



State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA

Secondary 3

(Scientific Section)

(القسم العلمي)

Workbook

D'Arcy Adrian-Vallance, Chris Gough and Liz Oliver

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Lesson 2: Reading

A In pairs, with Course Books closed, discuss what you remember about the mystery of the Nazca Lines.

B Look at the text and match the words 1–7 to their meanings a–g. Do not use a dictionary.

- | | | |
|------------------------------|--------------------------|--|
| 1. narrow (line 9) | <input type="checkbox"/> | a) gave instructions |
| 2. bother (line 15) | <input type="checkbox"/> | b) make an effort |
| 3. purpose (line 16) | <input type="checkbox"/> | c) the opposite of wide |
| 4. markings (line 17) | <input type="checkbox"/> | d) formal social occasions |
| 5. hot air balloon (line 20) | <input type="checkbox"/> | e) reason for doing something |
| 6. directed (line 21) | <input type="checkbox"/> | f) lines |
| 7. ceremonies (line 25) | <input type="checkbox"/> | g) a large bag filled with air or gas to make it rise in the air |

C Read the extracts from the text and explain them in Arabic to your partner.

1. If you are on the ground ..., you see only narrow paths through the stony desert.
2. If nobody on Earth could see the results, why did they bother?
3. Some people say the markings can't have been made by ancient people.
4. The purpose of the markings was most probably religious.
5. ... the ancient people might have made hot air balloons from animal skins.
6. ... a master artist might have directed teams of workers.
7. Perhaps they also used the lines as paths in religious ceremonies.

D Read the phrases below about the Nazca Lines. Mark each one F for fact or P for possibility.

1. These lines cover a flat area. _____
2. They can be seen only from a plane. _____
3. It must have been difficult to draw them in a hot air balloon. _____
4. A master artist might have directed teams of workers on the ground. _____
5. It is more likely that the ancient people found a simple way to make them. _____
6. The people may have thought their gods would see. _____

E Compare your answers to Exercise D with a partner. Underline words and phrases in the text which helped you with your answers.

Lesson 3: Vocabulary

A Mark each sentence with a \wedge to show where to put the adverb. Sometimes there are two possibilities. Use the language box on Course Book page 8 to help you.

Example: The car was speeding. (clearly)

The car was \wedge speeding. OR \wedge The car was speeding.

1. We will move house next year. (probably)
2. Penguins don't live in the Northern Hemisphere. (definitely)
3. My brother is taller than me. (actually)
4. The Nazca lines weren't drawn by aliens. (probably)
5. I would like to visit Egypt some day. (definitely)
6. People believed the world was flat. (actually)
7. Pelé is the most famous footballer of all time. (possibly)
8. They designed the swimming pool themselves. (apparently)

B Rewrite the sentences using adverbs. Each new sentence must mean the same as the sentence(s) above it.

Example: It's probable that I'll get a job at the new supermarket.

I'll probably get a job at the new supermarket.

1. It's possible that the floods will return this year.
The floods _____
2. It's probable that he doesn't remember.
He _____
3. It's definite. I'm going to study medicine.
I'm _____
4. It's clear that you didn't wait for me for very long.

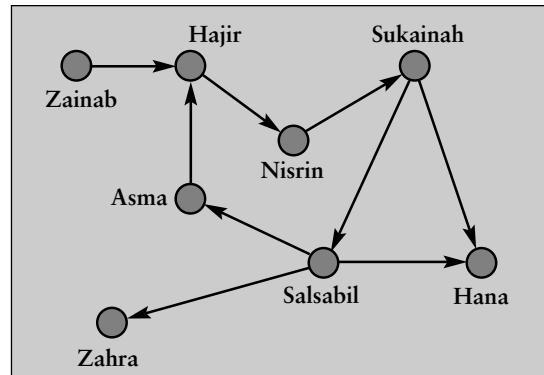
5. It's definite. He can play chess in our tournament.

6. It's probable that the castle is a thousand years old.

Lesson 4: Grammar 1

A Look at the diagram on the right showing how news travels between people. Zainab told her friend Hajir a secret. Answer the questions.

1. Who told Nisrin? _____
2. Who did Nisrin tell? _____
3. Who told Salsabil? _____
4. Who did Salsabil tell? _____



B Write four more questions with *tell/told* about Zainab and her friends. Then ask a partner your questions.

C Read the information about the Colosseum in Italy. Then complete the questions.

The Colosseum was built by the Romans. It was the largest amphitheatre in the Roman world, built to hold 50,000 spectators. The large, oval-shaped space was used as an arena for entertainment, such as fights between gladiators and animals.

About 20,000 to 30,000 people worked on the Colosseum, including both slaves and skilled workers. They used stone, concrete and wood. The stone came from Tivoli, 20 miles from Rome, and was transported in horse-drawn carts. It took about ten years to build the Colosseum, which was completed in AD 80. Apparently, the spectacular opening ceremony lasted 100 days.



1. Who / build / the Colosseum? _____
(Answer: The Romans.)
2. Why / build / it ? _____
(Answer: As an arena for entertainment.)
3. How many workers / build / it? _____
(Answer: About 20,000 to 30,000.)
4. What / materials / use? _____
(Answer: Stone, concrete and wood.)
5. Where / stone / come from? _____
(Answer: Tivoli.)
6. How long / opening ceremony / last? _____
(Answer: 100 days.)

- D** Work in pairs. Student A, look at the photo of the Taj Mahal in India. Ask Student B about the history of the building. Student B, read the information about the Taj Mahal and answer Student A's questions.

The stunning tomb of The Taj Mahal was built between 1631 and 1653. Shah Jahan ordered it to be built for his wife, Mumtaz Mahal. The building is made of white marble which came from Rajasthan, as well as 28 different types of precious and semi-precious stones. Apparently, 1,000 elephants transported the building materials from all over India and Asia. Around 20,000 workers helped create this famous monument to love.

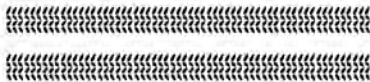


Lesson 5: Grammar 2

- A** Look at the pictures of tracks in the desert. Complete the sentences by adding *have* and the past participle of the verb in brackets.



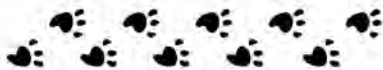
1. A bird must _____ (make) the tracks because they are small.



2. People might _____ (drive) across here in a jeep.



3. Someone must _____ (walk) over the dune.



4. A desert rat may _____ (leave) these paw prints in the sand.

- B** Look at the picture and read the short text below. Then complete the sentences using *must/may/might* or *can't* and the verbs in brackets. Discuss your answers with a partner.

This is one of the famous stones of Death Valley, California, USA. The stone weighs about 20 kilos. There are no footprints or other marks nearby.

- The stone _____ (travel) a long way across the ground.
- It _____ (be) difficult to move the stone.
- People _____ (move) the stone.
- The wind _____ (carry) the stone across the desert.
- An animal _____ (push) the stone along the ground.
- Aliens _____ (drop) the stone in the desert.



- C** Read the examples of passive sentences with **must, may, might and can't**. Then rewrite the sentences below in the passive.

Must, may, might and can't in passive sentences

Must, may, might and can't are often used in passive sentences in the past. In this case, the verb is in the past participle form been

Examples:

The stones **must have been** transported by boat.

(= Someone **must have transported** the stones by boat.)

The remains **can't have been** preserved very well.

(= They **can't have preserved** the remains very well.)

My cat **might have been** hit by a car. (= A car **might have hit** my cat.)

1. An expert **must have written** this book about Leptis Magna.
This book about Leptis Magna _____.
2. Aliens **can't have drawn** the Nazca lines.
The Nazca lines _____.
3. Someone **must have used** their hands to make this pot.
_____ by hand.
4. Apparently, the Death Valley stone **was moved** by water.
The Death Valley stone _____.
5. Our house **was probably built** in the 1820s.
_____.
6. Perhaps this object **was used** for catching fish.
_____.

Lesson 6: Speaking

- A** Read the solutions to Exercises B and D on Course Book page 11.

Exercise B: The boy's idea was to let some air out of the tyres of the truck. This reduced the height of the truck so it could get under the bridge.

Exercise D: The winning candidate explained his decision as follows, 'If I had seen two red marks, I would immediately have said mine was black, because you said that at least one mark was black. If I had seen a red and a black mark, and the man with the black mark did not immediately say, "mine is black," then I could have assumed I did not have a red mark. Since both of these candidates are clever, they must have been facing the same situation as I was. This must have meant that all three of us had black marks.'

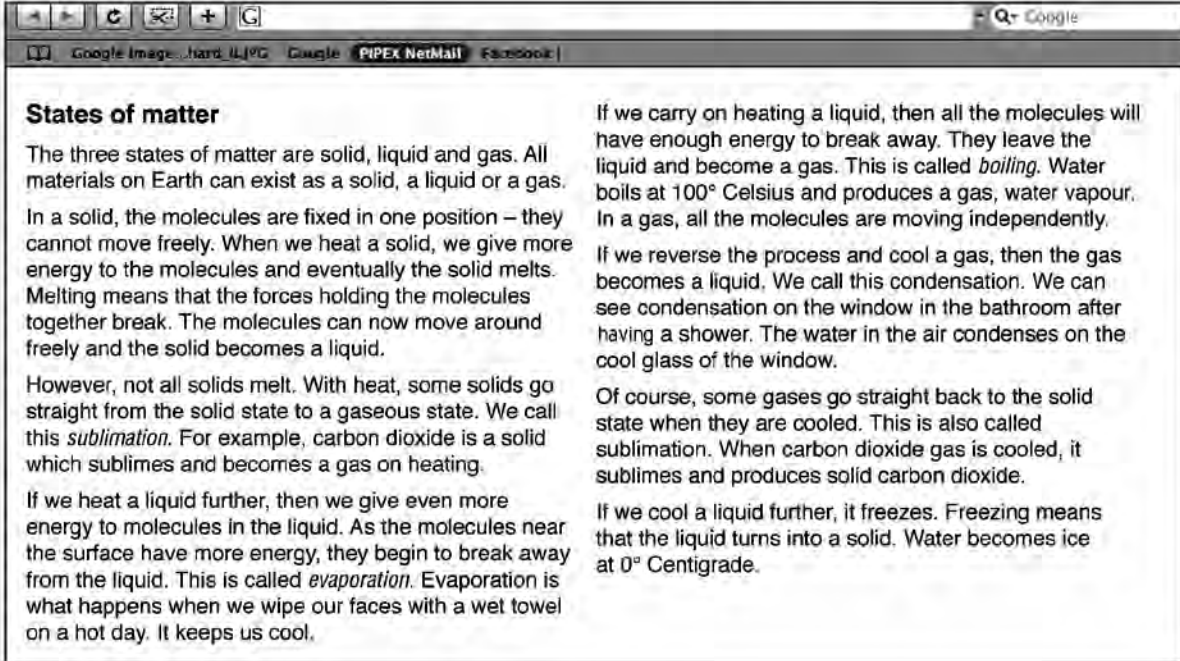
Lesson 7: Writing

A Use your notes from Exercise C on Course Book page 12 to write an article about a mysterious place or event.

1. Write an introduction, giving information about the location of the mysterious place or the history of the unexplained event.
2. Explain the different theories you have found, using the expressions in Exercise B on Course Book page 12 to introduce them. Use language from this unit to show how probable you think each theory is.
3. Write a conclusion, giving your own view about the origin of the mystery or about whether you think it will be solved in the future.

Lesson 8: Solids, liquids and gases

A Read the text below. Then add *sublimation* to the table in Exercise D.



The screenshot shows a web browser window with the address bar containing "Google Image...hard...PIPEX NetMail Facebook". The page title is "States of matter". The text on the page is as follows:

States of matter

The three states of matter are solid, liquid and gas. All materials on Earth can exist as a solid, a liquid or a gas.

In a solid, the molecules are fixed in one position – they cannot move freely. When we heat a solid, we give more energy to the molecules and eventually the solid melts. Melting means that the forces holding the molecules together break. The molecules can now move around freely and the solid becomes a liquid.

However, not all solids melt. With heat, some solids go straight from the solid state to a gaseous state. We call this *sublimation*. For example, carbon dioxide is a solid which sublimates and becomes a gas on heating.

If we heat a liquid further, then we give even more energy to molecules in the liquid. As the molecules near the surface have more energy, they begin to break away from the liquid. This is called *evaporation*. Evaporation is what happens when we wipe our faces with a wet towel on a hot day. It keeps us cool.

If we carry on heating a liquid, then all the molecules will have enough energy to break away. They leave the liquid and become a gas. This is called *boiling*. Water boils at 100° Celsius and produces a gas, water vapour. In a gas, all the molecules are moving independently.

If we reverse the process and cool a gas, then the gas becomes a liquid. We call this condensation. We can see condensation on the window in the bathroom after having a shower. The water in the air condenses on the cool glass of the window.

Of course, some gases go straight back to the solid state when they are cooled. This is also called sublimation. When carbon dioxide gas is cooled, it sublimates and produces solid carbon dioxide.

If we cool a liquid further, it freezes. Freezing means that the liquid turns into a solid. Water becomes ice at 0° Centigrade.

B Complete the table with the missing verbs.

verb	noun/process
to heat	heating
_____	melting
_____	freezing
_____	sublimation
_____	condensation
_____	boiling
_____	evaporation

C Complete the sentences with verbs from Exercise B.

1. Most solids _____ when they are heated.
2. When they are heated some solids _____ and become gases.
3. Liquids _____ when molecules start to escape from the surface of the liquid.
4. When liquids are cooled they _____. For example, water becomes ice.
5. When most gases are cooled they _____.
6. Some gases _____ directly to solids when they are cooled.

Lesson 9: Heating and cooling

A Read the text. Work in pairs. Discuss these questions.

1. What was the aim of the experiment?
2. What substance was heated?
3. How was the temperature recorded?
4. What happened to the temperature at the melting point?
5. What happened to the temperature at the boiling point?

B Samira, Nadia and Hannan are discussing the results of the experiment. Complete the conversation with can't or must.

Samira: It's impossible! The temperature

① _____ have stopped rising!

Nadia: I agree with you, Samira. There

② _____ have been a mistake. Perhaps the thermometer was broken.

Hannan: No. The thermometer was fine when I used it last week. It

③ _____ have been faulty.

Samira: Well, perhaps the student reading the thermometer was not trained.

She ④ _____ have recorded the wrong temperature.

Hannan: These are Badria's results. She's always very careful. I'm sure she

⑤ _____ have made a mistake.

Nadia: So why did the thermometer stop rising?

Hannan: I think heat energy ⑥ _____ have been used to change the state of the substance, instead of raising the temperature.

Samira: I think you're right, Hannan.

Nadia: Yes, Hannan's always right!

C What is Nadia saying? Put these words in order.

in the sun / evaporated / juice / have / must / the / . /

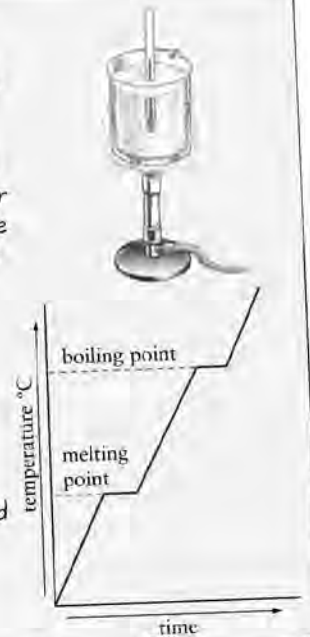
Aim:
To observe the temperature changes that take place when a solid is heated.

Procedure:

Crushed ice was placed in a beaker and heated steadily over a Bunsen burner for a period of time. The temperature of the contents of the beaker was recorded at regular intervals. The results were recorded in a graph.

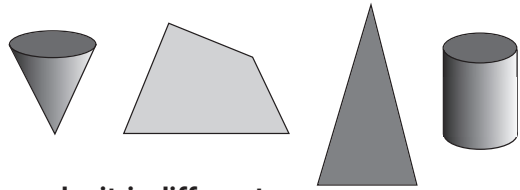
Results:

The results showed that the temperature increased steadily as the ice was heated. However, at the melting point the temperature remained at the same level for a period before continuing to rise. At the boiling point, the temperature also stopped rising for a period of time.



Lesson 10: Shapes

- A** Work in pairs. Take turns describing one of the shapes opposite. Your partner draws the shape in their notebook with their Workbook closed. Take turns to describe.



- B** Underline the odd one out in each sentence. Then say why it is different.

1. gas, solid, heat, liquid _____
2. melt, freeze, boil, cool, condense _____
3. a cube, a square, a pyramid, a prism _____
4. a circle, a triangle, a quadrilateral, a polygon _____
5. length, height, depth, width, heavy _____

Lesson 11: Shapes, puzzles and mysteries

- A** Write about the Step Pyramid using these notes.

Step Pyramid of Djoser
 Egypt's first pyramid
 Built by: Pharaoh Djoser
 Date: about 4,630 years ago
 Location: Saqqara
 Height: 204 feet (62 metres)



- B** Put the questions in order.

1. have / sides / many / square / a / how / does / ? /

2. has / sides / shape / equal / which / three / ? /

3. was / built / when / the Great Pyramid at Giza / ? /

4. built / many / the / men / how / pyramids / ? /

5. mean / what / 'sublimation' / does / ? /

6. temperature / boil / water / what / does / at / ? /

Unit 2

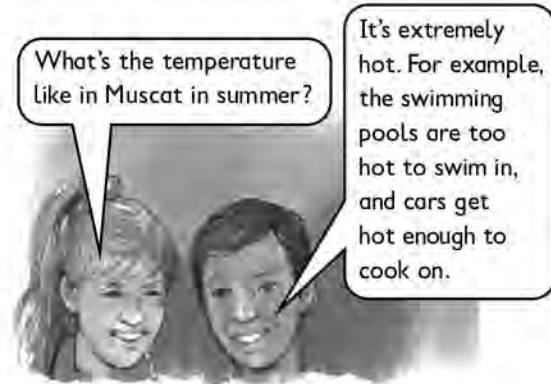
Weather and climate

Lesson 2: Reading

A Work in pairs. Student A, you are from Oman. Student B, you are from Alaska. Ask each other questions about the topics from Exercise C on Course Book page 18. Answer using your notes only.

B Read the text on Course Book page 19 that your partner read before. Did your partner tell you all the information correctly?

C Make notes in your notebook on the advantages and disadvantages of each season in Libya. Discuss your ideas with a new partner.



D Find the words and phrases 1–5 in Ali's text. Choose the best meaning: a), b) or c).

- | | | | |
|-------------------|--------------------|----------------------|----------------------|
| 1. within seconds | a) a lot | b) very quickly | c) after a long time |
| 2. feels horrible | a) is ugly | b) is frightening | c) is uncomfortable |
| 3. surprisingly | a) not often | b) just for fun | c) it seems strange |
| 4. spreads germs | a) causes illness | b) is very large | c) breaks often |
| 5. outdoors | a) with neighbours | b) outside the house | c) on hot days |

E Find words and phrases in Wendy's text for the following meanings and pictures.

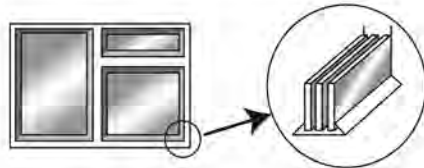
1. partly covered

2. if you do not

- 3.



- 4.



5. very, very bad

6. becomes water

Lesson 3: Vocabulary

A Some of the sentences below are wrong because they have the wrong preposition after the adjective. Tick (✓) the ones that are right, and correct the ones that are wrong.

1. I don't want to be late by dinner!
2. I am very keen on history.
3. What's wrong? Are you worried with something?
4. My little sister is afraid of dogs.
5. When he was young, my grandfather was very good about sports.
6. My uncle is always very kind for me.
7. You need to be careful from your school books.
8. She is not really interested in cars.
9. Is everything ready for our visitor?
10. My sister is married to a foreigner.
11. I am sorry. Please don't be angry in me.
12. I was absent from lessons because I was ill.

Lesson 4: Grammar 1

A Study the sentences about the boy in the picture. The

1. He is too heavy to walk on the ice.
2. The ice is too thin for him to walk on.
3. He is not light enough to walk on it.
4. It is not thick enough for him to walk on.



Question: Why is there no *it* at the end of sentences 2 and 4?

Answer: Because *It* or *The ice* is already present at the beginning, there is no need to repeat *it*.

B Write three or four similar sentences about the girl in the picture.

C All of these sentences are grammatically correct, but some of them do not make sense. Which ones? Write **Correct** or **Incorrect**.

Example: It is so cold that you can wear a *dishdasha*. Incorrect

1. The air conditioning makes the air so cold that people get ill. _____
2. Children are often light enough to walk on the ice in winter. _____
3. The sand is soft enough to drive on. _____
4. It's too hot to play outside. _____
5. The weather is too nice to be outdoors. _____

Lesson 6: Speaking

A Practise saying these expressions.

1. Oh no!
2. What a pity!
3. What a surprise!
4. That's great!
5. How exciting!
6. How annoying!

B Which of the expressions in Exercise A follow these patterns? Discuss with your partner.

- a) *How* + adjective
- b) *What* + noun phrase
- c) *That's* + adjective or noun phrase

C Can you think of any more expressions that follow the patterns in Exercise B?

Examples: *How interesting!*
What wonderful news!

D Work in pairs. Tell your partner some news. Respond to your partner's news with phrases from Exercises A and C. Here are some ideas to get you started.

1. It's going to rain all day tomorrow.
2. I've passed my driving test!
3. I can't come to your party on Thursday.
4. Our team has won the match!
5. The school will be closed tomorrow.

Lesson 7: Writing

A In newspaper headlines, the articles *a, an* and *the* and the auxiliaries *have* and *be* are usually left out.

Examples:

- 5,000 homes ~~have been~~ flooded \
- The Forest fire ~~is still~~ burning \
- A Ship's crew ~~has been~~ rescued in storm \
- A Hurricane ~~has hit~~ an island \

Make headlines from these sentences in a similar way.

1. The next two weeks will be very hot.

2. The fire service was not ready for yesterday's emergency.

3. The cold weather in the north has killed four people.

- B** Think about a news story involving extreme weather in Libya. Make notes about it in your notebook.

the cause	
what happened	
result of the emergency	

- C** Follow the instructions below to write a news article about extreme weather in Libya. Use your notes from Exercise B to help you.

1. Write a sentence to start each paragraph.
2. Use your notes from Exercise B to write three paragraphs for your article.
3. Give your story a headline.
4. Show your report to a partner.

Lesson 8: Sinking and floating

- A** Complete the paragraph with words from the box.

density equal much
float water sink
less high

DENSITY

Whether an object floats or sinks in water depends on its density. A block of gold, for example, has a ① _____ density. When it is placed in water it will ② _____. Polystyrene, however, has a ③ _____ lower density. The weight of a block of polystyrene is ④ _____ than the weight of a block of gold with the same volume. That is to say it has a lower ⑤ _____. The density of a block of polystyrene is less than that of water. So when a block of polystyrene is placed in ⑥ _____ it will ⑦ _____. The upthrust of the water displaced by the block is ⑧ _____ to the weight of the block.

- B** Complete the formula for the measurement of density. Then answer the questions.

$$\text{DENSITY} = \frac{\text{mass}}{\text{volume}} = \text{gm/cm}^3$$

A block weighs 200 gm. It measures 4 cm x 4 cm x 5 cm.

1. What is the volume of the block? _____
2. What is the density of the block? _____
3. Will the block float in water? Why/why not? _____

Lesson 9: Icebergs

A Read again the text in Exercise D on Course Book page 26. Then write the underlined words by the correct definitions.

1. very large _____
2. the route ships take across the ocean _____
3. gets bigger _____
4. centre or inside of an object _____
5. made smaller and denser _____
6. sudden great misfortunes _____
7. move slowly in water _____
8. watch closely and follow _____

B Complete the paragraph with words from the box.

size currents separated wide Antarctic area metres drifted enormous tracked

In the year 2000 what was probably the world's biggest iceberg ① _____ from an ice-sheet in the ② _____. It was 295 kilometers long and 37 kilometers ③ _____, with a surface ④ _____ of 11,000 square ⑤ _____, similar in ⑥ _____ to Qatar or The Gambia. Scientists ⑦ _____ the iceberg carefully because being so ⑧ _____, it could have a long lifetime even if it ⑨ _____ northwards to warmer water. Scientists thought, however, that it would stay trapped in the ⑩ _____ around the Antarctic and stay quite close to the coast.

Lesson 10: Submarines and airships

A Work in pairs. Discuss these questions.

1. What is the difference between an airship and a hot air balloon?
2. Which has a lower density – air or helium?
3. Why is helium used in airships?
4. What other gases could be used in airships?

B Look again at the diagrams in Exercise D on Course Book page 27. Then write two paragraphs answering these questions.

1. What happens when a submarine sinks?
2. What happens when a submarine rises?

C Rewrite the two sentences as one sentence, using so and that.

Example: The iceberg was very close. The Titanic's captain couldn't avoid it.

The iceberg was so close that the Titanic's captain couldn't avoid it.

1. The density of helium is low. Helium is used in airships.

2. The Titanic was large. People thought that it couldn't sink.

3. Submarines have thick hulls. They can travel to the bottom of oceans.

4. Icebergs are dangerous for shipping. There are patrols to warn ships about them.

5. Airships are slow. They are used very little for passenger traffic.

Lesson 11: Weather science

A Read the text then answer these questions.

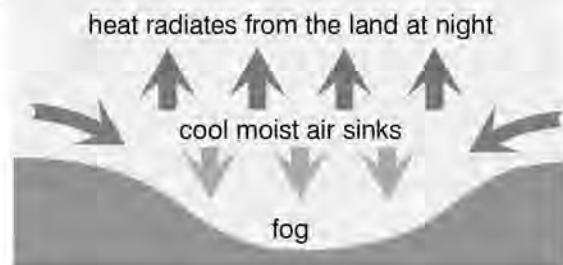
1. Which is thicker – fog or mist?

2. What does smog consist of?

Fog consists of tiny drops (droplets) of water in the air close to the ground. These drops form when moist air, containing a lot of water vapour, is suddenly cooled. Cool air cannot hold as much water vapour as warm air, and so the water vapour in the air condenses. Thin fog, in which the visibility is greater than one kilometre, is known as mist. Fog which contains smoke and pollution is known as smog.

B Look carefully at the diagram. Then complete the paragraph about radiation fog.

There are four types of fog. One type, shown in the diagram, is known as radiation fog. It is formed



C Underline the odd one out. Then say why it is different.

1. fog, cloud, snow, mist, smog

2. huge, tiny, enormous, massive, very large

3. heavy, density, weight, volume

4. ice, water vapour, snow, water, rock

5. ship, yacht, submarine, ferry

Lesson 2: Reading

A Read the text on Course Book page 23 again and match the words 1–8 to their definitions a–h.

- | | | |
|---------------------------------|--------------------------|--|
| 1. equivalent (line 3) | <input type="checkbox"/> | a) husband and wife |
| 2. continuous (line 4) | <input type="checkbox"/> | b) equal to |
| 3. task (line 11) | <input type="checkbox"/> | c) non-stop |
| 4. statistics (line 15) | <input type="checkbox"/> | d) funny |
| 5. amusing (line 15) | <input type="checkbox"/> | e) hours of the day when a person isn't sleeping |
| 6. married couple (lines 28–29) | <input type="checkbox"/> | f) family members |
| 7. loved ones (line 39) | <input type="checkbox"/> | g) information in the form of numbers |
| 8. waking life (line 41) | <input type="checkbox"/> | h) a job that someone needs to do |

B Complete these definitions with jobs from the article.

1. A _____ is someone who studies the way the human mind works.
2. A _____ is someone who studies evidence and facts in order to reach new conclusions.
3. A _____ is someone who studies the way human society works.

C Answer these questions in your notebook. Compare your answers with a partner.

1. What does the writer mean by *Mr or Mrs Average*?
2. Why does the writer call brushing your teeth an *important task*?
3. Why does the writer think that the statistic about television is *horrifying*?
4. According to the scientist from the Marriage Research Centre, how can statistics like this be useful?
5. According to this research, what should we do more often?

D Explain the following in your own words.

1. By the time Mr or Mrs Average is 70 years old, he or she will have spent five months waiting at red traffic lights.

2. This type of information can help people to improve their relationships.

3. The average British married couple spend five minutes a day talking to each other.

4. People ask themselves, 'Do I really want to spend less time talking to my loved ones than brushing my teeth?'

Lesson 3: Vocabulary

A Choose the correct word to complete the sentences.

1. He'll have arrived *until* / **(by)** 3 p.m.
2. The work on your car will be finished *until* / *by* next Tuesday.
3. She'll be at school *until* / *by* she is 18.
4. I'll have learnt to drive *until* / *by* the time I'm 18.
5. It will have been finished *until* / *by* the end of the year.
6. Will your cousin be staying *until* / *by* Friday?
7. We will have to check out of the hotel *until* / *by* 11 a.m.
8. I'll know the result *until* / *by* the time you call.

B Rewrite each sentence using *until*, *by* or *by the time* so that it means the same as the sentence above it.

Example: The course will finish on June 30th.
The course will continue *until* June 30th.
OR The course will be finished *by the end of* June.

1. I will finish writing the essay on Saturday.

2. I will be awake just before 8 a.m.

3. When this letter arrives, I'll be in London.

4. They'll tell you if you've got the job before the end of the week.

C Read the notes below about time phrases.

Time phrases

- We use *next week/month/year/Monday* to mean the week/month/year/Monday just after the present one. We do not need to use *the*.

Example: *I'm going to Tripoli next week.*

- Instead of saying *next morning/afternoon/evening/night*, we say *tomorrow morning/afternoon/evening/night*.
- We use *the ... after ...* when we are referring to a day/week/month/year which is further ahead in the future.

Example: *I'll see you the day after tomorrow.*

She'll spend the month after next doing a computing course.

- We use *the next month/year/week* to refer more precisely to a period starting at the moment we are speaking.

Example: *If today is Wednesday and I say I'll be staying here for the next week, I mean the seven days from Wednesday onwards.*

D Complete each sentence with a time phrase from the box.

tomorrow after next February evening next four months
Tuesday after next this time

1. I'll be taking my final exams next February
2. The team will spend the _____ preparing for the Africa Cup of Nations.
3. My father will be coming back _____ morning.
4. We'll be catching our flight the _____.
5. I wonder where we will all be _____ next year?
6. Did you realize that the holidays start the month _____?
7. Are you coming to the cinema tomorrow _____?

Lesson 4: Grammar 1

A Complete each sentence with the correct form of the verb in brackets.

1. Hurry up! The film will have started (start) by the time we get there.
2. By the time he's 30, he _____ (become) a doctor.
3. After this trip to Tunisia, I _____ (travel) to five different African countries.
4. Do you think you _____ (finish) by 10 p.m.?
5. They _____ (harvest) the crop before the end of the month.
6. By 2020, they _____ (build) a new stadium outside the city centre.

B Think about tomorrow. What will you be doing at these times? Write sentences.

Example: 7:00 a.m. I will be having a shower

1. 8:00 a.m. _____
2. 9:15 a.m. _____
3. 11 a.m. _____
4. 12:30 p.m. _____
5. 2:20 p.m. _____
6. 4:00 p.m. _____
7. 8:30 p.m. _____

C Study Shukri's travel plan for tomorrow morning. Then answer the questions using the future perfect and the future continuous.

Example: Can I phone Shukri at home at 8:15?

No. He'll have left home. He'll be driving to the airport.

Travel plan for tomorrow

8:00 a.m. leave home and drive to airport	11:15 a.m. arrive at hotel and wait for Dan Jones
9:30 a.m. flight to Malta departs; have breakfast on plane	11:30 a.m. meet Dan Jones and discuss business
10:25 a.m. arrive in Malta; take a taxi to hotel	12:45 p.m. Dan Jones leaves
	1:00 p.m. have lunch with Paul Smith

1. Can I meet Shukri at the airport at 9:45? _____
2. Will Shukri have breakfast when he arrives at the hotel? _____
3. Will he still be on the plane at 10:45? _____
4. Will he be at the hotel at 11:15? _____
5. Will he be free at about 11:40? _____
6. Will he be with Dan Jones at 1:15? _____

Lesson 5: Grammar 2

A Complete each sentence with the correct form of *be* + infinitive so that they refer to the future.

Example: Teachers _____ (have) longer holidays.
 Teachers are to have longer holidays.

1. Coffee exports _____ (rise) next year.
2. This summer _____ (be) the hottest on record.
3. Traffic pollution _____ (grow) by 25% in the next five years, experts claim.
4. School children _____ (study) more languages.
5. A famous Libyan author _____ (write) a new history of Tripoli.

Lesson 6: Speaking

A Choose one of the topics below. Prepare to give advice about each one, using the language on Course Book page 35. Then give advice to a partner.

taking exams	getting married	buying electronic goods	using a computer
saving water	travelling	keeping a pet	

Lesson 7: Writing

A Think of a problem or issue for a leaflet. It can be one of the topics from lesson 6. Plan your leaflet. Make notes about the following.

1. the text on the cover – think of a short, effective question or statement to attract the reader's attention
2. the kind of pictures or photographs you could use
3. the kind of statistics or other information you want to use
4. the advice you can give to help solve the problem (use language for giving advice from Lesson 6)

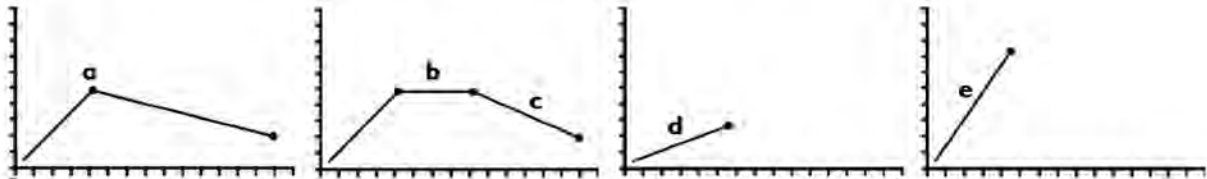
B Do some research on the topic, if necessary. Then write the text of the cover and the inside of the leaflet in your notebook. Add pictures if you can.

Lesson 8: Interpreting data

A Complete these sentences using the information from the graph in Exercise D and the words in the box in Exercise E on Course Book page 37.

1. During the summer months, sales of salad and ice-cream _____.
2. Between September and November, sales of ice-cream and salad _____.
3. Sales of salad and ice-cream all _____ in July.
4. From September, sales of soup start to _____.
5. Between June and July, sales of ice-cream _____, but from July they start to _____.

B Look at the graphs and read the sentences. Then draw a line to match the sentences 1–5 to the graphs a–d.



1. The trend remains stable.
2. The trend peaks.
3. The trend shows a gradual increase.
4. The trend shows a sharp rise.
5. The trend shows a gradual decline.

C Complete the sentences with the verbs in the box. Change the tense to either the future (*will do*) or the future perfect (*will have done*).

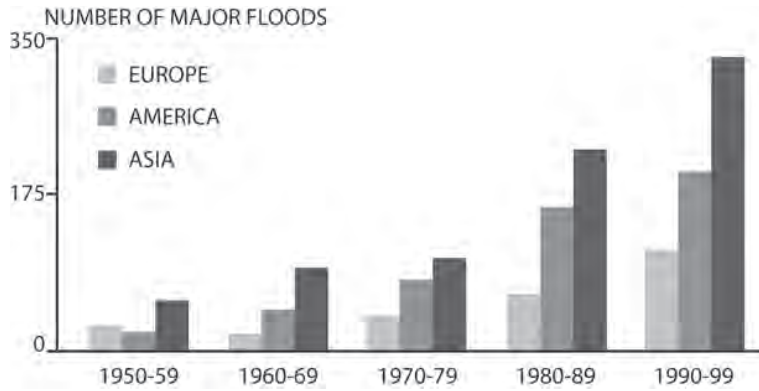
continue to rise reach grow fall increase

1. Students' numbers at the country's universities _____ over the next 20 years.
2. By 2050, the student population _____ by 500,000.
3. Between now and 2020, the service sector _____ by 50%. This upward trend is set to continue.
4. By the mid-century, jobs in traditional industries _____ from 20% of the total to 5%.
5. By 2025, the number of people living in cities _____ 75% of the population, as people move away from the countryside.

D Write a prediction for the future on science, technology or the climate, using the future and future perfect.

Lesson 9: Pie charts and data

A Look at the bar chart then answer these questions.



1. Which continent has the worst flooding problem? _____
2. What has been the general trend since 1950?

3. Describe what the chart tells you about floods in Europe in the periods 1950–1959 and 1960–1969.

4. Write three more sentences about what you have observed from the chart.

Lesson 11: Computer English

spell-check open an existing file underline a word copy a sentence
change the size of the letters delete a paragraph insert a table

A Choose two topics above. Then write instructions for the reader of a computer manual telling them how to do it. The instructions can be numbered.

Lesson 2: Reading

A Look at the text *Great failures* on Course Book page 43. Complete these sentences about the stories.

The worst driver in the world

1. The woman passed the test after trying _____ times.
2. She shouldn't have driven through a _____ light.

The longest failure to return a borrowed book

3. The book was _____ years late.
4. It should have been returned after _____ weeks.

The least successful weather report

5. The presenter would have given the forecast if the _____ had been open.

The worst burglar

6. The burglar ate too much too _____.
7. When he lay down, he shouldn't have closed his _____.

The unluckiest lion

8. Everyone was afraid of the lion, except the _____.
9. If the woman hadn't hit the lion, the _____ might have been killed.

B In each case, which explanation is correct? Circle a) or b).

1. He was supposed to return it three weeks later.
 - a) He didn't want to return it three weeks later.
 - b) The library expected him to return it three weeks later.
2. My grandfather was going to return it.
 - a) My grandfather wanted to return it.
 - b) My grandfather will return it.
3. I kept forgetting.
 - a) I forgot many times.
 - b) I forgot to keep it.
4. I broke into a house.
 - a) I damaged a house.
 - b) I went into a house.
5. The lion soon wished it had left the boy alone.
 - a) The lion was soon sorry that it had run after the boy.
 - b) The lion wanted to leave the boy alone.

C Do you agree with these statements? Write your opinion about them. Give reasons and examples.

1. It is important to be good at something.

2. When you make a mistake, you learn, so it is good to make mistakes.

Lesson 4: Grammar 1

A Complete each sentence so that its meaning is similar to the sentence above it. The first one has been done for you.

1. He did not work hard at school, so he did not get a good job.

If he *had worked hard*, he *would have got* a good job.

2. I did not tell her because I knew she would be angry.

If I _____

3. She wanted to buy it, but she did not have enough money.

She would _____

4. I bought it because you persuaded me.

I wouldn't _____

5. We succeeded because you helped us.

If you _____

6. I didn't see you there. That's why I didn't say hello.

I would _____

B Complete the sentences with the words in the brackets. Put the verbs in the correct form.

1. I wish I _____ (study) harder last year.

2. Do you wish you _____ (be) older?

3. I can't swim, but I wish I _____ (can).

4. I wish my sister _____ (not break) my CD player yesterday.

5. These shoes aren't comfortable. I wish I _____ (not buy) them.

6. I wish my friend _____ (not live) so far away. It's nearly 10 km!

7. Did you ever say something and then wish you _____ (not say) it?

8. I wish I _____ (can run) as fast as my brother.



Lesson 5: Grammar 2

A Complete the sentences with your own ideas. Write two more of your own. Use *was/were going to ...*, *but ...*

1. I was going to buy a motorbike, but _____.
2. We were going to come, but _____.
3. I thought I was going to be ill, but _____.
4. I was going to ask if I could borrow it, but _____.
5. _____.
6. _____.

Lesson 6: Speaking

A The following answers to statements show surprise. Your voice must go up at the end. Repeat these phrases after your teacher. Practise saying them yourself. Try to sound surprised!

1.  The what?
2.  How many?

B Take turns to practise these two dialogues in pairs. Student B's voice must go up to show surprise.

1. A: Have you heard of the Not Very Good Club?
B: The what?
A: The Not Very Good Club.
2. A: They had letters from 20,000 people.
B: How many?
A: Twenty thousand.

C Work in pairs. Read the underlined words in the sentences. Discuss what questions you could ask about them.

Example: Student A: *I didn't wake up until 11 a.m.*
Student B: *Until when?*

1. Have you heard of the World Health Organization?
2. About 60 million people live in Britain.
3. Sorry I'm late. My dog didn't wake me up.
4. I didn't wake up until 10 a.m.
5. There was a bad traffic jam on the road.
6. I paid 20 dinars for this.
7. I couldn't do my maths homework last night.
8. Do you ever wish you were an eagle?

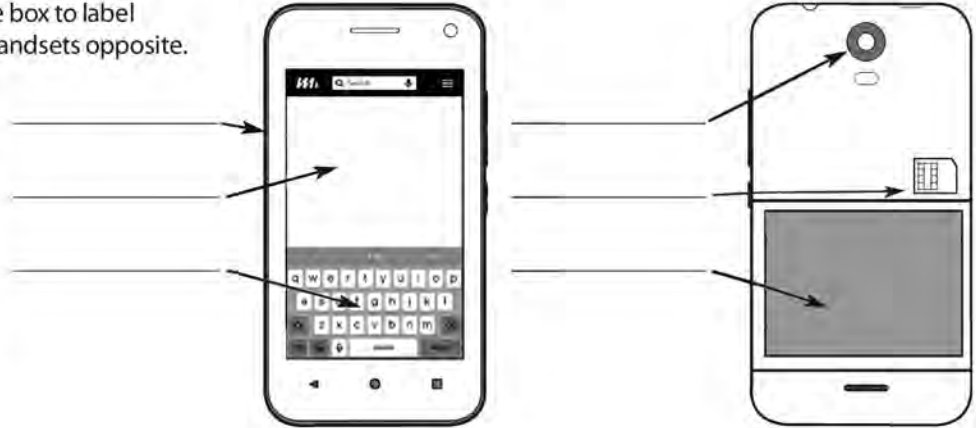
- D** Work in pairs. Student A, say a sentence from Exercise C. Student B, ask about the underlined words. Student A, respond to the question. Switch roles.

Example: I didn't wake up until 11 a.m.
 Student A: I didn't wake up until 11 a.m.
 Student B: Until when?
 Student A: 11 a.m. I was feeling very ill

Lesson 8: Telephones

- A** Use the words in the box to label the mobile phone handsets opposite.

casing
 visual display
 Sim card
 battery
 keyboard
 camera/video recorder



- B** Complete the sentences with the information in the box below.

1. Copper is used in mobile phone _____ because _____.
2. ABS/polycarbonate is used to make the _____ because it is _____.
3. Aluminium, like copper, is a good _____, but it is also _____ and _____ than copper.
4. Stainless steel is an _____ of iron, carbon and chromium. It is useful because it does not _____.
5. Tin is used to _____.

ABS/polycarbonate alloy: used in the casings of most mobile phones. A light, inexpensive but tough plastic.

Copper: an important component of the circuitry of any electronic device. A very good conductor of electricity.

Glass: superheated silica is the most common form of glass and is used in mobile phone cameras.

Aluminium: used, with copper, as part of mobile phone electronics. Only has about 65% the conductivity of copper, but is lighter and cheaper.

Iron: stainless steel, used as a metal finish on many mobiles. It is an alloy of iron, carbon and chromium. It does not rust.

Silicon: important component of the phone's micro-chip and liquid crystal display.

Tin: one of the oldest metals. Used to hold together the electronic parts of the phone.

Lesson 9: Large numbers

A Read the text below and underline all examples of approximations. Then answer these questions.

1. How many people had mobile phones in Morocco in 1995? _____
2. What changes happened in Morocco between 1995 and 2003? _____
3. What stayed the same? _____
4. How many new mobile customers were there in India in 2006? _____
5. What is the population of India? _____
6. In 2006, what percentage of the population had a mobile phone? _____

In Morocco in 1995 there were four fixed-lines per 100 people and no mobiles. By 2003, fixed-line subscriber numbers were the same, but there were also 24 mobile phones per 100 inhabitants. India was the hottest mobile phone market in the world during 2006. There were 73.56 million new customers, a 97% increase to reach 149.5 million out of a total population of one billion. This means just 15% of the population had a mobile phone – leaving a lot of room for growth!

Lesson 10: Inventions

A Choose an invention from your or your parent's lifetime. Write a paragraph explaining why it is important to you and how your life would be different (now) or would have been different (in the past), if it had not been invented.

B Read again the text in Exercise D on Course Book page 51. Then find words in the text which match the following.

1. thought up, invented (verb) _____
2. thin, slim (adjective) _____
3. can be carried (adjective) _____
4. object, tool (noun) _____
5. line up one thing with another (verb) _____

Lesson 11: Safety in the Lab

A Rewrite the sentences in the conditional (type 3).

Example: Samia got an electric shock. She touched a wire when her hands were wet.
If she'd dried her hands, she wouldn't have got a shock.

1. Nasser didn't wear sandals in the chemistry lab. He burnt his feet with acid.

2. Hannan used a water-extinguisher on an electrical fire. There was an explosion.

3. Samira didn't use a glove box. She burnt her hands.

4. Abdulla didn't ask for help. He had a serious accident.

5. Nadia forgot to use the fume-cupboard. She released toxic fumes into the lab.

6. The students didn't learn about first aid. They couldn't help Ali when he cut his hand.

B Choose two examples from Exercise A. Write what the person said using *I wish*. Then give the person advice using *should've*.

Example: *I wish I'd dried my hands before I touched that wire.*
You should've dried your hands before you touched that wire!

1. _____

2. _____

Lesson 1: Reading

A Read the two texts on Course Book page 54. Then answer the questions below. Give reasons for your answers.

Which person ...

1. is interested in the characters in a story?
2. reads to pass the time?
3. discusses books with friends?
4. prefers books that are not difficult?
5. chooses books very carefully?
6. is more interested in action than characters?

Lesson 2: Reading

A Read text 1 on Course Book page 55 and match the words 1-5 to their definitions a-e.

- | | | |
|-----------------------------------|--------------------------|---|
| 1. holding his breath (lines 1-2) | <input type="checkbox"/> | a) part of a door you push or pull to open |
| 2. mosquito net (lines 3-4) | <input type="checkbox"/> | b) the first appearance of light in the morning |
| 3. handle (line 5) | <input type="checkbox"/> | c) looked carefully |
| 4. peered (line 7) | <input type="checkbox"/> | d) not breathing |
| 5. dawn (line 8) | <input type="checkbox"/> | e) a thin curtain which protects a sleeping person from insects |

B Underline the words and phrases in text 1 which tell us the following.

1. the man was asleep
2. the man is in a hot country
3. the man is expecting danger
4. it is early morning

C Underline the words in text 2 on Course Book page 55 that mean the following.

1. a building where old, disabled or ill people live when they need professional care _____
2. die _____
3. not sure, uncertain _____
4. the end of the day, when it is getting dark _____
5. permission to be absent from work _____
6. say no to a request from someone _____

D Read the statements about the narrator of text 2. Tick (✓) the ones you agree with. Compare with a partner and explain your answers.

1. He is not surprised that his mother is dead.
2. He is an emotional person.
3. He is an organized person.
4. He is optimistic.
5. He has a good relationship with his employer.
6. He worries about what other people think.

E What do you think will happen next in both texts? Make notes. Then compare your ideas.

F Discuss these questions in pairs.

1. Are texts 1 and 2 good beginnings of a novel? Why?/Why not?
2. Which one makes you want to continue reading the most?
3. How do you decide whether to start reading a book? Do you read any parts of the book to help you decide?
4. How does the type of narrator – the third person in text 1 (*He raised himself ...*) and the first person in text 2 (... *I can't be sure.*) – change the style of the text?

Lesson 3: Vocabulary

A Make true sentences about yourself using the *-ing* form of a verb and any other necessary words.

Example: I enjoy cooking when I have plenty of time.

1. I'm afraid of _____.
2. I sometimes worry about _____.
3. _____ is my worst habit.
4. _____ is my favourite hobby.
5. I'm good at _____.
6. I'm not looking forward to _____.
7. I never leave home without _____.
8. I can't stand _____.

B Choose the correct word to complete the sentences.

1. The news is *surprised* / *surprising*.
2. When I asked for help, he seemed *annoyed* / *annoying*.
3. You look *tired* / *tiring*. Go to sleep.
4. This book is really *frightening* / *frightened*. I'm not sure if I like it.
5. Are you *bored* / *boring*? Let's play cards.
6. He's *interested* / *interesting* in books about famous people.

C Complete the sentences with the correct form of the word in brackets. Sometimes you will need to make changes to the spelling of the word.

1. Chess is a very _____ (relax) hobby.
2. My grandmother is always _____ (shock) by how much things cost.
3. That book is really _____ (bore). I don't know why you're reading it.
4. Working for a long time without a break is _____ (tire).
5. She was _____ (excite) to hear that she had got the job.
6. Are you _____ (annoy) with me?

D Complete each question with an adjective ending with -ing or -ed. Then ask a partner your questions.

1. When was the last time you felt _____?
2. Which is the most _____ book you have ever read?
3. Have you ever felt _____ after watching a film?
4. What do you do when you feel _____?
5. Do you think that television is _____?
6. Which sport or hobby do you think is the most _____?

E Read the information about adjectives. What does each adjective in the sentences in Exercise D on Course Book page 56 describe?

Adjectives ending with -ing and -ed

There are a lot of adjectives which end with -ing.

Examples: *interesting, boring, exciting, confusing, tiring, frightening, surprising, shocking, relaxing*

These adjectives describe people or things that cause particular feelings.

Examples: *I thought the book was **exciting**.*
*He's an **interesting** person.*

Don't confuse these -ing adjectives with adjectives ending with -ed (e.g., *interested, bored, excited*, etc.). These adjectives say how people feel. We don't use them to describe things.

Examples: *Samia felt **confused**, so she asked a question.*
*I'm **bored**. What shall we do?*

Lesson 4: Grammar 1

A Reorder the words to make correct sentences.

Example: the / news / happy / to / was / I / hear
I was happy to hear the news.

1. sorry / trouble / I'm / to / you _____
2. instructions / are / understand / to / these / difficult _____
3. to / begin / lecturer / is / ready / the _____
4. likely / know / he's / the / answer / to _____
5. stay / your / to / are / parents / welcome / here _____

B Complete the sentences with an infinitive.

1. There's nothing to do in this town.
2. I'm hungry. Do we have anything _____?
3. Bring a magazine _____ while you wait.
4. I didn't have time _____ the work.
5. Would you like something _____?
6. I know a good place _____ cheap CDs.

G Complete each question with an infinitive and any other necessary words. Then ask a partner your questions.

1. Are you happy _____?
2. Do you find it easy _____?
3. What would you like _____?
4. What do you use _____?
5. Can you tell me where _____?

Lesson 5: Grammar 2

A Choose the correct form to complete the sentences.

1. Our teacher is very strict. He expects us to *obey / obeying* him immediately.
2. I can't lift this. Would you mind *to help / helping* me?
3. I don't feel like *to go / going* out.
4. My brother chose *to study / studying* Social Sciences.
5. Can you imagine *to live / living* on the 100th floor?
6. They enjoy *to read / reading* traditional stories.

B Some of these sentences have a mistake. Correct the mistakes.

1. We're expecting to hear from her when she arrives.
2. I hope travelling to Europe next summer.
3. He risked to lose his business because of his bad judgement.
4. The new teacher seems to know his subject very well.
5. Do you mind to turn the television down?
6. It's worth to visit the Egyptian exhibition. It's really interesting.
7. I can't afford to go on holiday until the end of the month.

C Complete each sentence with the correct form of the verb in brackets.

1. She always remembers _____ (call) me on my birthday.
2. Do you remember _____ (go) to the cinema for the first time?
3. I'll never forget _____ (see) my nephew take his first steps.
4. I'm sorry I forgot _____ (tell) you that the class was cancelled.
5. Did you remember _____ (do) your homework?
6. My grandfather always forgets _____ (switch on) his mobile phone when he is out.

D Write sentences about the topics below. Then compare your answers with a partner.

1. something dangerous or difficult you have tried doing
I tried _____
2. something you would like to try doing

3. something you tried to do but failed

Lesson 6: Speaking

- A** Work in pairs. Write the title of four books you have both read in your notebook. Give your opinions on the books, using the phrases on Course Book page 59.
- B** Look at the way Khalid describes the storyline of the book on Course Book page 59. What tense does he use? Complete the information below.

Telling stories

Most stories are written in the _____ tense, but when we summarize or review a story, we use the _____ tense.

- C** Work in pairs. Think of a well-known film or television series. Summarize it in one or two sentences. See if your partner can guess the title.
- D** Work in pairs. Student A, think of your favourite book. Answer Student B's questions. Student B, ask Student A about his/her favourite book using Ahmed's questions from the text on Course Book page 59 and some of your own questions. Begin by asking: *What's your favourite book?* Then swap roles.

Lesson 8: Famous books in science

- A** Read the text. Then check your answers to Exercise C on Course Book page 61.

Famous Books in Science

Integration and Equation

This book, written in the ninth century by the Arab mathematician al-Khwarizmi, is one of the most important works in the field of mathematics. In *Integration and Equation*, al-Khwarizmi described equations, algebraic multiplication and division, measurement of surfaces and other questions. The term 'algebra', in fact, comes from the title of the book in Arabic – *Al-Jabr wa-al-Muqabilah*. The book was translated into Latin and was used until the sixteenth century as the principal textbook in European universities.

Philosophia Botanica

Carolus Linnaeus was one of the world's most important biologists. He was born in Sweden in 1707 and from an early age began to learn about nature from his father. He wrote several books on botany, including *Philosophia Botanica*, his most influential book, which was published in 1751. Linnaeus devised a system for classifying plants using a binomial system – the genus and the species. This is the same system which is used today.

Book of Roger

The *Book of Roger* (*Al-Kitab al-Rujari*) was written by the famous Arab geographer and cartographer al-Idrisi in the twelfth century. Al-Idrisi was educated in

Cordoba, but travelled to many distant places to collect data. The King of Sicily, Roger II, asked al-Idrisi to produce an up-to-date map of the world. Al-Idrisi produced a globe showing the seven continents of the world on a ball of silver weighing 400 kilograms. The *Book of Roger* was written to accompany this globe.

The Principia

Sir Isaac Newton is considered to be one of the most famous names in science. He was born in England in 1642 and studied at the University of Cambridge. His best known book was *Philosophiae Naturalis Principia Mathematica*, published in 1687. In it he described his discovery of universal gravitation, which explains that all bodies in space and on Earth are affected by a force called gravity. The publication of this book was a turning point in the history of science.

The Starry Messenger

Galileo was a famous Italian physicist and astronomer, born in Pisa in Italy in 1564. He was one of the most influential scientists in history. Using his powerful telescope, Galileo studied the moon, the planets and the stars of the Milky Way. He adopted the Copernican theory that the Earth revolves around the sun. Galileo explained the results of his findings in the book *The Starry Messenger*, which was published in 1610.

B Read the notes. Then write about 150 words about this famous book in your notebook.

Title: The Canon of Medicine
(Kitab al-Qanun fi al-tibb)

Author: (Ibn Sina) Avicenna – famous physician and Muslim philosopher

Born: Bukhoro, Central Asia – AD 980

Died: 1037

The Canon of Medicine

- Ibn Sina's most important work
- written in Arabic – famous encyclopedia of medicine
- contained five books
- translated into Latin – 12th century
- used in medical schools until 17th century

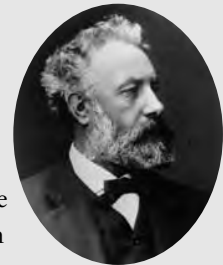


Lesson 9: The father of science fiction

A Read the text. Complete the sentences about the story.

1. Henry and his uncle were standing _____.
2. The crater was shaped like _____.
3. They were planning to _____.
4. Henry wasn't looking forward to _____.
5. He thinks that going down into the crater is like _____.

My uncle looked at me with a proud and triumphant glance. A crater, he said. Do you hear? I did hear, but I was totally unable to make a reply. The crater of Mount Sneffels was an inverted cone, the gaping hole half a mile across; the depth indefinite feet. What must this hole have been like when full of flame and thunder and lightning? The bottom of the funnel-shaped hollow was about five hundred feet in circumference, by which it will be seen that the slope from the summit to the bottom was very gradual. We were therefore clearly able to get there without much fatigue or difficulty. I compared this crater to an enormous loaded cannon; the comparison completely terrified me. 'Descending into the interior of a cannon,' I thought to myself, 'when it could go off at the least shock, is the act of a madman.' I felt like the lamb led to the slaughter.



B What does the expression at the end of extract mean?
Is there a similar expression in Arabic?

C Think about what you have learnt about Jules Verne in Lesson 9 on Course Book page 62. Then rewrite these sentences, beginning with the phrase that is given.

You can't walk to the centre of the Earth. It is impossible!

1. It's impossible to walk to the centre of the Earth .

I can't believe that people can enter a volcano.

2. It's hard _____

Science fiction authors can invent fantastic stories. It's easy for them.

3. It's easy for _____

Jules Verne imagined that there was a lake in the centre of the Earth. It's ridiculous!

4. It's ridiculous _____

Everyone enjoys reading about dangerous journeys.

5. It's enjoyable _____

Lesson 10: Science fiction novels

A Choose one of the science fiction themes from Exercise A on Course Book page 63. Write about 130 words in your notebook, giving your reasons why you think that these events are likely or unlikely to happen in the future.

B Complete these sentences with either the infinitive or the -ing form of the verb in brackets.

1. Samia forgot _____ (wear) gloves when handling acid so she burnt her hand.

2. Try to avoid _____ (look) at the sun directly when watching an eclipse.

3. _____ (translate) Arabic books into Latin meant that scientists in Europe could study them.

4. People enjoy _____ (read) science fiction books because they are so imaginative.

5. Carolus Linnaeus began _____ (learn) about the natural world from his father.

6. The King of Sicily wanted al-Idrisi _____ (produce) a map of the world.

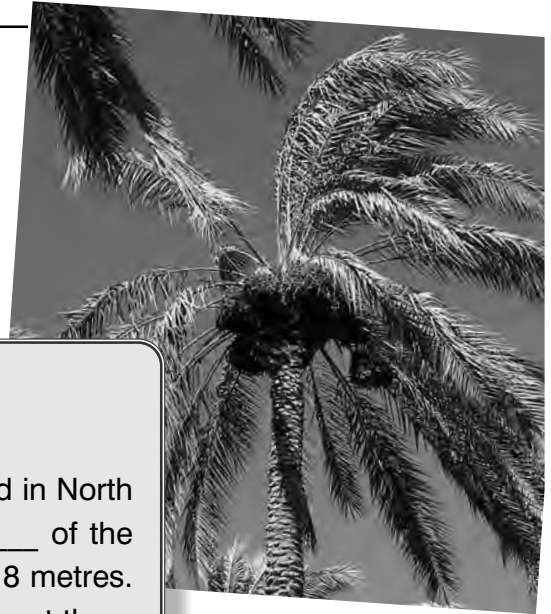
7. By _____ (use) his powerful telescope, Galileo was able _____ (study) the surface of the moon.

8. Abdulla was hoping _____ (discover) a new star and so he kept _____ (look) at the night sky through his telescope.

Lesson 11: Classification of plants

- A** Look at the picture of a date palm. Then complete the text with the words in the box.

fruit flowers leaves trunk cluster clusters



Date Palm

The common date palm, *Phoenix dactylifera*, is found in North Africa, south-west Asia and India. The ① _____ of the tree is straight and rough and grows to a height of 18 metres. At the top is a head of waxy-green ② _____ about three metres long. In about its eighth year, the female tree begins to bear ③ _____. The dates grow in ④ _____ of 200 to 1,000 dates. Each ⑤ _____ weighs up to 12 kilogrammes, and in one year one tree may produce up to 270 kilogrammes of fruit. Since earliest times, fertilization has been helped by man. Male ⑥ _____ are cut and suspended among the flowers of the female tree. A date palm reaches maturity in its 30th year and begins to decline at about 100 years old.

- B** Rewrite the sentence pairs to make one sentence using *-ing*.

1. The family palmae contains 2,600 species. This makes it the fourth largest order among the monocotyledons.
The family palmae contains 2,600 species, making it the fourth largest order among the monocotyledons.
2. The date palm is very common. It grows in North Africa, south-west Asia and India.

3. The tree produces clusters of dates. They weigh up to 12 kilogrammes.

4. The tree begins to bear fruit after eight years. It reaches maturity after 30 years.

5. Date palm trees are productive for many years. They decline after about 100 years.

Lesson 2: Reading

A Read the first four paragraphs of the text on Course Book page 67.

Complete these sentences.

1. According to the text, the most dangerous country for referees is _____.
2. The official walked onto the pitch because he thought the referee was _____.
3. Sometimes people say they will _____ the referee if their team wins.
4. The Italians said they could not _____ well enough.
5. The Italians _____ the game.

B Read the rest of the text. Then answer these questions with a partner.

1. What was the score at half-time?
2. According to the manager of the Velez team, how were his players injured?
3. Why was this an important match?
4. Who saw the players?
5. Did the doctor find any injuries?
6. Why didn't the AFA give the match to Velez?

C Look at the verbs 1–11 in the left-hand column. What do they all have in common?

verb		meaning
1. accuse	<input type="checkbox"/>	a) say you are willing to do something for someone
2. offer	<input type="checkbox"/>	b) give firm instructions
3. threaten	<input type="checkbox"/>	c) give reasons for what you say
4. refuse	<input type="checkbox"/>	d) say firmly that something must be done
5. claim	<input type="checkbox"/>	e) give information
6. order	<input type="checkbox"/>	f) say you will do something bad
7. announce	<input type="checkbox"/>	g) say firmly you do not want to do something
8. insist	<input type="checkbox"/>	h) say you would like to do something
9. argue	<input type="checkbox"/>	i) say that someone has done something bad
10. ask	<input type="checkbox"/>	j) say something is true
11. inform	<input type="checkbox"/>	k) say in public

D Find the verbs 1–11 on Course Book page 67. Study the sentences they are used in. Then match the verbs to the meanings a–k.

Lesson 4: Grammar 1

A Report the statements using the verbs in the brackets.

Example: Abdulkarim: 'Let's ask the secretary.' (suggest)

Abdulkarim suggested asking the secretary.

1. Asma to Yunis: 'Don't ride your motorcycle without a helmet. You could be killed.' (warn)

2. Zainab: 'I'm sorry I'm late.' (apologize)

3. Tarek to us: 'There are floods on the road.' (tell)

4. Hana to Asma: 'Fill up with petrol.' (remind)

5. Nisrin: 'I'll phone later.' (promise)

6. Mousa: 'My seat's uncomfortable.' (complain)

B Write what you think happened after situations 1–4. Use the verbs in brackets, or other verbs that you know.

Example: *Abubaker borrowed some CDs from Marwan, but forgot to return them. (remind, apologize, promise)*

Marwan reminded Abubaker to bring the CDs to school.

1. Two criminals walked into a bank last week. (tell, threaten)

2. The police arrested two suspects yesterday. (accuse, claim, admit)

3. Sukainah threw a ball through her uncle's window by accident. (tell, apologize, explain, offer)

4. Samia was playing with her little brother on the stairs. He fell down the stairs. Samia's parents were angry with her. (blame, warn, promise)

C Think of the conversations you have had today at home and at school. Write five things that people said.

Examples: *My brother reminded me to bring my sports shoes to school.*

I promised my mother that I would be home on time today.

Lesson 5: Grammar 2

A Report these things, which were spoken a few weeks ago. Use time expressions from Course Book page 70, and verbs from Course Book page 69.

1. Mousa to Ibrahim: 'Thank you for saving my life yesterday.'

2. Shakir to Samir: 'Would you like to come to our house next weekend?'

3. The newsreader on TV: 'Tomorrow is a public holiday.'

4. Salsabil: 'I gave him back the money two days ago.'

5. Nisrin: 'Would you like me to cook today?'

B Which of these reports are grammatically correct? Mark them with a tick (✓) or a cross (X).

1. My brother asked me could he borrow my CD. ___
2. Ask him why he wants it. ___
3. Please ask her what time will she arrive. ___
4. We should ask them if they want to come with us. ___
5. I asked him if when he was born. ___

C Study the examples. Then report the questions. Begin: *She asked ...*

Example: 'Can you ride a horse, Samia?' *She asked Samia if she could ride a horse.*

1. 'How can I turn this machine off?'

2. 'Do your cousins ride, too?'

3. 'Where do you usually ride?'

4. 'Where are we going?'

5. 'How do you make the horse stop?'

Lesson 6: Speaking

A Study the sentences and discuss them with a partner. How would you usually reply to them?

- 'Well done. You played really well.'
- 'Congratulations on winning the race.'
- 'That was a great goal that you scored.'
- 'You're good at this.'
- 'Your tennis is improving.'
- 'That's a nice shirt.'

B Work in small groups. Take turns congratulating, complimenting and expressing thanks to each other. Look at the topics below to help you.

sports and games school work clothes possessions
personality recent events, e.g., a birthday

- Example: A: *Great game!*
 B: *Thanks! You, too!*

Lesson 8: Lasers

A Read again the text in Exercise D on Course Book page 73. Then mark the sentences T for true or F for false. Correct the false sentences in your notebook.

1. Laser light waves all have the same wavelength and all travel in the same direction.
2. Albert Einstein constructed the first Laser.
3. The medium used by lasers can be either a solid or a liquid.
4. When atoms give out light they gain energy.
5. Lasers have mirrors at either end to reflect the light.
6. Light escapes from the laser only as a continuous beam.
7. Lasers are used in communication technology.
8. Lasers can be used to cut hard materials such as metal, but not soft materials.

B Match the underlined words from the text in Exercise D on Course Book page 73 to the definitions below.

1. exactly the same _____
2. very concentrated _____
3. accurate, exact _____
4. means, represents _____
5. something which is given out _____
6. started, set off _____
7. long, very thin pieces of transparent material _____
8. deep-red precious stone _____

Lesson 9: Scientific claims

- A** Write a paragraph explaining the uses of the World Wide Web and imagining some of the claims that its inventor Tim Berners-Lee might have made. Use the reporting verbs from Exercise C on Course Book page 74.

The World wide Web was invented by Tim Berners-Lee in 1990. He claimed that

Lesson 10: Compact discs

- A** Your friend missed Dr al-Suwaidi's lecture from Exercise C on Course Book page 75. Write a note reporting to your friend what Dr al-Suwaidi said. Use the prompts below and the verbs in brackets.

1. 'I'm sorry. I don't have copies of this diagram.' (apologize)
2. 'I'll bring copies next week.' (promise)
3. 'There are two ways of storing information – analogue and digital.' (explain)
4. 'Compact discs aren't damaged by dirt.' (claim)
5. 'Read Units 4 and 5 of your physics textbook.' (ask)

Lesson 11: Sports injuries

- A** Read the text and check your ideas in Exercise D. Then complete the paragraph with the connection words in the box.

although which result however
so because

- B** Have you ever suffered a sports injury? Work in pairs. Discuss the injury using language from this lesson.

SPORTS INJURIES

When people play football or basketball, a lot of pressure is put on the knees. This is ① _____ the players of these games have to turn and twist sharply. As a ② _____, knee injuries are the most common type of injury in these sports.

Long-distance runners also suffer knee injuries. ③ _____, a more common problem for them is stress fracture, ④ _____ is a weakening of the bone in the leg. Sometimes this weakening leads to pain or small breaks in the bone.

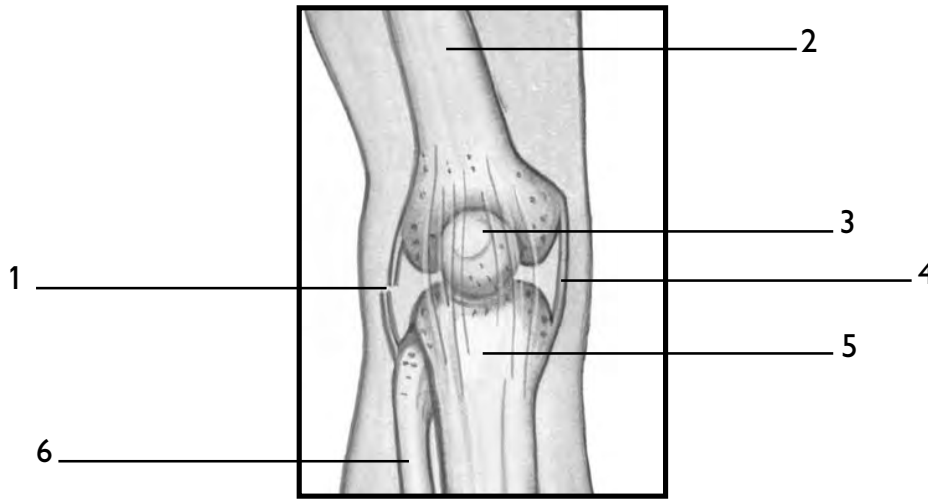
⑤ _____ athletic injuries are common, most injuries can be prevented by making sure that we stay in good condition. It is also important to wear protective clothes or equipment such as padding, face masks and eye protectors, ⑥ _____ that we do not get serious knocks to our eyes, face, legs, hands, etc.

C Read the text below. Then label the diagram with the words in the box.

splint-bone knee-cap ligament torn ligament thigh-bone shin-bone

Injuries to the knee

The knee is the strong hinge joint between the thigh-bone (*femur*) and shin-bone (*tibia*). It is capable of bending and straightening and, in the bent position, of slightly rotating. The knee-joint is supported by strong muscles and ligaments. The ligaments are attached to the thigh-bone, the shin-bone and the smaller splint-bone (*fibula*). In front it is protected by a disc of bone, the knee-cap (*patella*). Any of these structures may be damaged by direct blows, violent twists or strains. For example, among footballers a torn ligament is a very common injury. If the knee has been injured, there may be pain and swelling around the knee.



D Complete the words in bold with the correct suffixes.

1. The athlete was so badly **injur** _ _ that he had to retire.
2. Many **injur** _ _ _ could be avoided if athletes wore better protection.
3. I twisted my knee when I jumped. It was very **pain** _ _ _.
4. Running in the wrong type of shoes can be very **damag** _ _ _ to muscles and bones.

Lesson 2: Reading

A Read the article on Course Book page 79 and match the words 1–8 to their definitions a–h.

- | | | |
|-----------------------------|--------------------------|--|
| 1. life expectancy (line 1) | <input type="checkbox"/> | a) completely destroyed |
| 2. set up (line 7) | <input type="checkbox"/> | b) supported |
| 3. improve (line 8) | <input type="checkbox"/> | c) created |
| 4. eradicated (line 15) | <input type="checkbox"/> | d) how long a person is likely to live |
| 5. victims (line 24) | <input type="checkbox"/> | e) working together |
| 6. cooperation (line 29) | <input type="checkbox"/> | f) make better |
| 7. encouraged (line 38) | <input type="checkbox"/> | g) the frontiers between countries |
| 8. borders (line 45) | <input type="checkbox"/> | h) people who are hurt or killed |

B Complete the phrases or sentences with words from the box. Then find the phrases or sentences in the article and check your answers.

of to (x3) from (x2) by (x2)

- Twenty years later, the world average increased _____ 56 years.
- The WHO was set up _____ the countries of the United Nations.
- Before it was eradicated, 15 million people suffered _____ smallpox every year.
- ... many people were blinded _____ the disease.
- This terrible disease had been eradicated _____ every country in the world.
- The WHO believes that people should be reminded _____ the dangers of smoking ...
- ... and should be encouraged _____ stop.
- Smallpox was not eradicated until the countries of the world agreed _____ work together.

C What do these words refer to?

- them (line 5) _____
- them (line 16) _____
- such a thing (line 21) _____
- that (line 35) _____
- which (line 39) _____

D Work in pairs. Explain these phrases or sentences from the article in your own words.

- roughly equal to seven times the population of Libya (lines 26–27)
- A number of important lessons have been learnt since 1948. (lines 41–42)
- Disease does not recognize national borders or religious, political, racial or economic differences between countries. (lines 44–46)
- Science alone is not enough. (line 50)

E Work in pairs. What do you think will be the main health problems facing the world in the next sixty years? Use a dictionary if necessary. Compare your ideas with the rest of the class.

Lesson 3: Vocabulary

- A** The article in the Reading lessons is about the eradication of smallpox. Find the verb form of *eradication* on Course Book page 79.

eradication (n) _____ (v)

- B** Now complete the table with noun and verb forms. Use a dictionary.

noun	verb
vaccination/vaccine	
information	
	protect
	prevent
cooperation	
	suffer
damage	

- C** Complete each sentence with a noun or verb from Exercises A and B. You will need to put the verbs in the correct tense.

1. He _____ his arm in the accident.
2. Emergency services need to _____ efficiently in an emergency – they need to know what everyone's role is.
3. If you wear this plaster for a few days, it _____ the wound from infection.
4. Improved sanitation is an important step in the _____ of tuberculosis.
5. This leaflet has some useful _____ about how to treat burns and cuts in the home.
6. Has your son been _____ against measles?
7. When it comes to health problems, _____ is better than a cure.
8. She couldn't come to the interview because she _____ from the flu.

Lesson 4: Grammar 1

- A** Complete the sentences with the correct form of the verb in brackets.

Example: You can use the lift. It has been repaired (repair) now.

1. The decision _____ (make) before I arrived.
2. The road _____ (close) for two months.
3. The remains _____ (discover) by a team of Libyan archaeologists in 1985.
4. The emergency telephone _____ (damage), so I couldn't use it.
5. English _____ (speak) here for 100 years.
6. The vaccination _____ (invent) in the 1890s by Edward Jenner.

B Some of the sentences are wrong. Tick (✓) the ones that are right. Correct the ones that are wrong.

1. If the patient feels sick, he should be asked to sit down.

2. The new stadium will finish in three years.

3. This medicine can take by adults and children over the age of eight.

4. You won't be allowed to leave the room until the exam is over.

5. The dish can be make with fresh or dried pasta.

6. People who are suffering from shock shouldn't be left alone.

7. The prize might give to my uncle this year.

C Rewrite these sentences beginning with the words given. Decide whether to include the agent in each case.

Example: A woman called an ambulance.
An ambulance was called.

1. The ambulance took the young man to hospital.
The young _____.
2. A car had hit him.
He _____.
3. He survived because someone had stopped the bleeding quickly.
He survived because the _____.
4. We should encourage everyone to learn first aid.
Everyone _____.
5. The hospital has sent the young man home now.
The young _____.

D Decide if each sentence should be active or passive. Then put the verbs in brackets in the correct form.

1. The Red Crescent is an organization that _____ (help) people in emergencies.
2. The Red Crescent _____ (set up) many years ago.
3. Since then, many lives _____ (save) by Red Crescent volunteers.
4. Have you ever _____ (give) blood to the Red Crescent blood bank?
5. In an emergency, the emergency services should _____ (call) as quickly as possible.
6. My cousin helped an accident victim last week. He knew what to do because he _____ (learn) first aid.

Lesson 5: Grammar 2

A Rewrite these sentences in the passive form.

Example: The water was carrying away cars and trucks.
Cars and trucks were being carried away by the water.

1. The rescuers were using three helicopters yesterday.

2. People are using schools for temporary accommodation.

3. Red Crescent volunteers are looking after the victims.

4. Someone is counting the number of missing people.

5. Reporters are interviewing the survivors.

6. The Red Crescent is organizing a campaign to raise funds for the victims' families.

B In pairs, make sentences about things that most people have done and things that most people do themselves. Use the words in the box and your own ideas.

cut their hair	wash their hair	wash their car	test their eyes	cut their nails
paint their houses	repair their computers	cook their dinner	make their beds	

Examples: *Most people have their hair cut.*
Most people wash their hair themselves.

C Rewrite each sentence so that it means the same as the one above it.

Example: His car is being repaired.
He is having his car repaired.

1. The dentist is going to fill her tooth.
She is going _____.
2. Somebody must repair my shoes.
I must _____.
3. I'm going to ask the police to arrest you.
I'm going _____.
4. Someone should wash my car.
I should _____.
5. An architect is designing their house.
They are _____.

Lesson 6: Speaking

A Work in pairs. Student A, read text 1. Student B, read text 2. Using the notes in your text and the phrases in the box on Course Book page 83, take turns giving each other instructions about your topic.

1 How to treat burns

Hold area under running water for at least 10 minutes.

If burn is serious, call an ambulance.

Person should lie down.

Cover burn with clean, non-fluffy material (e.g., cloth).

No creams or lotions.

No sticky plasters.

2 How to treat bleeding

Wash and dry your hands.

Clean the cut under running water.

Dry the area with clean dressing or material.

If possible, raise affected area above the heart.

Cover the cut with sterile dressing or plaster.

If bleeding is serious, apply pressure and call an ambulance.

Lesson 7: Writing

A Use the notes below to write sentences about what to do after an earthquake.

AFTER AN EARTHQUAKE

Do:

- Get everyone out of your house.
- Give first aid where necessary.
- Help neighbours who may need assistance.
- Check your home for damage.
- Turn off the electricity if you see sparks or broken wires.

Don't:

- Move people who are injured.
- Use the telephone unless it is an emergency.
- Use water from the tap if water pipes are damaged.

B You are going to write a short paragraph giving instructions about what to do in an earthquake. Follow these steps.

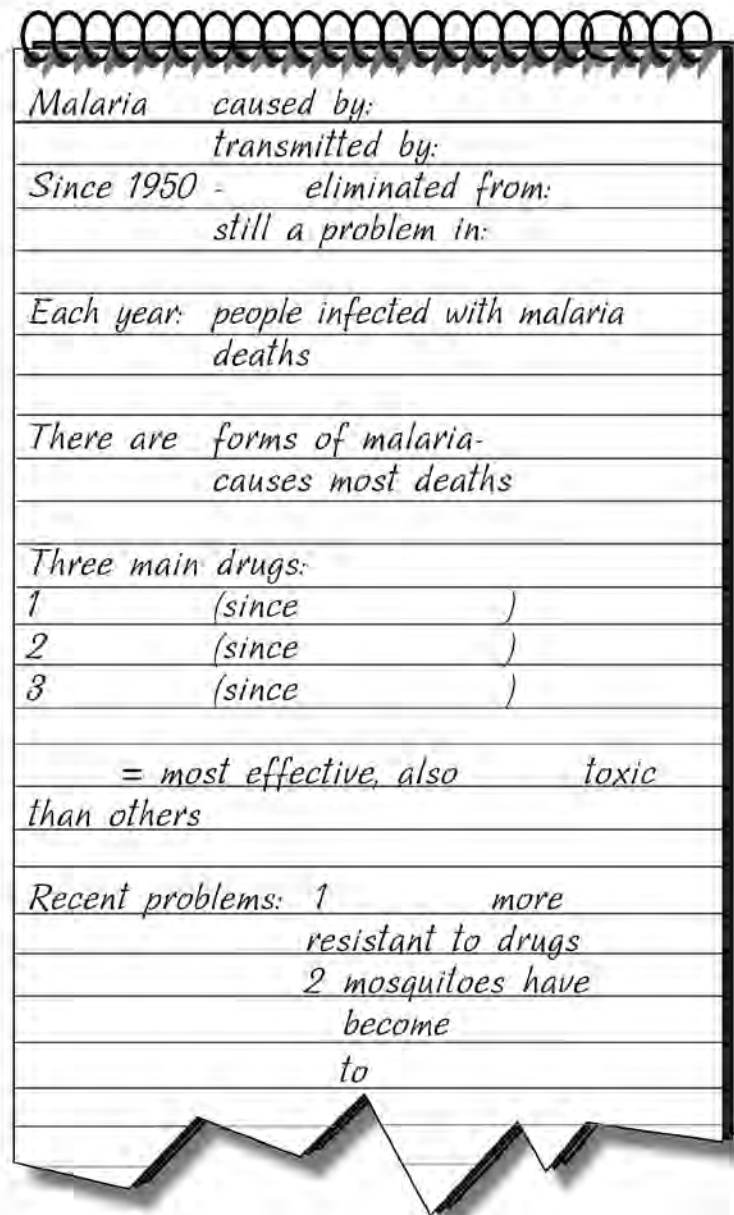
1. Choose six instructions about what to do during or after an earthquake.
2. Number them in the order you want to write about them.
3. Write two or three sentences at the beginning about the danger of earthquakes and why it is important to be prepared.
4. Now write your paragraph. Remember to give reasons for the instructions and use a variety of phrases.

Lesson 8: Malaria

A Read again the text in Exercise E on Course Book page 85. Match the words in bold in the text to the definitions below.

1. amounts of a drug or a medicine that should be taken _____
2. working well and having the intended result _____
3. problems that cause a delay _____
4. remove something forever _____
5. causing someone to die _____
6. chemicals for killing insects _____
7. stopping a process developing _____

B Complete the notes with information from the text in Exercise E on Course Book page 85.



Malaria caused by:
transmitted by:
Since 1950 - eliminated from:
still a problem in:

Each year: people infected with malaria
deaths

There are forms of malaria-
causes most deaths

Three main drugs:
1 (since)
2 (since)
3 (since)

= most effective, also toxic
than others

Recent problems: 1 more
resistant to drugs
2 mosquitoes have
become
to

Lesson 9: Distribution of disease

- A** Read the second part of Dr Mura Sultan's lecture. Then shade in the areas affected by malaria on the map below.



The map shows us that most of Africa below the Sahara Desert is affected by malaria. The exception is South Africa and parts of Namibia in the south west, which are free of the disease. The North African countries are also generally free of malaria. Moving east there is an area of malaria around the coasts of the Arabian Peninsula – along the Red Sea coast and through Yemen and Oman. Parts of Iraq and the south of Iran are also affected. Moving further into Asia, we can see that most of India and Pakistan are affected. Also the countries of South-East Asia – Burma, Malaysia, Thailand – and the islands of Indonesia and Borneo, have malaria. Australia, however, down here in the far south-east, is not affected. Moving to the western hemisphere, we can see that North America is not affected. It has no malarial regions. But parts of Central America are affected. Also, the northern countries in South America are affected by malaria – in particular the area of the Amazon. Countries in the far south of South America, such as Argentina and Chile, do not have malaria.



- B** Look at the map and the figures in the table below. They show the geographical distribution of leprosy around the world, according to the World Health Organisation (WHO). Write a short report describing the distribution.

WHO region	cases of leprosy (1998)
Africa	82,522
America (North and South)	119,279
South-East Asia	591,069
Eastern Mediterranean	11,977
Western Pacific	23,413
Europe	543
TOTAL	828,803



Lesson 10: Industrial processes

A What are the opposite of the adjectives in the box? Complete the table with the adjectives in the correct column. There are three of each type.

pure metallic scientific frequent reliable perfect resistant effective
possible protected accurate renewable

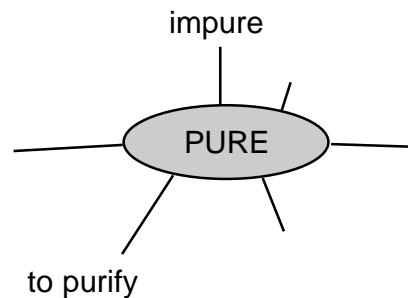
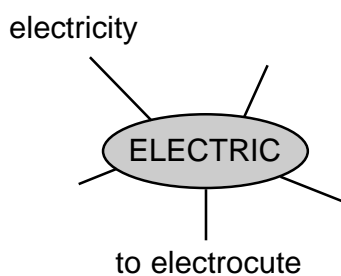
im-	un-	in-	non-

B Complete these sentences with adjectives from the table in Exercise A.

- Iron ore is an _____ form of the metal iron.
- Coal is an example of a _____ resource.
- The readings were _____ and so the experiment had to be repeated.
- It is _____ to predict what will happen to the spread of malaria in the future.
- Perhaps drugs such as chloroquine will become completely _____ against malaria.
- Muna suffered bad burns because her hands were _____ when carrying out the experiment.
- Carbon, nitrogen and oxygen are all examples of _____ elements.
- Yellow or brown diamonds are considered to be _____ and less valuable than white diamonds.

Lesson 11: What's happening?

A Look at the 'word families' in the diagrams below. They show different parts of speech for the words *electric* and *pure*. Complete the diagrams with as many words as you can. Use your dictionary. Check your answer at the end of the Unit.



Lesson 2: Reading

A Read the article on Course Book page 91 again. Complete these sentences.

1. English is sometimes called a *world language* because _____.
2. People in Britain speak many _____.
3. The varieties of English have differences in _____, _____ and _____.
4. Speakers of different varieties of English can usually _____.
5. Nobody can control language because _____.
6. A sixth of the world's population _____.
7. About a billion people use English for travel, work or study, although _____.

B Explain these phrases from the text in your own words.

1. a world language (line 7)
2. local varieties (line 15)
3. is regarded as (line 16)
4. the most noticeable differences (line 24)
5. It has been suggested (line 40)
6. language is a living thing (line 43)
7. has its own vocabulary (lines 50–51)
8. It has been estimated (line 53)

C What do these words refer back to?

- | | |
|---------------------------|-------------------------|
| 1. many (line 4) | 3. preferring (line 37) |
| 2. this language (line 8) | 4. for this (line 49) |

D Look at lines 18–32 of the same article. Find three words that have a similar meaning to *but*.

h_____ wh_____ wh_____

E Imagine that a British person asked you about Arabic. What would you say about the following?

1. varieties of Arabic
2. an international standard
3. differences between varieties
4. the future of Arabic

F Tick (✓) the opinions about learning a language that you agree with. Compare your answers with a partner. Explain why you agree or disagree with each opinion.

1. Learning a language is like opening a very heavy door. _____
2. Learning a language is like being in the army. _____
3. Learning a language is like learning a sport. _____
4. Learning a language is like doing a big jigsaw puzzle. _____
5. Learning a language is like climbing a ladder. _____
6. Learning a language is like discovering a new place. _____

Lesson 3: Vocabulary

A Say what the four words in each group have in common.

Group A
wood
cotton
plastic
metal

Group B
thumb
navel
knee
chest

Group C
so that
whereas
although
on the other hand

B Look back at Units 1–7 and make a word group. Show your group to a partner and ask what the words have in common.

C Rewrite each of the sentences so that it means the same as the sentence above it. Use the word in brackets and make any necessary changes.

Example: In Tarek's opinion, the news is not true.

(According) According to Tarek, the news is not true.

1. I'd like to use the phone.

(make) _____

2. Books about real life are boring.

(bored) _____

3. What's the matter with you today?

(wrong) _____

4. I like learning English, but it can be hard work.

(although) _____

5. Chinese might be a more important language than English by 2050.

(probably) _____

6. Because I wanted to take a photograph, my dad stopped the car.

(so that) _____

Lesson 4: Grammar 1

A Some of the sentences are wrong. Tick (✓) the ones that are right. Correct the ones that are wrong.

1. I can't find my dictionary. I must have leave it at home.

2. When I leave school, I will have studied English for 10 years.

3. Why didn't you do the work?

4. It must have been difficult to communicate before e-mail.

5. Who does know the answer to this question?

6. I will finished the essay by tomorrow afternoon.

7. Who you spoke to on the phone?

8. He can't have been the murderer. He was out of town.

Lesson 5: Grammar 2

A Change the sentences to reported speech beginning with the words given. The sentences were all spoken more than a week ago.

1. 'I did it yesterday.'
He said he _____.
2. 'Have you seen Abubaker today?'
He asked me _____.
3. 'Remember to bring the money tomorrow.'
She reminded her friend _____.
4. 'Could you show me how to use the machine?'
He asked me _____.
5. 'Where is your office?'
I asked him _____.
6. 'I hear you've passed your driving test. Well done!'
He congratulated me _____.

Lesson 6: Speaking

A Read the information about English and Arabic pronunciation. Then discuss the questions.

English has 24 consonant sounds (b, k, θ, ʃ, s, etc.), whereas Arabic has 32. However, English has many more vowel sounds (e, i:, ʊ, etc.) and diphthongs (eɪ, əʊ, ɔɪ, etc.) than the eight vowels and diphthongs in Arabic.

1. Which English vowel and diphthong sounds do not exist in Arabic? Give three examples.
2. Which English sounds do you find most difficult? Why are they difficult?

Lesson 7: Writing

A Use the table below and your notes from Exercise A on Course Book page 96 to write a paragraph in your notebook comparing Arabic and English writing. Use words and phrases from the box.

however although whereas on the other hand

Example: *The Arabic alphabet has 28 letters, whereas the English alphabet only has 26.*

	Arabic	English
alphabet	28 letters	26 letters
vowels	vowel marks not always used	vowel letters always used
shape of letters	changes (depending on position in word)	stays the same
letters	usually joined	only joined in handwriting
reading direction	from right to left (except numbers)	always from left to right

B You are going to write an article about Arabic for people who want to learn the language. Follow the steps below.

1. Write a short introduction with some facts about Arabic. Use information from Course Book page 95 and the notes about vocabulary that you made in Lesson 6.
2. Write a paragraph comparing English and Arabic. Choose some of the points about grammar, pronunciation and writing that you have studied in this unit. Use connecting words and the passive.
3. Write a concluding paragraph giving advice about learning Arabic. Use words and phrases from the box.

You should(n't) ... Don't ... It's a good idea to ...
It's important (not) to ... It's best (not) to ...

Lesson 8: Scientific English

- A** Read the text on the next page. The paragraphs are in the wrong order. Mark the paragraphs 1–4 to show their correct order. Check your answers in Exercise C on Course Book page 97.
- B** Read again the text in Exercise A. Give each paragraph a heading from this list.

Subject survey The Importance of Greek History of Scientific Language
Science Journals English and Law Facts about English

English – The Language of Science?



Since the Second World War, many scientific journals have started to publish in English instead of in the national language. For example, the Mexican journal *Archivos de Investigacion Medica* was originally published in Spanish. Later, abstracts of each article were introduced in English. Then, articles appeared in Spanish with a complete English translation. Finally, the journal was published entirely in English and had an American editor. The name of the journal has changed to *Archives of Medical Research*. This language shift has also occurred in other countries. In France, for example, a survey in the 1980s showed that nearly two-thirds of publications by French scientists were in English.



Some science subjects have been more affected than others by this shift towards English. The table shows the results of a survey of German academics. Over 98% of the German academics in the field of physics claimed that English was their working language. Other pure sciences, such as chemistry and biology, also had high scores in the survey. On the other hand, subjects such as law, theology, classics and history used English much less frequently. Will this situation continue? Or, like Latin 300 years ago, will it be replaced by another language of science?



If a scientist in Libya wants to communicate with a scientist in Japan, which language will they communicate in? The answer is probably in English. Does this mean that English is becoming the international language of science and technology? Just consider these facts. Eighty per cent of science books and journals throughout the world are published in English. Many scientific conferences in non-English-speaking countries are being conducted in English. Eighty per cent of information stored in the world's computers is in English. Most communication on the Internet, widely used by scientists, is in English. Statistics do seem to suggest that English is, in fact, the new scientific lingua franca.

Subjects in which the English language is used

Physics	98%
Chemistry	83%
Biology	81%
Psychology	81%
Maths	78%
Earth Sciences	76%
Medical Science	72%
Sociology	72%
Philosophy	56%
Forestry	55%
Veterinary Sciences	53%
Economics	48%
Sports Sciences	40%
Linguistics	35%
Education	27%
Literature	23%
History	20%
Classics	17%
Theology	12%
Law	8%



English, however, has not always been dominant in science. In earlier periods in history, Greek, Arabic, Latin and German have at one time or another been the leading language of science. English became important in the seventeenth century with the rise of British science. Scientific publications in English, such as *Philosophical Transactions* produced by the Royal Society in London, were read throughout the world scientific community. But the position was soon lost to German, which became the dominant language of science until the First World War in 1914. After the war, the growing influence of the United States made sure that English once again become the most important language in scientific publishing.

Lesson 9: A dictionary of science

- A** Many English words used in science come from Arabic. Complete the list with other useful scientific words that come from Arabic. Use your dictionary to help you.

alkali, alcohol, algebra

- B** Match the scientific words 1–6 to the language that they came from a–f.

- | | | |
|--------------|--------------------------|-------------|
| 1. anatomy | <input type="checkbox"/> | a) Spanish |
| 2. data | <input type="checkbox"/> | b) Japanese |
| 3. zeitgeist | <input type="checkbox"/> | c) Greek |
| 4. mosquito | <input type="checkbox"/> | d) German |
| 5. studio | <input type="checkbox"/> | e) Latin |
| 6. tsunami | <input type="checkbox"/> | f) Italian |

Lesson 10: What I enjoyed

- A** In your notebook, write a 200 word review of this Course Book for new students. Include the following.

1. how they should use the book
2. which parts you think they will most enjoy
3. how they should improve their English out of the classroom

Lesson 11: A science quiz

- A** Write out these abbreviations in full.

21. CD _____
22. IT _____
23. PC _____
24. 3-D _____
25. LASER _____

B Circle the correct answer.

26. What was Pangaea?
a) a mountain b) a sea c) a continent d) an asteroid
27. Which gas is most commonly used in airships?
a) hydrogen b) oxygen c) nitrogen d) helium
28. What organism is phoenix dactylifera commonly known as?
a) lemon tree b) date palm c) water hyacinth d) cinchona tree
29. What disease is chloroquine used as a treatment for?
a) malaria b) tuberculosis c) leprosy d) cholera
30. With what substance are coke and iron ore mixed in order to extract iron?
a) slag b) silica c) sandstone d) limestone

C How did you score?

- 26–30: Excellent!
21–25: Very good
11–20: Quite good, but you must have missed some Units.
0–10: Could be better!

Answers					
6. d	12. c	13. a	14. d	15. b	16. minimum
5. smallpox	11. b	17. maximum	18. range	19. mean	20. mode
4. tourism	10. b	21. compact disc	22. information technology	23. personal computer	24. three-dimensional
3. graph	9. d	25. light	26. c	27. d	28. b
2. ice	8. c	29. a	30. d	emission of radiation	amplification by stimulated emission of radiation
1. limestone	7. c				

Phonetic chart

Consonants

/p/	<u>p</u> it	/θ/	<u>th</u> ink	/r/	r <u>at</u>
/b/	<u>b</u> it	/ð/	<u>th</u> at	/w/	<u>w</u> et
/t/	<u>t</u> ime	/s/	<u>s</u> end	/h/	<u>h</u> at
/d/	<u>d</u> oor	/z/	<u>z</u> ebra	/j/	<u>y</u> et
/k/	<u>c</u> at	/m/	<u>m</u> an	/ʃ/	<u>sh</u> op
/g/	<u>g</u> et	/n/	<u>n</u> ice	/ʒ/	le <u>is</u> ure
/f/	<u>f</u> an	/ŋ/	<u>ri</u> ng	/tʃ/	<u>ch</u> op
/v/	<u>v</u> an	/l/	<u>l</u> eg	/dʒ/	<u>j</u> ump

Vowels and diphthongs

/ɪ/	<u>i</u> pit	/i:/	<u>mea</u> t	/ɔɪ/	<u>bo</u> y
/e/	<u>pe</u> t	/ɑ:/	<u>ca</u> r	/ɪə/	<u>bee</u> r
/æ/	<u>pa</u> t	/ɔ:/	<u>do</u> or	/eə/	<u>bea</u> r
/ɒ/	<u>po</u> t	/ɜ:/	<u>gir</u> l	/ʊə/	<u>to</u> ur
/ʌ/	<u>lu</u> ck	/u:/	<u>to</u> o	/əʊ/	<u>go</u>
/ʊ/	<u>go</u> od	/eɪ/	<u>da</u> y	/aʊ/	<u>co</u> w
/ə/	<u>a</u> go	/aɪ/	<u>sky</u>		

Common irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
arise	arose	arisen	fall	fell	fallen
awake	awoke	awoken	feed	fed	fed
be	was, were	been	feel	felt	felt
bet	bet, betted	bet, betted	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
bend	bent	bent	forgive	forgave	forgiven
bind	bound	bound	freeze	froze	frozen
bite	bit	bitten	get	got	got
bleed	bled	bled	give	gave	given
blow	blew	blown	go	went	gone/been
break	broke	broken	grow	grew	grown
bring	brought	brought	hang	hung	hung
build	built	built	have	had	had
burn	burnt	burnt	hear	heard /h ɜ: d/	heard /h ɜ: d/
buy	bought	bought	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
come	came	come	hurt	hurt	hurt
cost	cost	cost	keep	kept	kept
cut	cut	cut	know	knew	known
deal	dealt /delt/	dealt /delt/	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	lean	leant	leant
draw	drew	drawn	learn	learnt	learnt
dream	dreamt /dremt/	dreamt /dremt/	leave	left	left
drink	drank	drunk	lend	lent	lent
drive	drove	driven	let	let	let
eat	ate /eit/	eaten /'i: t n/	lie	lay	lain
			light	lit	lit
			lose	lost	lost

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
make	made	made	spoil	spoilt	spoilt
mean	meant /m e n t/	meant /m e n t/	stand	stood	stood
meet	met	met	steal	stole	stolen
pay	paid	paid	stick	stuck	stuck
put	put	put	strike	struck	struck
read /r i: d/	read /r e d/	read /r e d/	swing	swung	swung
ride	rode	ridden	swim	swam	swum
ring	rang	rung	take	took	taken
rise	rose	risen	teach	taught	taught
run	ran	run	tear	tore	torn
say	said /s e d/	said /s e d/	tell	told	told
see	saw	seen	think	thought	thought
sell	sold	sold	throw	threw	thrown
send	sent	sent	understand	understood	understood
set	set	set	wake	woke	woken
shake	shook	shaken	wear	wore	worn
shine	shone /ʃ oʊ n/	shone /ʃ oʊ n/	win	won	won
shoot	shot	shot	wind /w aɪ n d/	wound /w aʊ n d/	wound /w aʊ n d/
show	showed	shown	write	wrote	written
shut	shut	shut			
sing	sang	sung			
sink	sank	sunk			
sit	sat	sat			
sleep	slept	slept			
smell	smelt	smelt			
speak	spoke	spoken			
speed	sped	sped			
spell	spelt	spelt			
spend	spent	spent			
spill	spilt	spilt			
spin	span	spun			
spit	spat	spat			
split	split	split			

Word list: Alphabetical

A

according to /ə'kɔ:dɪŋ tə/ 1.7
accurate /'ækjəret/ 7.10
accuse /ə'kjuz/ 6.1
achievement /ə'tʃi:vmənt/ 5.9
actually /'æktʃu:əl/ 1.3
adjust /ə'dʒʌst/ 3.1
admit /əd'mɪt/ 6.1
aeronautics /eərə'nɔ:tɪks/ 8.8
affected /ə'fektɪd/ 3.8
afraid (of) /ə'freɪd/ 2.3
African /'æfrɪkən/ 8.1
agitated /'ædʒɪteɪtɪd/ 7.6
agronomy /ə'grɒnəmɪ/ 8.8
airship /'eəʃɪp/ 2.10
Alaska /ə'læskə/ 2.1
alien /'eɪlɪən/ 1.1
align /ə'lɑɪn/ 4.8
alternatively /ɔ:l'tɜ:nətɪvli/ 6.3
although /ɔ:l'ðəʊ/ 6.3
amber /'æmbə(r)/ 1.7
American /ə'merɪkən/ 8.1
amphitheatre /'æmfɪθiətə/ 14
amusing /ə'mju:zɪŋ/ 3.1
analogue /'ænələg/ 6.10
angle /'æŋɡl/ 1.10
announce /ə'nəʊns/ 6.4
annoyed /ə'nɔɪd/ 5.1
annoying /ə'nɔɪɪŋ/ 2.5
anode /'ænəʊd/ 7.1
apologize /ə'pɒlədʒaɪz/ 6.4
apparently /ə'pærəntli/ 1.3
approximately /ə'prɒksɪmətli/ 4.9

Archimedes' Principle /ɑ:rkɪmɪdeɪz
'prɪnsɪəpl/ 2.8
arena /ə'ri:nə/ 14
Argentina /ɑ:ʒentɪnə/ 6.1
argue /'ɑ:gju:/ 6.1
arrow /'ærəʊ/ 3.11
as a result /'əz e
rɪzʌlt/ 6.3
ashamed of /ə'feɪmd/ 4.1
Asia /'eɪʃə/ 8.1
asteroid /'æstərɔɪd/ 1.7
astronomy /ə'strɒnəmɪ/ 5.8
author /'ɔ:θə(r)/ 5.7
average /'ævərɪdʒ/ 3.1
average life expectancy /ævərɪdʒ
'laɪf ɪkspektənsɪ/ 7.1
avoid /ə'vɔɪd/ 3.1

B

ball-point pen /bɔ:lpɔɪnt 'pen/ 4.10
bar chart /'bɑ: tʃɑ:t/ 3.10
beam (~ of light) /bi:m/ 6.8
bent /bent/ 1.11
blame /bleɪm/ 6.4
blast furnace /'blɑ:st
fɜ:nɪs/ 7.10
blind (v) /blaɪnd/ 7.1
block (~ of gold) /blɒk/ 2.8
blow (n) /bləʊ/ 6.11
boiling point /'bɔɪlɪŋ
pɔɪnt/ 1.9
boom /bu:m/ 3.9
botany /'bɒtənɪ/ 5.8
break away from /'breɪk əweɪ
frəm/ 1.8
breath /breθ/ 3.7
breeze /bri:z/ 2.11
British /'brɪtɪʃ/ 8.1
bullet /'bʊlɪt/ 6.6

buoyant /'bɔɪənt/ 2.8
burglar /'bɜ:glə(r)/ 4.1

C

calendar /'kælɪndə(r)/ 4.10
caption /'kæpʃn/ 5.3
carbon monoxide /'kɑ:bən
mɒnɒksaɪd/ 7.10
cardiovascular /kɑ:diəʊv əskjə
lə(r)/ 6.11
cartography /kɑ:'tɒgrəfi/ 5.8
casing /keɪsɪŋ/ 4.8
cassette tape /kə'set teɪp/ 6.10
catalyst /'kætəlɪst/ 8.9
cathode /'kæθəʊd/ 7.11
cautious /'kɔ:ʃəs/ 5.1
cell phone /'sel fəʊn/ 4.8
ceremony /'serəmənɪ/ 1.1
character /'kærəktə(r)/ 5.6
charcoal /'tʃɑ:kəʊl/ 7.10
chart /tʃɑ:t/ 3.9
check /tʃek/ 7.7
chest pain /'tʃest
peɪn/ 7.3
chill /tʃɪl/ 7.8
choir /'kwaɪə(r)/ 5.3
choking /'tʃəʊkɪŋ/ 7.6
civilization /sɪvəl'aɪzɪʃn/ 5.10
claim /kleɪm/ 1.7
classic /'klæsɪk/ 5.7
click /kɪk/ 3.11
climate change /'klaɪmət tʃeɪndʒ/ 1.7
cluster /'klʌstə(r)/ 5.11
coal /kəʊl/ 7.10
coastal area /kəʊstl 'eəriə/ 2.1
coke /kəʊk/ 7.10

colloquial /kə'ləʊkwɪəl/ 8.7
coma /'kəʊmə/ 7.8
compact disc /kəm'pækt 'dɪsk/ 6.10
competition /kəm'pə'tɪʃn/ 6.6
compression /kəm'presn/ 7.3
condensation /kɒndən'seɪʃn/ 1.8
condense /kən'dens/ 1.8
conflict /'kɒnflɪkt/ 5.1
confused /kən'fju:zd/ 5.3
confusing /kən'fju:zɪŋ/ 5.3
consonant /'kɒnsənənt/ 8.6
constant /'kɒnstənt/ 1.9
continuous /kən'tɪnju:əs/ 3.1
continuous circulation /kən'tɪnju:əs
sɜ:kjə'leɪʃn/ 6.9
cooperation /kəʊɒpə'reɪʃn/ 7.1
core /kɔ:(r)/ 2.9
cork /kɔ:k/ 2.8
couple (married ~) /'kʌpl/ 3.1
crash /kræʃ/ 4.6
crater /'kreɪtə(r)/ 5.9
crawl /krɔ:l/ 7.7
cream /kri:m/ 7.6
cube /kjʊ:b/ 1.10
current (ocean ~) /'kʌrənt/ 2.11
cut off /kʌt 'ɒf/ 1.6

D

decision /dɪ'sɪʒn/ 3.7
decline /dɪ'klaɪn/ 3.8
delete /dɪ'li:t/ 3.11
delirium /dɪ'lɪrɪəm/ 7.8
density /'densɪtɪ/ 2.8

detective /dɪ'tektɪv/ 1.1
 die out /daɪ 'aʊt/ 1.7
 digital /'dɪdʒɪtl/ 6.10
 dinosaur /'daɪnəsɔ:(r)/ 1.7
 direct (a film) /daɪ'rekt/ 5.8
 disappear /dɪsə'pɪə(r)/ 1.7
 discharge (n) /dɪs'tʃɑ:ʒ/ 6.8
 discuss /'dɪskʌs/ 6.11
 displace /dɪs'pleɪs/ 2.8
 disturb /dɪ'stɜ:b/ 5.3
 document /'dɒkjʊ:mənt/ 3.11
 dose /dəʊs/ 7.8
 doubtful /'daʊtfl/ 5.1
 drama /'drɑ:mə/ 5.7
 dressing /'dresɪŋ/ 7.6
 dressing room /'dresɪŋ ru:m/ 6.1
 drift /drɪft/ 2.9
 driving test /'draɪvɪŋ test/ 4.1

E
 edit /'edɪt/ 3.11
 electrolysis /ɪlek'trɒləsɪs/ 7.11
 electrolyte /ɪ'lektrəlaɪt/ 7.11
 electronics /ɪlek'trɒnɪks/ 8.8
 eliminate /ɪ'lɪmɪneɪt/ 7.8
 emergency /ɪ'mɜ:ʒənsɪ/ 2.7
 emergency services /ɪ'mɜ:ʒənsɪ sɜ:vɪsɪz/ 7.3
 encourage /ɪn'kʌrɪdʒ/ 6.4
 enormous /ɪ'nɔ:məs/ 2.9
 equal /'i:kwəl/ 1.10
 equation /ɪ'kwɛɪʒn/ 5.8
 equilateral /ɪ:kwɪlətərəl/ 1.10
 equivalent /ɪ'kwɪvələnt/ 3.1

eradicate /ɪ'rædɪkeɪt/ 7.1
 escape /ɪ'skeɪp/ 4.7
 European /jʊərə'piən/ 8.1
 evaporation /ɪvəpə'reɪʃn/ 1.8
 eventually /ɪ'ventʃʊəli/ 5.7
 evidence /'evɪdəns/ 1.7
 exaggerated /ɪg'zædʒəreɪtɪd/ 5.1
 expect /ɪk'spekt/ 3.9
 explain /ɪk'spleɪn/ 6.4
 explosion /ɪk'spləʊʒn/ 4.11
 explosive /ɪk'spləʊsɪv/ 4.11
 export /ɪk'spɔ:t/ 3.5
 extinct /ɪk'stɪŋkt/ 5.10
 extract /ɪ'ekstrækt/ 5.1
 extreme /ɪk'stri:m/ 2.1
 extremely /ɪk'stri:mli/ 5.8

F
 fail /feɪl/ 4.1
 failure /'feɪljə(r)/ 4.1
 fair play /feə(r) 'pleɪ/ 6.1
 familiar /fə'mɪliə(r)/ 5.8
 fan /fæn/ 5.1
 fatal /'feɪtl/ 7.8
 favour /'feɪvə(r)/ 4.3
 fertilization /fɜ:təlaɪ'zeɪʃn/ 5.11
 fiction /'fɪkʃn/ 5.1
 figure /'fɪgə(r)/ 3.9
 fire extinguisher /'faɪə(r) ɪk'stɪŋgwɪʃə/ 4.11
 first-aid course /fɜ:st 'eɪd kɔ:s/ 7.6
 fixed line /fɪkst 'laɪn/ 4.8
 flammable /'flæməbl/ 4.11
 flash flood /flæʃ 'flʌd/ 2.6
 fluent /flu:ənt/ 8.1

fog /fɒg/ 2.11
 force (v) /fɔ:s/ 7.10
 fossilized /'fɒsəlaɪzd/ 1.7
 frequent /'fri:kwənt/ 7.10
 friction /'frɪkʃn/ 6.9

G
 gaseous /gæsiəs/ 1.8
 genie /'dʒi:ni/ 4.4
 genus /'dʒi:nəs/ 5.8
 glacier /'glæsiə(r)/ 2.9
 globe /glɒb/ 5.8
 glove box /'glɒv bɒks/ 4.11
 gradient /'greɪdɪənt/ 4.10
 gradual /'grædʒʊəl/ 1.7
 graphite /'græfaɪt/ 7.10
 gravitation /grævɪ'teɪʃn/ 5.8
 Great Pyramid /greɪt 'pɪrəmid/ 1.4
 grind (v) /graɪnd/ 6.9
 grindstone /'graɪndstəʊn/ 6.9

H
 haircut /'heəkʌt/ 4.3
 half-time /hɑ:f 'taɪm/ 6.1
 hand signal /'hænd sɪgnəl/ 6.1
 handset /'hændset/ 4.8
 hard (difficult) /hɑ:d/ 5.7
 hardly /'hɑ:dlɪ/ 6.8
 hazard /'hæzəd/ 4.11
 high ground /haɪ 'graʊnd/ 2.1
 hilarious /haɪ'leəriəs/ 5.8
 hologram /'hɒləgræm/ 6.8
 homeless /'həʊmləs/ 7.5
 horrible /'hɒrəbl/ 2.1
 horrifying /'hɒrɪfaɪɪŋ/ 3.1

housing /'haʊzɪŋ/ 3.9
 however /'haʊ'vevə(r)/ 6.3
 hull /hʌl/ 2.10
 humid /'hju:mɪd/ 3.8
 hunger /'hʌŋg(r)/ 2.6
 hurricane /'hʌrɪkən/ 2.4

I
 ice sheet /'aɪs ʃi:t/ 2.9
 iceberg /'aɪsbɜ:g/ 2.9
 identical /aɪ'dentɪkl/ 6.8
 illustrate /ɪ'ləstreɪt/ 3.9
 improve /ɪm'pru:v/ 4.1
 impurities /ɪm'pɜ:əreɪtɪz/ 7.11
 in fact /ɪn 'fækt/ 1.7
 in my view /ɪn 'maɪvju:/ 1.7
 in parts /ɪn 'pɑ:tz/ 5.6
 incurable /ɪn'kjʊərəbl/ 7.8
 Indonesia /ɪndə'nɪ:ʒə/ 2.6
 infectious disease - /ɪn'fekʃəs dɪ'zi:z/ 1.7
 insert (v) /ɪn'sɜ:t/ 3.11
 insist /ɪn'sɪst/ 6.1
 intense /ɪn'tens/ 5.1
 intersect /ɪntə'sekt/ 1.1
 interval /ɪntəvl/ 1.9
 inversely proportional /ɪn'vɜ:slɪ prəpɔ:ʃənəl/ 8.9
 iron oxide /aɪən 'ɒksaɪd/ 7.10
 isotonic /aɪsə'tɒnɪk/ 6.11

J
 javelin /'dʒævlɪn/ 6.11
 jet lag /'dʒet læg/ 3.1
 join (a team) /dʒɔ:ɪn/ 6.6
 joint /dʒɔ:ɪnt/ 6.11
 journal /'dʒɜ:nl/ 8.8

K

kill (off) /kɪl/ 1.7
 kind (n) /kaɪnd/ 5.1
 kingdom
 /'kɪŋdəm/ 5.11
 knock (n) /nɒk/ 6.11

L

land line
 /'lændlaɪn/ 4.8
 latent heat
 /'leɪnt hi:t/ 8.8
 Latin /'lætɪn/ 5.8
 leaflet /'li:flət/ 3.7
 league /li:g/ 6.1
 leprosy /'leprəsi/ 7.9
 library /'laɪbrəri/ 5.9
 ligament
 /'lɪgəmənt/ 6.11
 limestone
 /'laɪmstəʊn/ 7.10
 line (straight ~)
 /laɪn/ 1.1
 lingua franca /lɪŋgwə
 'fræŋkə/ 8.8
 litter /'lɪtə(r)/ 3.6
 lorry /'lɒri/ 1.6
 lose consciousness
 /lu:z
 'kɒnfəsənəs/ 7.3
 lotion /'ləʊʃən/ 7.6
 loved ones
 /'lʌvd wʌnz/ 3.1
 luckily /'lʌkɪli/ 2.7
 lucky /'lʌki/ 4.6
 lung /lʌŋ/ 3.7

M

markings
 /'mɑ:kɪŋz/ 1.1
 match /mætʃ/ 6.1
 maturity
 /mə'tjʊərəti/ 5.11
 maximum
 /'mæksɪmə/ 3.10
 mean (n maths) /mi:n/ 3.10
 median /'mi:diən/ 3.10
 melting point /'meltɪŋ
 pɔɪnt/ 1.9
 menu (computer ~)
 /'menju:/ 3.11
 metallic
 /mə'tæliks/ 7.10

microprocessor
 /mɪkrəʊsə'sɜː
 pɹəseseɪ(r)/ 6.10
 mild /maɪld/ 2.2
 mist /mɪst/ 2.11
 modal verb
 /'mɒdɪ vɜ:b/ 8.4
 mode (maths)
 /mɒd/ 3.10
 moist /mɔɪst/ 2.11
 monument
 /'mɒnju:mənt/ 1.4
 MP3 player /empi:
 'θri:plɛə(r)/ 6.10

N

narrator
 /nə'reɪtə(r)/ 5.2
 nasty /'nɑ:sti/ 3.7
 navel /'neɪvl/ 7.3
 nearly /'ni:li/ 4.9
 nervous /'nɜ:vəs/ 6.6
 Nigerian
 /nɪ'dʒɪəriən/ 8.1
 non-fiction
 /nɒn'fɪkʃən/ 5.1
 nosebleed
 /'nɒzblɪ:d/ 7.3

O

obelisk /ɒbəlɪsk/ 4.10
 offshore /ɒf'ʃɔ:(r)/ 2.11
 Oman /ɒ'mɑ:n/ 2.1
 on the other hand
 /ɒn ðɪ 'ʌðə(r)
 hænd/ 6.3
 on time /ɒn 'taɪm/ 4.6
 opinion /ə'pɪnjən/ 5.7
 optical fibre /ɒptɪkl
 'faɪbə(r)/ 6.8
 option /'ɒpʃn/ 3.11
 order /'ɔ:də(r)/ 6.1
 originate
 /ə'ɪdʒɪneɪt/ 2.7
 out (of a game) /aʊt/ 6.1
 outdoors /aʊt'dɔ:z/ 2.1

P

parallel /'pærəlel/ 1.1
 parallelogram
 /pærə'leləgræm/
 1.10
 pass /pɑ:s/ 4.1

paste (v) /peɪst/ 3.11
 peak /pi:k/ 3.8
 perfect /'pɜ:fɪkt/ 7.10
 period (~ of time)
 /'pɪəriəd/ 1.9
 perpetual motion
 /pəpetʃu:əl
 'mɒʃn/ 6.9
 Peruvian
 /pə'ru:vɪən/ 1.1
 photodetector
 /'fəʊtəʊdɪtektə(r)/
 6.10
 phylum (pl. phyla)
 /'faɪləm/ 5.11
 pie chart /'paɪtʃɑ:t/ 3.9
 pit /pɪt/ 6.10
 pitch /pɪtʃ/ 6.1
 polio /'pəʊliəʊ/ 7.1
 polycarbonate
 /pɒli'kɑ:bənət/ 4.8
 polygon /'pɒlɪgən/ 1.10
 polystyrene
 /pɒli'staɪrɪn/ 2.8
 precious /'preʃəs/ 1.4
 precise /pri'saɪs/ 6.8
 predictable
 /pri'dɪktəbl/ 5.8
 presenter
 /pri'zentə(r)/ 4.1
 press (down) /pres/ 7.3
 previous /'pri:vɪəs/ 6.5
 prism /'prɪzəm/ 1.10
 productive
 /prə'dʌktɪv/ 5.11
 pronunciation
 /prənʌnsɪ'eɪʃn/ 8.1
 protected
 /prə'tektəd/ 7.10
 proud (of) /praʊd/ 4.1
 proudly /praʊdli/ 4.1
 psychology
 /saɪ'kɒlədʒɪ/ 5.1
 pulse /pʌls/ 6.8

Q

quadrilateral
 /kwɒdrɪ'lætərəl/
 1.10

R

radiate /reɪdɪeɪt/ 2.11

radioactive
 /reɪdɪəʊ'æktɪv/ 4.11
 rally /'ræli/ 2.6
 randomly (placed)
 /'rændəmlɪ/ 1.1
 range (maths)
 /reɪnʒ/ 3.10
 rank (v) /ræŋk/ 3.10
 rapidly /'ræpɪdli/ 3.9
 react /rɪ'ækt/ 7.7
 reassure /rɪə'ʃʊə(r)/
 7.6
 reciprocal
 /rɪ'sɪprəkl/ 8.9
 recommend
 /rekə'mend/ 4.8
 recommendation
 /rekəmen'deɪʃn/
 5.7
 rectangle
 /'rektæŋgl/
 Red Crescent movement
 /red 'kresəntm
 u:vmənt/ 7.8
 relationship
 /rɪ'leɪʃnʃɪp/ 3.1
 release /rɪ'li:s/ 8.9
 religious ceremony
 /rɪlɪdʒəs
 'serəmənɪ/ 1.1
 remind /rɪ'maɪnd/ 6.4
 replace /rɪ'pleɪs/ 3.4
 resistance
 /rɪ'zɪstəns/ 6.11
 rest /rest/ 7.3
 ridiculous
 /rɪ'dɪkjələs/ 5.9
 rotating screw
 /rəʊ'teɪtɪŋ
 sku:z/ 6.9
 ruby /ru:bi/ 6.8
 run (water) /rʌn/ 3.6

S

Saudi Arabia /səʊdɪ
 ə'reɪbiə/ 6.1
 scatter /'skætə(r)/ 6.10
 score /skɔ:(r)/ 6.6
 script /skrɪpt/ 8.7
 sector /'sektə(r)/ 3.9
 semi-precious (stones)
 /semi'preʃəs/ 1.4

service (~ sector) /ˈsɜːvɪs/ 3.9	sticky /ˈstɪki/ 7.6	track (v) /træk/ 2.9	wavelength /ˈweɪvlɛŋθ/ 6.8
set (n) /set/ 3.10	stone /stəʊn/ 1.1	trapezium /trəˈpiːziəm/ 1.10	weather report 4.1
set (story or film) /set/ 5.7	storyline /ˈstɔːrɪlaɪn/ 5.6	trend /trend/ 3.8	What a pity! /ˈwɒt ə piːti/ 2.6
set up /ˈset ʻʌp/ 7.1	strain (v) /streɪn/ 6.11	triangular /traɪˈæŋɡjələ(r)/ 1.10	whereas /weərˈæz/ 6.3
setback /ˈsetbæk/ 7.8	struggle /ˈstrʌɡl/ 5.1	trick /trɪk/ 6.1	widespread /ˈwaɪdspred/ 2.6
shade (v) /ʃeɪd/ 3.11	stuck /stʌk/ 1.9	trigger (v) /ˈtrɪɡə(r)/ 6.8	wish /wɪʃ/ 4.4
shaking /ʃeɪkɪŋ/ 6.6	stuff /stʌk/ 3.7	tropical /ˈtrɒpɪk/ 7.8	workforce /ˈwɜːkfɔːs/ 3.9
shipping lane /ʃɪpɪŋ ˈleɪn/ 2.9	stunning /stʌnɪŋ/ 5.8	trunk /trʌŋk/ 5.11	World Health Organization /wɜːld ˈhelθ ɔːɡənaɪzɪʃn/ 7.1
shocked /ʃɒkt/ 5.3	sublimation /sʌbˈlɪmeɪʃn/ 1.8	twist /twɪst/ 6.11	world-famous /wɜːldˈfeɪməs/ 5.8
shocking /ˈʃɒkɪŋ/ 5.3	sublime /səˈblaɪm/ 1.8	two dimensional /tuː daɪˈmenʃənl/ 1.10	worrying /ˈwɒrɪɪŋ/ 3.1
shoot /ʃuːt/ 6.6	submarine /sʌbməˈrɪn/ 2.10	type (v) /taɪp/ 3.11	worth (doing something) /wɜːθ/ 5.6
shot-put /ˈʃɒtpʊt/ 6.11	subscriber /səbˈskraɪbə(r)/ 4.8	tyre /ˈtaɪə(r)/ 1.6	wrestling /ˈrestlɪŋ/ 6.11
silica /ˈsɪlɪkə/ 7.10	subscription /səbˈskrɪpʃn/ 4.8	U	Z
Sim card /ˈsɪm kɑːd/ 4.8	Sudan /suːˈdɑːn/ 2.6	unattractive /ʌnəˈtræktɪv/ 3.7	zoology /zɒʊlədʒi/ 8.8
slag /slæg/ 7.10	supplies /səˈplaɪz/ 7.5	unfortunately /ʌnˈfɔːtʃənətli/ 2.7	
sloping /sləʊpɪŋ/ 1.11	suppress /səˈpres/ 7.8	unlucky /ʌnˈlʌki/ 4.1	
smog /smɒɡ/ 2.11	surprisingly /səˈpraɪzɪŋli/ 2.1	upthrust /ˈʌpθrʌst/ 2.10	
sociologist /səʊsɪˈɒlədʒɪst/ 3.1	suspicion /səˈsɪʃn/ 1.2	up-to-date /ʌptəˈdeɪt/ 5.8	
sodium hydroxide /səʊdɪəm haɪˈdrɒksaɪd/ 7.11	sweat /swet/ 2.1	usage /ˈjuːsɪdʒ/ 4.9	
solidify /sɒˈlɪdɪfaɪ/ 7.10	sweating /ˈswetɪŋ/ 7.8	V	
South African /saʊθ ˈæfrɪkən/ 8.1	T	vapour /ˈveɪpə(r)/ 2.11	
space ship /ˈspæs ʃɪp/ 1.1	table (maths) /ˈteɪbl/ 3.11	variety /vəˈraɪəti/ 8.1	
special effects /ˈspeʃl ɪˈfekts/ 5.8	tablet /ˈtæblət/ 7.3	vary /vɛəri/ 2.9	
specific gravity /spəsɪfɪk ˈɡrævətɪ/ 2.8	take cover /teɪk ˈkʌvə(r)/ 7.7	view /vjuː/ 3.11	
spectator /spekˈteɪtə(r)/ 1.4	take it or leave it /ˈteɪk ɪt ɔː liːv ɪt/ 6.1	vinyl record /ˈvaɪnl rekɔːd/ 6.10	
spell check /ˈspel tʃek/ 3.11	talent /ˈtælənt/ 4.1	visual display /vɪʒuəl dɪˈsplɛɪ/ 4.8	
stand for /ˈstænd fə(r)/ 6.8	tap /tæp/ 3.6	volcanic eruption /vɒlkænɪk ɪˈrʌpʃn/ 1.7	
standard (variety) /ˈstændəd/ 8.1	tar /tɑː(r)/ 3.7	vowel /ˈvaʊəl/ 8.1	
state /steɪt/ 1.8	target /ˈtɑːɡɪt/ 6.6	W	
statistic /stəˈtɪstɪk/ 3.1	tax /tæks/ 3.5	wait /weɪt/ 3.1	
stay away from /steɪ əˈweɪ frɒm/ 7.7	text message /ˈtekst mesɪdʒ/ 4.8	waking life /ˈweɪkɪŋ laɪf/ 3.1	
steadily /ˈstedəli/ 1.11	textbook /ˈtekstbʊk/ 5.8	warn ⁴ /wɔːn/ 6.	
steep /stiːp/ 1.10	threaten /ˈθreɪn/ 6.1	watch out (for something) /wɒtʃ ˈaʊt/ 7.7	
step (n) /step/ 1.11	three dimensional /θriː daɪˈmenʃənl/	watermill /ˈwɔːtəmɪl/ 6.9	
stepped (adj) /stept/ 1.11	throat /θrəʊt/ 7.3		
	tin /tɪn/ 4.8		
	tiring /ˈtaɪrɪŋ/ 5.3		
	tomb /tuːm/ 1.1		
	tornado /tɔːˈnɛɪdəʊ/ 2.4		

Word list: By unit

Unit 1

according to 1.7
actually 1.3
alien 1.1
amber 1.7
amphitheatre 14
angle 1.10
apparently 1.3
arena 14
asteroid 1.7
bent 1.11
boiling point 1.9
break away from 1.8
ceremony 1.1
claim 1.7
clearly 1.3
climate change 1.7
condensation 1.8
condense 1.8
constant 1.9
cube 1.10
cut off 1.6
detective 1.1
die out 1.7
equal 1.10
equilateral 1.10
evaporation 1.8
evidence 1.7
fossilized 1.7
gaseous 1.8
gradual 1.7
Great Pyramid 14
in fact 1.7
in my view 1.7
infectious disease 1.7
intersect 1.1
interval 1.9
kill (off) 1.7
line (straight) 1.1
markings 1.1
melting point 1.9
monument 14
parallel 1.1
parallelogram 1.10
period (~ of time) 1.9
Peruvian 1.1
polygon 1.10
precious 14
prism 1.10
quadrilateral 1.10
randomly (placed) 1.1
rectangle
religious ceremony 1.1

semi-precious (stones) 14
sloping 1.11
space ship 1.1
spectator 14
state 1.8
steadily 1.11
steep 1.10
step (n) 1.11
stepped (adj) 1.11
stone 1.1
stuck 1.9
sublimation 1.8
sublime 1.8
suspicion 1.12
three dimensional
tomb 1.1
trapezium 1.10
triangular 1.10
two dimensional 1.10
tyre 1.6
volcanic eruption 1.7

Unit 2

afraid (of) 2.3
airship 2.10
Alaska 2.1
annoying 2.5
Archimedes' Principle 2.8
block (~ of gold) 2.8
breeze 2.11
buoyant 2.8
coastal area 2.1
core 2.9
cork 2.8
current (ocean ~) 2.11
density 2.8
displace 2.8
drift 2.9
emergency 2.7
enormous 2.9
extreme 2.1
flash flood 2.6
fog 2.11
glacier 2.9
high ground 2.1
horrible 2.1
hull 2.10
hunger 2.6
hurricane 24
ice sheet 2.9
iceberg 2.9
Indonesia 2.6
luckily 2.7

mild 2.2
mist 2.11
moist 2.11
offshore 2.11
Oman 2.1
originate 2.7
outdoors 2.1
polystyrene 2.8
radiate 2.11
rally 2.6
shipping lane 2.9
smog 2.11
specific gravity 2.8
submarine 2.10
Sudan 2.6
surprisingly 2.1
sweat 2.1
tornado 24
track (v) 2.9
unfortunately 2.7
upthrust 2.10
vapour 2.11
vary 2.9
What a pity! 2.6
widespread 2.6

Unit 3

adjust 3.1
affected 3.8
amusing 3.1
arrow 3.11
average 3.1
avoid 3.1
bar chart 3.10
boom 3.9
breath 3.7
chart 3.9
click 3.11
continuous 3.1
couple (married ~) 3.1
decline 3.8
delete 3.11
document 3.11
edit 3.11
equivalent 3.1
expect 3.9
export 3.5
figure 3.9
horrifying 3.1
housing 3.9
humid 3.8
illustrate 3.9
insert 3.11

jet lag 3.1
leaflet 3.7
litter 3.6
loved ones 3.1
lung 3.7
maximum 3.10
mean (n maths) 3.10
median 3.10
menu (computer ~) 3.11
mode (maths) 3.10
nasty 3.7
option 3.11
paste (v) 3.11
peak 3.8
pie chart 3.9
range (maths) 3.10
rank (v) 3.10
rapidly 3.9
relationship 3.1
replace 34
run (water) 3.6
sector 3.9
service (~ sector) 3.9
set (n) 3.10
shade (v) 3.11
sociologist 3.1
spell check 3.11
statistic 3.1
stuff 3.7
table (maths) 3.11
tap 3.6
tar 3.7
tax 3.5
trend 3.8
type (v) 3.11
unattractive 3.7
view 3.11
wait 3.1
waking life 3.1
workforce 3.9
worrying 3.1

Unit 4

align 4.8
approximately 4.9
ashamed of 4.1
ball-point pen 4.10
burglar 4.1
calendar 4.10
casing 4.8
cell phone 4.8
crash 4.6
discussion 4.3

driving test 4.1
explosion 4.11
explosive 4.11
fail 4.1
failure 4.1
favour 4.3
fire extinguisher 4.11
fixed line 4.8
flammable 4.11
genie 4.4
glove box 4.11
gradient 4.10
haircut 4.3
handset 4.8
hazard 4.11
land line 4.8
nearly 4.9
obelisk 4.10
on time 4.6
pass 4.1
polycarbonate 4.8
presenter 4.1
proud of 4.1
proudly 4.1
radioactive 4.11
Sim card 4.8
subscriber 4.8
subscription 4.8
talent 4.1
text message 4.8
tin 4.8
unlucky 4.1
usage 4.9
visual display 4.8
weather report 4.1
wish 4.4

Unit 5

achievement 5.9
annoyed 5.1
astronomy 5.8
author 5.7
botany 5.8
caption 5.3
cartography 5.8
cautious 5.1
character 5.6
choir 5.3
civilization 5.10
classic 5.7
cluster 5.11
conflict 5.1
confused 5.3

confusing 5.3
crater 5.9
direct (a film) 5.8
disturb 5.3
doubtful 5.1
drama 5.7
equation 5.8
eventually 5.7
exaggerated 5.1
extinct 5.10
extract 5.1
extremely 5.8
familiar 5.8
fan 5.1
fertilization 5.11
fiction 5.1
genus 5.8
globe 5.8
gravitation 5.8
hard (difficult) 5.7
hilarious 5.8
in parts 5.6
intense 5.1
kind (n) 5.1
kingdom 5.11
Latin 5.8
library 5.9
maturity 5.11
narrator 5.2
non-fiction 5.1
opinion 5.7
phylum (pl. phyla) 5.11
predictable 5.8
productive 5.11
psychology 5.1
recommendation 5.7
ridiculous 5.9
set (story or film) 5.7
shocked 5.3
shocking 5.3
special effects 5.8
storyline 5.6
struggle 5.1
stunning 5.8
textbook 5.8
tiring 5.3
trunk 5.11
up-to-date 5.8
world-famous 5.8
worth (doing something) 5.6

Unit 6

accuse 6.1
admit 6.1
alternatively 6.3
although 6.3
analogue 6.10
announce 6.4
apologize 6.4
Argentina 6.1
argue 6.1
as a result 6.3
beam (~ of light) 6.8
blame 6.4
blow (n) 6.11
bullet 6.6
cardiovascular 6.11
cassette tape 6.10
compact disc 6.10
competition 6.6
continuous circulation 6.9
digital 6.10
discharge (n) 6.8
disc 6.11
dressing room 6.1
encourage 6.4
explain 6.4
fair play 6.1
friction 6.9
grind (v) 6.9
grindstone 6.9
half-time 6.1
hand signal 6.1
hardly 6.8
hologram 6.8
however 6.3
identical 6.8
insist 6.1
isotonic 6.11
javelin 6.11
join (a team) 6.6
joint 6.11
knock (n) 6.11
league 6.1
ligament 6.11
match 6.1
microprocessor 6.10
MP3 player 6.10
nervous 6.6
on the other hand 6.3
optical fibre 6.8
order 6.1
out (of a game) 6.1
perpetual motion 6.9

photodetector 6.10
pit 6.10
pitch 6.1
precise 6.8
previous 6.5
pulse 6.8
recommend 4.8
remind 6.4
resistance 6.11
rotating screw 6.9
ruby 6.8
Saudi Arabia 6.1
scatter 6.10
score 6.6
shaking 6.6
shoot 6.6
shot-put 6.11
stand for 6.8
strain (v) 6.11
take it or leave it 6.1
target 6.6
threaten 6.1
trick 6.1
trigger (v) 6.8
twist 6.11
vinyl record 6.10
warn 6.4
watermill 6.9
wavelength 6.8
whereas 6.3
wrestling 6.11

Unit 7

accurate 7.10
agitated 7.6
anode 7.11
average life expectancy 7.1
blast furnace 7.10
blind (v) 7.1
carbon monoxide 7.10
cathode 7.11
charcoal 7.10
check 7.7
chest pain 7.3
chill 7.8
choking 7.6
coal 7.10
coke 7.10
coma 7.8
compression 7.3
cooperation 7.1
crawl 7.7

cream 7.6
delirium 7.8
dose 7.8
dressing 7.6
electrolysis 7.11
electrolyte 7.11
eliminate 7.8
emergency services 7.3
eradicate 7.1
escape 7.7
fatal 7.8
first-aid course 7.6
force (v) 7.10
frequent 7.10
graphite 7.10
homeless 7.5
impurities 7.11
incurable 7.8
iron oxide 7.10
leprosy 7.9
limestone 7.10
lose consciousness 7.3
lotion 7.6
metallic 7.10
navel 7.3
nosebleed 7.3
perfect 7.10
polio 7.1
press (down) 7.3
protected 7.10
react 7.7
reassure 7.6
Red Crescent movement
7.8
set up 7.1
setback 7.8
silica 7.10
slag 7.10
sodium hydroxide 7.11
solidify 7.10
stay away from 7.7
sticky 7.6
supplies 7.5
suppress 7.8
sweating 7.8
tablet 7.3
take cover 7.7
throat 7.3
tropical 7.8
watch out (for
something) 7.7
World Health
Organization 7.1

Unit 8

aeronautics 8.8
African 8.1
agronomy 8.88
American 8.1
Asia 8.1
billion 8.1
British 8.1
catalyst 8.9
colloquial 8.7
consonant 8.6
electronics 8.8
European 8.1
fluent 8.1
inversely
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Tapescript

CSI

Part 1

Detective: I want to go over your story again, Abdullah.
Abdullah: I'm not under suspicion, am I?
Detective: No. I just need to check a few things.
Abdullah: All right. But I'm very busy, you know.
Detective: I'll be as quick as I can. Now ... Hassan was killed in his office at 6 p.m. And ... you were at your brother's house at that time, weren't you?
Abdullah: That's right.
Detective: And that's about 30 kilometres away, isn't it?
Abdullah: Thirty-five, I think.
Detective: Thirty-five ... What time did you get home?
Abdullah: About 7.30.
Detective: Seven-thirty. Right ...

Part 2

Detective: Right ... Can you think of any more information about that night that might help us?
Abdullah: No. I've told you everything I know.
Detective: Has anyone said anything to you about the murder?
Abdullah: Only you and Ragaa, my secretary.
Detective: You haven't spoken to anyone else about it?
Abdullah: Let me think. No ... No, I haven't.
Detective: Who do *you* think killed Hassan?
Abdullah: I don't know. There were a lot of people who didn't like him.
Detective: Hmm. I don't understand how the killer did it. I mean, Hassan was a big man. A strong man. Why didn't he defend himself?
Abdullah: Well, he probably didn't see the killer.
Detective: How can you be sure of that?
Abdullah: Well, the knife was in his back, wasn't it? So the killer must have stabbed him from behind.
Detective: That's true ...

Part 3

Detective: That's true ... The knife was in his back. But how did *you* know that?
Abdullah: You said so.
Detective: No, I didn't.
Abdullah: You're right. Uh ... Ragaa must've told me. Yes. She told me.
Detective: She can't have told you because she didn't know.
Abdullah: Well, someone must have told me. I just can't remember who.
Detective: But you said you hadn't spoken to anyone else.
Abdullah: Well, I ...
Detective: You knew because you were there, weren't you?

Abdullah: What do you mean?
Detective: You knew because you put that knife in his back, didn't you?
Abdullah: No!

CS2

Abdullah: I'm not under suspicion, *am I*?
Detective: You were there, *weren't* you?

CS3

Part 1

Radio: Here is the weather forecast for the weekend, followed by the outlook for the next week.
Listener: Let's listen.
Radio: The weather on Thursday will be similar to today – cloudy in most parts of the country with thunderstorms and heavy rain in some mountain areas.
Listeners: Oh no. What a pity.
Radio: There is a risk of flash floods in wadis and some roads may be closed at wadi crossings.
Listener: How annoying!
Radio: However, coastal areas in the north will have clear skies in the afternoon with little or no wind.
Listener: Oh good! That's better.
Radio: Friday should be a mostly dry day, but there may be a few showers on the south coast. Temperatures on Thursday and Friday will be between 20 and 24 degrees Centigrade, which is average for this time of year. The outlook for next week – temperatures will begin to rise, and a long period of dry weather is expected.
Listener: OK, what shall we do on Thursday?

Part 2

Radio: Good evening. Well, the high winds that we've been having for the last few days are still coming in from the northwest, bringing very cold weather across the Atlantic from Canada.
Listener: Oh no!
Radio: This means another very cold day tomorrow, especially in northern and northwestern parts of the country, where temperatures will reach a maximum of three degrees in the daytime, dropping to minus three at night in the north and west, and minus one in the southeast.
Listener: What terrible weather!
Radio: There will be snow in the north during the night and more rain in the south, so drivers should expect ice on the roads in the early morning. There will be high winds on the north coast,

and there is a storm warning for ships in these areas. Friday will be very similar to Thursday, with more rain and snow on high ground.

Listener: More rain. How boring!

Radio: The outlook for Saturday and Sunday is better, with the wind coming from the southwest and bringing warmer weather with it. The rain, however, is likely to continue for a few more days.

Listener: *More* rain. I don't believe it. When's it going to stop?

CS4

Part 1

Announcer: You can easily reduce the effects of jet lag by following four simple steps during your flight. First, change the time on your watch. Soon after take-off, set your watch to the time at your destination. Don't wait until you arrive at your destination; do it before you arrive. This will help you to start adjusting to the new time.

Sitting in one position for many hours can add to the feeling of tiredness when you arrive. To avoid this, do exercises on the plane: do leg exercises, stretching and bending your legs like this ...; stretch and bend your arms, like this ...; move your head slowly in different directions, like this ...; exercise your back, your neck and your abdomen, like this ... You can do all these exercises without leaving your seat.

Eat light food. Heavy food, like steak, is not so good before and during the flight. This is because your body has to adjust to a new pattern, and big heavy meals make that job harder.

Finally, during your flight, drink plenty of water and soft drinks. The atmosphere on planes is dry, so it's important to keep up the level of fluids in your body.

Part 2

Announcer: Now, here is some advice for reducing jet lag when you arrive at your destination. When you arrive, try to adjust to the new pattern. If it's daytime, but night-time back home, you may want to sleep. But the golden rule is: don't sleep in the day; wait until night. If you do this, you'll sleep better at night and feel fresher the next day. It's better not to drink coffee in the evening. Coffee in the daytime is fine, but not in the evening, because coffee keeps you awake and a good night's sleep will help to minimize the effects of jet lag. It's a good idea to take some exercise on your first day. This will make you feel better after your long flight, and will help you to sleep on your first night. You can

help your body clock to adjust quickly if you use the light in your environment. For your body clock, light means day and dark means night, so you should go out and get plenty of sunlight during the day, but avoid bright lights at night.

CS5

1. Don't wait *until* you arrive. Do it *before* you arrive.
2. Don't sleep in the *day*. Wait until *night*.
3. Eat *light* food. *Heavy* food is not good.
4. *Light* means *day*, and *dark* means *night*.

CS6

Part 1

A: Have you heard of the *Not Very Good Club*?

B: The what?

A: The *Not Very Good Club*.

B: No. What is it?

A: Well, it's a club that was started a few years ago in Britain. It was for people who are not very good at something.

B: What sort of thing?

A: Anything. They had a not very good artist, somebody who couldn't sing very well, a fisherman who couldn't catch fish ... lots of people like that.

B: This is true, is it?

A: Yes. Really, it's true.

B: How many people were in the club?

A: Well, it started with 20 members in London. They had their first meeting in a not very good restaurant in London. After that, lots more people joined the club. They put on a concert where everybody played a musical instrument badly. And they had an art exhibition where they showed not very good paintings.

Part 2

B: Is the club still going?

A: No. It went on for three years, but in the end, they had to close it.

B: Why? Did everyone get bored with it?

A: Oh no. On the contrary, it became too successful.

B: What do you mean?

A: Well, unfortunately, the club became famous. They had applications from 20,000 people.

B: From how many people?

A: Twenty thousand.

B: Wasn't that good?

A: Yes, it was good, but the club was supposed to be not very good.

B: Oh. I see. If the club had had 20,000 members, it would have been a good club. It wouldn't have been a not very good club.

A: That's right. So they decided to close the club.

B: Ha! That's crazy!

CS7

Part 1

- Jenny: Have you read this book?
Zahra: Let me see ... Oh yes. It's very famous. Of course, I read it in Arabic. That's an English translation.
Jenny: What's it about?
Zahra: It's about an Egyptian family in Cairo in the early part of the twentieth century.
Jenny: Is that when it was written?
Zahra: No, it was written in the 1950s, I think. Anyway, this family ... they're a traditional Muslim family, but life around them is changing fast, so, I suppose the book's really about – um ... I don't know how to explain it ... um ... old ideas and new ideas.
Jenny: Ah. Tradition and change.
Zahra: Yes. The conflict between tradition and change.
Jenny: Is it fiction or non-fiction?
Zahra: Fiction.
Jenny: Who are the main characters?
Zahra: Well, there's the father. He enjoys life and has a good time, but he's very strict with his family. He has three sons, who are all very different. And then there are the mother and the girls, who never go out of the house. That's the way it was in those days.

Part 2

- Jenny: So what happens? What's the story?
Zahra: Well, it has all the usual family dramas: marriages, births, a divorce and a death. So it's the story of this family. But at the same time, it's a story of political and social change. So you get a wonderful picture of life at that time.
Jenny: It sounds interesting.
Zahra: And you understand the characters and their problems. The girls, for example. On the one hand, the girls love their father, so they obey him, but on the other hand, they are like prisoners in the house and they want a better life. So they have to work out this problem.
Jenny: And what happens in the end? Does it have a happy ending or a sad ending?
Zahra: I can't tell you that! Read it and find out!
Jenny: Do you think I'd enjoy it?
Zahra: Oh yes. It's brilliantly written; and it's interesting to see what life was like in those days. It's well worth reading.
Jenny: Okay, I'll buy it.

CS8

1. an English translation
2. a traditional Muslim family
3. problems
4. prisoners
5. he's very strict
6. political struggles

CS9

Conversation One

- F1: Out!
F2: It was in!
F1: It was definitely out.
F2: It was definitely in.
F1: Okay. Let's start again. Okay?
F2: Yes, okay.

Conversation Two

- M1: Liverpool are playing Manchester United tomorrow. We're going to watch the match. Would you like to come with us, Jamal?
M2: Oh yes. That would be great. What time's the kick-off?
M1: At two-thirty. So we should meet here about twelve and get the bus.
M2: We could go in my car if you prefer.
M1: Er ... Yes. That would be better.

Conversation Three

- M3: Hey, Andy.
M4: What?
M3: The race is just going to start.
M4: Oh, thanks. I'm coming.
M3: Look at that horse.
M4: The black one?
M3: Yes. That's the winner. What do you think?
M4: It's a fine horse.
M3: It's going to win, I'm sure. They're ready ... They're off.

Conversation Four

- W: Hey! Put your helmet on.
B: Okay, mum.
W: And don't do anything careless.
B: No, mum.
W: There's a lot of traffic on the road.
B: I know, mum. Bye.
W: Bye.
B: (*calling after him*) Remember to use hand signals!

Conversation Five

- INT: Well, you've just won a gold medal in the African Games. Well done! That was a fantastic swim.
SWI: Thank you.
INT: Tell us, Zahra, how old are you?
SWI: I'm 15.
INT: And is this your first gold medal?
SWI: No. I won two gold medals in the African Junior Championships last year.
INT: Well, we wish you success in the future.
SWI: Thank you.

CS10

Part 1

- Narrator: The most common cause of choking is food. You know the feeling. You put something in

your mouth and suddenly you're coughing. Usually it's not a serious emergency, but sometimes the victim can't breathe. If that happens, the victim will die unless you act quickly. Food is not the only cause. Children put toys and other small objects in their mouths, and these can cause choking, too. Never allow babies and infants to play with small objects.

If you find someone who is unconscious, how do you know that he has choked? Well, if you find the victim near food, then choking is a possibility. Another sign is face colour. If his face is blue, that means that he's not breathing properly, so again, choking is a possibility.

Part 2

Narrator: If a small child is choking, pick him up by the feet. Hold him upside down and slap his back. Slap him between the shoulders three or four times. Do it quite hard, but be careful not to hurt him. Always use the soft, flat part of your hand. This method usually clears the throat.

If this doesn't work, you should sit the child facing away from you. Put your hands around him so that two fingers of your left hand meet two fingers of your right hand. The fingers should meet just above his navel. Don't use more than two fingers. Press gently, but firmly upwards. One or two quick presses should clear the throat. If a small child is unconscious, lie him on his back. Put the tips of two fingers of each hand just above his navel. Press gently but firmly upwards. One or two quick presses should be enough. Make sure you clear his mouth afterwards. Use your finger for this. When the child is conscious, give him some water to drink. Never give water to someone who is unconscious.

CS11

- | | | | | |
|----|-------|---------|------|------|
| 1. | food | blue | do | good |
| 2. | cough | off | one | on |
| 3. | live | breathe | mean | see |
| 4. | hurt | heard | hear | her |
| 5. | part | hard | hurt | half |

CS12

- English, for me, is very important indeed. I'm a doctor working in India. English is important for me because it's the international language of medical science. If I want to keep up to date with the latest techniques and products, I must be able to read and understand English. English is one of the official languages of India, so I learnt it in school, but I have to read regularly to keep up my knowledge of vocabulary.

- English is important for me in my work. I'm an engineer from Libya, and right now I'm working on a very big engineering project. In fact, the project is so big that we use a lot of foreign workers as well as Libyans. There are some from Europe and some from Asia. I don't speak their languages, and they don't speak Arabic, so we have to communicate in English. The project would be impossible without a common language.
- I'm a secretary and I live in Cairo, so my first language is Arabic. When I left school, I got a job in an office in Cairo and I went to English classes in the evenings. I did that for a year and I passed an exam at the end. My salary was nearly ten times higher than it was before I learned English. I use English for translating documents and writing letters, and sometimes I have to answer the telephone in English. I enjoy my work and I earn good money, so that's why English is important for me.
- Well, my country, Denmark, is a very small country, and nobody else speaks Danish, so if we didn't learn English, we'd have nobody to talk to! Danes like to travel and talk to people from other countries. Danish and English are similar in some ways, so learning English is not difficult at all, and nearly everyone in Denmark speaks English well. There aren't many books or magazines in my language, so it's good to read foreign books and magazines. I like to understand the words of songs when I hear them on the radio too. I'm a student, so I also need to read English for my studies.

CS13

- able, date
- out, now
- India, hear
- why, time

CS14

- really
read
found
weight
sit
write

