**Book Map**

### UNIT 1 The health service
- Listening to check specific information
- Listening for numbers
- Listening and choosing endings for sentences
- Talking about previous and current events
- Talking about problems and solutions
- Practising dialogues and adding new words

### UNIT 2 The police and armed forces
- Listening to identify speakers
- Listening to check ideas
- Telling a partner ideas and reasons for them
- Reading written exercises aloud
- Suggesting improvements to a partner

### UNIT 3 Vocational training
- Listening to identify speakers
- Listening to provide answers to questions
- Listening to complete information
- Contributing to a class decision
- Asking and answering questions
- Using information to role-play

### UNIT 4 The world of business
- Revision and practice of skills, grammar and lexis from Units 1 to 3

**Listening and speaking**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>The health service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening to check specific information</td>
<td></td>
</tr>
<tr>
<td>- Listening for numbers</td>
<td></td>
</tr>
<tr>
<td>- Listening and choosing endings for sentences</td>
<td></td>
</tr>
<tr>
<td>- Talking about previous and current events</td>
<td></td>
</tr>
<tr>
<td>- Talking about problems and solutions</td>
<td></td>
</tr>
<tr>
<td>- Practising dialogues and adding new words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>The police and armed forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening to identify speakers</td>
<td></td>
</tr>
<tr>
<td>- Listening to check ideas</td>
<td></td>
</tr>
<tr>
<td>- Telling a partner ideas and reasons for them</td>
<td></td>
</tr>
<tr>
<td>- Reading written exercises aloud</td>
<td></td>
</tr>
<tr>
<td>- Suggesting improvements to a partner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>Vocational training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening to identify speakers</td>
<td></td>
</tr>
<tr>
<td>- Listening to provide answers to questions</td>
<td></td>
</tr>
<tr>
<td>- Listening to complete information</td>
<td></td>
</tr>
<tr>
<td>- Contributing to a class decision</td>
<td></td>
</tr>
<tr>
<td>- Asking and answering questions</td>
<td></td>
</tr>
<tr>
<td>- Using information to role-play</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>The world of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Revision and practice of skills, grammar and lexis from Units 1 to 3</td>
<td></td>
</tr>
</tbody>
</table>

**Reading and writing**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>The health service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying the best headline for an article</td>
<td></td>
</tr>
<tr>
<td>- Finding information within a text</td>
<td></td>
</tr>
<tr>
<td>- Writing summaries based on information already given</td>
<td></td>
</tr>
<tr>
<td>- Producing a longer piece of writing using linking words and phrases</td>
<td></td>
</tr>
<tr>
<td>- Writing an essay arguing for and &quot;against&quot; something</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>The police and armed forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Skimming texts for specific information</td>
<td></td>
</tr>
<tr>
<td>- Reading to find specific information</td>
<td></td>
</tr>
<tr>
<td>- Reading an advert to answer questions</td>
<td></td>
</tr>
<tr>
<td>- Defining new words</td>
<td></td>
</tr>
<tr>
<td>- Rewriting sentences with different verb formats</td>
<td></td>
</tr>
<tr>
<td>- Writing a paragraph from notes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>Vocational training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading to find information to support or oppose statements</td>
<td></td>
</tr>
<tr>
<td>- Detailed reading to remember information</td>
<td></td>
</tr>
<tr>
<td>- Writing facts from memory</td>
<td></td>
</tr>
<tr>
<td>- Writing in reported speech</td>
<td></td>
</tr>
<tr>
<td>- Writing in the second conditional</td>
<td></td>
</tr>
<tr>
<td>- Writing in question format</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>The world of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Revision and practice of skills, grammar and lexis from Units 1 to 3</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar areas and functions**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>The health service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Comparing past simple and past continuous</td>
<td></td>
</tr>
<tr>
<td>- Comparing past simple and used to</td>
<td></td>
</tr>
<tr>
<td>- Phrasal verbs</td>
<td></td>
</tr>
<tr>
<td>- Words to describe illness and health</td>
<td></td>
</tr>
<tr>
<td>- Linking words and phrases</td>
<td></td>
</tr>
<tr>
<td>- Adjective endings</td>
<td></td>
</tr>
<tr>
<td>- Prefixes meaning not</td>
<td></td>
</tr>
<tr>
<td>- Expressions of quantity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>The police and armed forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Should/shouldn't for advice and expectation</td>
<td></td>
</tr>
<tr>
<td>- Expressions to make polite requests</td>
<td></td>
</tr>
<tr>
<td>- Saying it is necessary to do something</td>
<td></td>
</tr>
<tr>
<td>- Comparing must and have to</td>
<td></td>
</tr>
<tr>
<td>- Making suggestions and offers</td>
<td></td>
</tr>
<tr>
<td>- Compound nouns</td>
<td></td>
</tr>
<tr>
<td>- Informal passive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>Vocational training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Zero and first conditional</td>
<td></td>
</tr>
<tr>
<td>- Second conditional</td>
<td></td>
</tr>
<tr>
<td>- Third conditional</td>
<td></td>
</tr>
<tr>
<td>- Indirect or reported speech</td>
<td></td>
</tr>
<tr>
<td>- Words used in conditional structures</td>
<td></td>
</tr>
<tr>
<td>- Verb prefixes dis-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>The world of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning new vocabulary by putting words into groups</td>
<td></td>
</tr>
<tr>
<td>- Understanding that words with similar meanings are not always interchangeable</td>
<td></td>
</tr>
</tbody>
</table>

**Language learning**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>The health service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning new vocabulary by putting words into groups</td>
<td></td>
</tr>
<tr>
<td>- Understanding that words with similar meanings are not always interchangeable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>The police and armed forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Should/shouldn't for advice and expectation</td>
<td></td>
</tr>
<tr>
<td>- Expressions to make polite requests</td>
<td></td>
</tr>
<tr>
<td>- Saying it is necessary to do something</td>
<td></td>
</tr>
<tr>
<td>- Comparing must and have to</td>
<td></td>
</tr>
<tr>
<td>- Making suggestions and offers</td>
<td></td>
</tr>
<tr>
<td>- Compound nouns</td>
<td></td>
</tr>
<tr>
<td>- Informal passive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>Vocational training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Zero and first conditional</td>
<td></td>
</tr>
<tr>
<td>- Second conditional</td>
<td></td>
</tr>
<tr>
<td>- Third conditional</td>
<td></td>
</tr>
<tr>
<td>- Indirect or reported speech</td>
<td></td>
</tr>
<tr>
<td>- Words used in conditional structures</td>
<td></td>
</tr>
<tr>
<td>- Verb prefixes dis-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>The world of business</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning new vocabulary by putting words into groups</td>
<td></td>
</tr>
<tr>
<td>- Choosing the correct conditional to convey your meaning</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT 5 Holidays
- Listening to identify topics
- Talking about previous events
- Describing a holiday
- Asking and answering questions
- Describing a process
- Practicing and extending dialogues with a partner
- Practicing grammar in meaningful situations
- Reading for gist
- Scanning a text to find specific information
- Reading for specific information
- Expressing personal reactions to a text
- Identifying a writer's attitude
- Matching beginnings and endings of sentences
- Writing a description of a holiday
- Analyzing and rewriting a well-argued text, using link words as appropriate
- Compound nouns
- Reviewing present perfect simple and continuous with adverbs such as ever and never
- Reviewing recent past
- Reviewing the past perfect tense
- Reviewing relative clauses
- Words to describe holidays and travel
- Collocations
- Words which signal relative clauses
- Connecting and linking words

### Language learning
- Learning new vocabulary by putting things into groups
- Choosing the correct tense to convey your meaning

### UNIT 6 Banking and finance
- Listening for specific information
- Listening to complete homework assignments
- Role-playing a real-life situation
- Summarizing short texts
- Talking about events in the past
- Group discussions about unit topics
- Reading for gist
- Reading to understand detailed information
- Reading to predict information
- Editing written work for mistakes
- Summarizing a written text
- Writing a letter of complaint
- Reviewing active and passive sentences
- Reviewing conditional tenses
- Reviewing modal verbs
- Reviewing meaning from context
- Formal and informal expressions
- Words used in banking and finance
- Extending knowledge of vocabulary

### UNIT 7 Further education
- Listening for specific information
- Listening for detailed understanding
- Listening to a partner's spoken work to identify ideas
- Practicing grammar in meaningful situations
- Talking about favorite things
- Speaking in front of a group
- Discussing ideas with a partner
- Matching words with definitions
- Scanning a text to find specific information
- Reading for detailed understanding
- Reading to identify main ideas
- Writing to express opinion
- Writing a dialogue
- Writing an essay describing advantages and disadvantages
- Reviewing future tenses
- Reviewing future in the past
- Words used in education
- Learning about word families
- Linking words and phrases

### UNIT 8 The environment and recycling
- Revision and practice of skills, grammar and lexis from Units 5 to 7

---

**Grammar and Functions Reference**
- p.79

**Literature Focus**
- p.85

**Checklist for written work**
- p.93

**Transcript**
- p.94

**Wordlist**
- p.113
UNIT 1

- My toe is bleeding
- I was ice-skating and I fell over
- He was floating when he felt something push him
- Most smokers take it up as teenagers
- Take some exercise every day
- Teachers used to be stricter
- Let's start with diet
- I'll always be proud of him
My toe is bleeding

- Look at the pictures. What minor health problem do you think each person is suffering from?
- Match what each person is saying to the correct picture.

1. My shoulder hurts. I did it playing tennis.
2. I burnt my finger on the oven.
3. I've got a broken leg. I fractured it in a motorbike accident.
4. I feel dizzy. I need to lie down.
5. I've got a pain in my knee. It's really swollen.
6. I've got a terrible headache. Can I have some painkillers?
7. I've got a sore throat. It hurts so much that I can't swallow.
8. I have a temperature of 39.
9. I have a very bad cold. I can't stop sneezing.
10. I need this bucket because I think I'm going to be sick.
11. I've got a bad wrist. I sprained it lifting weights in the gym.
12. I twisted my ankle playing football.
13. My toe is bleeding. I cut it on a piece of glass on the beach.
14. My lips are really dry and sore.

Now do Exercises A to D in the Activity Book.
I was ice-skating and I fell over.

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

I've ... The doctor will ... Adil.

Sit down, please. I need to take your details.

Do you think it's broken?

Probably not. But you need to have an x-ray to ... I'm afraid so. It's fractured here.

I'm going to put your wrist in plaster.

Listen and check.

Now do Exercises A to C in the Activity Book.
He was floating when he felt something push him

- Read the article and choose the best headline.

**A** AIRBEDS CAN BE DANGEROUS!
**B** WATCH OUT FOR RED SEA SEA SHARKS!
**C** DOLPHINS SAVED HIM FROM A SHARK!
**D** FIRST AID ON THE BEACH!

It was a calm morning in the beautiful seaside town of Sharm El Sheikh, Egypt. Twenty-year-old Zaid Tariq, a tourist from Iraq, was floating peacefully 150 metres from the shore when he felt something push him. ‘I didn’t know what it was,’ he told reporters. ‘I thought perhaps my airbed had hit a piece of wood. Then it pushed even harder and I fell into the water. That’s when I saw it was a shark.’

He was trying to swim away when the shark bit his arm. Tariq, who was losing a lot of blood and thought he was about to die, screamed as loud as he could.

‘I was praying to God to save me,’ he said, ‘when some dolphins swam up and frightened the shark away. There were at least six of them and they made a circle around me. The shark couldn’t get near me.’

Coastguard Jameel Elalawi heard Tariq’s screams and rescued him by boat. While he was giving Tariq first aid on the boat, his partner, Ahmed Al Misri, called the emergency services.

An ambulance was waiting for Tariq on the shore and he was immediately taken to the hospital at Sharm El Sheikh.

‘It was the most frightening day of my life,’ Tariq told reporters from his hospital bed. ‘That shark wanted to have me for breakfast but the dolphins saved me, thank God.’

- Now do Exercises A to E in the Activity Book.
Most smokers take it up as teenagers

- Read the texts below and choose the correct figures to complete each one.
  * Then listen and check your answers.

| 7 | 15 | 18 | 24 | £41 | 80% | 300 |

- Every year, around 14,000 smokers in the United Kingdom die from their habit. That's about 17 people every day.
- Smoking in Britain is highest in the 20-24 age group.
- It is illegal to sell cigarettes to children under the age of 16. Yet 20% of Britain's 16-year-olds are regular smokers.
- More than 4 in 10 of smokers take up the habit when they are teenagers.
- People who smoke a packet of cigarettes a day die on average 15 years earlier than people who have never smoked.
- Every day in the United Kingdom, approximately 450 young people under the age of 16 start smoking.
- The British Government currently spends around £30 million a year on anti-smoking education campaigns. A further 1 million is spent on measures to help people give up smoking.
- More people in Britain die from smoking than from road accidents, poisoning and AIDS.

- Now do Exercise A in the Activity Book.
- Study the language box then find another example of a phrasal verb in the texts above.

**Phrasal verbs**

- Phrasal verbs are formed when a preposition (e.g., up/down/off) is added to a verb and creates a new verb. Sometimes the new verb has a similar meaning, but sometimes it is very different.
- I'll pick you up at half past seven. (= fairly similar to the verb pick)
- He gave up smoking when he got ill. (= very different meaning from the verb give)

- Now do Exercise B in the Activity Book.
Take some exercise every day

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

Be safe when you travel    Don't drink too much coffee    Don't smoke
Drink plenty of water      Eat a balanced diet      Get enough sleep
Look after your eyes       Never miss breakfast
See the dentist for regular checkups    Take some exercise every day

... FOR KEEPING HEALTHY

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

- Match four of the health tips with the pictures.

- Now do Exercises A to F in the Activity Book.
Teachers used to be stricter

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

Which opinions are true for Iraq? Write A (agree) or D (disagree) in the boxes. Then discuss your views with your partner.

1. Families used to be bigger.
2. Young people used to have less freedom.
3. The health service used to be better.
4. There used to be more poverty.
5. People used to die younger.
6. People used to get a better education.
7. There didn’t use to be so much pollution in cities.
8. Children didn’t use to be so rude.

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

Now do Exercises A and B in the Activity Book.
Let's start with diet

- Read the article and choose the correct linking phrase for each gap.

As a result of this  Finally, let's talk about  Furthermore  In my opinion
In the past  Let's start with  Next, we need to look at  Now
The main reason is  Yet

People should take responsibility for their own health  

by Dr Samir Ramzi

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

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

People are eating food that contains too much fat, sugar and salt. Unhealthy diet, 60 per cent of British people are overweight and therefore at risk of becoming diabetic.

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

Study these useful linking phrases.

Useful linking phrases and functions

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

Now do Exercises A and B in the Activity Book.

Lessons 8 and 9 AS 17-23
I’ll always be proud of him

- Read the article and choose the best title.
  a) DIABETES, A DEADLY DISEASE
  b) MODERN MEDICINE
  c) SAVED BY HER 4-YEAR-OLD SON
  d) HOW TELEPHONES SAVE LIVES

When four-year-old Mustafa Ahmad woke up, he got straight out of bed and went to look for his mother. He was a little puzzled because she normally came into his room first thing in the morning, woke him up and helped him to get dressed. He had no idea why she wasn’t there that sunny morning in April.

He went to look for her in the kitchen first. There was no sign of her there. And the bathroom was empty, too. Then he opened her bedroom door and saw that she was still asleep. He tried to wake her up by shaking her and calling, but to no avail. For some reason, he couldn’t wake her up.

Latifa, Mustafa’s mother, suffers from diabetes. This means she has to control her blood sugar with injections of insulin. But sometimes, the levels of sugar in her blood drop too low, and then she can lose consciousness. That is what had happened. During the night, Latifa’s blood sugar had dropped very low and she had lost consciousness. Without help, she could have died in a few hours.

Mustafa’s father was away on a business trip, so Mustafa was the only one who could help her. Mustafa knew that when his mother needed sugar quickly, she usually drank something sweet. So he went back to the kitchen and took a can of cola out of the fridge. He brought it back to his unconscious mother and tried to make her drink it. He couldn’t, of course, so after spilling quite a lot of the cola on the can, he decided on another plan — to call the emergency services. Luckily, his grandmother had taught him how to do that just the previous week.

I can’t remember a thing about all this,” Latifa says, “but Mustafa called the emergency services all on his own.”

Emergency operator Safia Khoury took the call. “The little boy was very calm. He just said, ‘My mummy is sick. She needs a doctor.’ I asked him for his address, and he told me.”

An ambulance arrived at the house fifteen minutes later. Mustafa had to stand on a chair to open the front door for the paramedics. They rushed upstairs, found Latifa unconscious and spotted her insulin case. They knew at once that she was diabetic, and gave her an injection to raise her blood sugar level. Latifa regained consciousness very quickly. “I’ll always be proud of Mustafa,” Latifa says. “He was calm and intelligent when he needed to be. And that’s how he saved my life.”

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

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

- Match the words and the pictures.
  1) footprint
  2) fingerprint
  3) radar speed gun
  4) metal detector
  5) x-ray machine
  6) security camera
  7) crime scene
  8) speed limit
  9) security guard

- Now listen to two people talking. Which speaker is:
  a) a police officer?
  b) a driver?

- Now do Exercises A and B in the Activity Book.
A police officer's duties

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

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

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

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

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

- Now do Exercises A to D in the Activity Book.
Airport security

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

- Listen and check your ideas.

- Look at the sentences from the dialogues. Which ones are used to:
  - make a polite request?
  - make a suggestion?
  - give advice?
  - make an offer?

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

Could you empty your pockets, please?

Shall we get some magazines before boarding?

Let's get some drinks too.

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

Can you get me an orange soda?

You should always have your baggage with you.
Applying for a job

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

SAFETASK SECURITY

is looking for friendly, reliable
Security Guards
for malls, factories and office blocks.

We are the world’s best security co. You must:
- be 18 yrs. or older
- be fit
- spk. Engl. and Arab.
- be avail. at w-e.
- be comp. literate
- have a driving lic.

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

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

should/shouldn’t for expectation Grammar and Functions Reference p.80

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

Samar: That’s fine. I enjoy talking to people.
Mr Hazem: Then you should enjoy the job.
Mr Hazem: Good, I’ll send you the directions by e-mail. They’re very clear. You shouldn’t have any trouble finding us.

When Mr Hazem says Then you should enjoy the job, does he mean:
a) It’s a good idea to enjoy the job?
b) I think you will enjoy the job?

Use should and shouldn’t to say what you expect will or won’t happen.

Now do Exercise E in the Activity Book.
Military jobs

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

Have you ever thought about joining the military?

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

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

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

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

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

Now do Exercises A to D in the Activity Book.
A robbery occurred last night at 11.00 at 305 Park Drive. The owners of the house, Mr and Mrs Smith, were at home and asleep at the time of the robbery. Money, jewellery and a computer were stolen, but no one was injured.

At 11.15, police were alerted by Mr Smith, who says his daughter, Sue, woke him up after hearing a loud noise. When he went downstairs to investigate, he found a broken vase on the floor. He then realized his computer was missing, and immediately called the police.

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

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

Dear Ann,

You won't believe what happened last night. I was sound asleep, when all of a sudden I heard a loud crash. Of course I was terrified. I knew my parents were asleep (it was around 11.00), but I thought I heard somebody downstairs. I didn't know what to do, so I ran to wake my parents. My father made me go back to my room, then he went downstairs to find out what had happened. He found a big mess. There were papers and a broken vase on the living room floor. We had been robbed! My father called the police. Luckily the burglar had already left, and no one got hurt.

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

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

See you soon,
Sue.

Now do Exercises A to D in the Activity Book.
A safety brochure

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

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

EVE R YONE SHOULD THINK ABOUT HOME SAFETY

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

Basic measures: windows, doors and locks

What are the most important things for home safety? Good windows, doors and locks are extremely important. Many thieves come in through open windows. Make sure your windows have good locks and lock them when you go out. Burglars can hide behind trees and bushes, so don't plant any near your windows. Get good locks for your doors, too. Some are unbelievably easy to open without a key for an experienced burglar. They can open your door with a bank card or a paperclip! But a good lock is almost impossible to unlock without the key. A good door is also essential. Make sure your door is solid. Have your house examined by an expert, who can tell you if you need to make your house more secure.

Now do Exercises A to E in the Activity Book.

Lessons 8 and 9 £ AB 39-46
Security technology

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

RADAR

Radar was invented during World War II to detect enemy aircraft and ships. After that, it was used for many other things, including weather prediction. Police officers started using radar speed guns to catch speeding over 50 years ago. Although new technology is being developed today, radar speed guns are still one of the most common tools in law enforcement.

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

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

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

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

Now do Exercises A to D in your Activity Book.
UNIT 3

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

- Match the careers to the pictures. Write the correct number in each box.

1. [Picture of a horse]
2. [Picture of a woman in a hijab]
3. [Picture of a building]
4. [Picture of a scientist]
5. [Picture of a hand with a pen and paper]
6. [Picture of information technology]
7. [Picture of a cityscape]
8. [Picture of a field with animals]
9. [Picture of a camera]
10. [Picture of a plane]
11. [Picture of a doctor]
12. [Picture of people working]

- a) 3 architecture  e)  fine art  i)  the oil industry
- b) the aviation industry  f)  information technology  j)  scientific research
- c)  engineering  g)  the media  k)  teaching
- d)  the environment  h)  medicine  l)  the tourist industry

- Listen and match each speaker to a career from the list above. Write the correct letter next to each name.

- Zaid  Nada  Ousama  Eaten

- Now do Exercises A to C in the Activity Book.
Ramiz is having an interview with a careers advisor at school. Complete the conversation with the correct words from the box.

career conserving environment involve qualifications science university

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

Ramiz: I’m not sure yet. But I’m very interested in ecology and the [__].

Advisor: If you’re good at [__] and geography, there are lots of jobs to choose from.

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

Advisor: Well, how about a [__] in water technology? That’s really important in this country.

Ramiz: What exactly does water technology [__]? If you work in water technology, you look for ways of [__] water and purifying it.

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

Advisor: First of all, you need to get a degree. You could choose from environmental science, geology or even engineering.

Ramiz: Which [__] offers those courses?

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

Zero and first conditional (Grammar and Functions Reference p.80)

Zero conditional

Plants die if you don’t water them.

The verb in both clauses is in the present tense.

First conditional

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

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

The verb in the other clause is in the future tense.
If you could choose any job ...

Listen and read, then answer the questions.

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

Cathy: If you could have any career in the world, what would you choose?
Maryam: I'd like to be a pilot.
Cathy: Do you think that dream is ever going to come true?
Maryam: No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.
Cathy: What if you refused?
Maryam: Are you joking? They'd be really upset if I refused.
Cathy: But it's your dream.
Maryam: I know. But I could never be a successful pilot, anyway.
Cathy: What do you mean?
Maryam: If I was a pilot, nobody would fly with me.
Cathy: Why not?
Maryam: Because I'm a bit scared of heights!
Cathy: If I were you, I'd train as a doctor and have flying lessons in my free time.
Maryam: What free time? Medical students don't have any free time!

Now do Exercise A in the Activity Book.

Second conditional

We use the second conditional to talk about unreal situations.

If I had enough money, I would go to Britain to study.
If she studied harder, she would pass her exams.
If I were you, I'd apply to two or three colleges.

If clause         main clause
If + past tense,  'd / would / could / + verb stem.

Underline examples of the second conditional in the above conversation.

Now do Exercises B to D in the Activity Book.
She asked when she had decided to be an architect.

What kind of buildings are you famous for?
I like very modern designs, so probably my most futuristic buildings.

Have your designs won any prizes?
Yes, the Pritzker Prize in 2004 - I was the first woman ever to win this, and the Stirling Prize in 2010 and 2011.

Can Iraqi women always be as successful as men in their careers?
Of course. Any Iraqi woman can succeed in her chosen career if she works hard enough.

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

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

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

Write the interviewer's questions in reported speech.

Write the interviewer's questions in reported speech.

She asked her when she had decided to be an architect.

Now do Exercises A to D in the Activity Book.
I wish I'd brought my sunglasses

- Match each sentence to a picture.

A. I wish I'd brought my sunglasses with me.
B. I wish I'd remembered to turn the oven off.
C. I wish I'd listened to the weather forecast before I left.
D. If only I hadn't tripped over that rock.
E. If only he hadn't tried to overtake that car.
F. If only you'd checked the oil before we left.

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

DRIVING TEST REPORT
Name: Sajida Shreida
1: hadn't learnt the Highway Code
2: drove through a red light
3: did not slow down at a crossroads
4: parked illegally on the pavement
5: exceeded the speed limit
6: hit a tree when reversing
7: drove into the back of a parked car

- Now do Exercises A to D in the Activity Book.
If I'd been fitter

- 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 ...

- Now do Exercise A in the Activity Book.

Third conditional

- We use the third conditional to talk about unreal situations in the past.
  
  *If I had passed the test, I would have become a pilot.
  (= But I didn't pass it so I didn't become one.)

- We can also use the third conditional to express regret about the past.
  
  *If we had trained harder, we might have won the match.
  (= But we didn't train hard so we didn't win.)

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

- Now do Exercises B and C in the Activity Book.
Complete the advertisement with the correct words from the list.

Then listen and check your answers.

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

Learn English in the UK at Birchwood International College!

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

All our teachers are qualified and highly _______. Classes are small, which means that you will be sure of a high _______ of individual attention. Our courses, which run throughout the year, are tailored to your needs, and our friendly _______ are always on hand to offer expert _______. Choose from _______ of one week to 3 months’ duration.

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

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

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

Now do Exercises A to C in the Activity Book.
Focus on careers –
conference interpreter

Read the text and write T (true) or F (false) next to each statement.

a) A good interpreter follows the news and is well-informed on many topics.
T F

b) Interpreters have to have a degree before they do an interpreting diploma.
F T

c) It is very easy to get a place on an interpreting course.
F T

d) Interpreters must have three active languages.
F T

e) Conference interpreters must translate each word literally.
F T

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

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

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

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

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

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

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

- Rashid & Rana Designs
- Oasis Sports and Leisure
- How to be the best!
- What’s your personality type?
- If only...
- Ambitious, energetic staff wanted
Rashid & Rana Designs

Complete the e-mail with the correct words.

- assistant
- business
- flight
- compete
- signed
- new
designer
produce
sales

Dear Badra,

I'm sorry I haven't been in touch recently. This year has been really busy. My brother, Rashid, and I set up our own company last September. It's called Rashid & Rana Designs. We produce shirts and jeans.

I am the ________, and Rashid does all the marketing. Our cousin, Salima, works as Rashid's personal ________.

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

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

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

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

Lots of love,

Rana

Listen and check your answers.

Now do Exercises A to D in the Activity Book.
Oasis Sports and Leisure

Read the interview and answer the questions.

a) What job did Hasan Saab use to have?

b) How does he help young people today?

Meet ...

Mr Health Club!

Hasan Saab owns a chain of health clubs in the Middle East. At the age of thirty-three, he is already a multimillionaire. And he made all his money himself. We interviewed him in Dubai and asked him how he started his business.

Have you always lived in Dubai?
No. I used to live in Egypt. I was born in Cairo and I lived there for the first twenty-four years of my life.

Have you always been interested in sport?
Yes. I used to be a sports instructor in a secondary school. I really enjoyed my work, but I often got annoyed by the poor facilities.

Poor facilities! What exactly do you mean?
I mean there wasn’t much equipment - no gym, no tennis courts, sometimes no football, even. It used to be hard to coach my students. I used to buy footballs and other equipment for them. And I used to organize matches for them at the weekends.

How did you start your business?
There used to be a small gym at the end of my street. Nobody used to go to it. It wasn’t making any money and the owner wanted to sell it. I borrowed money from the bank and bought it. But I modernized the building and it became my first health club. I called it in the Oasis.

How has your life changed since you became a millionaire?
Having money has changed my lifestyle quite a lot! I used to have a teacher’s income. Now I can buy whatever I want. I drive a sports car. I go on luxury holidays. I live in a beautiful house. I buy Armani clothes.

Do you wish you hadn’t given up teaching?
Sometimes, but I was too ambitious to stay in that job forever. I still try to help young people with sport, though. Students from the school where I used to work are allowed to use my health clubs free at certain times.

Now do Exercises A to C in the Activity Book.
How to be the best!

- Match the sentence halves.
  1. If you want to have a successful restaurant,
    a) you don’t have to pay for plane tickets.
  2. To make a good impression at a job interview,
    b) you have to be ambitious.
  3. If you want to have a successful party,
    c) you should turn your mobile off.
  4. If you want to be successful in business,
    d) you must employ a good chef.
  5. To be a good secretary,
    e) you need good computer skills.
  6. If you want to be healthy,
    f) you must do a lot of exercise.
  7. If you work for an airline,
    g) you should dress well and be punctual.
  8. When you are in a meeting,
    h) you should make sure there is plenty of good food.

- Match six of the sentences to the pictures.

- Now do Exercises A to D in the Activity Book.
What’s your personality type?

Read the text. Which personality type do you think you are?

Many doctors believe there are two main types of personality – Type A and Type B. Type A people are ambitious, hardworking and competitive. They are usually in a hurry and can be impatient. Type B people are more relaxed. They are more patient, and they enjoy talking and being sociable.

Of course, both personality types are equally valuable in society. And each type is suited to different types of jobs. For example, a doctor with Type A personality will do well in research. And a doctor with Type B personality will do well as a surgeon or working in accident and emergency.

Which personality type are you? Why not take the test and find out!

Tick (✓) one column each time.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Score one point for each Yes. Score zero for each No. Scores of 8 and above are A personalities. Scores of 7 and below are B personalities.

Now do Exercises A to C in the Activity Book.
If only ...

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

1. I wish I’d arrived earlier and been more relaxed.
2. I wish I hadn’t gone so fast down that hill.
3. I wish I’d made them train harder.
4. I’d have got the job if I hadn’t been so nervous.
5. If only I’d seen that hole in the road.
6. If only Hassan hadn’t got a red card.
7. We’d have won if we’d trained harder.
8. If only I hadn’t done so badly on the typing test.
9. This wouldn’t have happened if I’d slowed down.

Use each question to make: a) one sentence with *I wish*; and b) one third conditional sentence.

1. Why didn’t I ask Hisham to be in the team?
   *I wish I’d asked Hisham to be in the team.*
   *We’d have won if I’d asked Hisham to be in the team.*

2. Why didn’t I find out more about the company before the interview?
3. Why did I ride my friend’s motorbike?
4. Why didn’t I check the brakes before I left home?
5. Why did I forget to tell them about my previous experience?
6. Why didn’t I score that penalty?

Now do Exercises A to C in the Activity Book.
Ambitious, energetic staff wanted

- Read the job advertisement, then complete the application letter.

**TalkTel**

Europe's leading mobile phone company is expanding.

We have vacancies for customer service staff, based in our new offices in central London.

**You must be:**
- good at working in a team, able to work alone if necessary. prepared to work evenings and weekends. ambitious and energetic.

**We offer:**
- a competitive salary and excellent terms and conditions.

**Apply in writing** enclosing a CV and recent photo to Sandra Foxton, Human Resources.

---

**Dear Ms Foxton**

I saw the ad in the Times of 23rd June for customer service, and would like to apply.

As you will see from my enclosed CV, I left school a year ago with A levels in Geography and Media Studies. Since then I have done a one-year Foundation in Business Studies. I am now keen to find a full-time job in an expanding company, which will give me opportunities for career development. I am very impressed with TalkTel's reputation.

I have considerable experience of sales, having worked part-time as a sales assistant at weekends and in the holidays for the past two years. My current part-time job is in an electrical goods store, where I have a good record. The store is, Mrs Willis, will be happy to confirm this.

Although I do not have any previous experience in customer service, I feel I have the personal qualities that you are looking for.

I look forward to hearing from you.

Yours sincerely,

Jackie Liu

---

- Listen and check.
- Now do Exercises A and B in the Activity Book.
UNIT 5

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

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

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

Match some of the compound words above to pictures A-F.

Now do Exercise A in the Activity Book.

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

Now do Exercises B and C in the Activity Book.
Have you ever stayed in a really unusual hotel?

- Choose the correct ending for each quiz question.

**The crazy tourist quiz**

1. Have you ever stayed in a really unusual hotel?
2. Have you ever camped on a beach?
3. Have you ever flown in a helicopter?
4. Have you ever been sightseeing in an open-top bus?
5. Have you ever been cheated?
6. Have you ever lost your passport while on holiday?
7. What’s the best holiday destination you’ve ever been to?
8. What’s the strangest food you’ve ever eaten abroad?

- Take turns asking and answering the quiz questions. Then do Exercise B in the Activity Book.

Have you ever stayed in a really unusual hotel?

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

- Now do Exercise C in the Activity Book.
I’ve been coming here since 2009

- Read the article and answer the questions.
  1. How long has Steve Harper been coming to Iraq?
  2. How many times has he visited the country?
  3. How long have Safar Tours been organizing tours?
  4. How long has Steve known Ahmed?
  5. How long has Safar Tours had their office on Al Sa’doon Street?
  6. How long has Steve been in Iraq so far on this visit?
  7. What has he been doing since finishing his business?

The Happy Traveller

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

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

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

Now do Exercises A to D in the Activity Book.
I’ve tried it a few times

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

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

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

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

Muna: So, which places did you go to?

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

Muna: I’m sure that was beautiful!

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

Muna: We’re looking for a ________ deal.

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

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

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

Muna: And what did you think of Thai food?

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

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

Katie: Why not?

Muna: It nearly burnt a hole in my ________!

- Underline examples of the present perfect in the conversation. Circle examples of the past simple.

- Now do Exercises A to D in the Activity Book.
We couldn’t get a room because we hadn’t booked

- Match the sentence halves.

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

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

- Match five of the sentences to the pictures.

- Now do Exercises A to D in the Activity Book.
The atmosphere was really peaceful

- Scan the text about a holiday in Tunisia. Find one piece of information about each of the following:
  - the journey
  - the hotel
  - the food
  - the activities

My cousin and I have recently returned from a wonderful fortnight in the Tunisian Kerkennah Islands. It was a package deal and cost us £180. This included the flight from London to Sfax, bus transfers to and from Sfax airport and the ferry to and from the island. The accommodation was in a three-star hotel with breakfast and dinner every day. The cost even included entertainment in the evenings. I couldn’t believe how cheap it was!

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

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

We weren’t bored for a moment. One day we hired a taxi and went on a tour of the island. We saw the villages where the fishermen catch octopus in clay pots. Another day we went for a camel ride on the beach, and we even hired surfboards from the hotel and learnt to windsurf. We also went for a ride in a donkey cart and toured some villages.

What really impressed me was the hospitality of the local people. Several islands invited us into their homes for mint tea and cakes. We also took the ferry back to the mainland to see the magnificent Roman theatre at El Jem. Something else that we really enjoyed was the free entertainment in the hotel after supper. One evening a belly dancer and his team gave an incredible display of lying on a bed of nails and glass, walking over hot coals, breathing fire and letting scorpions walk all over their faces! We shall certainly never forget that holiday.

Anna Johnson, Reading, Berkshire

Now do Exercises A to F in the Activity Book.
Beautiful Kerkennah

- Read these sentences and underline the relative clause in each one.

1. Kerkennah is the name of a group of islands that are situated off the east coast of Tunisia.

2. The main two islands are Chergui and Gharbi, which are both inhabited.

3. The islands are reached by a ferry that operates throughout the year.

4. The most famous beach is Mokattam Kufra, where the water is an incredibly clear blue.

5. There are many colourful festivals, which are a great attraction for tourists.

6. A famous son of Kerkennah was Hedi Berkhissa, who was also known as Balhia Hedi, who was a world-class footballer, died during a match in Tunisia.

7. Kerkennah is an ideal place for tourists who want a quiet, peaceful holiday in beautiful surroundings.

- Are these relative clauses defining (D) or non-defining (ND)?

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

Lessons 8 and 9 in AB 107-117
Why are holidays so important?

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

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

  1. What stress can do
  2. A change can do you good
  3. Time for others
  4. Time to relax is important
  5. Too busy to leave work

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

B The stress of modern life can cause severe problems. It can cause high blood pressure, which can then cause strokes and heart attacks. It also has an effect on our minds. If we are always on the move, we don’t always notice how far we push our bodies. We don’t eat regular meals, we don’t get enough sleep and our free time is often interrupted by phone calls. The human body cannot continue like this indefinitely. Both brain and body need a break. If we push them too far, they will eventually let us down.

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

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

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

- Now do Exercises A to D in the Activity Book.
UNIT 6

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

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

### Bank Statement

<table>
<thead>
<tr>
<th>Date</th>
<th>Transaction</th>
<th>Withdrawals</th>
<th>Deposits</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/05/13</td>
<td>OPENING BALANCE</td>
<td></td>
<td></td>
<td>200.00</td>
</tr>
<tr>
<td>07/05/13</td>
<td>CASH WITHDRAWAL</td>
<td>-20.00</td>
<td></td>
<td>180.00</td>
</tr>
<tr>
<td>10/05/13</td>
<td>DEPOSIT</td>
<td>+425.00</td>
<td></td>
<td>575.00</td>
</tr>
<tr>
<td>22/05/13</td>
<td>CHEQUE N. 002</td>
<td>-14.75</td>
<td></td>
<td>550.25</td>
</tr>
<tr>
<td>22/05/13</td>
<td>CHEQUE N. 003</td>
<td>-45.00</td>
<td></td>
<td>505.25</td>
</tr>
<tr>
<td>28/05/13</td>
<td>CHEQUE N. 004</td>
<td>-23.05</td>
<td></td>
<td>482.20</td>
</tr>
<tr>
<td>28/05/13</td>
<td>CASH WITHDRAWAL</td>
<td>-50.00</td>
<td></td>
<td>432.20</td>
</tr>
<tr>
<td>31/05/13</td>
<td>TOTAL</td>
<td>-183.60</td>
<td>+425.00</td>
<td>441.40</td>
</tr>
</tbody>
</table>

Now do Exercises A to D in the Activity Book.
Which account should I get?

- Read the information about the bank accounts. Use the glossary in the middle of the page to help you. Then do Exercise A in the Activity Book.

<table>
<thead>
<tr>
<th>CCB Children's account</th>
<th>CCB Savings account</th>
</tr>
</thead>
<tbody>
<tr>
<td>- For children under 17</td>
<td></td>
</tr>
<tr>
<td>- Start saving for your future</td>
<td>- Free ATM card</td>
</tr>
<tr>
<td>- Monthly bank statements</td>
<td></td>
</tr>
<tr>
<td>- Minimum balance 20,000 Iraqi dinars or will pay fee of 10,000 Iraqi dinars per month</td>
<td></td>
</tr>
<tr>
<td>- Overdraft facilities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCB Current account</th>
<th>CCB University student account</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Free cheque book</td>
<td></td>
</tr>
<tr>
<td>- Free ATM card</td>
<td></td>
</tr>
<tr>
<td>- Monthly bank statements</td>
<td></td>
</tr>
<tr>
<td>- Minimum balance 20,000 Iraqi dinars or will pay fee of 10,000 Iraqi dinars per month</td>
<td></td>
</tr>
<tr>
<td>- Overdraft facilities</td>
<td></td>
</tr>
<tr>
<td>- Free cheque book</td>
<td></td>
</tr>
<tr>
<td>- Free ATM card</td>
<td></td>
</tr>
<tr>
<td>- Monthly bank statements</td>
<td></td>
</tr>
<tr>
<td>- No minimum balance</td>
<td></td>
</tr>
<tr>
<td>- 50% off credit card fee</td>
<td></td>
</tr>
</tbody>
</table>

Glossary

Overdraft facilities: ability to use more money than you have in your account at the moment.

Minimum balance: smallest amount of money you can have in your account without paying bank charges.

ATM (Automated Teller Machine): a machine you can withdraw cash from.

Credit card fee: money you pay the bank every year if you have a credit card.

Listen to the conversation between the girl and a banker and tick the things they talk about.

1. savings account
2. current account
3. a student account
4. a cheque book
5. overdraft facilities
6. minimum balance
7. bank statements
8. credit card
9. ATM card
10. bank branches

What kind of account does the girl decide to get?

Now do Exercises B to E in the Activity Book.
Meet a banker

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

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

Some bankers work mostly with large companies, while others have to do with small businesses and individuals. Both types of banking can be enjoyable. Banks that work with large companies can help them improve and extend their businesses. This can be very interesting and exciting, as you have to be quite knowledgeable about many different subjects. If you work with a company that makes chemical products, for example, you have to understand how the products are made and used. My main work is with individuals and small businesses. What I particularly enjoy about this is that I meet a range of different people. It is also very satisfying to be able to help them with their problems and make a difference in their lives.

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

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

- What kinds of problems are these people having? 🎧️.Listen to the conversations and match them with the pictures.

- Now do Exercises A to D in the Activity Book.
The big day

- Read the e-mail and do Exercise A in the Activity Book. Then use the context to help you match the words in bold with these pictures.

Dear Mazen,

Guess what? Tomorrow is the big day! My plane leaves for London at 3.00, and soon I’ll be able to see all the sights we read about in the guidebook.

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

Last Monday I went to the bank and got some traveller’s cheques for my trip. They’re great because they’re safer than cash. I signed the cheques in one place at the bank, and when I want to buy something in London, I have to sign the cheque again in front of the cashier. That way, nobody else can use them.

My banker told me I should also get some local currency, because not all places take traveller’s cheques. I’ll take my credit card too. That’s accepted internationally, but I can’t really use it to tip the taxi driver or travel round by bus or Underground!

So I will definitely need some cash in my pocket. As you probably know, many countries in Europe use the Euro, but in the UK people use pounds. Do you know the exchange rate between Iraq dinars and pounds? 1,000 Iraq dinars is almost 0.57 pounds. My father told me everything in London is expensive, so I’ll have to be careful what I spend.

I’ll bring you back a souvenir. Let me know if there’s anything particular you’d like me to get you. And keep in touch. There’s an Internet café next to my hotel, so I can check my e-mail whenever I want.

See you in ten days,
Mazen

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

- Now do Exercises B to E in the Activity Book.
A car loan

- Read and listen to the conversation.

Ahlam: Wow! Is that your car?

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

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

Nour: I got a car loan.

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

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

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

Nour: About 2 million Iraqi dinars. It wasn’t that expensive, because it isn’t a new car.

Ahlam: It looks new!

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

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

Nour: Five years.

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

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

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

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

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

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

- Now do Exercises A to D in the Activity Book.
Read the letters. Which is a letter of thanks? Which is an answer to a request for information?

Dear Mr Nasir,

Thank you for your letter of 10 April, 2013. Please find enclosed the information you requested about our accounts.

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

Please contact me again if you need any more information.

Yours sincerely,
Fadi Malouf

Dear Ahmad,

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

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

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

Best wishes,
Fareed

Now do Exercises A to D in the Activity Book.
Making money

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

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

Making more from your money

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

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

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

Money can also be made through investing in property. Spending a lot of money to begin with can bring significant profit if the property is sold on at a later date when property prices have increased. Once again, there is no guarantee that you will make a profit or even break even, but generally speaking, money invested in property is safe in the long term. It is this type of investment that is becoming more and more popular in the UK at the moment. People are beginning to see the value of buying up property to rent out. The rent pays the instalments on the loan or mortgage, and then when the investor needs the money he or she can sell up and realize the profit. This is particularly popular with people who inherit an amount of money who want to do more with the money than let it sit in a savings account.

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

Now do Exercises A to D in the Activity Book.
UNIT 7

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

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

1. Why do people study after they’ve left school?
2. What can people learn when they’ve left school?
3. Where do they learn?

Write your ideas in the Activity Book, Exercise A.

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

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

2. I’m enrolled on a language course because I love to travel.

3. I want to take a summer class. I sent my application yesterday but I’m worried I won’t be admitted.

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

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

Now do Exercises B and C in the Activity Book.
A language school

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

**SPEAKWELL LANGUAGE SCHOOL**

**Improve your language skills**

Why take our classes? We can help you:
- prepare for language exams
- improve your job prospects
- learn about other cultures

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

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

Complete the rules.

<table>
<thead>
<tr>
<th>future continuous</th>
<th>going to</th>
<th>future simple</th>
<th>present continuous</th>
<th>present simple</th>
</tr>
</thead>
</table>

**Future tenses** (Grammar and Functions Reference p.82/83)

- Use the ______ for fixed arrangements.
  I'm meeting Hasan at 7.00.
- Use the ______ for a fixed time in the future where the focus is on the action.
  At 7.00 I'll be sitting in my English class!
- Use the ______ for schedules.
  The class starts at 6.00.
- Use ______ + infinitive for plans and intentions.
  I'm going to work on my English a lot this year.
- Use ______ for predictions.
  I'll get a better job more quickly.

- Now do Exercises B and C in the Activity Book.
Improve your computer skills

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

Work Today

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

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

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

While computer classes are a part of many university programmes, you don't have to be a student to take a computer class. Many universities offer continuing education classes that you can take in the evening. There are also an increasing number of online classes that you can take from home. The advantage of these classes is that you can study whenever you want. If you decide to take a class online, make sure you get information about the site that is offering the class. Some are excellent and can help you get a better job, but others are not very good. Finally, if you are very self-disciplined, and can work without a teacher, you can buy a book about computers and teach yourself, but explanations can sometimes be quite complex and need practical demonstration.

- Now do Exercises C to E in the Activity Book.
Summer courses

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

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

Computers: Basic web design
Venue: online Dates: 1 May to 10 October
This is for people with no prior knowledge of web design. Learn techniques for creating simple websites.

English: English for work
Venue: university campus Dates and times: 15 July to 1 August Tue, & Thurs, 6.00–7.00
This course is for people with a good level of English who want to learn vocabulary they can use at work.

English: Protecting our environment
Venue: university campus Dates and times: 23 & 24 June 9.00–5.00
A two-day course designed for people who work in the petrol or gas industries. Learn about new technologies for protecting our environment.

English: Secretarial skills
Venue: university campus Dates and times: 1 June to 30 June Sunday to Thursday 9.00–12.00
Improve your typing and your knowledge of computer programs such as Word, Excel and PowerPoint. A good way to enhance your job prospects.

Future in the past Grammar and Functions Reference p.83

- Study these two sentences from the listening:
  I thought I would study history and become a teacher.
  Next, I think I will study business.

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

- When we talk about the future from the point of view of the past, we use the past form of verbs that we usually use to talk about the future.
  I will study ... becomes I would study ...
  I am going to study ... becomes I was going to study ...
  I am studying ... becomes I was studying ...

- Now do Exercises B to D in the Activity Book.
Volunteers at the Children’s Hospital

Discuss the following questions in pairs:
- What is a volunteer?
- Why do people volunteer?
- How can you find volunteer work?
- What can you learn from volunteering?

Read the three paragraphs and make notes in Exercise A in the Activity Book.

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

Layla
I’m 16 years old and I’m graduating in the spring. I think I might want to be a nurse, but I’m not sure. I’m volunteering at the Children’s Hospital to help me decide if working in a hospital is the right job for me. I work a four-hour shift, answering the phones and giving information to patients and their parents. Although I don’t do what nurses do, I work with them a lot and talk to them about their job. As a result, I’m getting a very good idea of what a nurse’s day is like. I really enjoy my job, and I’ve made a lot of new friends, too. If anyone wants to do volunteer work, I advise them to contact a charity they are interested in supporting.

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

Now do Exercises B to E in the Activity Book.
Learning experiences

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

- Now do Exercises A to C in the Activity Book.
Books and the Internet

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

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

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

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

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

- Now do Exercises B to E in the Activity Book.
Using the library

- Read the text and choose the best title.
  a) HOW TO PASS YOUR EXAMS
  b) A NEW CAREER
  c) WORKING IN A BANK

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

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

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

If I need to learn new things or take extra qualifications, I can get information about classes at the library, too. They have some school and college catalogues, and there are computers where I can look for information about evening and summer classes. I hadn’t realized there were so many different things I could study! Since I want to travel, I’m sure I’ll need better language skills, so I definitely need to improve my English, and maybe learn another language, too. In addition to information about the classes, the library also has a lot of its own materials to help me do this. It has books in English, and also lets you borrow DVDs with language-learning games and exercises. They have information about language tests, and practice books to help prepare for examinations if you need the qualifications.

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

- Now do Exercises A to C in the Activity Book.
UNIT 8

- Our natural resources
- Recycling waste
- A renewable resource
- Careers connected with the environment
- The Euphrates River
Our natural resources

- Look at the pictures. Which are natural resources?

- With a partner, discuss the following:
  1. What other natural resources can you think of?
  2. What do we use them for?
  3. What problems are caused by the way we use some of them?

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

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

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

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

- Now do Exercises A to D in the Activity Book.
Recycling waste

- Look at the pictures. What do these products have in common?

- Read the text and check your predictions.

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

One solution is to encourage people to recycle their waste. A simple method is to give each home different-coloured plastic bags in which to place their waste. In some cities they use green bags for paper (envelopes, newspapers, writing paper and so on), yellow for plastic (plastic bottles, plastic bags, etc.), blue for glass and brown for biological waste (food and garden waste).

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

Do Exercise A in the Activity Book. 🎧 Then listen to a description of how waste can be recycled. Complete the flow chart with words from the box.

<table>
<thead>
<tr>
<th>collect</th>
<th>clean</th>
<th>use</th>
<th>take</th>
<th>place</th>
<th>separate</th>
</tr>
</thead>
</table>

Waste is sorted at home. ➔ It is 1 ___________________ in different bags. ➔ It is 2 ___________________ by a refuse lorry. ➔ It is 3 ___________________ to a waste treatment plant. ➔ It is 4 ___________________ into different types. ➔ It is 5 ___________________ in special machines. ➔ It is 6 ___________________ again. Glass, paper and plastic are 7 ___________________ again.

Now do Exercises B and C in the Activity Book.
A renewable resource

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

- Scan the article and the letter. Find one advantage mentioned in the article and one disadvantage mentioned in the letter.

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

The main advantage of wind power is that it is clean energy. Wind power doesn’t produce any waste or greenhouse gases. Another advantage is that it is renewable. Wind is caused by changing temperatures in the air, and it will never run out. Finally, wind power is efficient. Because wind turbines are quite tall, the land under the turbines can still be used for agriculture.

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

Dear sir/madam,

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

An angry reader.

Now do Exercises A to E in the Activity Book.
Careers connected with the environment

- Match the jobs with the illustrations.
  
  1. 
  2. recycling coordinator
  3. water quality planner
  4. park ranger

- Match the jobs above to their descriptions.

  - **Monitors the quality of the water. Investigates pollution problems and looks for solutions.**
  - **Makes sure a factory is following regulations to keep people and the environment healthy.**
  - **Encourages people to sort their rubbish. Gives people information about where to put glass, plastic and paper products.**
  - **Collects information about animals in their natural habitat. Enforces laws for protecting them.**

Listen and check your answers.

Now do Exercises A to C in the Activity Book.

Lessons 5 and 6: AB 178-185
The Euphrates River, which is 2,800 km long, is the longest river in the Middle East. It begins in the Caucasus Mountains, and flows through Turkey, Syria and Iraq. The upper part of the river runs through steep gorges and cannot be used for navigation. The lower part of the river is quite shallow, so only smaller boats can use that. In southern Iraq, the river joins with the Tigris River to form the Shatt al-Arab, which then flows into the Arabian Gulf.

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

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

Now do Exercises A to C in the Activity Book.
## Grammar and Functions Reference

### UNIT 1

#### Past simple and past continuous (page 7)

**Form**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>He worked late last night.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>They didn't go to the pharmacy.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Did you sleep well?</td>
</tr>
</tbody>
</table>

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

**Use**

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

#### Past simple and used to (page 11)

**Form**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>We used to live in Kingston, but now we live in London.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>He didn't use to like Chinese food, but now he loves it.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Did you used to play football when you were a child?</td>
</tr>
</tbody>
</table>

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

### UNIT 2

#### To say it is necessary to do something (page 17)

Use must + infinitive. To make a question with must, put must before the subject.

**Example:**

Must you leave so soon?

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

**Example:**

Do you have to be 18 to get a driver's licence?

#### To say it is important NOT to do something (page 17)

Use mustn't + infinitive.

**Example:**

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

#### To say it isn't necessary to do something (page 17)

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

**Examples:**

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

#### Giving advice (page 18)

**Form**

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

**Example**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>You should put air in your tyres. They look a bit flat.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>You shouldn't stay up so late. You have to get up early in the morning.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Should I buy the red bicycle or the blue one?</td>
</tr>
</tbody>
</table>
Making polite requests (page 18)

Use these expressions to make polite requests:
- Would you + infinitive ...?
- Could you + infinitive ...?
- Can you + infinitive ...?
- May I + infinitive ...?

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

Making suggestions (page 18)

Use these expressions to make suggestions:
- Shall we + infinitive ...?
- Let’s + infinitive ...
- We could + infinitive ...

Examples:
- Shall we meet at 3.00 in the departure lounge?
- Let’s watch the film.
- We could take a taxi to the airport if you like.

Use these expressions to make offers:
- Would you like ...?
- Shall I + infinitive ...?
- Will I + infinitive ...

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

Should and shouldn’t for expectation (page 19)

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

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

Conditional sentences (page 27)

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

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

Form

<table>
<thead>
<tr>
<th>Zero conditional</th>
<th>First conditional</th>
<th>Second conditional</th>
<th>Third conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>If clause</td>
<td>Main clause</td>
<td>If clause</td>
<td>Main clause</td>
</tr>
<tr>
<td>present simple</td>
<td>present simple</td>
<td>present simple</td>
<td>present simple</td>
</tr>
<tr>
<td>will/should/may</td>
<td>will/could/might</td>
<td>would/could/might</td>
<td>would/could/have</td>
</tr>
<tr>
<td>+ infinitive</td>
<td>+ infinitive</td>
<td>+ infinitive</td>
<td>+ past participle</td>
</tr>
</tbody>
</table>

Use

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

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

Use the first conditional when you think the if clause is likely.

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

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

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

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

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

Compound nouns (page 44)

Compound nouns are nouns that are made up of two existing words. Some compound nouns are written as one word, others are written as two words, and some are hyphenated.
- airport (air + port)
- seat belt (seat + belt)
- car park (car + park)
- post office (post + office)
- **Present perfect simple + ever/never/just/already/yet** *(page 45)*

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

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

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

- Aki has just got back from holiday.

Use already and yet with the present perfect simple to talk about actions that happened in a time up until now. Use already to suggest that something happened sooner than expected. Use yet to make questions or negative statements about an action that is expected to happen.

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

- **Present perfect continuous + for/since** *(page 46)*

**Form**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
</tr>
<tr>
<td>Have/has + been + present participle</td>
<td>She has been swimming in the pool.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>Have not (haven’t) + been + present participle</td>
<td>We haven’t been waiting long.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td>Have/has + subject + been + present participle</td>
<td>Have you been trying to call me?</td>
</tr>
</tbody>
</table>

**Use**

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

- I have been working all day, (and I’m still working)
- I have known Ali for ten years.

Use the present perfect continuous to talk about actions.

- I’ve been shopping. What have you been doing?
- Use the present perfect simple to talk about states, with verbs like know, like, be, and understand.

- I have known Ali for ten years.

Use the present perfect continuous to talk about actions.

- I’ve been shopping. What have you been doing?
- Use the present perfect simple and the present perfect continuous with for and since to talk about how long something has been true.

- I have been looking for you for three hours.

Use for when talking about a period of time, for example with phrases like a year, three days, two hours, a long time.

- I have been looking for you for three hours.

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

- We have been coming here for our holidays since 2002.

- **Present perfect simple and past simple** *(page 47)*

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

- Malik has lived in Basra for ten years.

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

- I haven’t seen Sam this morning.

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

- They left for Egypt last Tuesday.

- **Past perfect** *(page 48)*

**Form**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>Had + past participle</td>
</tr>
<tr>
<td>Had stayed</td>
<td>We stayed in a hotel where we had stayed before.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Had not (hadn’t) + past participle</td>
</tr>
<tr>
<td>Hadn’t</td>
<td>When it was time to go, I still hadn’t found my passport.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Had + subject + past participle</td>
</tr>
<tr>
<td>Had</td>
<td>Had you travelled abroad before or was this your first trip?</td>
</tr>
</tbody>
</table>

**Use**

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

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

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

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

- **Defining and non-defining relative clauses** *(page 50)*

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

- I like hotels that have a swimming pool.

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

- The man who owns Safari Tours is on TV tonight.

(There will be many men on TV tonight. The relative clause is necessary for us to understand which man is going to be on TV.)
UNIT 6

- Passive form (page 55)

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

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>Am, is, are + past participle</td>
</tr>
<tr>
<td>Past simple</td>
<td>Was, were + past participle</td>
</tr>
<tr>
<td>Future simple</td>
<td>Will be + past participle</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Am, is, are being + past participle</td>
</tr>
<tr>
<td>Past continuous</td>
<td>Was, were being + past participle</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Has, has been + past participle</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Had been + past participle</td>
</tr>
</tbody>
</table>

- Use

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

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

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

  - This bill was paid last week by my father.

UNIT 7

- Future simple (page 65)

   Form

   | Affirmative       | I will have a lot of work to do for this class.
   | Negative          | They won't finish their project on time.
   | Question          | Will you see Kamal in class?

   Use

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

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

- Present continuous for future (page 65)

   Form

   | Affirmative       | Qadir is meeting me in front of the library.
   | Negative          | He isn't going home for the holidays.
   | Question          | Are you driving to school this morning?

   Use

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

   - Selma is taking an exam at nine o'clock tomorrow morning.
**Future continuous (page 65)**

**Form**

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>will be + present participle</td>
</tr>
<tr>
<td>Negative</td>
<td>will not (won't) + be + present participle</td>
</tr>
<tr>
<td>Question</td>
<td>will + subject + be + present participle</td>
</tr>
</tbody>
</table>

**Use**

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

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

**Future in the past form**

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

<table>
<thead>
<tr>
<th>Future form</th>
<th>Future in the past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>will + infinitive</td>
<td>would + infinitive</td>
</tr>
<tr>
<td>going to + infinitive</td>
<td>going to + infinitive</td>
</tr>
<tr>
<td>will + subject + be + present participle</td>
<td>would + subject + be + present participle</td>
</tr>
<tr>
<td>present simple</td>
<td>past simple</td>
</tr>
</tbody>
</table>

**Use**

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

**UNIT 8**

**Prefixes and suffixes (page 74)**

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>anti-conviction</td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
<td>bicycle</td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>coworker</td>
</tr>
<tr>
<td>de-</td>
<td>reduce, remove, under</td>
<td>defrost</td>
</tr>
<tr>
<td>eco-</td>
<td>environment</td>
<td>ecosystem</td>
</tr>
<tr>
<td>inter-</td>
<td>among, between</td>
<td>international</td>
</tr>
<tr>
<td>micro-</td>
<td>very small</td>
<td>microscope</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>reread</td>
</tr>
<tr>
<td>tele-</td>
<td>over a distance</td>
<td>television</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transcontinental</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>capable of</td>
<td>renewable</td>
</tr>
<tr>
<td>all-</td>
<td>related to</td>
<td>environmental</td>
</tr>
<tr>
<td>ation-</td>
<td>action, process</td>
<td>celebration</td>
</tr>
<tr>
<td>en</td>
<td>made of</td>
<td>wooden</td>
</tr>
<tr>
<td>ful-</td>
<td>full of</td>
<td>harmful</td>
</tr>
<tr>
<td>ist-</td>
<td>person who does</td>
<td>scientist</td>
</tr>
<tr>
<td>less</td>
<td>without</td>
<td>harmless</td>
</tr>
<tr>
<td>ly</td>
<td>in this way</td>
<td>quickly</td>
</tr>
<tr>
<td>ology</td>
<td>science of</td>
<td>geology</td>
</tr>
<tr>
<td>ship</td>
<td>skill</td>
<td>craftsmanship</td>
</tr>
</tbody>
</table>

**Note**

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

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>came</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>been/gone</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
<td>tried</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

### Adjectives + prepositions

- Angry (angry about something)
- Annoyed (annoyed about something)
- Excited
- Sure
- Worried
- Angry (angry with someone)
- Annoyed (annoyed with someone)
- Bored
- Disappointed
- Pleased
- Afraid
- Frightened
- Jealous
- Proud
- Interested
- Different
- Good
- Bad
Literature Focus

Section A: The Swing

Mohammed Khudhair

Mohammed Khudhair is an Iraqi writer. He was born in Basra in 1942. He finished his primary, intermediate and secondary study in Basra. He joined the High School for Teachers and finished his study there in 1961. He taught at schools in Diwaniyya, Nassiriya and Basra for more than thirty years. His first short stories appeared in _The Iraqi Writer (Al Adeeb Al Iraqi)_ magazine in 1962.

His short stories are translated into English, Russian and French. He has won many prizes, including the Sultan Al Owais's Award in the United Arab Emirates in 2004 and the Gold Pen Award from the General Union of Iraqi Writers in 2008.

He achieved fame in the Middle East after publishing his two short stories 'The Swing' and 'Melodies on the String of Rubaaba' in the _Beirut Arts_ magazine.

His best works include 'The Black Kingdom', 'At 45 centigrade', 'Autumn Dream', 'Embalment', 'Gardens of Faces' and the novel _Basriata._

The Swing

'The Swing' is one of the best short stories about war. Mohammed Khudhair wrote this short story after the summer 1967 war against Israel. Khudhair later wrote:

I was 25 years old when I wrote 'The Swing'. I actually found it very difficult to control the personal feelings storming inside a young man with crude experience in politics and war. Yet, I was fully aware of the conditions of story-writing.

'The Swing' is a severe condemnation of war wherever it happens. It is a sincere invitation to sustain family life, to make childhood secure and to love one another.

It tells about a soldier, Sattar, who has just returned from the hell of war carrying a message for the family of his friend. His friend, Ali, was killed in battle, leaving his mother, his wife and his little daughter, Haleema.
An indescribable dialogue goes on between Sattar and the little girl while he sways her in her swing. He tries to convince the child that her father is like smoke and she can see him only when she closes her eyes. Sattar cannot find any other way to inform the little girl and her family that his friend Ali has left forever, though he left honourably.

The story stresses that war destroys everything. It leads to nothing but death, deprivation and destruction.

Excerpt from ‘The Swing’

Haleema’s grandma said, ‘As for your father’s news, you will just have to wait until he’s here on leave.’

The visitor said, ‘Yes, what news! Great news, Haleema.’

He heard Haleema saying, ‘The swing has slowed down, sway me now.’ He came out of the tree’s shadow with a wet face.

Haleema asked him, ‘Have your eyes turned red?’

‘No, this happens to those who swim,’ he replied. Haleema said, ‘No, Dad’s eyes never turned red.’

The visitor put his hands on the two ends of the swing seat and pushed it up. He couldn’t see her in the sun and when the swing came down he embraced it, stopping its movement. ‘How are you feeling now, Haleema?’ he asked her.

‘Why did you stop it? It was an excellent push. No one ever swayed me like that before,’ she said.

She disappeared again in the sun, her head lying on her stretched arm, her face straight and her eyes closed. She said, ‘I can see my dad. Here he is, swaying me in his lap. But he’s not talking, like a mute. He shaved his hair just like you, and as if I were a stranger to him, he didn’t recognize me nor did he talk to me.’ Then she opened her eyes and said, ‘Where did he go? He was right here with me, swaying me.’

‘He vanished. Every time you open your eyes, he vanishes,’ the visitor replied.

The girl asked again, ‘Where did he disappear to?’

‘Let us look for him, Haleema. Has he climbed the palm tree? Well, I guess not, or else we would have seen him. Has he dived into the water? No, had he stayed long underwater, he would have drowned. Oh! Well do you know where he went? He’s in that bag … do you see it, Haleema?’

‘Which bag?’ the girl asked.

‘That one, on the other bank of the river, the bag hanging from the bicycle,’ he replied.
"That small bas? How could his body fit into it?" the girl wondered.

"Well, he's like smoke. Always remember, Haleema, he's like smoke."

"I didn't see him well. I was sitting in his lap," Haleema said.

"Do you want me to sit with you on the swing?" the visitor interrupted. He stopped the ropes and lifted her onto his lap while he sat down on the swing. He was swaying the swing with his feet when her grandma came up with a loaf of bread in her hands.

"Aren't you feeling hungry yet? Eat this while we wait for your grandpa for lunch together. I am going up to feed the pigeons."

She divided the hot loaf of bread between them. They asked her to sway them before she headed to the rooftop. "Am I able to sway you?" the grandma said before leaving.

The swing ropes moved slowly, then the swing's movement became faster and faster until it was no longer in the tree's shade. It flew over the stream of water while the grandma disappeared behind the shed.

"I can on my chest, Haleema, and close your eyes," the visitor said.

"But your clothes are wet" said Haleema.

"I didn't dry my body well," he answered.

"Do you like bamber?" the girl asked.

"Yes, I'd love to have some," he replied.

"I don't like it ... What's your name?" she added.

"Sattar," the visitor answered.

"You have the same name as the mayor's son. We play behind the dead parlour and he wants us to go in."

"You mean the funeral parlour?" he asked her.

"Yes, show me my dad now."

"I can see him coming out of the bag and heading toward us. Without a head or hands and legs or even clothes, just like smoke," he added.

"Yes, yes." she muttered.

"Let him come close. Pretend that you are sleeping. Do not frighten him because he only likes those who are sleeping like the dead," the visitor said.

"Have you slept, Haleema?" Sattar said, after a short while.

"He came out of the bag like smoke and didn't speak at all," Haleema said.

"And where is he now?" he asked her.

"I don't know. He's gone. He has dived into the river."
1. Give suitable meanings for the underlined words and expressions.

2. Complete the following statements with information from the text.
   1. Sattar came to his friend’s house to ________________.
   2. In 1967, ________________.
   3. Sattar and Haleema ate ________________ before lunch.

3. Discuss how the visitor tried to convey his message.

4. What moral lessons does the writer try to give in ‘The Swing’?
Section B: The Canary

‘The Canary’,
by Katherine Mansfield

... You see that big nail to the right of the front door? I can scarcely look at it even now and yet I could not bear to take it out. I should like to think it was there always even after my time*. I sometimes hear the next people saying, ‘There must have been a cage hanging from there.’ And it comforts me. I feel he is not quite forgotten.

... You cannot imagine how wonderfully he sang. It was not like the singing of other canaries. And that isn’t just my fancy. Often, from the window I used to see people stop at the gate to listen, or they would lean over the fence by the mock-orange for quite a long time—carried away.

For instance, when I’d finished the house in the afternoon, and changed my blouse and brought my sewing on to the verandah here, he used to hop*, hop, hop from one perch* to another, tap against the bars as if to attract my attention, sip a little water, just as a professional singer might, and then break into a song so exquisite* that I had to put my needle down to listen to him. I can’t describe it; I wish I could. But it was always the same. every afternoon, and I felt that I understood every note of it.

... I loved him. How I loved him! Perhaps it does not matter so very much what it is one loves in this world. But love something one must! Of course there was always my little house and the garden, but for some reason they were never enough. Flowers respond wonderfully, but they don’t sympathise* ... I loved the evening star ... But after he came into my life I forgot the evening star. I did not need it any more. But it was strange. When the Chinaman who came to the door with birds to sell held him up in his tiny cage, and instead of fluttering, fluttering, like the poor little goldfinches*, he gave a faint, small chirp, I found myself saying, just as I had said to the star over the gum tree, ‘There you are, my darling.’ From that moment he was mine!

... It surprises me even now to remember how he and I shared each other’s lives. The moment I came downstairs in the morning and took the cloth off his cage he greeted me with a drowsy little note. I knew it meant: ‘Missus! Missus!’ Then I hung him on the nail outside while I got my three young men their breakfasts, and I never brought him in to do his cage, until we had the house to ourselves again. Then, when the washing-up was done, it was quite a little entertainment. I spread a newspaper over a corner of the table and when I put the cage on it he used to beat with his wings, despairingly*, as if he didn’t know what was coming. ‘You’re a regular little actor,’ I used to scold him. I scraped* the tray, dusted it with fresh sand, filled his seed and water tins, tucked a piece of chickweed* and half a chili between the bars. And I am perfectly certain he understood and appreciated every item of this little performance. You see by nature he was exquisitely neat ... And you’d only to see him enjoy his bath to realise he had a real small passion for cleanliness ...

... Company, you see, that was what he was. Perfect company. If you have lived alone you will realise how precious that is. Of course there were my three young men who came in to supper every evening,
and sometimes they stayed in the dining-room afterwards reading the paper. But I could not expect them to be interested in the little things that made my day ... But I remember feeling so especially thankful that I was not quite alone that evening. I told him, after they had gone out, I said, ‘Do you know what they call Missus?’ And he put his head on one side and looked at me with his little bright eye until I could not help laughing. It seemed to amuse him.

... Have you kept birds? If you haven’t all this must sound, perhaps, exaggerated*. People have the idea that birds are heartless, cold little creatures*, not like dogs or cats. My washerwoman used to say every Monday when she wondered why I didn’t keep a nice fox terrier. ‘There’s no comfort, Miss, in a canary.’ Untrue! Dreadfully untrue! I remember one night. I had had a very awful* dream ... even after I had woken up I could not get over it. So I put on my dressing-gown and went down to the kitchen for a glass of water. It was a winter night and raining hard. I suppose I was still half asleep, but through the kitchen window... it seemed to me the dark was staring in, spying*... And suddenly I felt it was unbearable that I had no one to whom I could say ‘I’ve had such a dreadful dream,’ or— or I hide me from the dark. I even covered my face for a minute. And then there came a little ‘Sweet! Sweet!’ ... ‘Sweet! Sweet!’ said the darling little fellow again, softly, as much as to say, ‘I’m here, Missus! I’m here!’ That was so beautifully comforting that I nearly cried.

... And now he’s gone. I shall never have another bird, another pet of any kind. How could I? When I found him, lying on his back, with his eye dim* and his claws wrong*, when I realised that never again should I hear my darling sing, something seemed to die in me. My heart felt hollow, as if it was his cage. ...

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>after her death</td>
<td></td>
</tr>
<tr>
<td>small jump</td>
<td></td>
</tr>
<tr>
<td>a place where a bird rests</td>
<td></td>
</tr>
<tr>
<td>very beautiful</td>
<td></td>
</tr>
<tr>
<td>show understanding</td>
<td></td>
</tr>
<tr>
<td>small birds with yellow on their wings</td>
<td></td>
</tr>
<tr>
<td>with sadness and worry</td>
<td></td>
</tr>
<tr>
<td>removed the dirt</td>
<td></td>
</tr>
<tr>
<td>small plant with white flowers</td>
<td></td>
</tr>
<tr>
<td>made more important than it really is</td>
<td></td>
</tr>
<tr>
<td>animals</td>
<td></td>
</tr>
<tr>
<td>upsetting, terrible</td>
<td></td>
</tr>
<tr>
<td>watching her secretly</td>
<td></td>
</tr>
<tr>
<td>dark, lifeless</td>
<td></td>
</tr>
<tr>
<td>curled up</td>
<td></td>
</tr>
</tbody>
</table>
1. In no more than 200 words, write a summary of Katherine Mansfield's short story.

2. Do you find it easy to sympathise with the woman? Why, or why not?

3. Match the words in list A with the words in list B that have the same meaning.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 scarcely</td>
<td>a enjoyed, was grateful for</td>
</tr>
<tr>
<td>2 fancy</td>
<td>b cleaning the dishes</td>
</tr>
<tr>
<td>3 blouse</td>
<td>c tidy</td>
</tr>
<tr>
<td>4 washing-up</td>
<td>d imagination</td>
</tr>
<tr>
<td>5 appreciated</td>
<td>e woman's shirt</td>
</tr>
<tr>
<td>6 neat</td>
<td>f hardly</td>
</tr>
<tr>
<td>7 precious</td>
<td>g asked or thought about</td>
</tr>
<tr>
<td>8 wondered</td>
<td>h valuable</td>
</tr>
</tbody>
</table>
4 Look up the ten underlined words in the story in your dictionary. What does each word mean?

5 Try to use five of the words from the Glossary in sentences of your own.

6 Choose three phrases in the story that create a strong image for you, e.g., the nail that held the cage (described in the first paragraph). Try to explain how each phrase creates an image when you are reading it.
Checklist for written work

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

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

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

Unit 1 Lesson 1

Section 1

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

One

Woman: What did the doctor do?
Girl: She told me to open my mouth and say ‘Aah.’ Then she looked at my throat.

Two

Boy: One minute I feel hot and the next minute I feel cold. I think I have a temperature.

Three

Girl: I spilled boiling water on my foot. It’s very badly burnt.

Four

Boy: What does the x-ray show, doctor?
Female doctor: Your wrist is fractured.

Five

Girl: I was running in high heels and my foot went over. Now my ankle is really swollen.

Six

Mother: Why aren’t you eating your lunch, darling?
Small boy: I can’t. My throat hurts too much when I swallow.

Unit 1 Lesson 2

Section 2

Listen and check your answers.

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?
Adil: 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.

Unit 1 Lesson 4

Section 3

A Listen and check your answers.

Man: Every year, around 114,000 smokers in the United Kingdom die from their habit. That’s about 300 people every day.
Woman: Smoking in Britain is highest in the 20-24 age group.
Man: It is illegal to sell cigarettes to children under the age of 16.
Yet 20% of Britain's 15-year-olds are regular smokers.

Woman: More than 80% of smokers take up the habit when they are teenagers.

Man: People who smoke a packet of cigarettes a day die on average 7 years earlier than people who have never smoked.

Woman: Every day in the United Kingdom, approximately 450 young people under the age of 18 start smoking.

Man: The British Government currently spends around £30 million a year on anti-smoking education campaigns. A further £41 million is spent on measures to help people give up smoking.

Woman: More people in Britain die from smoking than from road accidents, poisoning and AIDS.

knew I was driving too fast. They pulled me over and gave me a speeding ticket. I was about to leave when one of the officers gave me a piece of paper. It was a photo from a newspaper that showed a five-car crash. It was terrible. The police officer told me it happened because someone was speeding. I realized that by driving too fast I could get hurt and hurt other people too. So I decided never to speed again. If I want to go fast, I can go on a rollercoaster!

Speaker 2: You can get a lot of information from a crime scene. Footprints can tell you what type of shoes a thief was wearing, how big his feet are, and even how tall he is. Sometimes we find fingerprints. A person can leave fingerprints if his hands are dirty. Then the fingerprints are easy to find. But people leave fingerprints even when their hands are clean. We can see them only after putting a special powder on them. Matching fingerprints used to be difficult. Now it's much easier because computers can do a lot of the work.
Section 5

B Listen and answer the questions.

Question: Is being a policeman dangerous?
Answer: Sometimes. It can be dangerous when you have to arrest somebody or stop a fight. But it isn’t dangerous all the time. When you are trying to find drivers who are speeding it can even be a bit boring, because you spend a lot of time waiting. One of the most important qualities a policeman must have is patience.

Question: Do you have to work at night?
Answer: There are always officers at the station to help people at any time of the day or night. But we don’t have to work every night. We usually take turns so we can spend some time at home with our family and friends.

Question: What do you like best about being a policeman?
Answer: Well, I like solving crimes. It can be very interesting. Sometimes it’s a bit like solving a puzzle. I also like the feeling that I’m helping people. If people don’t obey the law, others can get hurt. So when I arrest a criminal or stop a driver from speeding, I know that I’m making our city a better place to live.

Section 6

Listen and check your answers.

Conversation 1

Airline agent: Hello. I’d like to ask you a few questions about your baggage.
Father: Of course.
Airline agent: Could you tell me who packed your bags, please?
Father: We did. Last night.
Airline agent: Since then, have you left your baggage unattended at any time?
Father: No, we haven’t.
Airline agent: Are you carrying any sharp objects, gases or chemical products?
Father: No, no one has.
Airline agent: Thank you, sir. Have a good flight.

Conversation 2

Security guard: Good morning, sir. Would you put your bag on the conveyor belt, please?
Malek: Of course. What is that machine for?
Security guard: It x-rays your bag. That way we can make sure you’re not carrying anything dangerous.
Malek: But I’m not
Security guard: I’m sure you’re not. But we have to check everybody’s bag. That’s the rule. Could
you empty your pockets, please?

Malek: Uh, sure.

Security guard: Now please walk through the metal detector.

[beeping noise]

Security guard: Is there anything left in your pockets?

Malek: Oh, yes. My keys. Sorry!

Security guard: That’s all right. Just put them in the tray and walk through again. Thank you. Have a good flight.

**Conversation 3**

Father: Shall we get some magazines before boarding?

Malek: That’s a good idea. Let’s get some drinks too.

Mother: I’ll stay here with the bags if you want. Can you get me an orange soda?

Father: Of course.

Loudspeaker: Would the owner of a red nylon bag with green straps please come and get it immediately? Reminder to all passengers: please do not leave your baggage unattended. Unattended baggage will be disposed of by security staff.

Malek: What does that mean?

Father: It means you should always have your baggage with you. If you don’t, someone from security might think it has something dangerous in it and take it away.

Malek: Oh no!

Father: What’s the matter?

Malek: I think that’s my bag!

**Conversation 4**

Passport agent: May I see your passport, please?

Father: Certainly.

Passport agent: Are you travelling alone?

Father: No, with my wife and my son.

Passport agent: Could I have their passports?

Father: Here you are.

Passport agent: Are you travelling for business or pleasure?

Father: For pleasure.

Passport agent: Where will you be staying?

Father: With my brother, in Baghdad.

Passport agent: Thank you. Enjoy your visit.

**Conversation 5**

Customs official: Good morning. Do you have anything to declare?

Malek: Well, I’ve brought some gifts for my aunt and uncle.

Customs official: What have you brought them?

Malek: A book for my uncle and some chocolates for my aunt.

Customs official: Are you carrying any cigarettes, plants or animals?

Malek: No, I’m not.

Customs official: Which bag is yours, please, sir?

Malek: The red one.

Customs official: Could you open it, please?

Malek: Yes, of course.
Customs official: Well, that's fine, then. Have a pleasant stay in Baghdad.
Malek: Thank you.

[zipping sound]

Mr Hazem: Will I have to arrest people?
Samir: No! If you see anything unusual, you'll call the police.
Mr Hazem: You also must be very friendly and like talking to people, especially if you work in a mall or an office building. A lot of people go to those buildings, and many of them will ask for information or directions.
Samir: That's fine. I enjoy talking to people.
Mr Hazem: Then you should enjoy the job. One more thing: you need to be computer literate for this job because you need to write reports at the end of every day. Can you use a computer?
Samir: Yes, my father's got a computer at home.
Mr Hazem: Well then, you shouldn't have any difficulty using our computers. All right then, would you like to come in for an appointment?
Samir: Yes, I would. What is a good time?
Mr Hazem: How about tomorrow at 10.00?
Samir: That's fine.
Mr Hazem: Do you have an e-mail address?
Samir: Yes, I do.
Unit 3 Lesson 1

Section 8
Listen and match.

Zaid: Hello. I'm Zaid. I'm the manager of the Sheraton Hotel in Hurghada, Egypt. I love my job because it's so varied.

Nada: My name's Nada. I'm a presenter on Al Jazeera television. I really enjoy my work, but it can be quite stressful sometimes.

Ousama: I'm Ousama. I'm a pilot with Iraqi Airways. My favourite route is Baghdad – Bangkok. In my opinion, being a pilot is the most satisfying job in the world.

Faten: My name's Faten. I'm a computer programmer. I work for a big company and I'm quite well-paid.

Unit 3 Lesson 2

Section 9
Listen and check your answers.

Advisor: What would you like to do when you finish studying?
Ramiz: I'm not sure yet. But I'm very interested in ecology and the environment.

Advisor: If you're good at science and geography, there are lots of jobs to choose from.
Ramiz: I love them both. They're my favourite subjects.

Advisor: Well, how about a career in water technology? That's really important in this country.
Ramiz: What exactly does water technology involve?

Advisor: If you work in water technology, you look for ways of conserving water and purifying it.
Ramiz: Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of qualifications do I need?

Advisor: First of all, you need to get a degree. You could choose from environmental science, geology or even engineering.
Ramiz: Which university offers those courses?
Advisor: I have to check. If you come back next week, I'll have the answer.
Listen and read.

Cathy: If you could have any career in the world, what would you choose?
Maryam: I'd like to be a pilot.
Cathy: Do you think that dream is ever going to come true?
Maryam: No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.
Cathy: What if you refused?
Maryam: Are you joking? They'd be really upset if I refused.
Cathy: But it's your dream.
Maryam: I know. But I could never be a successful pilot, anyway.
Cathy: What do you mean?
Maryam: If I was a pilot, nobody would fly with me.
Cathy: Why not?
Maryam: Because I'm a bit scared of heights!
Cathy: If I were you, I'd train as a doctor and have flying lessons in my free time.
Maryam: What free time? Medical students don't have any free time!

Section 11
Listen and complete the captions.

Hello, my name's Mustafa Ali and I'm a movie director. I'm pretty successful and I really enjoy my job. But it wasn't easy finding the right career. When I was young, I tried quite a few courses and jobs. Somehow, none of them were right for me.

My mother suggested I should train as a pilot. So I went to the flying academy, where I had to take a lot of tests. I failed the eye test and they told me I couldn't become a pilot.

When I was eighteen, I started training to be a doctor. Halfway through my course, I realized that I was scared of blood. So I knew it wasn't the right profession for me.

My father was an engineer. When I gave up medicine, he said I should become an engineer like him. One day, I went with him to see a dam that he was building. It was really high and I suddenly got dizzy. My legs felt weak and I nearly fell off the side of the dam. I realized then that I was scared of heights and I told my father I could never be a successful engineer.

Some months later, I joined the police force. One day, I had to chase a thief but I couldn't run fast enough. I just wasn't fit enough. So I gave up being a policeman.
Later, I got a job as a tour guide. There were tourists from all over the world: Britain, France, Japan, China, Italy. I couldn’t communicate with most of them because I didn’t speak enough languages. So I wasn’t a very good tour guide and my boss asked me to leave.

Unit 3 Lesson 7

Section 12

Listen and check your answers.

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

All our teachers are qualified and highly experienced. Classes are small, which means that you will be sure of a high level of individual attention. Our courses, which run throughout the year, are tailored to your needs and our friendly staff are always on hand to offer expert advice. Choose from courses of one week to 3 months duration.

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

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

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

Unit 4 Lesson 1

Section 13

Listen and check your answers.

Dear Badria

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

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

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

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

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

Lots of love
Rana

Unit 4 Lesson 6

Listen and check.

Dear Ms Foxton

I saw the advertisement in the Times of 23rd June for customer service staff and would like to apply.

As you will see from my enclosed CV, I left school a year ago with A levels in Geography and Media Studies. Since then I have done a one-year Foundation course in Business Studies. I am now keen to find a full-time job in an expanding company which will give me opportunities for career development. I am very impressed with TalkTel’s reputation.

I have considerable experience of sales, having worked part-time as a sales assistant at weekends and in the holidays for the past two years. My current part-time job is in an electrical goods store, where I have a good record. The store manager, Mrs Willis, will be happy to confirm this.

Although I do not have any previous experience in customer service, I feel I have the personal qualities that you are looking for.

I look forward to hearing from you.
Yours sincerely
Jackie Liu
Unit 5 Lesson 2

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

Announcer: One
Girl: It took six hours from London to Washington. The food was awful but the films were OK. I watched two and slept the rest of the time.

Announcer: Two
Boy: Have a look at them. They're full of colour photos of luxury hotels on the beach and beautiful places to visit in the area.

Announcer: Three
Girl: On the first day there's a jeep trip to the desert. On the second day there's a bus trip to a souq. On the third day there's a trip to the camel races.

Announcer: Four
Boy: The waiters were terrible. They were really slow and one of them spilt soup on my shirt.

Announcer: Five
Girl: There are candles and flowers everywhere and the music is amazing. The people there are always really friendly and cheerful. It's a place where you always feel good.

Announcer: Six
Boy: There's plenty to do there - golf, tennis, windsurfing, walks.

Announcer: Seven
Girl: What shall I book for next week - a hotel or a self-catering apartment?

Unit 5 Lesson 4

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

Katie: Hi, Muna. What are you doing with all those holiday brochures?
Muna: Oh, I'm just doing a bit of research on holiday deals in Thailand. Have you ever been there?
Katie: Yes. We had a family holiday there a couple of years ago.
Muna: So, which places did you go to?
Katie: Well, we spent a week in Bangkok to get a flavour of the city life and then two weeks on the beach in Phuket.
Muna: I'm sure that was beautiful!
Katie: It was amazing! I really enjoyed it. Well, we all did. There was something for everyone.
Muna: We're looking for a package deal.
Katie: That's a good way to do it. At least you know where you're going and what you're doing. And it often works out cheaper in the long run. Have you found one yet?

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

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

Muna: And what did you think of Thai food?

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

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

Katie: Why not?

Muna: It nearly burnt a hole in my mouth!

Unit 6 Lesson 1

Section 17

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

Aziz: Hi, Rami. What are you doing?

Rami: I'm trying to understand something I got from my bank. I'm not sure what it is.

Aziz: Let me see. Oh, that's your bank statement. This is a paper that you'll get every month from your bank. It's really important because it shows you how much money went in and came out of your account every month. You should look at it carefully and check it to make sure there aren't any mistakes.

Rami: Can you help me figure out what it all means?

Aziz: Sure. Look, to the left of the title 'bank statement' is the name of your bank. Then there's information to identify the bank account. Your name is on the left. Your account number, which is an eight-digit number, appears on the top right. That's straightforward, right?

Rami: Sure, that's easy.

Aziz: A transaction is an activity in your account. So the second column is where the bank says what happened in your account during the month, if you wrote a cheque or deposited money, for example. The date when that transaction happened is on the left.

Rami: And what does 'balance' mean?

Aziz: The balance is the total that is left in your account after each transaction. The first entry, which says opening balance, shows the amount that was in your account at the beginning of the month.
Rami: And under that it says cheque number 001. That must be a cheque I wrote.

Aziz: Yes, and further down there are more cheques. See? Numbers 002, 003 and 004. You wrote a lot of cheques last month!

Rami: Yes, I remember no. 001 was to my dentist. The others are on the same day. Those must be from the day I went to the mall. I bought some CDs, some clothes and some computer games by cheque that day.

Aziz: Oh, can I see your games?

Rami: Sure, but can you help me with the rest first?

Aziz: Yes, well, cash withdrawal means you took money out of your account, probably at an ATM.

Rami: Yes, I did.

Aziz: And deposits are transactions when you put money into your account.

Rami: Yes, that was my first pay cheque from my new job.

Credit card: A piece of plastic you can use to buy things and pay for them later.

Unit 6 Lesson 2

Complete the definitions.

Bank card: a piece of plastic you can use to pay for things or get money in the street.

ATM: somewhere you can get money using a bank card.

PIN: A secret number you can use with a bank card to stop others using it.

Cheque: A piece of paper you can use to pay for things.

Unit 6 Lesson 2

Listen to the conversation between the girl and a banker and tick the things they talk about.

Girl: Good morning. I'd like some information about opening an account.

Woman banker: Of course. What kind of account would you like to get?

Girl: Well, I'm not really sure. What kinds of accounts do you have?

Woman banker: Well, first of all, are you over 17?

Girl: Yes, I'm 18. Why?

Woman banker: Well, we have special accounts for people under 17. But if you're 18, you have different accounts to choose from. If you get a savings account, you get a credit card. The interest is paid by the bank every six months.


Woman banker: No. Cheque books aren't
provided with a savings account. But you get a free cheque book if you open a current account.

Girl: And can I get an ATM card too? I want to be able to get cash easily.

Woman banker: Yes. The cards can be used at any ATM machine in the country. You can also make withdrawals all over the world if you need money while you’re travelling.

Girl: What do I need to do to open an account?

Woman banker: You need to have an identity card and to deposit 60,000 Iraqi dinars. If you have less than 20,000 Iraqi dinars in your account, we charge a fee of 10,000 Iraqi dinars per month.

Girl: That’s a lot of money. I haven’t got a job. I’m a student, I’m starting university next autumn.

Woman banker: Oh, then you should get a University student account. You don’t have to maintain a minimum balance.

Girl: Do you have a branch near the university?

Woman banker: Yes, we do. It is being renovated, but it will open again next month.

Girl: That’s great. I think I’ll open a student account then.

---

Unit 6 Lesson 4

Section 20

Listen to the conversations. Match them with the pictures.

Conversation 1

Banker: Good morning. Can I help you?
Customer: Yes, I don’t know what to do. I’ve lost my handbag. My wallet, with all my money and bank cards, was in it.
Banker: Are you sure you’ve lost it? Couldn’t you have just left it at home?
Customer: No. I definitely had it when I was at the café. I was talking to my friend when we left and I think I left it on the table.
Banker: Did you go back to look for it?
Customer: Yes, it wasn’t there. If I hadn’t been in such a hurry, I wouldn’t have left it there!
Banker: Don’t worry. If we cancel your cards now, no one else will be able to use them. New ones will be sent to you very soon.

Conversation 2

Customer: Do you take credit cards?
Cashier: I’m sorry, we don’t.
Customer: Can I pay by cheque?
Cashier: No, we only take cash.
Customer: I didn’t know that.
Cashier: Look, it’s on the sign.
Customer: Oh, no. If I’d known that, I would have brought cash.
Cashier: Well, if you went to the bank in the next street, you could get cash from the ATM.
Customer: Thank you very much.
**Conversation 3**

Waiter: I'm sorry, sir. Your credit card isn't working.

Customer: Could you try it again, please? It worked yesterday.

Waiter: I'm sorry, it still isn't working. Sometimes if you put in the wrong number several times, it gets blocked. Or you may have reached your credit limit. Would you like to pay by cheque instead?

Customer: Yes, that's a good idea.

**Conversation 4**

Customer: Good morning. Can you help me? My bank card didn't come out of the ATM.

Banker: Of course. Can you give me your account number? I'll check your account.

Customer: Yes, it's 92671098. Does this mean there's no money in my account?

Banker: No. If there was no money in your account, the machine would still give you your card back. I see the problem. Your card has expired.

Customer: It has?

Banker: Yes. Today is April 5 and your card was valid until April 4. We sent you a new card two weeks ago.

Customer: I never received it.

Banker: We'll cancel that one and send you a new one, then. You should receive it in three or four days.

---

**Unit 6 Lesson 6**

### Section 21

Read and listen to the conversation.

Ahlam: Wow! Is that your car?

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

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

Nour: I got a car loan.

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

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

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

Nour: About 2 million Iraqi dinars. It wasn't that expensive, because it isn't a new car.

Ahlam: It looks new!

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

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

Nour: Five years.

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

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

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

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

Abdul: Sure. Uh, no, maybe not. Oh no. I think one of your lights is broken.

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

---

Unit 7 Lesson 2

Section 22

Listen to a conversation between Hasan and his friend, Zaid.

Zaid: Hi, Hasan. I'm meeting Abdul at 7.00 to watch the football game. Why don't you come with us?

Hasan: Hi, Zaid. Thanks. I'd love to but I'm afraid I can't. At 7.00 I'll be sitting in an English class, listening to my teacher!

Zaid: You'll be at school? I thought you had a job.

Hasan: I do. But I'm also studying at a special language school to improve my English. Classes start at 6.00, so people can take them even if they work. It suits me perfectly.

Zaid: But your English is really good now.

Hasan: Not good enough. The company I work for needs people whose English is fluent so that they can go on business trips to other countries. I'm going to work on my English a lot this year. I'd really like the opportunity to travel with my job.

Zaid: It must take up a lot of your time.

Hasan: It does. I spend four hours a week in class, and when I get home I have to do a lot of homework.

Zaid: I couldn't do that. When I get home from work I don't want to do anything. I just want to relax!

Hasan: I know. It's hard work and pretty tiring, but it's worth it if my English improves. I'll get a better job really quickly.

Zaid: Are the classes expensive?

Hasan: Well, yes. They cost 2 million Iraqi dinars. But the classes are fun. And speaking better English will help me when I'm on holiday in other countries, too. I'm actually quite enjoying studying again, too!
Listen to Nisrin talking about her summer class. Tick the reasons she liked her class.

Nisrin: I took a class in secretarial skills last summer, and I'm very glad I did. When I finished school in June, I just didn't know what I wanted to do. I thought I'd study history and become a teacher, but I wanted time to think about it. I decided to get a job, so I enrolled in the class on secretarial skills. I enjoyed it a lot because I learnt so many new things. I knew a little about computers when I started, but in the class I learnt about all sorts of new programs, and I learnt to type much faster. The classes were never boring. Our teacher was great and explained everything very clearly. She was also very kind and sometimes stayed after class if someone had more questions. We usually did!

Another reason I liked the class is that we had very modern equipment, just like the equipment we would be using in our jobs. I liked the other students, too. The class was not too big, so we got to know each other quite well. Everybody was very motivated to learn, and we all helped each other. If one of us was going to be absent, she told the others so that we would make copies of the class notes for her. The best thing about the course is that it helped me find a job very quickly. I use all the skills I learnt on the course. Next, I think I'll study business. Until then, I have a job as a secretary that I enjoy very much.
Middle East, so I decided I was going to learn Arabic. I found a language school that offered Arabic classes in the evening, and I went there twice a week after work. It took a long time, but it was great fun and really interesting, and now I have a more exciting job. I travel to the Middle East once a month and meet the craftsmen. My job is to help decide what products we buy.

Announcer: Two

Ahmad: I work for a company that makes and sells petroleum products. To make sure that our products are high-quality, we analyse them in our laboratory. When I started at the company, I was a laboratory technician and I helped the scientists by measuring the products and operating the machines. I was a good worker, so my employer said the company would give me on-the-job training. I learnt much more about laboratory procedures, and now I supervise a team of laboratory technicians.

Announcer: Three

Chris: Art was always my favourite class at school, but when I started my job at the bank I stopped drawing and painting. Then one day I had lunch with a friend who is a banker too. I found out he was going to a painting class that evening. I went with him to see what it was like, and I enjoyed it so much I enrolled immediately. Now I go to my painting class once a week, and I also paint at home at weekends. It's really relaxing and who knows, I might sell some of them one day!

Announcer: Four

Layla: When I left school, I had trouble finding a job. My father said I should take a class in web design, but I didn't really want to. I knew the classes started in the summer, and I wanted to go on holiday with my friends. And I didn't know a lot about computers. I was more interested in fashion, and I thought the classes would be boring. But in the end, my father convinced me and I enrolled. I learnt a lot and I was surprised how much I enjoyed the class. Now I maintain the website of a famous clothing company and I love my job.

Announcer: Five

Sultan: I worked for a removals company for a year. I liked the work, and I was very disappointed to learn the owner would be closing the company in the autumn, so I
decided to start my own company. My friends didn't think it was a good idea. They said I would have to work harder than if I worked for somebody else. And they were right. It was very difficult at the beginning. I had to spend all the money I had saved on office equipment and a removals van. I couldn't afford to pay many employees, so I did most of the work myself. That meant I couldn't spend much time with my family and friends. And if there was a problem, it was my responsibility to fix it. I was tired and worried all the time. But it was worth it. My company is doing well now, and I am very proud of my work. I enjoy making all the decisions, and the best thing about running my own company is that I don't have to do what someone else tells me to do. I choose who I want to work with too, so I get along with everybody.

Unit 8 Lesson 2

Section 25

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

The recycling process has several stages. First, the waste is sorted at home. The main types of waste are food waste, glass and glass products, paper and plastics. There are also some items (for example, batteries) that cannot normally be recycled. The waste is then placed in different bags, one for food waste, another for glass, another for paper, and so on. These bags are then placed outside the house, where they are collected by the refuse lorry and taken to the waste treatment plant. At the waste treatment plant, all waste is separated into different types. Then it is carefully checked, and any waste which cannot be recycled is removed. The waste is then cleaned in special machines. Finally, it is taken to different factories, where it is treated. Products like glass, plastic and paper can all be used again.
Section 26
Listen and check your answers.

Park ranger:
I've been working as a park ranger for five years. I love this job because I love animals. I spend a lot of my working hours outdoors, collecting information about animals—where they are, what they are eating, if they are healthy. I also make sure that people respect the rules for protecting them. I don't allow hunters in the park, and remind visitors not to leave rubbish that can hurt the wildlife.

Health, safety and environment manager:
I work in a petrol refinery. I'm the health, safety and environment manager. Petrol is an important natural resource, but so are the air and water. There are lots of rules that we have to follow to make sure that our refinery doesn't damage the environment. I also make sure that the people at the refinery work in safe conditions. It's an important job, and I'm glad that I can help keep people safe.

Recycling coordinator:
As the recycling coordinator for my city, I make sure that everybody understands the importance of recycling. I give talks to school groups and send people brochures with recycling information, such as which products to put in the different coloured recycling bins. When people realize that recycling helps keep the Earth clean for future generations, they usually want to participate in the recycling programme. I like to feel I'm making a difference in the quality of our environment by helping people reduce the amount of rubbish we put in landfill sites or incinerate.

Water quality planner:
A water quality planner has an important job, because water is so important in our lives. We drink it, wash in it, cook with it and use it to help plants grow. That's why our water must be as clean as possible. I am in charge of a team that collects water samples and makes sure that the water is clean. If there is a problem with the water, I help identify the reason and look for solutions.
Wordlist

Vocabulary items marked with an asterisk (*) are non-testable.

a good experience 3.8
a good record 4.6
a risky business* 6.10
accommodation 3.7
account 6.1
achieve 5.3
admit (on a course) 7.1
advice 3.7
advise 6.3
alerted* 2.6
allergies 3.7
ambitious 4.6
ankle 1.1
annoyed with 3.5
annual 3.10

anything to declare? 5.1

application 3.2

appropriately® 7.10

approve 6.3

approve of 3.3

architecture 3.1

arrest 2.1

astounded® 7.10

ATM 6.1

atmosphere 5.6

attract (customers) 6.3

baggage 2.3

balance 6.1
bank card 6.1

bank online 6.6

bank statement 6.1

be sick 1.1

bill (pay a ~) 6.7

blood 1.1

blood pressure 1.5

board (v) 5.6

boarding card 5.1

body language* 7.10

booth* 3.10

boredom 5.6

bounce back* 2.10

brakes 2.8
branch 2.5

branch (bank –) 6.3

break even° 6.10

breathe 1.1

brochure 5.4

buried 8.2

campaigns 1.7

cancel 6.4

cannot bear° 5.10

canteen 3.7

car hire 3.1

cash 6.1

catalogue° 7.10

charge (a fee) 6.2
charity 7.5
charm 4.7
chase 3.6
chat 7.7
cheated 5.2
checkups 1.5
cheque 6.1
cheque book 6.2
civilian 2.3
coach (v) 4.6
commit a crime 2.2
communication 3.2
compete 4.1
competitive salary 4.6
cosmetics 4.1

cover the major points* 4.1

crafts 7.6

create a good/bad impression* 3.5

creative 4.7

credit card 6.1

credit limit 6.4

crime scene 2.1

currency 6.5

current (account) 6.2

declare 2.3

deforestation* 8.1

demineralization* 8.1

deny 5.10
deoxygenation 8.1

deposit (n, v) 6.1

details 3.7

detect 2.10

diabetes 1.10

diabetic 1.7

dietary 3.7

disappear 3.3

disappoint 6.3

disastrous 8.1

disconnect 3.3

discourage 3.3

dislike 3.3

disobey 3.3
display 5.6  
displease* 3.3  
dispose of 2.3  
distrust 3.3  
dizzy 1.1  
dolphin 1.3  
down payment* 6.6  
duration* 3.7  
duty 3.1  
ecosystem* 8.7  
efficient 7.1  
enforce 8.4  
engineering 3.1  
enhance 7.1
faint 1.1

fed up with 3.3

fee 6.2

financially minded* 6.10

fine art 3.1

fingerprint 2.1

first aid 1.3

fit 3.6

five-star hotel 5.1

fixed sum* 6.10

flavour (get a flavour of) 5.4

follow the law 2.2

footprint 2.1

found (a civilization)* 8.7
fracture 1.1

furthermore 1.7

futuristic* 3.4

gorge* 8.7

graphic design 7.3

grind 8.3

handbag 6.4

headphones 3.10

health club* 4.2

heart attack 5.10

hostel 3.7

hydroelectric* 8.7
ice-skating 1.2
ideal 5.7
identify 2.10
impolite 1.4
in plaster 1.2
in demand 3.10
in the ignition 2.8
in the long run* 5.4
income 4.2
inconvenient* 6.7
indefinitely* 5.10
independence 3.8
inefficient 1.4
information
   technology 3.1
inhabited 5.7
install 2.5
instalments 6.6
insurance 6.6
intensive 7.2
interest 6.2
interfere with* 8.3
invention 3.2
investigate 2.2
investment 6.6
involve 3.2
job offer* 7.10
job prospect 7.2
jobseeker* 7.3
join 2.5

joints 1.1

keep in touch 4.1

knowledgeable 6.3

landfill 8.4

landscape 8.3

last but not least* 1.7

law enforcement 2.10

level 3.7

librarian 7.5

license plate 2.10

limit 8.1

live up to my expectations* 5.3

loa 6.1
locations 3.7
lock 2.6
logging 8.1
lose consciousness 1.10
luxurians 5.2
maintain 2.5
maintain (a minimum balance)* 6.2
major players* 6.10
majority 5.10
make eye contact* 3.5
management 7.5
mandatory* 7.2
marshland* 8.7
medical 7.5
metal detector 2.4
migrate 8.7
mint 5.6
misspelt 6.7
modernize 4.2
motivate 4.6
movie director 3.6
navigation 8.7
nervous 3.6
nowadays 1.6
occupation 3.2
occur 2.6
octopus 5.6
officer 2.3
offspring 5.10
on the move 5.10
open (an account) 6.2
operate 5.7
opt for 3.7
out of a job 3.10
overdraft facilities 6.2
overlook 5.6
owner 6.6
package deal 5.1
packed lunch 5.1
paramedics 1.10
park ranger 8.4
password 6.7
pay (interest) 6.2

pay back 6.6

pension plan* 6.10

permit (v) 3.7

personal 5.10

personal trainer* 4.6

personality 4.4

phenomenon* 8.5

physical 5.10

physical education* 4.2

pickpocket* 1.2

PIN 6.1

placement test* 7.2

please find enclosed* 6.7
recall 5.10

gain consciousness 1.10

regional* 5.6

register (for a course) 7.1

regular savers* 6.10

regulations 8.4

relationships 5.10

relaxed 4.4

removals* 7.6

renewable 8.1

replace 8.1

rescue 3.6

research 5.4

reservoir* 8.7
responsibility 6.3
revised estimate 4.1
robbed 2.6
routine 5.10
ruin 8.7
satisfying 6.3
savings (account) 6.2
scared of heights 3.3
scary 3.4
scientific research 3.1
screens 3.10
seafront 5.1
security camera 2.1
self-catering apartment 5.1
self-disciplined 7.3

self-service 5.6

sentimental value 2.7

separate 8.2

set in 5.6

sewing 7.10

shark 1.3

shift (work-) 7.5

shoulder 1.1

sightseeing 5.1

sign a contract 4.1

situated 5.7

ski resort 5.1

slang 4.1
sneeze 1.1

solid 2.7

solo 3.4

speciality 5.6

spectacular 5.6

spoil 8.3

spreadsheet 7.3

state (v) 4.6

stressful 3.1

stroke* 5.10

sufficient* 5.10

suit (v) 3.7

supervise 2.5

support 7.5
surgeon 4.4

surroundings 5.7

swallow 1.1

swollen 1.1

tailored to* 3.7

take up 1.4

terms and conditions* 4.6

the aviation industry 3.1

the environment 3.1

the media 3.1

thoroughly 5.3

throughout 5.7

tip (v) 6.5

title 3.7
to no avail 1.10

train as 3.3

transaction 6.1

transfer 5.6

travel agency 5.1

traveller's cheques 6.5

treatment 1.1

trekking 5.10

trip over 3.5

try on 1.4

turbine 8.3

two-storey 5.6

unattended 2.3

unbelievably 5.2
under pressure* 3.10
unfair 1.4
unfortunate 1.4
unhealthy 1.4
unpleasant 1.4
unusual 1.4
upset 3.3
vacancy 4.6
valid 6.4
valuables* 2.8
value 6.6
variety 5.6
venue 7.4
vital* 5.10
wards 1.10

web design 7.3

well-paid 3.1

wisely 8.1

withdrawal 6.1

witness (n) 2.2

workaholic* 5.10

worth it 3.8

wouldn’t hesitate to recommend* 5.3

wrist 1.1
Published by
Carnet Publishing Ltd.
8 Southern Court, South Street,
Reading RG1 4QS, UK

First edition, copyright © 2013 Carnet Publishing Ltd.

The right of the authors to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Photography
Clipart.com: Corbis: Tony Amuzu, Digital Art, Peter Beck, Ashley Cooper, Reuters, Sukree Sukplang, Tim Tadder; Getty Images: AFP/Staff, alfredo images, Blend Images, Douglas Mccaffrey/strange; The University of Chicago Library; isstockphoto.com, shutterstock.com; The World Health Organisation


Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.

IRQ13 SB 6thP

The Ministry of Education would like to thank the following specialists for their invaluable advice, expertise and hard work in support of the Editorial and Adaptation Committee during the course of the project:

Sejeda Naser Khudair – Senior Education Specialist
Faten Fakhri Khalaf – Primary Education Supervisor
Eman Salaman Farhan – Teacher of English
Hala Talib Hammood – Teacher of English
Components of English for Iraq, 6th Preparatory

- Student’s Book
- Activity Book
- Teacher’s Book
- Audio

The Student’s Book presents new language and provides opportunities to practise English using a wide variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world. The Student’s Book also includes a Grammar and Functions Reference section, giving detailed explanations and examples of the language points covered in the course, and a Literature Focus.

The Activity Book contains stimulating activities to consolidate vocabulary and grammar, develop phonic awareness and practise the four skills. The students have the opportunity to personalize the language presented in the Student’s Book, take part in communicative speaking activities and carry out structured writing tasks. The Activity Book also has end-of-unit tests that can be used to monitor the students’ progress.

The Teacher’s Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Photocopiable role-play activities are included to help develop spoken fluency. Appendices at the end of the book provide an essential reference for the teacher.

The Audio extracts comprise recordings of all the listening texts, exercises, tests and phonic work in the Student’s Book and Activity Book.

Editorial and Adaptation Committee
Ministry of Education English Curriculum Committee
Malek Mohamed Jeda - Head of the English Curriculum
Adil Ali Moussa - Senior Education Specialist
Muayyad Naji Ahmed - Head of English Department in the Open Education College
Ramzi Nouri Abdullah - Senior Education Specialist
Batool Faqz Abdulwahid - Senior Education Specialist