
*When did they arrive? They got here ten minutes ago.*

### D Complete the dialogue with the correct form of the present perfect or past simple.

A: I'm really excited because I'm going to London in the summer.

B: (you/buy) *Have you bought* \_\_\_\_\_ your plane ticket yet?

A: Yes, I (have) *have* \_\_\_\_\_ <sup>1</sup>. I (buy) \_\_\_\_\_ <sup>2</sup> it last week.

B: (you/book) \_\_\_\_\_ <sup>3</sup> a hotel yet?

A: No, I \_\_\_\_\_ <sup>4</sup>. But my uncle and aunt in London (just/write) \_\_\_\_\_ <sup>5</sup> to me inviting me to stay with them.

B: (you/buy) \_\_\_\_\_ <sup>6</sup> any maps of London or guidebooks yet?

A: Yes, I \_\_\_\_\_ <sup>7</sup>. I (buy) \_\_\_\_\_ <sup>8</sup> a map last week.

### E Practise the dialogue in pairs a few times until you can do it without reading it from the book.

**1** Match the sentence halves.

- 1 \_\_\_\_\_      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_  
2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_      8 \_\_\_\_\_

**2** Match five of the sentences with the pictures.

- A \_\_\_\_\_      B \_\_\_\_\_      C \_\_\_\_\_      D \_\_\_\_\_      E \_\_\_\_\_

### Past perfect

- We form the past perfect with *had* + past participle.
- We use the past perfect for two events in the past when there is a need to show which came first. This can be:
  - when the first event is used as an explanation of what happened next, for example, with *because* or *so*:  
*We couldn't get a room because we hadn't booked.*
  - when we talk about change:  
*When I saw my brother again, his hair had gone grey.*
  - When we want to make clear what event came first, for example, using *before* or *after*:  
*After I had done my homework, I went to the cinema.*

**Note:** We do not use the past perfect for a simple series of events in the past.

*I **arrived** at the hotel and **went** straight to the reception. We **asked** for a room, and they **gave** us one on the top floor.*

**A** Choose the correct form to complete the sentences.

- 1 The restaurant only *changed* / *had changed* the menu after many customers *complained* / *had complained*.
- 2 Before Hazem *started* / *had started* working as CEO, he *did* / *had done* many other jobs in the company.
- 3 I *cleaned* / *had cleaned* up the whole kitchen before you *made* / *had made* all that mess.
- 4 Noura *had* / *had had* many health issues before she *did* / *had done* the surgery.
- 5 She *had already left* / *already left* the office when he *had arrived* / *arrived* to pick her up.
- 6 They *finished* / *had finished* their homework early, so they *went* / *had gone* out to meet their friends.

**B** Put the verbs in the past simple or past perfect.

I grew up in a small Turkish fishing village called Side. I left Side 20 years ago. Last week, I went back there for the first time. It (change) *had changed* \_\_\_\_\_<sup>1</sup> beyond recognition. It (not be) \_\_\_\_\_<sup>2</sup> a village anymore. It (grow) \_\_\_\_\_<sup>3</sup> into a big tourist resort. They (build) \_\_\_\_\_<sup>4</sup> apartment blocks and hotels everywhere.

It (look) \_\_\_\_\_<sup>5</sup> so modern. They (make) \_\_\_\_\_<sup>6</sup> a big road along the seafront. They (close) \_\_\_\_\_<sup>7</sup> my old primary school, and now it (be) \_\_\_\_\_<sup>8</sup> a hotel. My favourite café (become) \_\_\_\_\_<sup>9</sup> a souvenir shop for tourists. The market (move) \_\_\_\_\_<sup>10</sup> from the main square to an area near the bus station. They (not plant) \_\_\_\_\_<sup>11</sup> any trees in the new marketplace so there (be) \_\_\_\_\_<sup>12</sup> no shade to sit in.

**C** For each situation below, write two sentences according to the prompts. Use the past perfect in both sentences.

- 1 I left my town to study abroad. When I came back, it was different.  
(What had changed?)

---



---

- 2 I went to school yesterday, and I noticed something strange there.  
(What had happened?)

---



---

- 3 It was my birthday yesterday, and I was really surprised when I got home.  
(What had your family done?)

---



---

**D**  Work in groups. Choose one of the situations below. Take it in turns to say one sentence each on the chosen situation. Use the past perfect.

**Situations**

- You were late for class today. Why?
- A part of your body was really sore yesterday. Why?
- Your friend introduced you to a new friend, but you already knew them. How?
- You were very disappointed last night. Why?
- You couldn't find something yesterday. What and why?

**Example**



I was late for class because I had forgotten my books at home.



I was very disappointed last night because it was my birthday, and everyone had forgotten about it.

**A** Scan the text on page 53 of the Student's Book to find the answers to these questions.

- 1 Where did Anna and her cousin go on holiday? \_\_\_\_\_
- 2 How long did they stay? \_\_\_\_\_
- 3 How much did it cost? \_\_\_\_\_
- 4 What was the name of the nearest airport to the islands? \_\_\_\_\_
- 5 What sports facilities were there at the hotel? \_\_\_\_\_
- 6 What was the local seafood speciality? \_\_\_\_\_
- 7 Where did they go by taxi? \_\_\_\_\_

**B** Read the text carefully and answer these questions.

- 1 What did the cost of the holiday include?  
\_\_\_\_\_
- 2 How far from the beach was the hotel?  
\_\_\_\_\_
- 3 What did Anna really like about the hotel?  
\_\_\_\_\_
- 4 Name three activities Anna and her cousin did during the day.  
\_\_\_\_\_
- 5 What did they do when they didn't go out in the evening?  
\_\_\_\_\_

**C** Find words in the text that mean:

- 1 a boat that transports people and goods = \_\_\_\_\_
- 2 extremely comfortable = \_\_\_\_\_
- 3 something which is wonderful to look at = \_\_\_\_\_
- 4 something special to a locality = \_\_\_\_\_
- 5 a fine welcome = \_\_\_\_\_
- 6 a show/performance = \_\_\_\_\_

**D**  Talk about these questions with a partner. Write a few notes.

1 Would you like to stay in this hotel? Why or why not?

---



---

2 Which of the activities described in the article would you enjoy the most?

---



---

3 Would you like to go on this holiday? Why or why not?

---



---



**E**  Work in pairs. Give your partner a brief description of a holiday you have been on. Ask your partner questions to get more information about the holiday.

**A** Read the language box and add four examples.

### Relative clauses

- Relative clauses can be defining or non-defining.
- Defining relative clauses
  - Defining relative clauses give essential information.
  - We use *who* for people, *which* or *that* for things and *where* for places. We use *whose* to show possession.

*The man **who** lives next door has just bought a private jet.*  
*What have you done with the letter **that** was on the table?*  
*The café **where** I work sells the best ice cream.*  
*The girl **whose** bike I borrowed yesterday is called Layla.*  
*The bike **which** I borrowed yesterday is blue.*
- Non-defining relative clauses
  - Non-defining relative clauses give an extra piece of information.
  - We use *who* for people, *which* for things and *where* for places. We cannot use *that*.
  - We use *whose* to show possession.
  - When combining sentences to make a relative clause, *there* is incorporated into *where*, e.g., *The University of ... is excellent. I studied English **there**. The University of ..., **where** I studied English, is excellent.*
- There is a comma at the beginning of a non-defining relative clause and a comma or a full stop at the end of it.

*My father, **who** loves reading, buys two or three new books a week.*  
*Babylon City, **which** is 85 kilometres south of Baghdad, is a popular tourist site.*  
*Dubai, **where** I spent my last holiday, is famous for its luxury hotels.*  
*I lent the book to Saeed, **who** loves reading.*  
*My brother, **whose** car was in an accident yesterday, is in hospital.*

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---

**B** Combine these sentences with *who*, *that* or *where* to make defining relative clauses.

1 I spoke to a lady on the phone. She told me to call back later.

The lady who I \_\_\_\_\_ told me to call back later.

2 They've knocked down the restaurant. We had a meal there last year.

They've knocked down the restaurant \_\_\_\_\_.

3 I always go to that garage for repairs. It was closed today.

The garage \_\_\_\_\_ was closed today.

4 His car has broken down. He bought it last month.

The car \_\_\_\_\_ has broken down.

5 The book was missing. It has the information I wanted.

The book \_\_\_\_\_.

**C** Complete the sentences with *who*, *which*, *where* or *whose* and add commas.

1 Riverside Cinema \_\_\_\_\_ the tickets only cost £6 for students usually has good foreign films.

2 Beirut \_\_\_\_\_ is full of good cafés and restaurants is a really interesting city.

3 My cousin Mike \_\_\_\_\_ loves skiing is going to buy a holiday home in the Swiss Alps.

4 My sister \_\_\_\_\_ favourite food is pizza is having her birthday party at an Italian restaurant.

5 Fatima \_\_\_\_\_ photo was in the newspaper yesterday is a very talented girl.

6 The school \_\_\_\_\_ I went as a child is now a museum.

7 My neighbour \_\_\_\_\_ car is always parked outside my drive moved in last month.

8 The film \_\_\_\_\_ won several awards was filmed in Beirut.

- A**  Read the following advert in a travel magazine. In pairs, discuss what you could write about in your essay on page 101.

**The future of  
TOURISM IN  
IRAQ**




How do you see tourism in the country changing over the next few years?  
Our next edition will feature five essays from our readers. Yours can be one of them!

Send in your essay by 01/10. The winners also receive a T-shirt and a year's subscription to the magazine.

- B** Place the notes from the box under the correct topic. Then add two or three more ideas of your own for each topic.

day trip to Mosul    holidays for learning Arabic, Iraqi cooking  
hotels in all price ranges to suit all budgets    trains and buses clearly signed for foreigners

Accommodation	Public transport	Types of holidays	Tours
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- C** Place the connectors from the box under the correct heading in the table below.

also    although    as well as    but    consequently  
for instance    For this reason    however    in addition (to)    so    such as    too

To present a similar idea	To present a contrasting idea	To give an example	To present a result or reason
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**A** Read the text on page 56 of the Student's Book and circle the correct answer.

- 1 The pressure of life will
  - a kill us.
  - b cause health problems.
  - c make us lose our jobs.
- 2 Some people don't take holidays because
  - a they don't think other people can do their work.
  - b they want to make lots of money.
  - c the company doesn't let them.
- 3 Some people find out too late that
  - a they should have a different job.
  - b work is not the only thing in life.
  - c they missed their holiday.
- 4 We need to give families and friends
  - a a good holiday.
  - b at least an hour of our time.
  - c a lot of our time.
- 5 Holidays can give us a chance to
  - a learn new activities.
  - b stop thinking about our problems.
  - c recover from illnesses.

**B** Read the text again and complete the sentences.

- 1 Today it is more important than ever \_\_\_\_\_.
- 2 If we are always on the move, \_\_\_\_\_.
- 3 The human body \_\_\_\_\_.
- 4 We all need a change of scene and \_\_\_\_\_.
- 5 A change of routine often helps us \_\_\_\_\_.

**C Find words or phrases in the text that mean:**

- 1 make certain (Paragraph A) = \_\_\_\_\_
- 2 forever (Paragraph B) = \_\_\_\_\_
- 3 a time limit (Paragraph C) = \_\_\_\_\_
- 4 about to happen (Paragraph C) = \_\_\_\_\_
- 5 taken quickly (Paragraph D) = \_\_\_\_\_
- 6 health (Paragraph E) = \_\_\_\_\_
- 7 very important (Paragraph E) = \_\_\_\_\_

**D Complete the words from the text with vowels *a, e, i, o* or *u*.**

- 1 A person who works too much is often called a w\_rk\_h\_l\_c.
- 2 When you go s\_ghts\_ \_ \_ng, you visit interesting places as a tourist.
- 3 If you walk a long distance in nature, you go tr\_kk\_ng.
- 4 Something that doesn't happen very often is \_cc\_s\_ \_n\_l.
- 5 A s\_v\_r\_ problem is a very serious one.
- 6 If you are \_nt\_rr\_pt\_d, you have to stop what you are doing.
- 7 If something is s\_gn\_f\_c\_nt, it has an important effect.
- 8 When you are working a lot and you suddenly slow down, you have a ch\_ng\_ \_f p\_c\_.

**E  Discuss these questions with a partner.**

- 1 Do you agree with the writer? Why/Why not?
- 2 Do you think it's better to have a lot of short breaks or one long one? Why?
- 3 Do you think it's necessary to go to another country to have a good holiday? Why/Why not?
- 4 Who do you usually spend your holidays with?

**A** Complete the dialogues with one word from each box to form compound nouns.

car five-star package sea sight travel

agency deal front hire hotel seeing

A: Did you go to the \_\_\_\_\_ <sup>1</sup> to talk about our next trip?

B: I did. They offered me a great \_\_\_\_\_ <sup>2</sup>, with everything included.

A: It's our first day here, so I thought we could go \_\_\_\_\_ <sup>3</sup> to visit the main tourist spots. We could get the tourist bus.

B: OK, but from tomorrow I prefer to drive. Do you know if \_\_\_\_\_ <sup>4</sup> is expensive here?

A: Excuse me. I can't see the ocean from my room, and I paid for a \_\_\_\_\_ <sup>5</sup> room.

B: I'm very sorry to hear that, sir. Let me see what I can do.

A: OK, but I'm a bit disappointed. You don't expect to have these problems when you stay at a \_\_\_\_\_ <sup>6</sup>.

**B** Use the correct relative pronoun to make one sentence. The sentence in brackets becomes the relative clause. Add commas where necessary.

Examples: My Uncle Albert still rides a bike. (He is 86.)

*My Uncle Albert, who is 86, still rides a bike.*

The hotel has a swimming pool. (It is very big.)

*The hotel has a swimming pool that is very big.*

1 Salwa wants to be an interpreter. (She speaks three languages.)

2 The Tigris Hotel has a fabulous pool. (The pool opened two months ago.)

3 Bashir is going to buy a car very soon. (He passed his driving test last week.)

4 The Star Restaurant has a lovely garden. (You can have a meal there on summer evenings.)

**C** Complete the sentences by putting the verb in brackets in the present perfect simple. Then choose the correct alternative – *since* / *for*.

- 1 I (have) \_\_\_\_\_ this car *since* / *for* November.
- 2 I (not see) \_\_\_\_\_ Mahmoud *since* / *for* he came back from holiday.
- 3 My sister (not be) \_\_\_\_\_ to college *since* / *for* three days because of a cold.
- 4 My family (live) \_\_\_\_\_ in the same house *since* / *for* 15 years.
- 5 The teacher (not know) \_\_\_\_\_ the class *since* / *for* a long time.
- 6 (you work) \_\_\_\_\_ here *since* / *for* you graduated?

**D** Complete the sentences with the correct relative pronoun and add commas.

- 1 Morocco \_\_\_\_\_ is one of the most beautiful countries in the world attracts lots of tourists every year.
- 2 My friend Adam \_\_\_\_\_ loves fishing caught three huge fish yesterday.
- 3 Maria \_\_\_\_\_ camera cost more than £300 is still not very good at taking photos.
- 4 Horse riding \_\_\_\_\_ is my brother Andy's favourite sport is expensive and dangerous in my opinion.
- 5 Edinburgh \_\_\_\_\_ there's a huge cultural festival every summer is an exciting place to spend a holiday.

**E** Choose the correct word(s) for each sentence.

- 1 She's been talking on the phone \_\_\_\_\_ the last 20 minutes.  
a since   b for   c with
- 2 When we got to the cinema, the film \_\_\_\_\_ already started.  
a is   b had   c has
- 3 How many letters \_\_\_\_\_ so far today?  
a did you write   b have you been writing   c have you written
- 4 I \_\_\_\_\_ to China yet, but I would like to one day.  
a didn't go   b haven't been   c haven't gone
- 5 Souhaib, \_\_\_\_\_ brother lives in California, is planning a trip to the USA soon.  
a which   b whose   c who's
- 6 \_\_\_\_\_ spent the whole night awake looking at the stars?  
a Have you ever   b Did you ever   c Had you ever

## VOCABULARY

**A** Write the compound nouns for the following definitions.

- 1 if you lose this, you can't get on an airplane = \_\_\_\_\_
- 2 you can have a winter holiday here = \_\_\_\_\_
- 3 a luxurious place to stay = \_\_\_\_\_
- 4 a place to stay where you cook your own food = \_\_\_\_\_
- 5 hotels will often give you this if you're going on a full-day excursion = \_\_\_\_\_
- 6 this protects you when you are driving or flying = \_\_\_\_\_

**B** Choose the best collocation.

- 1 When the plane takes off, you have to *fasten* / *attach* your seat belt.
- 2 To cross the river we had to *sail* / *board* a ferry.
- 3 The ferry *works* / *operates* throughout the year.
- 4 The holiday completely lived up to my *wishes* / *expectations*.
- 5 I can *honestly* / *absolutely* say that it was the best holiday I ever had.
- 6 We *considerably* / *thoroughly* enjoyed all the entertainment.

**C** Use the correct endings to make adjectives from these nouns and verbs. Note that sometimes this will affect spelling.

- 1 attract \_\_\_\_\_
- 2 wonder \_\_\_\_\_
- 3 excite \_\_\_\_\_
- 4 spectacle \_\_\_\_\_
- 5 luxury \_\_\_\_\_
- 6 peace \_\_\_\_\_
- 7 colour \_\_\_\_\_
- 8 delight \_\_\_\_\_

## GRAMMAR

**D** Present perfect or past simple? Tick (✓) the correct sentences and cross (✗) the six incorrect sentences. Then rewrite them correctly.

Example: I've just seen a really interesting programme about desert wildlife.

Let's take Jameel to the new Chinese restaurant. He never went there.

*He's never been there.*

1 Fadia didn't speak to me since her sister's wedding.

2 Has Salwa's family moved house yet?

3 I bought him a new mobile phone last week, and he already lost it.

4 I'm tired. I've just walked all the way back from the shops.

5 I've woken up really late this morning, and I was late for school.

6 He's lost his glasses, and he can't find them anywhere.

7 Adam has come back from Beirut yesterday.

8 We've all been to the park last weekend.

9 What time have they gone to bed last night?

10 You look nice. Have you changed your hairstyle?

# Unit 5

**E** Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

Example: Where have you been? (you/play) *Have you been playing* \_\_\_\_\_ football?

We (play) *have played* \_\_\_\_\_ football three times this week already.

- 1 Look! Somebody (drop) \_\_\_\_\_ their wallet on the pavement.
- 2 Souad looks tired. I don't think she (sleep) \_\_\_\_\_ very well recently.
- 3 (you/ever/sleep) ' \_\_\_\_\_ under the stars in the desert?'  
'No, never.'
- 4 'Tariq is away on holiday.' 'Oh, is he? Where (he/go) \_\_\_\_\_?'
- 5 I (lose) \_\_\_\_\_ my passport. (you/see) \_\_\_\_\_ it anywhere?
- 6 I'm so sorry I'm late. How long (you/wait) \_\_\_\_\_?
- 7 'Layla is learning Japanese.' 'How long (she/study) \_\_\_\_\_ it?'
- 8 I (paint) \_\_\_\_\_ a picture of Amina all day, but I (not finish) \_\_\_\_\_ it yet.

**E** Complete the sentences with the past simple or the past perfect form of the verbs in brackets.

- 1 Last week, I (meet) \_\_\_\_\_ an old friend from primary school, and he (not change) \_\_\_\_\_.
- 2 When I (arrive) \_\_\_\_\_ at Pete's house, there (be) \_\_\_\_\_ no one there. He (go) \_\_\_\_\_ out.
- 3 After we (speak) \_\_\_\_\_ to the teacher, we (leave) \_\_\_\_\_ the classroom.
- 4 When we (arrive) \_\_\_\_\_ at the airport, we (discover) \_\_\_\_\_ that the travel agent (change) \_\_\_\_\_ our hotel.
- 5 The wedding (go) \_\_\_\_\_ well because they (organize) \_\_\_\_\_ everything very carefully.



**A** Match the words and the definitions. Look back at the bank statement on page 60 of the Student's Book to help you.

- |                  |                          |   |
|------------------|--------------------------|---|
| 1 bank statement | <input type="checkbox"/> | a money that you put in your bank account   |
| 2 account number | <input type="checkbox"/> | b paper that tells you about what happened to your bank account in the past month |
| 3 balance        | <input type="checkbox"/> | c the number that is used to identify your account                                |
| 4 transaction    | <input type="checkbox"/> | d money taken out of your account   |
| 5 withdrawal     | <input type="checkbox"/> | e the total amount of money in your account                                       |
| 6 deposit        | <input type="checkbox"/> | f activity in your bank account   |

**B** Look at the example from the conversation.

Your account number, *which is an eight-digit number*, appears on the top right.

Complete the following sentences with a non-defining relative clause from the box. Put commas where necessary.

where I keep my money	where I sometimes buy clothes
which I deposited on the 10 <sup>th</sup>	which I played yesterday for the first time
which is in the column on the right	which you'll get every month
who is Rami's brother	

- 1 Your bank statement \_\_\_\_\_ is very important.
- 2 Aziz \_\_\_\_\_ is very helpful.
- 3 The mall \_\_\_\_\_ has fabulous shops.
- 4 The computer games \_\_\_\_\_ are really great.
- 5 Don't forget to check your bank balance \_\_\_\_\_.
- 6 The cheque \_\_\_\_\_ was for 450 pounds.
- 7 You should open your account in this bank \_\_\_\_\_.

**C**  **18** Complete the definitions.

- 1 bank card = a piece of plastic you can use \_\_\_\_\_ for things or get money in the street.
- 2 ATM = somewhere you can \_\_\_\_\_ using \_\_\_\_\_
- 3 PIN = a secret \_\_\_\_\_ you can use with \_\_\_\_\_ to stop others using it
- 4 cheque = a piece of \_\_\_\_\_ you can use \_\_\_\_\_ things
- 5 credit card = a piece \_\_\_\_\_ you can use to buy things and \_\_\_\_\_ for them later

**D** Write five sentences using new words from the lesson.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



Complete the paragraph with words and phrases from the lesson.

I opened a \_\_\_\_\_<sup>1</sup> last month. Now, I've got a \_\_\_\_\_<sup>2</sup>, which I can use to get money out of the \_\_\_\_\_<sup>3</sup>. Yesterday, I made a \_\_\_\_\_<sup>4</sup> of 12,000 Iraqi dinars to go to the cinema and buy some juice. I need to remember to write down how much I spend – it's easy to spend too much money! I should get a \_\_\_\_\_<sup>5</sup> very soon, which will show me how much money I've still got in my account. I haven't got a \_\_\_\_\_<sup>6</sup> yet, so I pay for everything by cash or by cheque.

## Lesson 2: Which account should I get?

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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

2  19 Listen to the conversation between a girl and a banker and tick (✓) the things they talk about.

- |   |                          |                      |   |                          |                 |
|---|--------------------------|----------------------|---|--------------------------|-----------------|
| a | <input type="checkbox"/> | savings account      | f | <input type="checkbox"/> | minimum balance |
| b | <input type="checkbox"/> | current account      | g | <input type="checkbox"/> | bank statements |
| c | <input type="checkbox"/> | a student account    | h | <input type="checkbox"/> | credit card     |
| d | <input type="checkbox"/> | a cheque book        | i | <input type="checkbox"/> | ATM card        |
| e | <input type="checkbox"/> | overdraft facilities | j | <input type="checkbox"/> | bank branches   |

A Read the information on page 61 of the Student's Book and answer the questions.

- Which account is best if you want to save money to buy something expensive?  
\_\_\_\_\_
- Which account can you get if you are 16? \_\_\_\_\_
- Which account requires a minimum balance? \_\_\_\_\_
- If you think you might need to spend more money than you have in your account, which account should you get? \_\_\_\_\_
- Which account can you get only if you are at university?  
\_\_\_\_\_

B Match the verbs and nouns to make collocations.

- |           |                          |            |                          |                          |                     |
|-----------|--------------------------|------------|--------------------------|--------------------------|---------------------|
| 1 open    | <input type="checkbox"/> | 4 make     | <input type="checkbox"/> | a 5 million Iraqi dinars | d an account        |
| 2 pay     | <input type="checkbox"/> | 5 maintain | <input type="checkbox"/> | b interest               | e a withdrawal      |
| 3 deposit | <input type="checkbox"/> | 6 charge   | <input type="checkbox"/> | c a fee                  | f a minimum balance |

C  19 Listen again and complete these sentences from the conversation.

- The interest is \_\_\_\_\_ by the bank every six months.
- Cheque books aren't \_\_\_\_\_ with a savings account.
- The cards can be \_\_\_\_\_ at any ATM.
- There's a branch near the university. It's \_\_\_\_\_ renovated.

### Passive forms

- We use the **passive form** when we **don't know, or don't need to know, who or what did the action.**
  - *This money was deposited last week.*
- We also use the **passive form** when the subject is **less important than what happened.** In this case, we can add it at the end, linked with *by*.
  - *The money was deposited last week **by my uncle.***
- The **passive** is often used to **describe a process.** However, it should not be overused.
  - *When cash is withdrawn from an ATM, it is taken from your account. The transaction is shown on your statement.*
- To change from active to passive, we use **to be + past participle.** Note the tense change in the examples:
  - *The bank **is being renovated.***
  - *The bank statement **was sent** yesterday.*
  - *The cash withdrawal **will be shown** on your statement.*
  - *Three deposits **have been made** into my account since last week.*

#### D Put the words in brackets in the correct order to form passive sentences.

- 1 Somebody stole my wallet last week. (wallet / week / was / My / last / stolen)  
\_\_\_\_\_
- 2 Somebody robbed the bank yesterday. (was / The / yesterday / bank / robbed)  
\_\_\_\_\_
- 3 Somebody will pay the bill tomorrow. (tomorrow / bill / will / The / be / paid)  
\_\_\_\_\_
- 4 People use these coins in Egypt. (Egypt / are / in / used / coins / These)  
\_\_\_\_\_



#### Complete the sentences with the correct passive form of the verbs in brackets.

- 1 The cheque (sign) \_\_\_\_\_ last week.
- 2 A fee (charge) \_\_\_\_\_ if you don't have enough money in your account.
- 3 This letter (write) \_\_\_\_\_ by my father.
- 4 The magazine (publish) \_\_\_\_\_ every month.
- 5 I used my father's car while my car (repair) \_\_\_\_\_.
- 6 My bedroom (paint) \_\_\_\_\_, so I'm sleeping in the living room.
- 7 My ATM card (steal) \_\_\_\_\_ yesterday, so I have to get a new one.
- 8 Bank statements (send) \_\_\_\_\_ at the end of each month.

**A** Decide if these statements about the text on page 62 of the Student's Book are true (T) or false (F). Find the parts of the text that helped you find the answer.

- |   |                          |
|---|--------------------------|
| 1 My job has a daily routine.                         | <input type="checkbox"/> |
| 2 We do not encourage students to open accounts.      | <input type="checkbox"/> |
| 3 I have to assess new business ideas.                | <input type="checkbox"/> |
| 4 Sometimes I can't agree to give a loan.             | <input type="checkbox"/> |
| 5 Bankers only need to know about financial subjects. | <input type="checkbox"/> |
| 6 I do all my work alone.                             | <input type="checkbox"/> |

**B** Read the text again and answer the questions.

1 What does the banker like most about his job?

---

2 How does the bank use the money that people deposit in accounts?

---

3 What would he suggest to a business person who wants to open a shop on a street where there are lots of similar shops already?

---

4 What can a banker who works with big businesses do?

---

5 What are the bankers' usual clients?

---

6 Why does a banker have to communicate well?

---

**C** Choose which of the following sentences give supporting information for the main idea, *The variety of a banker's job*. Tick (✓) the ones you choose.

- |   |                          |
|---|--------------------------|
| 1 They have to convince people to use their bank.                       | <input type="checkbox"/> |
| 2 They have to help people decide what accounts are right for them.     | <input type="checkbox"/> |
| 3 The money that people put into accounts doesn't just sit in the bank. | <input type="checkbox"/> |
| 4 They make loans to help people with special projects.                 | <input type="checkbox"/> |

- D** Look at the other three paragraphs in the text on page 62 of the Student's Book. Choose the main idea and supporting details for each paragraph.

#### Paragraph 2

Main idea:

- a Giving loans
- b The best place to open a bookshop

Supporting details:

- a Bankers have to decide if a business is a good idea.
- b A bookshop might get more customers if it moves to another street.
- c The banker doesn't like to disappoint his customers, but sometimes he has to.

#### Paragraph 3

Main idea:

- a What large companies sell
- b What makes banking interesting

Supporting details:

- a Working with large companies is exciting.
- b It's important to understand how chemicals are made and what they're for.
- c It is pleasant to help individuals and small businesses solve their problems.

#### Paragraph 4

Main idea:

- a The importance of being good at Maths
- b The skills a banker needs

Supporting details:

- a Bankers have to be good at Maths.
- b Bankers have to work well with other people.
- c Customers often want to buy houses.

- E** Complete the sentences with the passive or active form of the verbs in brackets.

- 1 The money in a bank account (use) \_\_\_\_\_ in many ways.
- 2 The machine (repair) \_\_\_\_\_ at the moment.
- 3 The loan (pay back) \_\_\_\_\_ with interest at the end of the year.
- 4 The decision (make) \_\_\_\_\_ tomorrow by the bank manager.
- 5 Fatima (get) \_\_\_\_\_ a loan last week to buy her flat.
- 6 Bankers usually (like) \_\_\_\_\_ helping their customers.
- 7 Was the information (send) \_\_\_\_\_ to you by mail last week?

## Lesson 4: Problems

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

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- A  20 Choose the correct form to complete the sentences from the conversations 1–4. Then listen again and check.

## Conversation 1

- 1 You *might leave* / *might have left* it at home.  
2 It *must be* / *must have been* at the café then.

## Conversation 2

- 3 You *must be* / *have been* very proud of yourself!  
4 They *can't put* / *can't have put* the price up so quickly!

## Conversation 3

- 5 Or you *may reach* / *may have reached* your credit limit.  
6 I *might have* / *might have had* some money here. Let me see.

## Conversation 4

- 7 It *must be* / *must have been* for another reason.  
8 It *might be* / *might have been* in the post, but to be safe, we'll send you a new one.

## Present and past deductions

- We can express present and past deductions using modal verbs *must*, *may/might* and *can't*.
  - In the present, we use *must/may/might/can't* + infinitive without *to*.
  - In the past, we use *must/may/might/can't* + *have* + past participle.
  - When we are sure, we use *must*:  
*You **must be** the new bank manager. Nice to meet you.*  
*I **can't find** my wallet. I **must have left** it in the car.*
  - When we are not sure, we use *may* or *might*:  
*They've put up our bank fees again. It **might be** better to change banks.*  
*I'm not sure what this payment was for, but it **may have been** for the plumber.*
  - When we are sure something didn't happen, we use *can't* + *have* + past participle.  
*You've spent all your pocket money already? You **can't be** serious!*  
*We **can't have spent** that much in the restaurant last night.*

- B Complete the sentences with the correct present or past deduction forms.

- 1 I left some pizza in the fridge, but it's not there now. Saeed (eat) \_\_\_\_\_ it.  
2 I'm not sure, but Razan (be) \_\_\_\_\_ at home already. Let's check.  
3 You (finish) \_\_\_\_\_ the test already. That's impossible!  
4 Are you at home? I think I (leave) \_\_\_\_\_ the oven on. Can you check?  
5 What! Hamed and Marwa got divorced?! That (be) \_\_\_\_\_ true!

### Types of conditional sentences

- There are four basic types of **conditional sentences**: zero, first, second and third.

We use:

- Zero conditional: to talk about something that is always true.  
*If you look at a computer screen for too long, your eyes get tired.*
- First conditional: to talk about the result of a possible action in the future.  
*If you send the letter today, it will arrive on Thursday.*
- Second conditional: to talk about an action that depends on an imaginary present or future situation or action.  
*If I had a lot of money, I would buy a big boat.*
- Third conditional: when we talk about a desire to change something in the past. This is impossible as the actions are finished.  
*If I'd taken a taxi, I would have arrived on time.*

**Note:** Sometimes we can use *could* instead of *would* in conditional sentences.

- Conditional sentences have two parts: the *if* clause and the **main conditional clause**. The order is not usually important, but when the *if* clause comes first, they are separated by a comma:

*If I hadn't been in such a hurry, I wouldn't have left it there!*

*I wouldn't have left it there if I hadn't been in such a hurry!*

- C** Choose the sentence with the same meaning and name the type of conditional sentence.

zero conditional

first conditional

second conditional

third conditional

- If Sami hadn't forgotten his keys last night, he wouldn't have had to sleep in the car.  
\_\_\_\_\_
  - Sami forgot his keys last night, so he slept in the car.
  - Sami didn't forget his keys last night, so he didn't sleep in the car.
- If you studied harder, you would pass the exam easily. \_\_\_\_\_
  - You don't study hard, so you won't pass the exam easily.
  - You study hard, so you will pass the exam easily.
- If Layan goes to the shop tomorrow, I won't have to go. \_\_\_\_\_
  - Layan will not go to the shop tomorrow, so I will have to go.
  - It's possible Layan will go to the shop tomorrow.
- If people drive for too long, they get tired. \_\_\_\_\_
  - People sometimes drive for too long and get tired.
  - When people are tired, they don't drive for too long.

## Lesson 5: The big day

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

- |         |         |         |          |
|---------|---------|---------|----------|
| 1 _____ | 4 _____ | 7 _____ | 9 _____  |
| 2 _____ | 5 _____ | 8 _____ | 10 _____ |
| 3 _____ | 6 _____ |         |          |

**A** Read the email on page 64 of the Student's Book again and find suitable words and phrases to complete the sentences.

exchange rate   freeze   internationally   local currency   souvenir   Underground

- Hazem thinks his suitcase is too heavy to carry on the \_\_\_\_\_.
- He has a debit card that is accepted \_\_\_\_\_.
- He says a prepaid debit card is safe because you can \_\_\_\_\_ it online.
- The banker tells Hazem to get some \_\_\_\_\_ \_\_\_\_\_ to pay tips and other small things.
- Hazem asks Mazen if he knows the \_\_\_\_\_ \_\_\_\_\_ between Iraqi dinars and pounds.
- He is going to buy a \_\_\_\_\_ for Mazen.

**B** Match the clauses to make conditional sentences.

- |  |                          |                                       |
|--|--------------------------|---------------------------------------|
| 1 If the cases are too heavy,                | <input type="checkbox"/> | a I'd come with you.                  |
| 2 If the traffic isn't too heavy,            | <input type="checkbox"/> | b you have to pay extra.              |
| 3 If I had the time and the money,           | <input type="checkbox"/> | c I would have lent you my guidebook. |
| 4 If you spend a lot of money on me,         | <input type="checkbox"/> | d I'll be at the airport at 12:30.    |
| 5 If you'd told me you were going to London, | <input type="checkbox"/> | e I'll be very cross.                 |

**C** Continue the event chain, using the first conditional for as long as you can.

- If I go to town, I'll spend a lot of money.
- If I spend a lot of money, \_\_\_\_\_.
- \_\_\_\_\_
- \_\_\_\_\_

**D** Continue the regret chain, using the third conditional as long as you can.

- 1 If my alarm clock had gone off this morning, I wouldn't have overslept.
- 2 If I hadn't overslept, \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

**E** Complete the sentences with the correct form of the verbs in brackets.

- 1 If my plane (not leave) \_\_\_\_\_ on time, I'll miss my connection this afternoon.
- 2 If you (not renew) \_\_\_\_\_ your passport last month, you wouldn't have been allowed to travel.
- 3 If I (not bring) \_\_\_\_\_ some books, I usually get very bored on the plane.
- 4 If I have any currency left over after the trip, I (keep) \_\_\_\_\_ it for my next visit.
- 5 If they didn't have duty-free shops at the airport, people (not be) \_\_\_\_\_ very happy.



## Complete the sentences with your own ideas.

- 1 If you hadn't come with me, \_\_\_\_\_.
- 2 If they hadn't run out of petrol, \_\_\_\_\_.
- 3 If I hadn't seen you at school, \_\_\_\_\_.
- 4 If I went to London, \_\_\_\_\_.
- 5 If I had a bank account, \_\_\_\_\_.
- 6 If I didn't know the word, \_\_\_\_\_.
- 7 If you invited them, \_\_\_\_\_.
- 8 If she hadn't missed the bus, \_\_\_\_\_.

**A** Read the conversation on page 65 of the Student's Book and answer the questions.

- 1 How did Nour pay for his car? \_\_\_\_\_
- 2 Did Nour make a down payment? \_\_\_\_\_
- 3 How much does Nour have to pay every month? \_\_\_\_\_
- 4 How long for? \_\_\_\_\_
- 5 Why wasn't the car very expensive? \_\_\_\_\_

**B** Read the conversation again and look at the words in bold. Write the meaning.

- 1 down payment = \_\_\_\_\_
- 2 monthly instalments = \_\_\_\_\_
- 3 investment = \_\_\_\_\_
- 4 go up in value = \_\_\_\_\_
- 5 car insurance = \_\_\_\_\_

**C** Read the first sentence in each item. Then complete the gaps to make conditional sentences with the same meaning.

**Example:** Nour got a car loan, so he could buy a car.

If Nour *hadn't got* a \_\_\_\_\_ car loan, he wouldn't have been able to buy a car.

- 1 The car isn't new, so Nour doesn't have to pay big instalments.  
If the car was new, Nour \_\_\_\_\_ big instalments.
- 2 Nour must pay monthly instalments for five years.  
If Nour \_\_\_\_\_ instalments, he will finish paying in five years.
- 3 The owner took very good care of the car. That's why Nour bought it.  
If the owner hadn't taken good care of the car, Nour wouldn't \_\_\_\_\_ it.
- 4 Nour didn't park his car carefully, so he broke a light.  
If Nour \_\_\_\_\_ carefully, he wouldn't have broken a light.
- 5 Nour has car insurance, so he doesn't have to pay for the broken light.  
If Nour didn't have car insurance, he \_\_\_\_\_ the broken light.

**D** Read the letter and complete it with words from the box.

banker	down payment	instalments
insurance	loan	owner
		salary

Dear Mum and Dad,

How are you? I'm doing fine at my new job in Baghdad. There's a lot of work, but the people I work with are very friendly. And I get a good \_\_\_\_\_<sup>1</sup>. I love the weather here, too! There isn't nearly as much rain as there is in England.

I've finally bought a car because I really needed one to get to work. It wasn't too hard to get a car \_\_\_\_\_<sup>2</sup>. My \_\_\_\_\_<sup>3</sup> is very nice and really wants to help his clients. He gave me some excellent advice. I bought a used car, but it's in very good condition. The previous \_\_\_\_\_<sup>4</sup> took really good care of it.



I only had to make a small \_\_\_\_\_<sup>5</sup>, and my monthly \_\_\_\_\_<sup>6</sup> aren't too high because I can pay back the loan over six years. The loan included money for \_\_\_\_\_<sup>7</sup>, too, so I don't have to worry if I have an accident (but don't worry, I won't – you know I'm a careful driver).

Come and visit me here soon. I'd love to show you all the interesting places I've discovered.

Love,

Tom

**A** Read the letters on page 66 of the Student's Book and answer the questions.

1 When did the customer write to the bank?

---

2 When will passwords be sent?

---

3 What would Fareed have done if he had a digital camera?

---

4 What does Fareed want his friend to do?

---

**B** Which expressions can we use in formal letters? Which can we use in informal letters? Write *F*, *I* or *F/I* in the boxes.

**Addressing the letter:**

Dear Mr Smith,

Dear Rashid,

Dear Sir,

**Starting the letter:**

This letter is to inform you ...

Thank you for your letter of ...

Thanks for your letter.

I am writing to ...

**Making a request:**

Would you ...?

Could you ...?

Can you ...?

**Saying you are sorry:**

I'm sorry I ...

I apologize for ... (-ing)

**To say you are sending something with the letter:**

Please find enclosed ...

Here's ...

I enclose ...

**Closing the letter:**

Yours sincerely,

Yours faithfully,

Best wishes,

See you soon.

**Formal and informal letters**

- We write formal letters to people who we don't know very well. These are often official letters where we can ask for information, make complaints, apply for jobs, etc. In formal letters, we don't use contractions, idioms or colloquial expressions. There are also many standard expressions. In formal letters, passive forms are quite common.
- We write informal letters to friends and family – people we know well. These letters often use language which is similar to spoken language. We use contractions, idioms and colloquial expressions. The language is generally more friendly.

**C** Look at the letter of complaint Samira wrote to her bank and put it in the correct order 1–6. Then answer the question after the letter.

- Yours sincerely,  
Samira Ansari
- Would you please send me some information about online banking, as well? I've just bought a computer, and I would like to know if I can pay my bills online.
- Could you please send me a new cheque book with my name correctly spelt as soon as possible? I need to write cheques often, and it is very inconvenient for me to be without a cheque book.
- This letter is to inform you of a problem I discovered when I received my new cheque book yesterday. My name has been misspelt on the cheques. It should read Samira Ansari, not Sanira Ansari.
- Dear Mr Mohammed,
- Thank you for your help.

What problem did Samira have? What does she ask her banker to do?

---



---

**D** Complete Mr Mohammed's reply to Samira. Use words or phrases from Exercise B.

\_\_\_\_\_ <sup>1</sup> Miss Ansari,  
 \_\_\_\_\_ <sup>2</sup> of 14<sup>th</sup> March. I \_\_\_\_\_ <sup>3</sup> for  
 misspelling your name on your new cheque book and \_\_\_\_\_ <sup>4</sup> a new cheque  
 book with your name spelt correctly. I also enclose some information about online banking,  
 which I hope you will find helpful.

\_\_\_\_\_ <sup>5</sup>,  
 Saeed Mohammed

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

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

**A** Match the beginnings and the endings of the sentences.

- |   |   |                          |   |   |
|---|---|--------------------------|---|---|
| 1 | Could you please let me know                      | <input type="checkbox"/> | a | I would receive it within a week.         |
| 2 | I was told that                                   | <input type="checkbox"/> | b | I could withdraw money on my way to work. |
| 3 | I am writing to enquire                           | <input type="checkbox"/> | c | when I will receive my card?              |
| 4 | If I had an ATM card,                             | <input type="checkbox"/> | d | I would save a lot of time.               |
| 5 | If I could check my account balance by telephone, | <input type="checkbox"/> | e | about my ATM card.                        |

**B** Complete the letter with the sentences from Exercise A.

Dear Mr Al Sultan,

I am a new customer at City Commercial Bank. \_\_\_\_\_

\_\_\_\_\_ When I opened my account, \_\_\_\_\_

\_\_\_\_\_ A month has passed, and I still haven't received it.

\_\_\_\_\_ I have been going to my bank to withdraw money, but I don't always have time to wait in long queues. It would be much more convenient for me to use the ATM near my office. \_\_\_\_\_

Would you please also send me a brochure about your telephone banking services?

Thank you for your help.

Yours sincerely,

Ali Al Turki



**A** Match the paragraph headings with the paragraphs of the text on page 68 of the Student's Book.

- |                                |                          |
|--------------------------------|--------------------------|
| 1 For the experts              | <input type="checkbox"/> |
| 2 A variety of accounts        | <input type="checkbox"/> |
| 3 Do something with your money | <input type="checkbox"/> |
| 4 Start early                  | <input type="checkbox"/> |
| 5 A safer investment           | <input type="checkbox"/> |

**B** Read the text on page 68 of the Student's Book and choose the correct option to complete each sentence.

- When we are children,
  - we start to save for when we are older.
  - we are taught the value of saving.
  - we often buy big things.
- We can get more interest
  - if we keep our money in our account for a long time.
  - if we change accounts often.
  - if we put in a fixed amount.
- Investing in stocks and shares
  - is a good way for anyone to make money.
  - will always make a profit.
  - is fun for some people.
- If you buy property,
  - you can make a lot of profit from rent.
  - you don't need a loan.
  - you may get a lot of money when you sell it.

**C** Read the text again and answer the questions.

- What are we told to do when we start work?

---

- What is the best type of account for those who can forget they invested money?

---

- What profile of people invest in stock and shares?

---

4 What do many people who receive money from relatives that died often do?

\_\_\_\_\_

5 What did our elder relatives use to do according to the text?

\_\_\_\_\_

**D** Find a word or phrase in the text that means:

1 put in our minds gradually (Paragraph 1) = \_\_\_\_\_

2 level of material comfort (Paragraph 1) = \_\_\_\_\_

3 money you pay for a loan (Paragraph 2) = \_\_\_\_\_

4 money that you make in a financial transaction (Paragraph 4) = \_\_\_\_\_

5 regular payments that you make to pay for something (Paragraph 4) = \_\_\_\_\_

6 able to make good decisions (Paragraph 5) = \_\_\_\_\_

**E** Find the words in the text that complete the following phrases.

1 put some \_\_\_\_\_

6 a risky \_\_\_\_\_

2 pension \_\_\_\_\_

7 major \_\_\_\_\_

3 \_\_\_\_\_ savers

8 break \_\_\_\_\_

4 a fixed \_\_\_\_\_

9 realize the \_\_\_\_\_

5 financially \_\_\_\_\_

Make sure you understand the meanings of unfamiliar words by checking in the dictionary.

**F**  Discuss these questions with a partner.

1 Do you think children get too much pocket money these days? Why/Why not?

2 Do you prefer to spend or save your money? Why?

3 If you had a large sum of money, how would you invest it? Why?

**A** Complete the sentences.

- 1 A \_\_\_\_\_ account comes with a debit card.
- 2 You can \_\_\_\_\_ money from an ATM machine.
- 3 The minimum \_\_\_\_\_ in this type of account is 1,000 Iraqi dinars.
- 4 The \_\_\_\_\_ of an investment can go down as well as up.
- 5 If you don't have enough money to buy something, you can ask the bank for a \_\_\_\_\_.
- 6 You can get your bank \_\_\_\_\_ through the post or online.
- 7 I always forget my \_\_\_\_\_ number when I access my bank app.
- 8 The bank lent me the money to buy this car, and I pay them back in monthly \_\_\_\_\_.

**B** Complete the dialogues with one word from each box.

bank(x2) charge exchange local pay
------------------------------------

branch currency fees interest online rate
---

A: Most people \_\_\_\_\_ <sup>1</sup> these days, either through an app or a website.

B: True. I can't even remember the last time I went to my \_\_\_\_\_ <sup>2</sup>.

A: Our saving accounts \_\_\_\_\_ <sup>3</sup> above the market, so you make more money by banking with us.

B: OK, but do you \_\_\_\_\_ <sup>4</sup> like other banks?

A: I'm going to travel to Brazil. What's the \_\_\_\_\_ <sup>5</sup> there?

B: The Brazilian Real. Let me check the \_\_\_\_\_ <sup>6</sup> for you ... one Brazilian Real is worth 230 Iraqi dinars.

**C Complete the sentences with one word in each gap.**

- 1 The payment will \_\_\_\_\_ made tomorrow at the latest.
- 2 The money is \_\_\_\_\_ transferred right now. Check your account in a few minutes.
- 3 The client, \_\_\_\_\_ account had that problem yesterday, is waiting to talk to you.
- 4 My bank, \_\_\_\_\_ has been open since 1880, is closing lots of branches around the country.
- 5 I'm afraid there may \_\_\_\_\_ been a mistake with this transaction.
- 6 Being a bank manager must \_\_\_\_\_ a very stressful job.
- 7 If we \_\_\_\_\_ bought shares for that company 20 years ago, we would have made millions.
- 8 If you don't make a deposit today, I'm afraid you \_\_\_\_\_ pay interest.

**D Put the words in brackets in the correct order to form sentences used in formal letters and emails.**

- 1 This \_\_\_\_\_ your card is being sent.  
(that / inform / is / to / letter / you)
- 2 Thank \_\_\_\_\_ a problem with your account.  
(regarding / for / of / your email / you / 19<sup>th</sup> June)
- 3 Please \_\_\_\_\_ requested through our app.  
(your new / find / you / which / enclosed / debit card,)
- 4 I \_\_\_\_\_ it immediately.  
(for / correct / will / the mistake / apologize / and)
- 5 I \_\_\_\_\_ on my account.  
(writing / am / about / to / a fee / enquire)
- 6 Thank \_\_\_\_\_.  
(with / for / your / you / help / matter / this)

## VOCABULARY

**A** Choose the correct option to complete the sentences.

- 1 My father *opened* / *made* an account for me when I was quite young.
- 2 I *deposited* / *installed* 5 million Iraqi dinars this morning.
- 3 Banks usually *pay* / *charge* a fee if you are overdrawn.
- 4 If you *stay* / *maintain* a minimum balance, you don't have to pay a fee.
- 5 I can *take* / *make* a withdrawal at an ATM at any time.
- 6 Some accounts *pay* / *cost* more interest than others.

**B** Complete the sentences with the correct words from the box.

back	branch	down payment	expired	instalments
	online	statement	valid	withdrawal

- 1 I'm afraid your card is no longer \_\_\_\_\_. It \_\_\_\_\_ a week ago.
- 2 This bank \_\_\_\_\_ shows I have a lot of money in my account.
- 3 There must be a mistake. I didn't make this \_\_\_\_\_ last week.
- 4 How many \_\_\_\_\_ do you have to make to pay \_\_\_\_\_ your loan?
- 5 My father lent me the money to put a \_\_\_\_\_ on a new car.
- 6 If you have internet access, you can bank \_\_\_\_\_.
- 7 There is a \_\_\_\_\_ of our bank near the university.

## GRAMMAR

**C** Choose the correct form in each conditional sentence.

- 1 If I open a student account, I *wouldn't have to* / *won't have to* maintain a minimum balance.
- 2 If I had known it was raining when I left, I *would have* / *would had* brought an umbrella.
- 3 If I *have seen* / *had seen* him yesterday, I would have told him your news.
- 4 If we *hadn't gone* / *didn't go* swimming, we would have had time to go for a boat ride.

- 5 If I *had* / *have* a computer, we could search the internet.
- 6 If I *played* / *have played* tennis, I would join the tennis club.

**D** Put the words in the correct order to make passive sentences.

- 1 was / delivered / When / mail / the / ?

---

- 2 next / being / are / week / The / replaced / windows / .

---

- 3 be / sold / The / end / house / will / before / the / year / the / of / .

---

- 4 by / The / down / the / previous / owner / were / trees / cut / .

---

- 5 have / stairs / avoid / been / The / accidents / to / repaired / .

---

**E** Rewrite the sentences in the passive form.

- 1 Somebody left these books in the classroom.

---

- 2 Somebody teaches History every day.

---

- 3 Somebody is cleaning the room right now.

---

- 4 Somebody will grade our homework over the weekend.

---

- 5 Somebody was opening the gates when we arrived.

---

**F** Complete the sentences with the passive form of the correct verb. Each verb is used only once.

build	buy	display	include	inform	use
-------	-----	---------	---------	--------	-----

- 1 Fareed \_\_\_\_\_ always \_\_\_\_\_ of changes in his account balance by SMS.
- 2 Yesterday, a message \_\_\_\_\_ on his screen that said he was overdrawn.
- 3 Mobile phones \_\_\_\_\_ by millions of people these days.
- 4 \_\_\_\_\_ cameras \_\_\_\_\_ in all mobile phones?
- 5 Mobile phones \_\_\_\_\_ for many other things in the future.
- 6 Mobile phone towers \_\_\_\_\_ all the time.

**G** Complete the dialogues with a present or past deduction using the verbs in brackets.

- 1 Hazem (be) \_\_\_\_\_ making a lot of money; he's just bought a new car!  
Maybe he got a loan from the bank.
- 2 Why was last month's credit card so high?  
I'm not sure, but I (spend) \_\_\_\_\_ more because of Manar's birthday party.
- 3 Rasha didn't make that payment into my account yesterday.  
She (forget) \_\_\_\_\_. I'll send her a message.
- 4 Did you see that Yasir got that job as a bank manager?  
Good for him! It (be) \_\_\_\_\_ easy; there's a lot of competition for these jobs.
- 5 It's time to renew our house insurance.  
You (want) \_\_\_\_\_ to look around to see what other banks are offering.

**H** Rewrite the sentences using the passive form.

- 1 They are interviewing Marwa for that job right now.

---

- 2 Somebody stole my bag at the gym yesterday.

---



## Lesson 1: What can I study?

**A** Write down ideas from your discussion. Then read the speech bubbles on page 72 of the Student's Book and add more ideas to your lists.

1 Why people study after they have finished school

---

---

---

---

2 What people study after they have finished school

---

---

---

---

3 Where people study after they have finished school

---

---

---

---

**B** Match the following definitions with the words in bold on page 72 of the Student's Book.

1 get on a list of people = \_\_\_\_\_

2 a large meeting to discuss something = \_\_\_\_\_

3 a practical lesson = \_\_\_\_\_

4 a written request = \_\_\_\_\_

5 working quickly and well = \_\_\_\_\_

6 be on a list for a class = \_\_\_\_\_

7 make something better = \_\_\_\_\_

8 allowed into a place = \_\_\_\_\_

**C** Making word families can help you remember vocabulary. Use the suffixes to help you complete the words in the box. Note the following:

- *t* at the end of words is often doubled when adding suffixes.
- *y* changes to *i* at the end of a word.

-ance	-ation	-ment	-sion
-------	--------	-------	-------

Verb	Noun
enhance	
	enrolment
	application
admit	
attend	
register	



Complete the sentences with a word from the box.

admitted	application	conference	enhance	qualifications	register
----------	-------------	------------	---------	----------------	----------

- 1 You can \_\_\_\_\_ your computer skills by taking an evening class.
- 2 You must send your \_\_\_\_\_ to the school by 10 May if you want to start in July.
- 3 Many scientists will be giving presentations at the \_\_\_\_\_ on the environment.
- 4 Because she is an excellent pianist, Ameena was \_\_\_\_\_ to a very good music school.
- 5 You can \_\_\_\_\_ for this class by completing a form online.
- 6 When I left school, I had few \_\_\_\_\_, but I got a good job after taking a computer class.

## Lesson 2: A language school

**A** Complete the sentences using the words in bold in the brochure on page 73 of the Student's Book.

- 1 On the first day, the students take a \_\_\_\_\_.
- 2 Many students take an \_\_\_\_\_ language course.
- 3 The \_\_\_\_\_ number of students is ten.
- 4 You have to pay your \_\_\_\_\_ in advance.
- 5 A qualification in English is \_\_\_\_\_ if you want to study in England.

**B** Hasan is taking English lessons.  **22** Listen to a conversation between Hasan and his friend, Zaid. Then decide if the statements below are true (T) or false (F).

- 1 Hasan will be watching a film at 7:00.
- 2 He is a full-time student.
- 3 He wants to improve his English so he can travel.
- 4 He spends a lot of time studying English.
- 5 He finds the lessons really easy.
- 6 Zaid would like to study English, too.

**C** Read sentences 1–5. Decide what type they are. Write letters a–e in the boxes.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> I'm feeling really happy. Tomorrow morning, I'll be sitting on a plane on my way to London.           | a schedules<br>(present simple)  |
| 2 <input type="checkbox"/> I've talked to my parents about next year, and I've decided I'm going to study to be a doctor.        | b fixed arrangements<br>(present continuous)                               |
| 3 <input type="checkbox"/> I'm sorry I can't come out tonight, but I'm playing football at 6:30, and I will be tired afterwards. | c plans and intentions<br>(going to)                                       |
| 4 <input type="checkbox"/> I hope to give you that book back tomorrow. I think I'll be able to finish it tonight.                | d predictions<br>(future simple)   |
| 5 <input type="checkbox"/> The football match finishes at 8 p.m.   | e fixed time in the future with focus<br>on the action (future continuous) |

**D** Put the verb in brackets in the correct future form. Use the present simple, present continuous or *going to* + infinitive.

- 1 Some day, Ahmed (take) \_\_\_\_\_ a computer class so he can get a better job.
- 2 My new class (start) \_\_\_\_\_ tomorrow.
- 3 He (tell) \_\_\_\_\_ Dana she passed the exam.
- 4 They (leave) \_\_\_\_\_ at 10:00.
- 5 We (have) \_\_\_\_\_ a party on Wednesday. Can you come?
- 6 The term (begin) \_\_\_\_\_ on 3<sup>rd</sup> September.



Write five different types of future sentence. Use the correct verb form in each case.

Schedules: \_\_\_\_\_

\_\_\_\_\_

Fixed arrangements: \_\_\_\_\_

\_\_\_\_\_

Plans and intentions: \_\_\_\_\_

\_\_\_\_\_

Predictions: \_\_\_\_\_

\_\_\_\_\_

Fixed time in the future with focus on the action: \_\_\_\_\_

\_\_\_\_\_

## Lesson 3: Improve your computer skills

**A** Match the words in bold on page 74 of the Student's Book with the definitions below.

- 1 able to make yourself do things even when you don't want to do them = \_\_\_\_\_
- 2 a program that lets you arrange information in tables = \_\_\_\_\_
- 3 a person who is looking for a job = \_\_\_\_\_
- 4 creating a website = \_\_\_\_\_
- 5 creating pictures for books, brochures, etc. = \_\_\_\_\_

**B** Read the article on page 74 of the Student's Book again and answer the following questions.

- 1 Give two reasons for improving computer skills.  
\_\_\_\_\_
- 2 Why are spreadsheets used a lot in businesses?  
\_\_\_\_\_
- 3 What sort of company would a graphic designer work for?  
\_\_\_\_\_
- 4 Why is it becoming easier to find courses in computer skills?  
\_\_\_\_\_
- 5 What are the three main ways of studying computer skills?  
\_\_\_\_\_

**C** Read the article again and complete the following sentences.

- 1 One way to improve your job prospects is to \_\_\_\_\_.
- 2 Many businesses use spreadsheets to \_\_\_\_\_.
- 3 People who take digital graphic design classes can work for \_\_\_\_\_.
- 4 A benefit of online computer classes is that you can \_\_\_\_\_.
- 5 Before taking an online class, it is important to \_\_\_\_\_.
- 6 Learning from a book can be difficult because \_\_\_\_\_.

### Making inferences

As discussed in Unit 5, you often have to make inferences to answer questions. Making inferences involves understanding information that is not clearly stated in the text. You decide what makes sense based on the information you have in the text.

Although this may sound difficult, you do it all the time without realizing it. For example, if you read a sentence that says: *Ahmed put his swimsuit and sun cream in his bag*, you can infer that Ahmed is going to the beach or outdoor pool.

What can you infer from the information in Paragraph 1?

- a A lot of people are looking for jobs or want to get a better job.
- b Many people are learning about computers for their pleasure.

It may be true that many people are learning about computers for their pleasure, but we don't have any reason to infer this from the information in Paragraph 1, so the answer is not *b*.

But the sentence: *Learning new computer skills can also help you change careers, and the number of people enrolling in computer classes is increasing*, tells us that learning about computers can help you get a new job, and also, that more and more people are taking computer classes.

We can infer that these people want to get better jobs, so the answer is *a*.

- D** Choose *a* or *b* to say which inference you can make from the article on page 74 of the Student's Book. Find the sentence or sentences that helped you decide.

**Paragraph 2:**

- a If you are a banker, you should learn to use spreadsheets.
- b More and more teachers are learning to use spreadsheets.

**Paragraph 2:**

- a Web design is easy.
- b More and more companies have websites.

**Paragraph 3:**

- a Students don't have to take computer classes.
- b Many universities offer classes for people who work.

**Paragraph 3:**

- a Some online classes won't help you get a better job.
- b Online classes are always well taught.

**Paragraph 3:**

- a Teaching yourself with a book is not easy.
- b The best way to learn about computers is to read a book.

**A** Scan the course catalogue on page 75 of the Student's Book and answer the questions.

1 Which course does not take place on the university campus?

\_\_\_\_\_

2 Which course meets twice a week?

\_\_\_\_\_

3 Which course is for beginners?

\_\_\_\_\_

4 Which course is for people who already have a job?

\_\_\_\_\_

5 What does *venue* mean?

a where something takes place

b when something takes place

6 If you enhance your job prospects, you

a improve them.

b reduce them.

**B**  **23** Listen to Nisrin talking about her summer class. Tick (✓) the reasons she liked her class.

1  It wasn't expensive.

2  It was about History.

3  She learnt a lot of new things.

4  The teacher explained things clearly.

5  The teacher didn't give a lot of homework.

6  The teacher stayed after class to answer questions.

7  They used modern equipment.

8  The class was very big.

9  The students in the class helped each other.

10  The class helped her find a job.



- A** Read about linking ideas in a paragraph. Read the three paragraphs on page 76 of the Student's Book again and answer the questions below.

### Linking ideas

- The ideas in a paragraph can be linked in different ways. Understanding how the ideas are connected can help you understand what the author is saying. Some of the most common types of links are:
  - **A Going from general to specific information**  
The author makes a statement and gives examples or details. Some common linking words and phrases are: *for example, for instance, such as.*
  - **B Cause and effect**  
The author explains that an event took place and what the result was. Some common linking words and phrases are: *as a result, therefore, so.*
  - **C Time order**  
The author talks about what happened first, next, last. Some common linking words and phrases are: *first, next, then, after that, once, as soon as.*
  - **D Comparison or contrast**  
The author talks about how things are the same or different. Some common linking words are: *however, whereas, like, unlike, while.*

- 1 Find an example of Type A linking in the first paragraph.

---

---

- 2 Find an example of Type B linking in the second paragraph.

---

---

- 3 Find examples of Types C and D linking in the third paragraph.

---

---

---

---

**B Complete the text with linking words from the box.**

first	for instance	however	once	so	unlike	while
-------	--------------	---------	------	----	--------	-------

\_\_\_\_\_ <sup>1</sup> he leaves university, Mike is going to have more time for voluntary work. The work is quite time-consuming. \_\_\_\_\_ <sup>2</sup>, Mike thinks it gives him a lot of skills that will be useful later in life. He likes the variety of hospital work, \_\_\_\_\_ <sup>3</sup>, working with patients and supervising other staff.

\_\_\_\_\_ <sup>4</sup> most of his friends, Mike can't use a computer. That will soon change. He is going on a course next week, \_\_\_\_\_ <sup>5</sup> in six months he should be good at using spreadsheets and even web design.

**C Choose the correct form of the verb.**

- 1 She decided she *is becoming* / *was going to become* a volunteer after watching a programme on television.
- 2 Layla thought she *would like* / *likes* nursing, but now she's not sure.
- 3 Ibrahim can't stay out late because he *was starting* / *is starting* his new job tomorrow.
- 4 Ibrahim had to leave early because he *was having* / *had to* meet his friends.
- 5 I know he *will be sleeping* / *would be sleeping* when I get home, as he always goes to bed early.
- 6 In my old job, my shift *started* / *starts* at 6:00 every Wednesday, and I worked until 9:00.
- 7 The volunteer promised the children he *was* / *would be* back the following week.

**D Some people do volunteer work in different countries. They can build houses or teach children to read. Do you think this is a good idea? Write a few sentences explaining your opinion. You can think about:**

- being far from home
- language differences
- meeting new people
- helping other people
- learning new skills

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**A**  **24** Listen to the five people again. Are these sentences true (T) or false (F)?

- 1 Sara's company sells their products around the world.
- 2 Sara studied Arabic after work.
- 3 Ahmed's company produces products from petroleum.
- 4 Ahmed is responsible for a group of scientists.
- 5 Chris started painting recently.
- 6 Chris only paints once a week.
- 7 Layla didn't want to do web design at first.
- 8 Layla has combined web design and fashion.
- 9 Sultan's friends were against the idea of him opening a company.
- 10 Things were hard for Sultan at first with his company.

**B** Complete the sentences with the verbs from the box.

be	give up	ignore	take	try
----	---------	--------	------	-----

- 1 You shouldn't \_\_\_\_\_ afraid of starting your own business.
- 2 You should \_\_\_\_\_ opportunities to train on the job.
- 3 You shouldn't \_\_\_\_\_ on your childhood hobbies.
- 4 You should \_\_\_\_\_ to learn different languages if you want a good job.
- 5 You shouldn't \_\_\_\_\_ your parents' advice.

**C** Match the advice (1–5) from Exercise B with the speakers on page 77 of the Student's Book.

Ahmed = \_\_\_\_\_

Sultan = \_\_\_\_\_

Sara = \_\_\_\_\_

Layla = \_\_\_\_\_

Chris = \_\_\_\_\_

**D** Rewrite the sentences using the future in the past.

1 I've decided I am going to learn Arabic.

*I decided*

2 My employer says the company will give me on-the-job training.

*My employer said*

3 He is going to a painting class this evening.

*I found out he*

4 I know the classes start in the summer.

*I knew*

5 I am very disappointed to learn the owner will be closing the company in the autumn.

**E**  **24** Listen again to the last speaker and make a list of advantages and disadvantages of having your own business.**Advantages**

*You can be proud of your company.*

**Disadvantages**

*You have to work harder.*

**F**  Work in pairs and role-play a conversation for the following situation. Student A wants to start a business. Student B does not think it is a good idea. Student A puts the advantages and Student B the disadvantages. Use the points in Exercise E and add any extra ideas you think of during the conversation.

**A** Read about opinion essays.**Expressing opinions**

In an essay expressing opinion, you say what you think about a subject. But it isn't enough to say what you think, you also need to say why you think this. This makes your essay more convincing and interesting.

The essay begins with an introduction, and this usually mentions what you are going to write about in the main part of your essay.

The body of the essay gives more details and the reasons for your opinion. If there are two sides to a question, you can write about one side in one paragraph and the other in the next paragraph.

In the conclusion, you can sum up your ideas and your opinion.

**B** Read the essay on page 78 of the Student's Book and put the paragraphs in order.

- 1 Introduction: \_\_\_\_\_
- 2 Body: \_\_\_\_\_ and \_\_\_\_\_
- 3 Conclusion: \_\_\_\_\_

**C** Read the text on page 78 of the Student's Book again and match the sentence halves.

- 1 The writer claims many people \_\_\_\_\_
  - 2 The writer believes convenience \_\_\_\_\_
  - 3 The writer warns internet users that websites \_\_\_\_\_
  - 4 The writer argues that books \_\_\_\_\_
  - 5 The writer says that the internet \_\_\_\_\_
- a cannot always be trusted.
  - b made it easier to buy books.
  - c is one of the main benefits of using the internet.
  - d believed books would disappear because of the internet.
  - e tend to be more reliable and detailed.

**D** Look at how the words in brackets are used in the essay. Use them to rewrite these sentences.

1 Books can be used anywhere. Computers can't be used anywhere.

(unlike) \_\_\_\_\_  
\_\_\_\_\_

2 You can do more than just read information on the internet. You can listen to the news as well.

(in addition) \_\_\_\_\_  
\_\_\_\_\_

3 Buying books can be expensive. Using the internet can be cheaper.

(but) \_\_\_\_\_  
\_\_\_\_\_

4 Using the internet is sometimes dangerous. You can't get a virus from reading a book.

(although) \_\_\_\_\_  
\_\_\_\_\_

**E**  Work in pairs. Do you agree with the essay? Why or why not? How do you prefer to get information? Think about the following questions:

- What do they think will happen in the future?
- Will fewer books be published?
- Will there be even more information on the internet?
- Is it possible to check reliability of information on the internet?

I agree that fewer books will be published.



Yes, I think you're right. I get most of my information on the internet.



- A**  Read the following statement and discuss in groups whether you agree or disagree, and why.

'Distance learning is a better way to learn than learning in a classroom.'

- B** Look at the lists of advantages of distance learning and learning in a classroom. Then write down any disadvantages you thought of. First, tick (✓) the ones you discussed with your partner or during class feedback.

### Distance learning

#### Advantages:

- You don't have to travel to class.
- It's quieter than working in a classroom.
- Fees are less expensive.
- If you are ill, you don't miss a class.
- You can work at any time you want.

#### Disadvantages:

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### Classroom learning

#### Advantages:

- You learn better if you have regular class time.
- You can learn a lot from working with other students.
- Having classmates is more fun.
- You can have class discussions.
- The teacher can answer your questions immediately.

#### Disadvantages:

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**You are going to write an essay of 100–120 words giving your opinion about the statement: 'Distance learning is a better way to learn than learning in a classroom.'**

**First, write the introduction. This should include:**

- a** Your opinion about the statement. Do you agree or not?
- b** What you will write about. Will you just support your opinion or give both sides of the argument?

**Write the introduction here.**

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## Lesson 9: Using the library

**A** Read the text on page 80 of the Student's Book. Decide if these statements are true (T) or false (F).

- 1 The writer wants to change jobs because he travels too much.
- 2 At the library, the writer can learn how to apply for jobs.
- 3 The writer can borrow DVDs from the library.
- 4 He reads newspapers at the library to find out what is happening in the world.
- 5 He has already applied to some companies.

**B** What do these words mean in the text? Choose the correct answer.

- 1 **astounded**
  - a disappointed
  - b surprised
  - c upset
- 2 **body language**
  - a how you sit and move
  - b how you dress
  - c how you talk
- 3 **businesslike**
  - a professional
  - b spontaneous
  - c relaxed
- 4 **since**
  - a from this time
  - b although
  - c because
- 5 **pay off**
  - a bring a lot of money
  - b bring the right results
  - c help me become a librarian

**C** Complete the sentences about the text.

- 1 The author enjoyed his job for a while. However, \_\_\_\_\_  
\_\_\_\_\_.
- 2 The author didn't know what to do next. So, he \_\_\_\_\_  
\_\_\_\_\_.
- 3 While some jobs are very popular and you hear about them more often, \_\_\_\_\_  
\_\_\_\_\_.
- 4 At the library, you can learn skills for looking for a job, such as \_\_\_\_\_  
\_\_\_\_\_.
- 5 The author wants to travel. Therefore, he needs \_\_\_\_\_  
\_\_\_\_\_.
- 6 The library has information about language tests. It also \_\_\_\_\_  
\_\_\_\_\_.

**D**  25 Listen to five people talking about libraries. Match the speakers 1–5 with the sentences below.

- a Speaker \_\_\_\_\_ goes to the library because of the activities there.
- b Speaker \_\_\_\_\_ goes to the library to collect books for other people.
- c Speaker \_\_\_\_\_ goes to the library because of the people who work there.
- d Speaker \_\_\_\_\_ goes to the library because it is peaceful.
- e Speaker \_\_\_\_\_ goes to the library to use the computers and printer.

**A** Complete the words and phrases below with the vowels *a, e, i, o, u*.

- 1 Doing a course can improve your j\_\_ b pr\_\_ sp\_\_ cts.
- 2 First, you do a pl\_\_ c\_\_ m\_\_ nt t\_\_ st to find out your level.
- 3 Often, c\_\_ nt\_\_ n\_\_ \_\_ ng ed\_\_ c\_\_ t\_\_ \_\_ n classes take place in the evening.
- 4 You don't need any pr\_\_ \_\_ r kn\_\_ wl\_\_ dg\_\_ on the subject to do the course.
- 5 You'll be \_\_ st\_\_ \_\_ nd\_\_ d by how much you can learn on our course.
- 6 You will also learn how to improve your b\_\_ dy l\_\_ ng\_\_ \_\_ g\_\_ in a job interview.

**B** Use the correct form of the word in brackets to complete the sentence.

- 1 Thank you for considering my (apply) \_\_\_\_\_ to your Web Design course.
- 2 I'm afraid your (attend) \_\_\_\_\_ on the course has been very low.
- 3 We've looked at your CV, and we are very impressed with your (qualify) \_\_\_\_\_.
- 4 You can do the (register) \_\_\_\_\_ for the course online at our website.
- 5 If you have any questions, our (admit) \_\_\_\_\_ team would be happy to help.
- 6 The first step in the (enrol) \_\_\_\_\_ process is to complete an online form.

**C** The underlined sentences about future plans were all spoken a few days ago. It is now three days later. Rewrite them as future in the past.

Adnan: I'm going to visit my brother in Beirut.

Hasan: Sorry. I can't go because I'm playing basketball later.

Lina: I think I'll probably go to the shopping mall with my friends this weekend.

Rahaf: I promise Mum. I'm going to study for my exams.

Halima: Aysha and I are going to do a French course in Paris.

- 1 Adnan decided he was going to visit his brother in Beirut \_\_\_\_\_.
- 2 Hasan couldn't meet his friends because \_\_\_\_\_.
- 3 Lina thought \_\_\_\_\_.
- 4 Rahaf promised her mother that \_\_\_\_\_.
- 5 Halima told us that \_\_\_\_\_.

**D** Choose the correct option to complete each sentence.

- 1 I can't go to my course tonight because *I'll pick up / I'm picking up* my mother at the airport.
- 2 The lesson *finishes / is finishing* at 6 p.m., so I can meet you around 6:30?
- 3 This time next week *I'm going to study / I'll be studying* Spanish in Madrid!
- 4 I've decided that *I'm doing / I'm going to do* Web Design at university.
- 5 I think *we'll learn / we are learning* a lot of interesting things on the course next week.

**E** Complete the extracts from an essay with the words from the box.

after that	for instance	however	once	therefore	unlike
------------	--------------	---------	------	-----------	--------

- 1 \_\_\_\_\_ face-to-face lessons, you can do an online course from home.
- 2 \_\_\_\_\_ you are enrolled in a course, you feel more motivated to go to the classes.
- 3 Online courses tend to be cheaper. \_\_\_\_\_, you can save money to do other courses.
- 4 Face-to-face learning is more personal. \_\_\_\_\_, you can have more class discussions.
- 5 In online courses, you have more flexibility. \_\_\_\_\_, that can be a bad thing if you don't have discipline.
- 6 I would recommend considering different options of courses available, both online and face to face. \_\_\_\_\_, choose one that fits your circumstances better.

**F** Complete the sentences with the correct future continuous form of the verbs in brackets.

- 1 This time tomorrow, I (fly) \_\_\_\_\_ to Dubai.
- 2 This time next month, we (travel) \_\_\_\_\_ across Europe for our summer holidays.
- 3 At 9 p.m. tonight, they (watch) \_\_\_\_\_ their favourite TV show.
- 4 I (study) \_\_\_\_\_ all weekend for my final exams.
- 5 This time next week, I (give) \_\_\_\_\_ a presentation at the Business Conference.

## VOCABULARY

**A** Match a word from the column on the left with a word from the column on the right to make compound nouns.

- |            |                          |              |
|------------|--------------------------|--------------|
| 1 internet | <input type="checkbox"/> | a design     |
| 2 course   | <input type="checkbox"/> | b skills     |
| 3 self-    | <input type="checkbox"/> | c connection |
| 4 web      | <input type="checkbox"/> | d discipline |
| 5 computer | <input type="checkbox"/> | e fees       |

**B** Write words for these definitions.

- 1 a computer program that is useful if you are working with numbers = \_\_\_\_\_
- 2 the place where you hold a course or concert, for example = \_\_\_\_\_
- 3 improve (for example, job prospects) = \_\_\_\_\_
- 4 an organization that provides help or raises money for people in need = \_\_\_\_\_
- 5 talk or communicate informally, for example, on the internet = \_\_\_\_\_

**C** Complete the sentences.

- 1 I'd like to train as a \_\_\_\_\_ because I love books and libraries.
- 2 She's a \_\_\_\_\_ student. She should qualify as a doctor in two years' time.
- 3 Next year, I plan to \_\_\_\_\_ on a course to improve my English.
- 4 If you are a manager, you have to \_\_\_\_\_ other employees.
- 5 Last summer my father, who is a scientist, attended a big \_\_\_\_\_ in London.

## GRAMMAR

**D** Choose the best alternative.

- 1 Dana *is going to volunteer* / *volunteers* at the hospital when she has more time.
- 2 Volunteer training *will be beginning* / *begins* on the first of the month.
- 3 She *is meeting* / *meets* the director tomorrow morning.

- 4 I think she *will like / will be liking* the work.  
5 She *learns / will be learning* a lot of new skills.

**E** Choose the correct ending for the sentences.

- 1 If we don't hurry, we'll be late. The train  
a leaves at 11:00.  
b will leave at 11:00.
- 2 I'm sorry I can't go with you. I  
a will go to the dentist's then.  
b am going to the dentist's then.
- 3 Your room is a mess. When  
a are you going to clean it up?  
b do you clean it up?
- 4 Think of me tomorrow at 9:00. I  
a will be taking a really difficult exam.  
b will take a really difficult exam.
- 5 She didn't pass the exam last time. I hope  
a she will be doing better this time.  
b she will do better this time.

**F** Put the verbs in brackets into the correct future form to complete the conversation. In some cases, more than one form is possible.

**Nour:** I (take) \_\_\_\_\_<sup>1</sup> a computer class at the university.

**Aziz:** That's a good idea. I (take) \_\_\_\_\_<sup>2</sup> an English class if I can find one near my house.

**Nour:** Have you tried the Speakwell Language School? That's near your house.

**Aziz:** No. When (start) \_\_\_\_\_ classes \_\_\_\_\_<sup>3</sup>?

**Nour:** Classes (begin) \_\_\_\_\_<sup>4</sup> next week.

**Aziz:** That's too bad. I (visit) \_\_\_\_\_<sup>5</sup> my uncle next week. We (leave) \_\_\_\_\_<sup>6</sup> on Monday. I think I'll be back Friday morning. I'll call you when I arrive.

**Nour:** OK. But call me in the afternoon. In the morning, I (sit) \_\_\_\_\_<sup>7</sup> in my computer class!

**G** Rewrite the sentences using the future in the past.

**Examples:** I'm going to learn Chinese.

I decided I was going to learn Chinese.

I know the course will start in September.

I knew the course would start in September.

1 She's going to her computer course tomorrow night.

I found out she \_\_\_\_\_.

2 He's going to be a librarian.

He decided he \_\_\_\_\_.

3 Hasan thinks he will enjoy a career in graphic design.

Hasan thought \_\_\_\_\_, but now he's not so sure.

4 Ammar will be working late, so I won't call him early in the morning.

I knew Ammar \_\_\_\_\_, so I didn't call him early in the morning.

5 The internet connection will be working again soon.

Our teacher promised that \_\_\_\_\_.

6 They can't come to the beach because they're taking an exam the next day.

They couldn't \_\_\_\_\_.

7 I'm very disappointed to hear that the health club is closing down.

I was \_\_\_\_\_.

\_\_\_\_\_.

8 He's starting his new job next week.

He said \_\_\_\_\_.



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

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**A** Match the words from the texts on page 84 of the Student's Book with their definitions.

- |   |             |                          |   |                             |
|---|-------------|--------------------------|---|-----------------------------|
| 1 | efficiently | <input type="checkbox"/> | a | cutting down trees for wood |
| 2 | essential   | <input type="checkbox"/> | b | in a sensible manner        |
| 3 | logging     | <input type="checkbox"/> | c | working well and quickly    |
| 4 | wisely      | <input type="checkbox"/> | d | extremely necessary         |

**B** Read the texts again and answer the questions.

1 Why are natural resources essential to human life?

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2 What is the difference between a renewable and a non-renewable resource?

---



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3 Find two examples of a renewable resource in the text and one example of a non-renewable resource.

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4 How do greenhouse gases harm the environment?

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5 What is deforestation? How does the text say that deforestation harms the environment?

---



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## Prefixes and suffixes

■ Learning prefixes and suffixes can help you understand and remember new words.

- The prefix *de-* means to remove, reduce or undo.
- The suffix *-ation* means an action or process.

So the word *deforestation* means the action of removing or reducing a forest.

- The **opposites** of many words/verbs are formed with the prefix *dis-*, e.g., *like/dislike*, *approve/disapprove*, *obey/disobey*, *advantage/disadvantage*.

*Despite the strict rules, some students decided to disobey the school dress code.*

**C** Guess the meanings of the following words.

- 1 deoxygenation = \_\_\_\_\_
- 2 depopulation = \_\_\_\_\_
- 3 devaluation = \_\_\_\_\_
- 4 disagreement = \_\_\_\_\_

**D** Choose the correct answer to complete each sentence.

- |  |  |
|--|--|
| <p>1 If you distrust someone, you</p> <p>a don't agree with them.</p> <p>b have confidence in them.</p> <p>c don't have confidence in them.</p>  | <p>3 If you discourage someone, you</p> <p>a make them feel they can't do something.</p> <p>b make them feel they can do something.</p> <p>c make them feel ill.</p> |
| <p>2 If you disconnect your TV, you</p> <p>a need to buy a new TV.</p> <p>b can still see a picture.</p> <p>c can't see the picture anymore.</p> | <p>4 If something has disappeared, you</p> <p>a have just found it again.</p> <p>b can see it.</p> <p>c can't see it.</p>  |

**E**  Complete the dialogue with one word in each gap using different forms of the future tense.

- A I \_\_\_\_\_<sup>1</sup> flying to South America next Friday.
- B Really?! What are you \_\_\_\_\_<sup>2</sup> to do there?
- A Study animal habitats. I'll \_\_\_\_\_<sup>3</sup> staying there for six months.
- B What time \_\_\_\_\_<sup>4</sup> your plane leave?
- A At 9:00.
- B I \_\_\_\_\_<sup>5</sup> give you a lift to the airport then. I \_\_\_\_\_<sup>6</sup> start work until eleven o'clock on Friday.

## Lesson 2: Recycling waste

- 4  26  Listen to a description of how waste can be recycled. Complete the flow chart with words from the box in the passive form.

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

- A** Match these words with their definitions.

- |   |           |                          |   |   |
|---|-----------|--------------------------|---|---|
| 1 | bury      | <input type="checkbox"/> | a | the process of damaging the air, water or land with chemicals         |
| 2 | waste     | <input type="checkbox"/> | b | useless materials that are left after you have used something         |
| 3 | pollution | <input type="checkbox"/> | c | to put something in the ground and cover it with earth                |
| 4 | encourage | <input type="checkbox"/> | d | to suggest that someone does something that you believe would be good |

- B** Complete the sentences with the correct passive form of the verbs in brackets.

- A lot of energy (save) \_\_\_\_\_ when people remember to turn off lights.
- New recycling bins (provide) \_\_\_\_\_ by the local council last year.
- Air pollution (reduce) \_\_\_\_\_ significantly over the last ten years.
- New laws to protect natural environments (discuss) \_\_\_\_\_ at the congress this week.
- Environmental education programmes (offer) \_\_\_\_\_ in all our schools from next year.
- Before our campaign last month, the river (not clean) \_\_\_\_\_ for a long time.

- C** Look at the flow chart on page 85 of the Student's Book and complete the sentences about the recycling process using the passive form.

- First, the waste \_\_\_\_\_.
- Then, it is \_\_\_\_\_.
- Next, it \_\_\_\_\_.
- After that, \_\_\_\_\_.
- In the waste treatment plant, it \_\_\_\_\_.
- Then, \_\_\_\_\_.
- Finally, glass, paper and plastic can be \_\_\_\_\_.



## Lesson 3: A renewable resource

**A** Read the article on page 86 of the Student's Book and match the beginnings of these active and passive sentences with their endings.

- |                           |                          |   |
|---------------------------|--------------------------|---|
| 1 Many wind turbines      | <input type="checkbox"/> | a can make this type of energy quieter in the future. |
| 2 Building a wind turbine | <input type="checkbox"/> | b have been built in Europe.                          |
| 3 Wind                    | <input type="checkbox"/> | c can be built on land or offshore.                   |
| 4 Wind farms              | <input type="checkbox"/> | d are researching ways to improve wind energy.        |
| 5 New technologies        | <input type="checkbox"/> | e is an expensive project.                            |
| 6 Scientists              | <input type="checkbox"/> | f is caused by changes in temperature.                |

**B** Read the article more carefully and write short answers to the questions.

- 1 In what ways has wind power been used for thousands of years?

---

- 2 What is the most important aspect of wind power?

---

- 3 Why does the author say wind power is efficient?

---

- 4 What two complaints do people who live near wind turbines have about them?

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- 5 Why can't we only use wind power to supply our energy?

---

**C** Read the email more carefully. What disadvantages of wind turbines does the writer mention that the writer of the article doesn't mention?

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**D** Find a word or phrase in the article on page 86 of the Student's Book that means ...

- 1 material from nature (Paragraph 1) = \_\_\_\_\_

- 2 give energy to make something work (Paragraph 1) = \_\_\_\_\_

- 3 substances in the atmosphere that harm the environment (Paragraph 2) = \_\_\_\_\_
- 4 that can be used again and again (Paragraph 2) = \_\_\_\_\_
- 5 end, finish (Paragraph 2) = \_\_\_\_\_
- 6 ugly (Paragraph 3) = \_\_\_\_\_
- 7 provide (Paragraph 3) = \_\_\_\_\_
- 8 depend on (Paragraph 3) = \_\_\_\_\_

**E Complete the sentences by putting the verbs in brackets into the correct conditional form.**

- 1 If they (build) \_\_\_\_\_ more wind farms on the coast, they would scare away the fish.
- 2 If solar farms were built, they (provide) \_\_\_\_\_ a cheap form of energy.
- 3 If we (develop) \_\_\_\_\_ wind energy earlier, we would have eliminated the need for fossil fuels by now.
- 4 If wind turbines (be) \_\_\_\_\_ less noisy, people wouldn't complain about them so much.
- 5 If we (find) \_\_\_\_\_ alternative sources of energy, we will be able to meet all our energy needs.
- 6 If birds (fly) \_\_\_\_\_ into wind turbines, they will be killed.
- 7 If you (not understand) \_\_\_\_\_ how wind energy works, you tend to believe false ideas about it.
- 8 If we had known the actual impact of wind farms on the environment, we (not allow) \_\_\_\_\_ one to be built in our area.

**F Which of the sentences from Exercise E are ...?**

zero conditionals = \_\_\_\_\_

first conditionals = \_\_\_\_\_

second conditionals = \_\_\_\_\_

third conditionals = \_\_\_\_\_

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

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

**A** Scan the article on page 87 of the Student's Book and complete the fact file.

Name of river	
Length	
Begins	
Ends	
Countries it flows through	
Names of dams	
Uses of dams	

**B** Find words in the text that have the following meanings.

- 1 the opposite of *lower* = \_\_\_\_\_
- 2 deep valleys = \_\_\_\_\_
- 3 the opposite of *deep* = \_\_\_\_\_
- 4 where something or someone was born = \_\_\_\_\_
- 5 that belongs to a period of time many years in the past = \_\_\_\_\_
- 6 the remains of a building = \_\_\_\_\_
- 7 the sides of a river = \_\_\_\_\_
- 8 a barrier across a river to control the flow of water = \_\_\_\_\_
- 9 an area that contains water for distribution = \_\_\_\_\_
- 10 a general word for cotton, wheat, barley, and so on = \_\_\_\_\_

**C**  **27** Listen to two teenagers, Teeba and Mustafa, talking about the Euphrates River. How many questions does Mustafa get right?

**D**  **27** Listen again and put the topics of the questions in the correct order.

Where the water of the Euphrates comes from \_\_\_\_\_

The size of a dam in the Euphrates \_\_\_\_\_

Countries that the Euphrates runs through \_\_\_\_\_

Another important river in the area \_\_\_\_\_

Number of species of fish in the Euphrates \_\_\_\_\_

A historical trade route that the Euphrates was a part of \_\_\_\_\_

**E**  In pairs, go over the topics in Exercise D. What can you remember about each one?

**F**  In pairs, ask each other questions about the Euphrates River from the article on page 87 of the Student's Book and the conversation from Exercise C. In your answers, include words and numbers from the word box below.

2,800 km	200	50	birthplace
crops	festival	irrigation	rainfall
ruins	Shatt al-Arab	silk	turbines
		transport	

**G** Using the key words from Exercise F, write four sentences about the Euphrates River.

1 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_

3 \_\_\_\_\_  
 \_\_\_\_\_

4 \_\_\_\_\_  
 \_\_\_\_\_

**A Complete the sentences with the words from the box.**

buried	deforestation	essential	limit	renewable	replace	spoil	wisely
--------	---------------	-----------	-------	-----------	---------	-------	--------

- If \_\_\_\_\_ continues, many species of animal will disappear completely.
- Scientists are finding ways to \_\_\_\_\_ damage to the environment.
- Wind is a \_\_\_\_\_ source of energy.
- We need to \_\_\_\_\_ the trees that are cut down.
- We need to use the Earth's resources \_\_\_\_\_.
- It is \_\_\_\_\_ that something is done about the destruction of the rainforests.
- Waste is often burnt or \_\_\_\_\_.
- Some people say that wind farms \_\_\_\_\_ the landscape.

**B Complete the sentences with the correct form of the verbs in brackets.**

- We (finish) \_\_\_\_\_ just \_\_\_\_\_ the meeting.
- I (not send) \_\_\_\_\_ the report last night because it wasn't ready.
- Scientists (study) \_\_\_\_\_ climate change for decades now.
- \_\_\_\_\_ you ever (do) \_\_\_\_\_ volunteer work?
- We (plant) \_\_\_\_\_ over a hundred trees in this area last year.

**C Complete the sentences with one word in each gap.**

- The candidates \_\_\_\_\_ pass this last stage will receive training.
- Over 10,000 plastic bottles \_\_\_\_\_ recycled here every day.
- I haven't applied for the job \_\_\_\_\_, but I will this afternoon.
- The position, \_\_\_\_\_ is at manager level, offers a good salary.
- I hope that, in the future, we will \_\_\_\_\_ recycling a lot more than now.

**D** Here are some notes a student made for an essay on global warming. Match the headings with the notes.

- What can we do?
- What is global warming?
- Possible causes of global warming
- Effects of global warming

1 \_\_\_\_\_

- global warming – average increase in Earth's temperature (recorded over many years)
- scientists agree the Earth is getting warmer
- some scientists say people contribute to global warming, but some say it's a natural phenomenon

2 \_\_\_\_\_

- more greenhouse gases than before (example of greenhouse gas – CO<sub>2</sub>)
- some scientists think what people do is making the greenhouse effect stronger
- things that contribute to greenhouse gases: using petrol, deforestation, landfills

3 \_\_\_\_\_

- glaciers melting (could make sea levels rise, cause flooding in coastal areas)
- make some areas too hot and dry to grow food (people might die or have to move)
- destroy a lot of animal habitats (some species could become extinct)

4 \_\_\_\_\_

- use less petrol by car-pooling, etc.
- save electricity – turn off lights, computers when not using
- recycling – waste that is recycled doesn't go to landfill

**E** Choose one of the topics from Exercise D. Using the notes, write a paragraph of the essay.

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## Literature Focus Section 1

**A** Read the extract from *Pride and Prejudice* on page 101 of the Student's Book.  
Are these sentences true (T) or false (F)?

- 1 Mr Bingley is looking to live in the Bennets' estate.
- 2 Mr Bennet is jealous of Mrs Bennet and Mr Bingley.
- 3 Mr Bennet wants to visit Mr Bingley.
- 4 Mrs Bennet thinks Mr Bennet prefers Lizzy over their other daughters.
- 5 Mrs Bennet often loses her patience with Mr Bennet.
- 6 Mr Bennet is visiting 20 men in the neighbourhood.

**B** Read the extract again and answer the questions.

- 1 How much money does Mr Bingley earn yearly?

---

- 2 Why is Mr Bingley's arrival a good thing for the Bennet girls?

---

- 3 Why does Mr Bennet think Mr Bingley might like Mrs Bennet best of all?

---

- 4 What does Mr Bennet think of women who give up thinking of their own beauty?

---

- 5 Why is it strange that Sir William and Lady Lucas want to visit Mr Bingley?

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- 6 Why does Mrs Bennet want Mr Bennet to visit Mr Bingley?

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- 7 Why does Mr Bennet think Lizzy is different from her sisters?

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# Pride and Prejudice

L

## C Find a word or phrase in the text that means:

- 1 a large amount of money = f\_\_\_\_\_
- 2 something that has a good chance of happening = l\_\_\_\_\_
- 3 adult = g\_\_\_\_\_ -u\_\_\_\_\_
- 4 unusual = e\_\_\_\_\_
- 5 think about = c\_\_\_\_\_
- 6 unfairly treating one person better than others = p\_\_\_\_\_
- 7 friendly = g\_\_\_\_\_ -h\_\_\_\_\_
- 8 refer = m\_\_\_\_\_

## D Complete the sentences below with words from Exercise C.

- 1 Mrs Bennet wants her daughters to marry into \_\_\_\_\_.
- 2 Mr Bennet is not \_\_\_\_\_ to visit Mr Bingley.
- 3 Mrs Bennet thinks Mr Bennet gives Lizzy the \_\_\_\_\_.
- 4 Mr Bennet wants to \_\_\_\_\_ Lizzy to Mr Bingley.
- 5 The five Bennet daughters are all \_\_\_\_\_.
- 6 Sir William and Lady Lucas' visiting a new neighbour is \_\_\_\_\_.
- 7 Mr Bennet is \_\_\_\_\_.
- 8 Mrs Bennet wants Mr Bingley to \_\_\_\_\_ Jane and Lydia as well.

## E Write about Mr Bennet's visit to Mr Bingley. What do you think they would say to each other? Would Mr Bennet listen to his wife or give Lizzy the preference?

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## Literature Focus Section 2

**A** Read the extract from *Pride and Prejudice* on page 103 of the Student's Book and choose the correct answers.

- 1 Why doesn't Mr Darcy want to dance?
  - a He does not like the women in the room.
  - b He knows his partner too well.
  - c He is engaged to Mr Bingley's sister.
  
- 2 Who does Mr Darcy think is the only beautiful girl in the room?
  - a Elizabeth
  - b Lydia
  - c Jane
  
- 3 How does Elizabeth react to Mr Darcy's comment?
  - a She felt ridiculous.
  - b She found it funny.
  - c She found it very friendly.
  
- 4 What did Mrs Bennet think of Mr Bingley?
  - a She was curious.
  - b She was delighted.
  - c She was disappointed.
  
- 5 What did Mrs Bennet think of Mr Darcy?
  - a She thought he wasn't handsome.
  - b She thought he was great.
  - c She thought he was too proud.

**B** Read the extract again. Are these sentences true (T) or false(F)?

- 1 Both Bingley sisters have husbands.
- 2 Mr Bingley thinks Mr Darcy is too difficult to please.
- 3 Mr Bingley thinks Elizabeth is pretty.
- 4 Mr Darcy thinks Elizabeth is the only beautiful girl in the room.
- 5 Elizabeth found Mr Darcy lively and playful.
- 6 Mr Bingley danced with all the girls twice.
- 7 Mrs Bennet thought Mr Darcy was so great.

# Pride and Prejudice

L

**C** Find a word in the text that means:

- 1 a good number of = s \_\_\_\_\_
- 2 help two people meet = i \_\_\_\_\_
- 3 in a rude way, not very warm = c \_\_\_\_\_
- 4 full of energy = l \_\_\_\_\_
- 5 wanted, liked = a \_\_\_\_\_
- 6 fancy = e \_\_\_\_\_
- 7 dress = g \_\_\_\_\_

**D** Which character (Elizabeth, Mr Darcy, Mr Bingley, Mrs Bennet or Mr Bennet) ...?

- 1 danced with Jane twice \_\_\_\_\_
- 2 did not attend the ball \_\_\_\_\_
- 3 thought the ball was a waste of time \_\_\_\_\_
- 4 was interested in the women's dresses \_\_\_\_\_
- 5 laughed with their friends about Mr Darcy \_\_\_\_\_

**E** Imagine you are Jane Austen and write a possible conversation between Elizabeth and Mr Darcy at the ball. What would she say to his rude comment? How would he react?

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## Literature Focus Section 3

**A** Read the extract from *Pride and Prejudice* on page 105 of the Student's Book and put the events in the order they happened.

- Mr Darcy compliments Elizabeth's eyes.
- Elizabeth goes to see her sick sister.
- The Bingley sisters talk about Elizabeth's clothes.
- Louisa talks about the Bennets' social class.
- Caroline mentions Mr Darcy's sister.

**B** Match the columns.

- |   |                    |                          |   |  |
|---|--------------------|--------------------------|---|--|
| 1 | Mr Bingley         | <input type="checkbox"/> | a | thinks Jane won't marry well.          |
| 2 | Mr Darcy           | <input type="checkbox"/> | b | compliments Elizabeth's eyes.          |
| 3 | Mrs (Louisa) Hurst | <input type="checkbox"/> | c | comments on Elizabeth's dirty clothes. |
| 4 | Caroline           | <input type="checkbox"/> | d | defends Elizabeth's appearance.        |

**C** Read the extract again and answer the questions.

1 Why does Elizabeth only like Mr Bingley?

---

2 Why does Louisa call Elizabeth 'an excellent walker'?

---

3 Why were Bingley's sisters worried about Elizabeth's appearance?

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4 Why is Caroline worried about Mr Darcy's opinion of Elizabeth?

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5 What does Louisa mean by 'such a father and mother' and 'such low connections'?

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## Literature Focus Section 4

**A** Read the extract from *Pride and Prejudice* on page 107 of the Student's Book.  
Are these sentences true (T) or false (F)?

- 1 Mr Darcy's father did not leave anything for his godson.
- 2 Mr Wickham wants to disgrace Mr Darcy publicly.
- 3 Elizabeth thinks Mr Wickham is a good man.
- 4 Mr Wickham thinks Mr Darcy is jealous of him.
- 5 Mr Wickham and Mr Darcy were never close.
- 6 Elizabeth did not think Mr Darcy could be so cruel.

**B** Read the extract again and answer the questions.

- 1 Why was Mr Wickham not able to look for legal advice?  
\_\_\_\_\_
- 2 Why does Mr Wickham think Mr Darcy chose to doubt the will?  
\_\_\_\_\_
- 3 How old is Mr Wickham now?  
\_\_\_\_\_
- 4 What does Mr Wickham think of himself and Mr Darcy?  
\_\_\_\_\_
- 5 Why doesn't Mr Wickham disgrace Mr Darcy publicly?  
\_\_\_\_\_
- 6 What does Elizabeth think of Mr Wickham after he told her what happened?  
\_\_\_\_\_

# Pride and Prejudice

L

**C** Find a word in the text that means:

- 1 very close to someone = a \_\_\_\_\_
- 2 money or belongings passed on from someone who has died = i \_\_\_\_\_
- 3 blame someone of something = a \_\_\_\_\_
- 4 something unfair = i \_\_\_\_\_
- 5 make someone angry = i \_\_\_\_\_
- 6 evil = m \_\_\_\_\_
- 7 thought = r \_\_\_\_\_

**D** Complete the sentences below with the words from Exercise C. You may have to change some words.

- 1 Elizabeth \_\_\_\_\_ Mr Darcy of being cruel.
- 2 Mr Wickham says he had no \_\_\_\_\_ intention.
- 3 Elizabeth is surprised they ignored the terms of the \_\_\_\_\_.
- 4 Mr Darcy's father was not as \_\_\_\_\_ to his son.
- 5 Mr Darcy often \_\_\_\_\_ Elizabeth.
- 6 Elizabeth needed some time for \_\_\_\_\_.
- 7 Mr Wickham can't think of anything he had done to deserve this \_\_\_\_\_.

**E** Imagine you are the late Mr Darcy. Write a letter to your son explaining the terms of your will. What would you say?

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## Literature Focus Section 5

**A** Read the extract from *Pride and Prejudice* on page 109 of the Student's Book and choose the correct answers.

- 1 Why does Elizabeth dislike Mr Darcy so strongly?
  - a because of everything he said and she heard about him
  - b only because of how he treated Mr Wickham
  - c because he offended her inferior connections
- 2 Mr Darcy
  - a thinks Elizabeth is lying to him.
  - b thinks Elizabeth is too proud.
  - c is happy he fell in love with Elizabeth.
- 3 Under what circumstances would Elizabeth have accepted Mr Darcy's proposal?
  - a if he hadn't stolen Mr Wickham's inheritance
  - b if he hadn't insulted her family
  - c There was nothing he could have done.
- 4 At the end of the conversation, Mr Darcy
  - a wishes Elizabeth could understand his feelings.
  - b wishes Elizabeth the best.
  - c blames Elizabeth for taking too much of his time.

**B** Read the extract again. Are these sentences true (T) or false (F)?

- 1 Mr Darcy thinks Mr Wickham has suffered a lot.
- 2 Mr Darcy thinks Elizabeth rejected him because he insulted her pride.
- 3 Elizabeth was concerned about rejecting Mr Darcy.
- 4 Elizabeth found Mr Darcy to be rude from the moment they met.
- 5 Elizabeth's dislike for Mr Darcy only grew after learning about Jane and Mr Wickham.
- 6 Elizabeth thinks Mr Darcy does not care for the feelings of others.
- 7 Elizabeth says Mr Darcy took too much of her time.

# Pride and Prejudice

L

**C** Read the extract again and answer the questions.

1 Why is Mr Darcy reddish when he hears Elizabeth talking of Mr Wickham?

---

2 Why does Mr Darcy say Mr Wickham's misfortunes have been great?

---

3 Why does Elizabeth blame Mr Darcy for Mr Wickham's misfortunes?

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4 What does Mr Darcy think about his feelings for Elizabeth?

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5 What was Elizabeth's opinion of Mr Darcy barely a month into knowing him?

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**D** Find a word in the text that means:

1 hate = d\_\_\_\_\_

2 to make something known = r\_\_\_\_\_

3 mistakes, a bad part of someone's character = f\_\_\_\_\_

4 stopped from doing something = p\_\_\_\_\_

5 trying hard = e\_\_\_\_\_

6 the way someone speaks = t\_\_\_\_\_

**E** Imagine you are Elizabeth and you decide to write a short letter to Mr Wickham telling him of Mr Darcy's proposal to you.

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## Literature Focus Section 6

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**A** Read the extract from *Pride and Prejudice* on page 111 of the Student's Book and put the events in the order they happened.

- Elizabeth admits her feelings had changed.
- Elizabeth says she would have no problem speaking badly of Mr Darcy to his family.
- Mr Darcy admits he hates himself for how he behaved.
- Mr Darcy asks Elizabeth if she feels the same way she did before.
- Mr Darcy says Elizabeth's response to his aunt made him hope.

**B** Read the extract again and answer the questions.

1 What does Mr Darcy mean by 'you are too generous to play with me'?

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2 What does Mr Darcy mean by 'one word from you will silence me on this subject forever'?

---

3 Why did Elizabeth's reply make Mr Darcy happy?

---

4 Why doesn't Elizabeth look Mr Darcy in the eyes?

---

5 How did Lady Catherine's visit make Mr Darcy feel?

---

6 Who does Elizabeth feel is the most to blame for their arguments?

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# Pride and Prejudice

L

**C** Find a word in the text that means:

- 1 nice, kind = g\_\_\_\_\_
- 2 clearly = f\_\_\_\_\_
- 3 time = p\_\_\_\_\_
- 4 worth a lot = v\_\_\_\_\_
- 5 without luck = u\_\_\_\_\_
- 6 discuss, fight = a\_\_\_\_\_

**D** Complete the sentences below with words from Exercise C.

- 1 Mr Darcy thinks Elizabeth's opinion is very \_\_\_\_\_.
- 2 Mr Darcy is embarrassed about how he behaved during that \_\_\_\_\_.
- 3 \_\_\_\_\_ for Lady Catherine, Elizabeth's feelings for Mr Darcy had changed.
- 4 Elizabeth thought Mr Darcy was very \_\_\_\_\_ to pay Mr Wickham to marry Lydia.
- 5 Mr Darcy and Elizabeth would always \_\_\_\_\_ a lot at the beginning of their relationship.
- 6 Lady Catherine spoke of her feelings about Mr Darcy and Elizabeth's relationship \_\_\_\_\_.

**E** Imagine you are Mr Darcy and you are writing a short letter to your aunt telling her of your engagement with Elizabeth Bennet. What would you tell her, knowing she did not approve of this?

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## Literature Focus Section 1

**A** Read the extracts from *As You Like It* on page 115 of the Student's Book and put the events in the order they happened.

- Charles tells Oliver that Orlando plans to wrestle him.
- Oliver and Orlando fight.
- Orlando complains about Oliver to a servant.
- Oliver plans to get rid of Orlando by having Charles fight him.

**B** Read the extracts again and answer the questions.

1 What does Orlando think of his brother calling him a villain?

---

2 What does Orlando make Oliver promise?

---

3 Why did Sir Frederick allow Rosalind to remain at court?

---

4 Why does Oliver hate Orlando?

---

5 What is Oliver's plan to get rid of him?

---

**C** Match the characters with their features.

- |            |                          |   |
|------------|--------------------------|---|
| 1 Oliver   | <input type="checkbox"/> | a the court wrestler, who is afraid of fighting Orlando |
| 2 Orlando  | <input type="checkbox"/> | b Sir Frederick's daughter                              |
| 3 Charles  | <input type="checkbox"/> | c Oliver's younger brother, treated badly by him        |
| 4 Rosalind | <input type="checkbox"/> | d Sir Rowland de Boys' eldest son                       |
| 5 Celia    | <input type="checkbox"/> | e Sir Senior's daughter                                 |



## Literature Focus Section 2

**A** Read the extracts from *As You Like It* on page 117 of the Student's Book and choose the correct answers.

- 1 Who is also missing besides Celia and Rosalind?
  - a Charles
  - b the court clown, Touchstone
  - c Hisperia
- 2 Hisperia told the court
  - a that Orlando won the fight against Charles.
  - b that Touchstone was also missing.
  - c that she heard Celia and Rosalind talking about Orlando.
- 3 What does Hisperia believe?
  - a that Celia and Rosalind are with Charles
  - b that Celia and Rosalind are with Orlando
  - c that Celia and Rosalind are with Touchstone
- 4 Frederick orders Oliver
  - a to find his brother.
  - b to find Rosalind and Celia.
  - c to take Orlando's land and belongings.
- 5 What does Rosalind think of Silvius' story?
  - a She thinks it's stupid.
  - b She thinks it's boring.
  - c She thinks it's sweet.

**B** Read the extracts again. Are these sentences true (T) or false (F)?

- 1 Frederick used to enjoy Touchstone's jokes.
- 2 Hisperia is Celia's servant.
- 3 Hisperia heard Touchstone talking with Celia and Rosalind.
- 4 Rosalind and Celia disguise themselves as two men named Silvius and Corin.
- 5 Corin has never loved before.
- 6 Silvius thinks love makes you act stupidly.
- 7 Silvius thinks he is boring Corin.
- 8 Silvius is in love with Phoebe.

**C** Look at the original extracts and compare them with the modern ones. Which word or phrase in old English means ...?

- 1 a lady = \_\_\_\_\_
- 2 overheard = \_\_\_\_\_
- 3 often = \_\_\_\_\_
- 4 remember = \_\_\_\_\_
- 5 did = \_\_\_\_\_
- 6 have = \_\_\_\_\_
- 7 your = \_\_\_\_\_

**D** Complete the summary of the extracts with words from the modern English version of the text.

After Celia, Rosalind and Touchstone \_\_\_\_\_<sup>1</sup> escape, Hisperia tells the court lords of the conversation she \_\_\_\_\_<sup>2</sup> between the two girls talking about Orlando. She believes that he is with the \_\_\_\_\_<sup>3</sup> girls. Meanwhile, Rosalind, Celia and Touchstone find two men by the name of Silvius and Corin in the forest. Silvius talks about his \_\_\_\_\_<sup>4</sup>, a woman named Phoebe. When Corin tries to give him advice, as he has \_\_\_\_\_<sup>5</sup> a thousand times before, Silvius claims that he hasn't loved as \_\_\_\_\_<sup>6</sup> as him and leaves while shouting of his \_\_\_\_\_<sup>7</sup> for Phoebe.

**E** Imagine Rosalind decides to tell Silvius what she thought of his speech and how it reminded her of her own broken heart. Write a short paragraph describing the scene and the reactions of both Rosalind and Silvius when they meet and talk about their feelings.

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## Literature Focus Section 3

**A** Read the extracts from *As You Like It* on page 119 of the Student's Book. Are these sentences true (T) or false (F)?

- 1 Orlando is in love with Celia.
- 2 Orlando is hanging his poems on the trees of the forest.
- 3 Ganymede tells Orlando he is actually Rosalind.
- 4 Rosalind tells Orlando that she will help him.
- 5 Orlando agrees to court Ganymede pretending he is Rosalind.

**B** Read the extracts again and put the events in the order they happened.

- Orlando agrees to Rosalind's terms.
- Rosalind tells Orlando to court her while she is disguised as Ganymede.
- Orlando hangs his poems about Rosalind in the forest.
- Rosalind asks Celia about Orlando.

**C** Read the extracts again and answer the questions.

- 1 Why does Orlando hang the poems on the trees?

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- 2 Who does Orlando meet in the forest?

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- 3 What is Ganymede's request to Orlando?

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- 4 Where do Rosalind and Orlando go?

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- 5 Where do they stop on the way?

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## Literature Focus Section 4

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**A** Read the extracts from *As You Like It* on page 121 of the Student's Book and put the events in the order they happened.

- Phoebe falls in love with Ganymede.
- Phoebe becomes angry.
- Rosalind steps in as Ganymede.
- Silvius calls Phoebe an executioner.

**B** Read the extracts again and answer the questions.

1 Why does Phoebe run away from Silvius?

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2 What does Phoebe want her eyes to do?

---

3 Why does Rosalind think Phoebe is lucky?

---

4 Why does Phoebe fall in love with Ganymede?

---

5 What does Ganymede tell Phoebe when she confesses her love to him?

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6 What does Ganymede tell Silvius?

---

7 Why does Ganymede tell Phoebe to think better of Silvius?

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## Literature Focus Section 5

**A** Read the extracts from *As You Like It* on page 123 of the Student's Book and choose the correct answers.

- 1 Why did Orlando save Oliver?
  - a because he needed Oliver
  - b because he was a kind person
  - c because he was bleeding
- 2 Why is Oliver a changed man?
  - a because he fought the lioness
  - b because the duke gave him fresh clothes, food and drink
  - c because Orlando saved him
- 3 Why was Orlando hurt?
  - a Oliver hurt him.
  - b The lioness bit him.
  - c The snake attacked him.
- 4 Who did Orlando cry out for when he fainted?
  - a Rosalind
  - b Oliver
  - c Ganymede
- 5 Why did Rosalind faint?
  - a because of Oliver's story
  - b because she was acting
  - c because she was bleeding
- 6 Why did Oliver think Ganymede did not have a man's heart?
  - a because Orlando told him so
  - b because he knew he was Rosalind
  - c because he fainted easily

**B** Read the extracts again. Are these sentences true (T) or false (F)?

- 1 Oliver was attacked by a snake.
- 2 Orlando killed the lioness.
- 3 The noises from Orlando's fight with the lioness woke up Oliver.
- 4 Duke Senior deserted Oliver.
- 5 Orlando had been bleeding since the fight.

# As You Like It

L

6 Orlando told Oliver that Ganymede was actually Rosalind in disguise.

7 Orlando told Ganymede to give Oliver his bloody handkerchief.

**C** Read the extracts again and put the events in the order they happened.

- The lioness bites Orlando.
- Duke Senior feeds Oliver and gives him clothes.
- Orlando decides to save Oliver from the lioness.
- Oliver wakes up and decides he is a changed man.
- Orlando discovers the wound and faints.
- Both brothers cry telling their stories to each other and become friends again.

**D** Complete the summary of the extracts with words from the modern English version of the text.

Oliver wakes up in a \_\_\_\_\_<sup>1</sup> to find that Orlando had saved his life. His brother had fought a \_\_\_\_\_<sup>2</sup> that was about to attack him. The two cry and tell each other their stories before going to visit the \_\_\_\_\_<sup>3</sup>. He gives Oliver \_\_\_\_\_<sup>4</sup> clothes, food and drink. However, they find out that Orlando has a \_\_\_\_\_<sup>5</sup> from the fight, which had been \_\_\_\_\_<sup>6</sup>. When Oliver tells Rosalind this story, she \_\_\_\_\_<sup>7</sup>.

**E** Imagine you are Oliver and have to tell Frederick about what happened between you and your brother, Orlando. What would you say? Would you tell him the truth? Write a short letter to Frederick below.

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## Literature Focus Section 6

**A** Read the extracts from *As You Like It* on page 125 of the Student's Book. Are these sentences true (T) or false (F)?

- 1 Hymen was the one who explained the events.
- 2 If Rosalind and Orlando fight, they will break up.
- 3 Celia and Oliver are not in love.
- 4 Phoebe must marry Silvius.
- 5 Duke Frederick killed his brother.
- 6 Duke Frederick became a religious man.

**B** Match the columns.

- |                  |                          |  |
|------------------|--------------------------|--|
| 1 Duke Frederick | <input type="checkbox"/> | a is Rosalind's father.                        |
| 2 Jacques        | <input type="checkbox"/> | b marries Rosalind.                            |
| 3 Orlando        | <input type="checkbox"/> | c is Orlando and Oliver's brother.             |
| 4 Oliver         | <input type="checkbox"/> | d marries Audrey.                              |
| 5 Touchstone     | <input type="checkbox"/> | e is in love with Celia.                       |
| 6 Duke Senior    | <input type="checkbox"/> | f met a religious man and forgave his brother. |

**C** Read the extracts again and answer the questions.

- 1 What does Hymen tell the couples?

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- 2 What does Hymen say to Phoebe?

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- 3 What does Hymen compare Audrey and Touchstone to?

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- 4 What did Duke Frederick plan to do in the forest?

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# As You Like It

L

5 What does Duke Frederick give to his brother and his men?

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**D** Put the lines of Jacques' speech in the correct order. Then read it again to check.

- They arrived at the edge of the forest, and there they met with an old religious man.
- 2 I am the second son of old Sir Rowland, and I bring news to this fine gathering.
- 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.
- 3 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.
- I swear on my life that this is all true.
- Let me have your attention for a word or two.
- He now gives his crown to his brother and the lands back to his men.

**E** Imagine that you are Duke Frederick and you write a letter to your brother about your decision to become a holy man. What would you tell him? Would you apologize? Would you explain your reasons?

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