English for Libya Secondary 1 Workbook
State of Libya
Ministry of Education
Curricula and Educational Research Centre

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إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية - ليبيا
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## ICON KEY

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

- 🌐 Pairwork activity
- 🏛 Group work activity
- ⚡ Project work
- 🔧 Functional grammar
- 🌐 21st Century Skills
Lesson 1: How do you learn?

A  Listen to people talking about learning languages. Mark the sentences true (T) or false (F).

1. He speaks English and Spanish.
   He thinks Arabic is difficult to write.

2. He speaks Arabic.
   He thinks it is easy to say English words.

3. He doesn’t know much about sport.
   He’s going to the USA to study English.

4. She says it is important to learn English to get a good job.
   She thinks English people speak fast.

5. She understands English well.
   She thinks it is hard to learn vocabulary.

6. She writes in her diary once a month.
   She is the only person who reads the diary.

B  Put the verbs in brackets into the correct form.

1. I ___________ English every weekday. (study)
2. How often ___________ to the self-access centre? (you / go)
3. How much ___________? (that dictionary / cost)
4. Interpreters ___________ a difficult job, because they need to speak many languages very well. (have)
5. He ___________ Arabic. (not / speak)
6. When ___________ to school? (he / go)
7. I ___________ in my learning diary after every class. (write)
8. She ___________ where the self-access centre is. (not / know)
C  Use the following questions to make notes about your own experience of learning languages.

1  Which language(s) do you speak?
2  Which language(s) are you learning?
3  What do you enjoy about learning English?
4  What do you find difficult about learning English?
5  What do you do to help you learn?
6  Which idea(s) from the lesson do you think can help you most?
7  How will the ideas change your way of learning?

D  Use the notes to write a text of about 50 words in your notebook about your experience.

Lesson 2: Describing Trends

A  Put the verbs in brackets into the present continuous.

1  The number of tourists ____________________________, (go up)
2  The number of people who live in London ____________________________, (rise)
3  Travel costs ____________________________, so more people can visit other countries. (fall)
4  The number of Europeans who don’t speak English ____________________________, (fall)
5  Sales of computers ____________________________, (rise)
6  The number of people who don’t have a computer ____________________________, (go down)
B Write a sentence for each word or phrase in the box. Look at page 10 of the Course Book to help you.

rise  go up  go down  fall

C Use the following information to answer the questions below.

**company noun** – an organization of people for doing business: *The company makes and sells computers.*

**company** – /ˈkʌmpaɪər/ – plural companies – synonym firm

1. Is company a verb or a noun? ______________________________
2. How many syllables does it have? __________________________
3. Which word means the same as company? ____________________
4. How do you write the plural? _______________________________
D Study the box about the order of words in a dictionary. Then write the words in the box in your notebook in alphabetical order.

**Words in a dictionary are in alphabetical order.**

- When words are in alphabetical order, they are in order by first letter.
  - airline
- When the first letters are the same, they are in order by second letter.
  - book
- When the first two letters are the same, they are in order by third letter.
  - business
  - instrument
  - international

- communicate
- software
- password
- click
- icon
- careful
- election
- solution
- interpreter
- diary

E Match the words with their synonyms.

1. go up  
   a. quickly
2. sharply  
   b. go down
3. rapidly  
   c. rise
4. fall  
   d. steeply

Lesson 3: Choosing a Summer Programme

A Skim the leaflet on page 11 of the Course Book and tick the topics you find.

1. size of programme
2. language classes
3. museums
4. sports
5. clothes
6. self-access centre
7. restaurants
8. class times
B  Read the leaflet again. Write the number to match the beginnings and endings of the sentences.

1. If you choose a large programme,  
2. You can get information  
3. If you choose a programme in the country,  
4. Some study programmes  
5. You can improve your English  
6. If you choose a small programme,  

- a are for people who want to practise speaking a language.  
- b you can share your ideas with a lot of people.  
- c if you do a specialist language study programme.  
- d you will be able to do more sports.  
- e you will get more help from the teacher.  
- f by emailing us at summerprogramme@summer.edu.

C  Complete these sentences with words from the box.

- excited  - bored  - tiring  - tired  - exciting  - boring

1. I didn’t sleep much last night and now I’m _____________.
2. We had a very _____________. day. We went to two museums in the morning and played tennis in the afternoon.
3. I wanted to play football, but it rained all day and I had to stay at home. I was very _____________.
4. There is no action in that film. It’s _____________.
5. She is _____________. because she is going to the UK for the summer and she will learn a lot of new things.
6. The football match was _____________. The score was very close until the last minute.
Lesson 4: Getting Familiar

A  Scan the posters below and discuss the questions with a partner.

1 Which study programme is in the city?
2 On which programme do you stay with a family?
3 Which programme has smaller classes?
4 Which programme can you join if you are 15?
5 Which poster is more interesting?
6 Which poster is easier to read? Why?

The Fisher School

We are a small school in the English countryside. We offer classes at all levels, with no more than six people per class. Come and improve your English with us. Do sports and arts activities too. You will stay in our dormitories with other students your age. It's a great way to meet people and make new friends. We are open to students between 14 and 18 years old.

For more information, call us on +44 18 8793 9120

Study Abroad

Come to our school in London
- close to museums and monuments
- morning or afternoon classes
- maximum 15 students per class
- stay with a family near the school
- open to students 16–25

For more information, see our website
www.thetowerschool.edu

B  What's important on a study programme? Make a list of things.

C  Make a poster for a study programme. Make your poster interesting and easy to read.

D  Present your poster to the class.
Lesson 5: Asking for Information

A  Listen and tick the things Adam’s mother wants to know about.

1. 
2. 
3. 
4. 
5. 
6. 
7. 

B  Listen to the telephone conversation and answer the questions.

1. Where is the school?
2. Do they have art classes?
3. What sports can students do?
4. How much does the programme cost?

C  Complete the conversation with questions from the box, then read it with a partner.

And could you tell me if you have a swimming pool?
Can you tell me if you have art classes?
Could you also tell me what sports you offer?
Could you tell me where the school is?
Can you tell me how much it costs for four weeks?

Secretary: Good morning, Fisher School, how can I help you?
Adam: Hello, I’d like some information about your summer programmes.
Secretary: Certainly. What would you like to know?
Adam: First of all, _____________________________________________
Secretary: Of course. It’s near Cambridge. Do you know where that is?
Adam: Yes, I do.
Secretary: Yes, we do. We have drawing and painting classes.
Adam: Oh good. I'd really like to do some drawing this summer.
Secretary: Yes, you can play volleyball or basketball.
Adam: I'm afraid we don't. But it's a perfect area for cycling.
Adam: Can I rent a bicycle there?
Secretary: Yes, of course. Can I help you with anything else?
Adam: Yes.
Secretary: It depends how many classes you take, but probably around $1,500.
Adam: Thank you. Goodbye.
Secretary: Goodbye.

Listen again and check your answers.

D Look at Adam’s application form on page 13 of the Course Book and choose the best answer.

1 Your surname is the same as:
   a your first name.
   b your middle name.
   c your family name.
   d your title.

2 DOB means:
   a born on date.
   b date of birth.
   c today’s date.
   d date of programme.

3 Which of these dates would be correct for the form?
   a 23rd May 97
   b 05/23/97
   c 23/5/1997
   d 23/05/97

4 What is the country code for Libya?
   a 479
   b +
   c 74
   d 218
Lesson 6: A Tour of the Self-access Centre

A Complete the phrases for giving directions with words from the box.

second  left  through  past  right  straight

1 Turn ___________________.
2 Turn ___________________.
3 Go ___________________ on.

4 Go the school.
5 Go the gate.
6 It’s the ___________________ house on your left.

B Ask and answer questions about how to use the self-access centre.

1 how / use / ?
   Could you tell me how to use the computer?
   Just type your password.
   Thanks.

2 how / borrow / ?

3 how / use / ?

Language Learning  Unit 1  |  13
Unit 1

4. where / are?  5. where / are?  6. when / ?

C. Listen for the number of syllables and write each word in the correct column.

<table>
<thead>
<tr>
<th>software</th>
<th>information</th>
<th>video</th>
<th>monitor</th>
<th>application</th>
</tr>
</thead>
<tbody>
<tr>
<td>password</td>
<td>destination</td>
<td>program</td>
<td>magazine</td>
<td>interesting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 syllables</th>
<th>3 syllables</th>
<th>4 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>software</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information</td>
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</tbody>
</table>

D. Research and present an information sheet on how to use resources in a self-access centre to help other students. Write about the computers, the magazines, the books and the films. Use the following language: There are ..., You have to ..., You mustn’t ...
Lesson 7: Arabic and English

A Read the article on page 15 of the Course Book and mark the sentences true (T) or false (F).

1. English does not have many words with similar meanings.
2. The English language has changed a lot over time.
3. People first wrote in English in the 9th century.
4. When the Vikings arrived, people stopped using Anglo-Saxon words.
5. The Normans invaded Britain in 1066.
6. The Normans brought German words to English.
7. Most synonyms have exactly the same meaning.

B Complete the second sentence so it means the same as the first. Use a word from the box each time.

chair sick close replied marriage wish

1. No one answered my question. / No one ___________________ to my question.
2. Their wedding was two years ago. / Their _________________ was two years ago.
3. Is this seat taken? / Can I sit on this _________________?
4. Don't forget to shut the door. / Please ___________________ the door.
5. He didn't come to school because he was ill. / He didn't come to school because he was _________________.
6. Her greatest desire is to become an artist. / Her greatest _______________ is to become an artist.

C Match the words with their antonyms.

1. dead a. unofficial
2. official b. old
3. different c. impure
4. modern d. alive
5. pure e. similar
Unit 1

D. Research the Arabic language. Answer the questions below, but also include some interesting facts of your own.

- When was Arabic written for the first time?
- Find a language that is related to Arabic.
- Find three more English words that come from Arabic.
- How many people speak Arabic as their first language?
- In how many countries is Arabic the first language?

Lesson 8: Official Languages

A. Look at the topic sentences (red) in the assignment on page 16 of the Course Book. Read the questions and write the number of the paragraph where you think you will find each answer.

1. What are the official languages of Canada?
2. What is the capital of Canada?
3. How big is Canada?
4. What natural features does it have?

B. Now read the assignment and write answers to the questions in Exercise A in your notebook.

C. Match the words with their definitions.

1. official  a. an unspoiled area where no people live
2. border  b. where something or someone comes from
3. origin  c. a large area of slowly-moving ice
4. glacier  d. the exchange of information or ideas between people
5. communication  e. used by the government or any legal authority
6. wilderness  f. the separation between two countries
Lesson 1: At School

A 12 Listen and tick the subjects Adam mentions.

- English
- Maths
- Arabic
- Physics
- Chemistry
- Biology
- History
- Geography
- Computers

B 13 Match the beginnings and endings of the sentences, then listen again and check.

1. Adam likes seeing  a. films.
2. Adam loves watching  b. reports.
3. Adam likes writing  c. exams.
4. Adam doesn’t like giving  d. all his friends again.
5. Adam hates taking  e. presentations.

C In pairs, practise asking if you can borrow the items below.

- Can I borrow your pen?
- Yes, you can. / No, you can’t. Sorry.
- Can you lend me your pen?
- Of course. / No, sorry.
Unit 2

D Circle the correct word in each sentence.

1. My sister borrowed/lent me her headphones for the journey.
3. Adam wanted to borrow/lend a map of Antarctica from the self-access centre.
4. Sami borrowed/lent Adam a magazine about penguins.
5. Think carefully before you borrow/lend something to a person you don’t know very well.
6. I had to borrow/lend a pen from the teacher.

Lesson 2: Similarities and Differences

A Listen and repeat. Then write each word in the correct column according to the sound of the final ‘s’.

<table>
<thead>
<tr>
<th>letters</th>
<th>schools</th>
<th>classes</th>
<th>languages</th>
<th>days</th>
<th>ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>/z/</td>
<td>/z/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

letters  
classes

B Listen and check.

C Listen to the sentences. Then read with a partner.

- We go to school five days a week.
- His classes start very early.
- He’s learning two languages.
- Their schools are very different.
- He sends me letters about his school.
- The children are different ages.
D Read about the students. Mark the sentences true (T) or false (F).

Abdulla starts school at 8.00. His favourite subject is Chemistry. He goes to school from Sunday to Thursday. He is in Year 10. His brother drives him to school every day. The journey to school takes 30 minutes. There are 300 students in his school. Abdulla plays basketball and football at school.

Liam starts school at 8.30. His favourite subject is Chemistry. He goes to school from Monday to Friday. He is in Year 10. He takes the bus to school. The bus ride takes 45 minutes. There are 200 students in Liam’s school. He plays football and tennis at school.

1. Both Abdulla and Liam start school at 8.00.
2. Like Liam, Abdulla’s favourite subject is Chemistry.
3. Abdulla’s journey to school is as long as Liam’s.
4. Neither Abdulla nor Liam goes to school on Saturday.

E Complete these sentences with words from the box.

both ... and         unlike       as big as          neither ... nor

1. _______________ Abdulla _______________ Liam are in Year 10.
2. _______________ Abdulla _______________ Liam walks to school.
3. _______________ Abdulla, Liam goes to school on Fridays.
4. Liam’s school is not ______________________ Abdulla’s.
Lesson 3: Helping People Learn

A Read the article on page 22 of the Course Book again and mark the sentences true (T) or false (F).

1. UNICEF only helps children in Europe.  
2. The ‘F’ in UNICEF stands for ‘food’.  
3. Some children can’t go to school because they have to work.  
4. UNICEF thinks more children should work in factories.  
5. Governments don’t help UNICEF.

B Find the words on pages 22 and 23 of the Course Book and write them in the spaces.

1. When people are sick, they need good _____________________________.  
2. Children need ____________________________ to grow strong.  
3. ____________________________ like storms can destroy buildings.  
4. ____________________________ is when children work and don’t have time to go to school.
Lesson 4: The Importance of Education

A Read the advertisement on page 24 of the Course Book and answer the questions.

1. What does the Schools for All organization do?
2. Where did it build schools last year?
3. What does the advertisement ask you to do?

B Listen to the boy talking about UNICEF and children who can’t go to school. Tick the things he says.

1. I saw a TV programme about UNICEF.
2. In some countries, children don’t have to go to school at all.
3. I think it’s terrible that some children can’t go to school, because education is very important.
4. For example, if you can’t read, you can’t understand street signs or food labels.
5. I don’t think Maths is important.
6. I am happy that organizations like UNICEF help children who need it.
7. I am going to give money to UNICEF.

C Look at the sentences with have to and don’t have to. Write sentences about yourself with phrases from the box.

- go to school on Saturday
- go to the mosque on Friday
- take exams
- give presentations
- work in a factory
- go to school until I’m 16

I have to take exams at school.

I have to go to school on Friday.

I don’t have to study French next year.
D  Tell your partner what you think. Work with your partner to prepare a 4-slide presentation on the importance of education in our lives. Share the presentation with your class.

Education helps me do things every day. For example, I can use the Internet because I can read.

1  How does education help you in your life?
2  Do you think nothing is more important than education?
3  How do you think children who have to work feel?

Lesson 5: Denise’s Story

A  Choose the best answer for each question, then listen and check.

1  How did Denise feel about working on a farm?
   a  She thought it was fun.
   b  She was glad she didn’t have to go to school.
   c  She didn’t like it.

2  How did Denise feel when she saw her friends going to school?
   a  She was sad because she wanted to go too.
   b  She wanted them to help her do her work.
   c  She was happy because she didn’t have to wear a uniform.

3  What does Denise think about school?
   a  She doesn’t think it’s important.
   b  She likes it and thinks it’s important.
   c  She thinks it’s boring.
4. Why did Denise cry when the woman asked her if she wanted to go to school?
   a. Because she wanted to stay with her mother.
   b. Because she was very happy.
   c. Because she liked working on the farm.

5. What does Denise hope for the future?
   a. She hopes to get a new uniform.
   b. She hopes she can learn to read.
   c. She hopes to go to university.

B. Complete the sentences with words from the box.

   or    and    so    because    and

1. It was hard work ____________, I was always tired.
2. I didn’t know how to read ____________, I couldn’t pay the school fees.
3. I earned very little money ____________, I can’t go to university.
4. Now I can read ____________, write.
5. I’m happy ____________, write.

C. Circle the correct word in each sentence.

1. All children should get an education and/because good nutrition.
2. Some schools are destroyed by natural disasters or/so children can’t go to school.
3. Education is important because/or it can help you get a good job.
4. Students who finish secondary school can get a job or/so go to university.
**Unit 2**

**D Complete the sentences so they are true for you.**

1. I like school because ____________________

2. When I am older, I want to ____________________ so ____________________

3. I want to study ____________________ or ____________________

4. My favourite things are ____________________ and ____________________

---

**Lesson 6: School Memories**

**A Listen again. Write sentences about what the men could and couldn’t do. Use words from the boxes.**

- go play leave
- see use
- the house alone the shops with his friends
to school by bus computers

He couldn’t leave the house alone.

1. ____________________

2. ____________________
B  Look at the examples on page 26 of the Course Book. Match the beginnings and endings of the sentences.

1  The program is difficult  a  to see you again.
2  I’m happy  b  to use.
3  This book is easy  c  to eat.
4  Was the test hard  d  to read.
5  These apples aren’t good  e  to do?

C  Complete the sentences with adjectives from the box.

fun  interesting  easy  heavy  dangerous  hard

1  It is _____________ to learn about different countries.
2  It is _____________ to go swimming alone around here.
3  My house is _____________ to find because it is on a very small street.
4  This game is _____________ to play. Let’s play again.
5  This machine is _____________ to use if you read the instructions.
6  I’m afraid that suitcase is too _____________ to take on the plane.

Lesson 7: A Special School

A  How is your school similar to MSCA? How is it different?
Write three sentences.

My school doesn’t have classes at night.
B Complete the story with the appropriate forms of the verbs in brackets.

Amal was very good at the piano. She _______1 (want) to be a famous musician. One day, when she _______2 (read) a magazine, she _______3 (see) an advertisement for a special school for musicians. She _______4 (send) them a letter. A week later, the telephone _______5 (ring) while she _______6 (do) her homework. Amal _______7 (answer) the phone, then _______8 (run) into the kitchen, where her mother _______9 (cook) dinner. “I got in!” she _______10 (shout).

C Reorder the words to make questions.

Example: What were you doing last night when I phoned?

1 that carrying Why a rod fishing was man ?

2 when you Where Amal going her saw was ?

3 lost What your you when doing were wallet you ?

4 Who happened the accident driving when was ?
Lesson 8: An Interesting Job

A 🎧 Read and listen to the story on page 28 of the Course Book and choose the best answer.

1 What didn’t Sally like about her job?
   a She didn’t like being away from her family.
   b She didn’t like seeing new places.
   c She didn’t like using a computer.

2 What did Sally have to do when she travelled?
   a She had to pack the children’s clothes.
   b She had to pack the children’s books.
   c She had to pack the children’s passports.

3 Why couldn’t Sally get on the plane to Italy?
   a She had forgotten her passport.
   b She was carrying too many suitcases.
   c She had gone to the airport on the wrong day.

4 Why was Ben tired on the day of his Maths exam?
   a He had gone to bed late the night before.
   b He had been playing football.
   c He had been acting all morning.

5 What happened during the Maths exam?
   a Ben read a book.
   b Ben fell asleep.
   c Sally fell asleep.
B  Work in pairs. Play the roles described below.

Student A:  
You are a policeman.  
Ask your partner these questions.

What / you / do / at three o’clock? 

Student B:  
You are a witness.  
Answer your partner.

I / buy / an ice cream.

What were you doing at three o’clock? 

I was buying an ice cream.

Where / you / stand / when you heard the noise?  
I / stand / on the corner.

What / the burglar / do / when you saw him?  
He / go / into the shop.

What / he / carry / when he left the shop?  
He / carry / a big black bag.

What / he / wear / when you saw him?  
He / wear / jeans, a T-shirt and a cap.

What / the other man / drive?  
He / drive / a white van.
C  Read about Sarah’s day. Circle the correct words. How do the underlined words help you understand the text?

Yesterday was a pretty good day. I was/had been nervous when I got to school because I didn’t study/hadn’t studied very much and I thought we had an exam. But we didn’t have the exam because the teacher left/had left her papers at home. She said we would have to do the exam the next day. I was/had been really pleased.

After school, I started walking to the supermarket because my mother asked/had asked me to buy some food. Then my mother called/had called me on my mobile. She said my sister went/had gone to the supermarket in the morning, so I could come straight home. When I got home, I ate/had eaten some dates and sweets. My sister bought/had bought them for me at the supermarket. Then I asked/had asked her to help me study for my exam. We studied/had studied for a couple of hours, so now I feel a lot happier about the exam.

D  Read about Julie’s day. Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>working</th>
<th>waiting</th>
<th>eaten</th>
<th>had</th>
<th>seen</th>
<th>closed</th>
<th>left</th>
</tr>
</thead>
</table>

I didn’t have a very good day yesterday. After doing my chores, I phoned my friend Mariam. She didn’t want to come to my house for lunch because she had already ________1______, so we decided to go to the cinema later. My bicycle had a puncture so I had to walk there. It took longer than I thought, but I couldn’t phone Mariam because I had ________2______ my mobile at home.

When I got to the cinema, Mariam was angry because she had been ________3______ for me for 15 minutes. The movie ________4______ already started, so we went back to Mariam’s house. Mariam wanted to watch a video, but I didn’t want to because I had ________5______ it before, so I went home.

When I got home, my mother was sitting in the living room. She was tired because she had been ________6______ in the garden all afternoon. She asked me to go to the bakery. It was hot, but I walked to the bakery because I knew my mother was tired. But when I got there, I couldn’t buy any bread because the bakery had ________7______.

E  Now write about your day yesterday. Use words from the box to show when things happened.

<table>
<thead>
<tr>
<th>just before</th>
<th>after</th>
<th>then</th>
<th>earlier</th>
<th>a little later</th>
<th>finally</th>
</tr>
</thead>
</table>
Unit 3  Travel and Tourism

Lesson 1: Places to Go

A  Read Sandra’s notes on page 32 of the Course Book.

1  Who did Sandra go with to Sabratha?
2  How did Sandra describe Sabratha?
3  When were the first stones put at Stonehenge?
4  Why couldn’t Sandra get close to the stones?
5  Who was the Great Pyramid built for?
6  Why was Sandra hot when she got to the Great Pyramid?
7  What does Sandra like to do when she travels?
8  Why did the Parthenon explode?

B  Read the notes again. Complete the words.

1  t____ r______ s

2  a____ h a______ g______

3  a____ n____

4  c____ n s
Lesson 2: Choosing a Holiday

A. Listen to the conversation and mark the sentences true (T) or false (F).

1. Tariq and his family want to go somewhere they have never been to before.
2. Tariq's father has already seen the Pyramids.
3. Uncle Bashir has never been to Greece.
4. Uncle Bashir took pictures of some ruins.
5. Tariq's mother doesn't want to go to England.
6. The family have lots of brochures about England.

B. Write questions with ever.

Example: be / to Europe Have you ever been to Europe?

1. be / to Derna
2. take / an aeroplane
3. go / camping
4. see / an ox
5. eat / Chinese food
6. swim / in the Red Sea

C. Take turns asking and answering the questions.

Have you ever been to Europe?

Yes, I have.

No, I haven't.
D  Complete the sentences.

Example: Maria has been to Italy.

She has never been to Greece. (never / be)

1 Tariq has been to Egypt.

He __________________________ to England. (never / be)

2 Adam has driven a car.

He __________________________ a Jeep. (never / drive)

3 Noor has visited Sirte lots of times.

She __________________________ London. (never / visit)

4 John has studied Arabic for three years.

He __________________________ French. (never / study)

5 Fareeda has played tennis since she was seven.

She __________________________ squash. (never / play)

E  Bill is preparing for a trip to Greece. Write the correct letters in the box to match the beginnings and endings of the sentences.

1 He has already decided  a  his suitcase.

2 He has already spoken  b  his passport yet.

3 He hasn’t called  c  the hotel yet.

4 He has already bought  d  where to go.

5 He hasn’t packed  e  to the travel agent.

6 He hasn’t found  f  some sun-cream.
Lesson 3: Holiday Fun

A Read the article on page 34 of the Course Book and mark the sentences true (T) or false (F).

1 Snowboarding is almost like skiing.
2 You can rent a snowboard in Chamonix.
3 Whitewater rafting is something you do in the sea.
4 You need to go whitewater rafting with an expert.
5 You have to be good at quad biking to do the tour in Saudi Arabia.
6 You can ride a quad bike at any age.

B Read the sentences and add the where necessary.

Example: We visited United Arab Emirates last year.

1 Indian Ocean is a good place for scuba diving.
2 Mount Everest is in Himalayas.
3 Stonehenge is in United Kingdom.
4 Oman is on Arabian Sea.
5 We went for a boat ride on Nile.
6 Pyrenees Mountains are between France and Spain.

C Read the paragraph. Delete the if it is not necessary.

I went to the Australia last year for my holidays. First I went to the Brisbane, a city with a very warm climate and a beautiful botanic garden. Then I went surfing in the Pacific Ocean. It was very exciting because the waves were huge. After that, I went to another big city called the Sydney. I visited the Olympic Park and did a lot of shopping. I also went to the Blue Mountains, which are only a two-hour drive from the Sydney. I spent the last part of my holiday in the Tasmania, which is an island south of the Australia. This was my favourite part of the holiday, because I went whitewater rafting on the Franklin River.
Lesson 4: Getting Information

A Read the extracts from Conversation 1. Mark Tariq’s father’s lines F and the airline clerk’s lines A.

Conversation 1

[Blank lines for dialogue]

Afrīqyah Airways, how can I help you?
Hello, I’d like some information about flights from Tripoli to London.
Well, it’s cheaper to fly on a Friday, right?
OK. We have three flights from Tripoli to London on Friday 10th June.
OK. Do you want a single or return ticket?
One leaves at 6.20, one leaves at 9.45, and one leaves at 11.30.
I’d like to return on 30th June.

Listen and check your answers.

B Read Conversation 2. Check your answers.

Conversation 2

Receptionist: Good morning, Central Hotel.
Father: Good morning. I’m calling for information about your rates.
Receptionist: Do you want a single room or a double room?
Father: One single and one double room, please.
Receptionist: OK. Double rooms cost £65 per night. And we have two types of single rooms. Single rooms with a shower cost £60 per night. Rooms without a shower cost £58 per night. All rooms cost £5 more per night during high season, that’s from June to August.
Father: I’m sorry. Could you say that again?
Receptionist: Of course. A single room with a shower costs £60 per night. A room without a shower costs £58 per night. And in June, July and August, all the rooms cost £5 more per night.
Father: Do you mean a single room without a shower for the night of 10th June costs £63?
Receptionist: Yes, that’s right.
Father: OK. Thank you very much for your help.
Receptionist: You’re welcome. Goodbye.

C Complete the dialogue, then practise it with a partner.

A ____________, Worldwide Airlines.
B Good morning. I’d like some information on flights from ____________
   to ____________ on 9th August.
A What time of day would you like to travel?
B The flight takes five hours, ____________
A That’s right.
B Then I’d like to leave in the morning.
A There are two flights in the morning. The first ____________ at 9.30
   and the second at 11.45.
B ____________ 11.35?
A No, 11.45.
B Thank you.
A ____________?
B ____________
A Of course. It’s £300.
B Thank you for your help. Goodbye.
A Thank you for calling Worldwide Airlines.
Lesson 5: Travel Plans

A Use the documents on page 36 of the Course Book to complete the itinerary.

Best Travel Tours Itinerary: Visit to Egypt May 3rd - 6th

| May 3rd | | May 4th | | May 5th |
|---------|---------|---------|---------|
| Leave  | 1:10.15 a.m. | Morning | Egyptian Museum | See the treasure of Tutankhamun! |
| | | Tour of the Pyramids | | |
| Arrive Cairo | 2 | Afternoon | From | |
| Shuttle bus to hotel | 8.00 p.m. | Visit the Khan El Khalili Bazaar | | |
| Arrive hotel | 3 | Evening | Afternoon | |
| | | Dinner on river boat | Relax at the hotel or go on a | |
| | | 8.30 p.m. | travel ride. | |
| | | Special menu costs | | |
| | | | | |

B Take turns asking and answering questions about...

the plane | the shuttle bus | dinner on the boat | the museum

What time does the plane leave? It leaves at 10.15.

C Look at the posters opposite and then answer the questions.

1. What time does the Natural History Museum open?
2. What time does it close?
3. How many days a week does it open?
4. How often does the shuttle bus run on Friday?
5. What time does the last bus run on Wednesday?
Lesson 6: At the Hotel

A Listen to Conversations 3 and 4 again and tick the sentences you hear.

1. Could I have some toast, please?
2. And can I have some jam as well?
3. I’d like some orange juice.
4. Would you bring us some tea, please?
5. Could you tell me where the museum is?
6. Do you know where the park is?
7. Of course.
8. Can you lend me that map?

B Put the dialogues in order. Then listen and check your answers.

I’m afraid we haven’t got any more. We have apple and grape juice.
Yes, can you bring me a glass of orange juice?
I’ll have an apple juice then.
Do you know what you’d like?
Yes, could I have a cooked breakfast, please?
Certainly. Would you like something to drink?
Yes, of course.
Yes. It’s John Adams.
Good morning. I have a reservation for two nights.
Could you give me your name, please?
Would you fill out this form, please, Mr Adams?

At eight o’clock in the evening.
Could you tell me when it opens?
Yes, but I’m afraid it’s closed at the moment.
Can I buy a newspaper at the gift shop?
At half past nine.
And when does it close?

C Complete then match the phrases. Then write sentences using the present simple.

1 (you/bring) some snacks with you?  a Certainly, I (be) happy to discuss your results.
2 (you/tell) me when the next train to the airport (leave)?  b I’m afraid I (be) able to.
3 (you/talk) about my exam results?  c I’m sorry, but I (do) work here.

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________
Lesson 7: Giving Directions

A Look at the map on page 39 of the Course Book. Complete the dialogues with phrases from the box. The people are in front of the department store.

about five minutes away
just past the chemist’s
near the hotel
It’s around the corner

1 A Excuse me, where’s the newsstand?
   B __________________________________________. Turn right on River Road.

2 A Could you tell me where the bakery is?
   B Of course. Go along Main Street. Turn right on Bank Street. The bakery is on your right, __________________________.

3 A Excuse me, could you tell me where the ice-cream stand is?
   B Yes, it’s on the corner of Main Street and Bank Street, __________________________.

4 A Excuse me, is the café far from here?
   B No, it’s only __________________________. Turn right on River Road, turn left on Park Avenue, then go straight on.

B Listen to the map in the Course Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1 to 4).

C Reorder the words to make sentences.

1 school bookshop? / Is / the / Where

__________________________________________

2 the bakery / how far / you / me / tell / Can / is?

__________________________________________

3 around / corner. / the / just / It is

__________________________________________
Lesson 8: Travel Experiences

A Hamid wants to go diving. Use the words to make sentences about what he has already done and what he hasn't done yet.

Examples: buy a diving mask ✓

He has already bought a diving mask.

buy a book about diving ×

He hasn't bought a book about diving yet.

1 watch a video about diving ✓

2 ask his parents for permission ✓

3 rent the breathing equipment ×

4 practise swimming underwater ✓

5 find a diving teacher ×

6 buy a waterproof camera ×
B. What have Christine and her family been doing on their holiday? Complete the sentences with the words in the box.

| visiting | learning | eating | swimming | taking |

1. We have been ________________ good food.
2. We haven’t been ________________, in the pool because we prefer the beach.
3. I haven’t been ________________, pictures because I forgot my camera.
4. My sister has been ________________ to sail.
5. My parents have been ________________ museums.

C. Make sentences about what the people have been doing.

Example: They / write / postcards

They have been writing postcards.

1. He / swim / in the pool

2. They / wait / for an hour

3. He / play / tennis
D Think about a place you have visited, in Libya or in another country. Write notes to answer the questions.

Where did you stay? What did you see?
What did it look like? What did you do?
What was the weather like? What did you like best?
Who were you with?

E Now imagine you are there. Use your notes to write a text message or an email to a friend.
Fun with English 1

Unit 4

Lesson 1: The Gap Year

A  Scan the text on page 44 of the Course Book again. Find words or expressions that have a similar meaning to the items below.

1  regions
2  equipment
3  injections that protect against disease
4  in the area
5  positive sides
6  options
7  people between the ages of 13 and 19
8  businesses that help people

B  Work in groups of four, talk about your answers to Exercise C on page 45 of the Course Book. Divide your group in half. One pair argues in favour of going on a gap year. One pair argues against.

C  Work with a partner. Write a synonym and two antonyms for rise.

rise → synonym: __________________ antonyms: __________________ __________________

D  Work in pairs. Student A: Use the words in Exercise C to ask and answer questions and complete your table with arrows. Student B: Turn to page 44.

Changes in tourist visits in the last year

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>✓</td>
</tr>
<tr>
<td>Spain</td>
<td>✓</td>
</tr>
<tr>
<td>United States</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4

Student B: Use the words in Exercise C to ask and answer questions and complete your table with arrows.

Is the number of visitors to China falling? No, it's going up.

Changes in tourist visits in the last year

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of visitors</th>
<th>Country</th>
<th>Number of visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td></td>
<td>China</td>
<td>↑</td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td>Mexico</td>
<td>↓</td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td>Italy</td>
<td>↓</td>
</tr>
</tbody>
</table>

Lesson 2: Staying in Touch

A 🎧 Listen again. Match each opinion with a reason.

1. You don’t really need a mobile phone because

2. They are very useful.

3. In my opinion, parents like their children to have a mobile phone because

4. I think people with mobile phones are really impolite because

   a. they leave their phones on in the cinema and in restaurants.
   b. they like to know they can contact them any time.
   c. you see your friends and family every day.
   d. If you have a problem, you can call someone.

B _pair_ Work with a partner. Think of advantages and disadvantages. Make notes.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social media</td>
<td></td>
</tr>
<tr>
<td>Text message</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

C _pair_group_ Work in groups. Tell your classmates your opinions. Ask them what they think.
Lesson 3: Eid Aladha

A  Read the second paragraph of Ahmad’s essay and correct the five mistakes.

After that, we went visit our family and friends. We gave them our gifts and we all ate the special food. There was so many to eat! My aunt and uncle take some of the meal to the poor people in the city and gave them money too. In the afternoon, my cousins and I went to an amusement park and go on all the rides, I has a fantastic day!

B  Make notes about an event you have seen in person or on television. You can use the questions to help you.

What was the event?  Who was it for?
Where and when was it?  Did people eat or drink anything special?
What did you see and hear?  Did people enjoy it?

C  Write two paragraphs about the event from your notes.

D  Read your essay again and correct any mistakes you find. Write it out again. Add some pictures of the event if you can. Share your essay with the class.
Lesson 4: Two Cities

A. Use the information about a city from pages 48 and 49 of the Course Book to complete one column of the table. Then ask your partner about the other city and complete the rest of the table.

<table>
<thead>
<tr>
<th>Tripoli</th>
<th>Tokyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>City in?</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Things to do</td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td>bus</td>
</tr>
<tr>
<td>Best time to visit</td>
<td>a lot in summer</td>
</tr>
<tr>
<td>Rainfall</td>
<td></td>
</tr>
</tbody>
</table>

B. Write sentences about the two cities. Use as many of the phrases from the box as you can.

as... as  neither  both  like  unlike

Both Tripoli and Tokyo are big cities.

...
C Look at what the tourists are saying. How are the first two sentences different? Complete the other sentences with the present perfect simple or continuous of the verbs in brackets.

Example: I have visited _______ Tripoli three times. (visit)

The guide has been talking _______ for an hour now. (talk)

1 I _______ for this bus for 20 minutes. (wait)

2 We _______ too much luggage on this trip. (bring)

3 I _______ in a very nice hotel. I don’t want to go home. (stay)

4 We _______ three museums in three days. (see)

5 He _______ in the park since twelve o’clock. (walk)

D Write the number to match the beginnings and endings of the sentences.

1 Visiting new places
2 The turbulence of the aeroplane yesterday
3 The tourists walked all day in the park and
4 Visitors to Tokyo are never
5 If you have never taken the underground
6 We are going to the museum because we are

☐ a it can be confusing.
☐ b were very tired.
☐ c bored because there is a lot to do.
☐ d interested in history.
☐ e was very frightening.
☐ f is very exciting.
Lesson 1: Describing People

A  Listen again and look at the pictures in the Course Book. Match the people with words from the box to show each person’s relationship to Noor.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adel</td>
<td>Mahmoud</td>
<td>Mariam</td>
<td>Reem</td>
<td>Basma</td>
<td>Rania</td>
<td>Amal</td>
<td>Rasha</td>
</tr>
</tbody>
</table>

| twin sister | cousin | mother | uncle | father | cousin | niece | aunt |

B  Copy the chart into your vocabulary notebook, then write the words from the box in the correct columns. Write more words you know in each column.

- overweight
- bright
- smart
- wavy
- lively
- sensible
- reliable
- slim
- forgetful
- dark-complexioned

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark-complexioned</td>
<td></td>
</tr>
</tbody>
</table>

C  Read and mark the sentences true (T) or false (F).

1  Noor got a digital camera for her birthday.  [T]

2  Noor’s birthday party was last week.  [T]

3  Uncle Adel is Noor’s father’s brother.  [F]
4 Noor’s mother is slim.
5 Noor’s cousin Basma has been studying History at university for a year.
6 Amal is always well-dressed.
7 Noor’s twin sister is very reliable.
8 Noor sometimes forgets to do things she is supposed to do.

D Read the example from the dialogue, then complete the sentences with the present perfect simple of the correct verb.

study put take use decide forget

Example: Have ______ you _______ any pictures yet?

1 I ______ not _______ for my Geography exam yet.
2 ______ you ever ______ a digital camera?
3 My cousin ______ already _______ that she is going to study Chemistry at university.
4 My sister ______ never _______ my birthday.
5 I ______ already _______ the pictures on my computer.

E Read the example from the dialogue, then complete the sentences with the present perfect continuous of the correct verb.

plan study try take visit shop

Example: She has been studying ______ Physics at university for a year.

1 We ________ the party for a week.
2 I ________, all morning and I’m very tired.
3 ______ you _______ to call me? I think my mobile phone is broken.
4 He _________ summer classes and hasn’t had time to go to the beach.
5 Since I arrived in Rome, I ______________ two museums a day.
F  Describe the people. Write three adjectives from the box under each picture.

slim  bright  overweight  forgetful  bald
smart  lively  dark-complexioned  tall

G  Read the blog. Then mark the sentences true (T) or false (F).

A NEW FRIEND
I met someone really nice yesterday. Her name is Nora. I met her at my cousin Hamid’s birthday party. Hamid is only three, so my aunt asked me to come and help watch the children. It was absolutely exhausting! There were 20 children there and it was extremely noisy. Nora was there with her little brother, but she didn’t seem to mind the noise at all. She was incredibly patient. While the children were playing, I had a chance to talk to her a little. I was a little nervous at first because she looked really smart and a bit serious, but after a few minutes I realized she is extremely lively and fun to talk to. She is also incredibly bright. She is just my age, but she is already studying Chemistry at university. I hope we will become good friends.
Bye for now,
Fatin
Lesson 2: Would you like to come with us?

A 🎧 Listen to the conversation again and tick the expressions you hear.

1. Do you want to go to the cinema?
2. Would you like to come with us?
3. That’s impossible.
4. I’m afraid I can’t.
5. I’ll drive you if you want.
6. No, thank you.
7. Thanks, that’d be nice.
8. Shall I read you the review?
10. Would you like to go at 6.30?
11. I’ll pick you up at 6.00, then.
12. Great!

B Write the correct number to match the beginnings and endings of the sentences.

1. It’s hot. Shall I
2. We’re going swimming. Would you like
3. You look thirsty. I’ll
4. It’s time to eat. Shall I
5. I know this is your first time in Misrata. Would you like
6. I don’t have time to help you with your homework now. I’ll
a. to see the city?
b. do it when I get home.
c. to come with us?
d. get you something cold to drink.
e. open a window?
f. make us some sandwiches?
Unit 5

C. Unscramble the sentences to make an invitation, offer or promise for each situation. Add a question mark if necessary.

1. **Situation:** You want to invite your friend to your house for dinner.
   **You say:** dinner Would my house you to for to come like

2. **Situation:** Your friend says he/she is thirsty.
   **You say:** juice of you I glass a get Shall

3. **Situation:** Your friend is carrying a lot of heavy bags.
   **You say:** help will I those you carry

4. **Situation:** Your friend promises to write to you during the holidays.
   **You say:** a from you will send Egypt I postcard

D. Match the sentences in Exercise C with a reply.

- a. Thanks a lot.
- b. I'm afraid I can't.
- c. Don't forget!
- d. Yes, I'd love one.

Lesson 3: A Birthday Present

A. Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?
1 CDs
2 a diary
3 a PlayStation game
4 a mobile phone
5 a shirt

Now read the conversation on page 54 of the Course Book and check your answers.

B Complete the sentences with will or will not + infinitive of the verb in brackets.

1 I think Farah __________ (pass) her exam. She has been studying a lot.
2 Don’t wait for us. We __________ (not be) back in time for dinner.
3 __________ (you / help) me with my homework?
4 I think that was the doorbell. I __________ (answer) it.
5 I hope Dad __________ (be) back in time for my birthday.
6 They __________ (never / forget) this wonderful holiday.
7 I __________ (have) a cup of tea, please.
8 The neighbours __________ (complain) if you leave your car there.

C We usually use contracted forms when we are speaking.

Listen to the sentences and repeat them.

1 We won’t be back in time for dinner.
2 I’ll answer it.
3 I hope Dad’ll be back in time for my birthday.
4 They’ll never forget this wonderful holiday.
5 I’ll have a cup of tea, please.
**Unit 5**

**D** Look back at page 54 of the Course Book. What adjectives are used to describe these things? Write them in the sentences.

1. Yusef wants to buy a ________________ CD.
2. Yasmin thinks a diary is a ________________ idea.
3. Yusef thinks it is ________________ that Mustafa said the game was too easy.
4. Yusef says Mustafa will be ________________ to get a mobile phone.

**E** Write one sentence about something you think is amazing, one about something you think is terrible, and one about something you think is fantastic.

*Example:* I think hummingbirds are amazing because they can fly backwards.

______________________________

______________________________

______________________________

**Lesson 4: Planning a Party**

**A** Complete the sentences with words from the box. 🎧 Then listen and check.

<table>
<thead>
<tr>
<th>would you like to</th>
<th>will you</th>
<th>she’ll</th>
<th>we’ll</th>
<th>shall I</th>
<th>I’ll</th>
</tr>
</thead>
</table>

1. **Mother:** There’s a lot to do. Do you think ________________ have time to do it all?  
   **Nabil:** I’m sure we will.

2. **Mother:** Oh, dear! I forgot to arrange to have a cake made.  
   **Nabil:** That’s OK, ________________ do it. Then I can choose the style.

3. **Mother:** I hope we can get the camera fixed. I want to take a lot of pictures.  
   **Nabil:** ________________ take it to the repair shop?  
   **Mother:** Yes, that would be nice of you.
4 Mother: __________ remember to order the food before the end of the week? It’s very important.
   Farah: I will. Don’t worry.

5 Mother: We must get the invitations printed quickly.
   Nabil: Farah has time. I’m sure __________ go to the printer’s.

6 Mother: __________ come to the flower shop with me? It might be fun.
   Farah: OK. I can help you choose the flowers.

B Look back at Exercise A and complete these sentences.

1 Nabil arranged to have __________________ and __________________.

2 Farah arranged to ________________________________.

C Use *get* or *have* with these verbs to complete the sentences.

1 I __________________ my hair (cut) because it was too long.

2 We __________________ the house (paint) because we didn’t like the colour.

3 Ahmad __________________ his picture (take) __________________ with a movie star.

D Work with a partner. Imagine you are planning a party for a friend.
The list below is your ‘To do’ list. Add four more ideas.

TO DO
get the food prepared
get the computer fixed
borrow some PlayStation games (from Ahmad)
have the gifts wrapped
get some snacks
Now take turns offering and promising to do things and responding.

- Shall I ...?
- Thanks. That would be nice.
- I’ll ... 
- Sure.
- Will you ...?
- No, thanks. I’ll do it.

Lesson 5: Wedding Customs

A Match the words in the box to their definition.

<table>
<thead>
<tr>
<th>ceremony</th>
<th>wedding</th>
<th>bride</th>
<th>groom</th>
<th>mother-in-law</th>
<th>henna</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a formal event to celebrate a special occasion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 the man who is getting married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 the mother of the person you marry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 the celebration when people get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a plant that is used to decorate the skin or colour the hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 the woman who is getting married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Answer these questions using information from the text.

1 In which country do people get married in group ceremonies?

2 What are the bride’s hands and feet often decorated with?

3 In Morocco, where do the groom’s friends take him before the wedding?
4 What do men do in a traditional Bedouin ceremony?

5 What does a white dress symbolize in the United Kingdom?

C Now discuss these questions in pairs.

1 Why do some people get married in group ceremonies?
2 What is your opinion of group ceremonies?
3 What do you think of the traditions mentioned in the article?

D Complete these sentences with the correct word from the box.

some  either  both

1 ______ cars are new. Which one shall I buy?

2 We can go to the cinema ______ at six o’clock or at eight.

3 I’d like ______ cakes, please.

E Write a paragraph about wedding customs in Libya. Write between 75 and 100 words.
Lesson 6: Welcome Home Week

A  Listen to a conversation and complete the notes about Sean’s relatives. Then read the conversation on page 57 of the Course Book and check your answers.

<table>
<thead>
<tr>
<th>Where they live</th>
<th>Their job</th>
<th>Length of stay</th>
<th>What they will be doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncle Patrick</td>
<td>The Gulf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cousin Niall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aunt Mary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cousin Maeve</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B  Write the correct number to match the beginnings and endings of the sentences

1  I have a test tomorrow, so I’ll be
2  Sean and Niall will be
3  Will you be
4  He’s going to university in another town, so he won’t be
5  I have lots of visitors tomorrow, so I’ll be

a  cooking all day.
b  living at home next year.
c  studying all night.
d  going to the concert?
e  playing football together.
C Complete the sentences with the future continuous form of the verbs in brackets. Look back at the Functional Grammar box to help you.

My grandparents _______________________________ \(^1\) (have) a big party next week in their house in London. My parents _______________________________ \(^2\) (fly) to London tomorrow to help them prepare for it and we _______________________________ \(^3\) (join) them there later. I’m very excited because I _______________________________ \(^4\) (see) cousins I haven’t seen in years. We _______________________________ \(^5\) (not / come) home right after the party. We _______________________________ \(^6\) (stay) in London for another week.

Lesson 7: Special Events

A Answer these questions about the email on page 58 of the Course Book. Use your own words where possible.

1 What is Helen’s news?

2 Why did her aunt refuse to tell her the possible names for the baby?

3 What names does Helen like?

4 What do the names mean?

5 What did Helen offer to do?
B  Complete the sentences with the correct endings.

1. When I met him at the station, I offered to ____________________________
2. She refused to ________________________________
3. There was a lot to do, so we agreed to ____________________________
4. For my brother’s birthday, I decided to ______________________________
5. She’s very reliable. If she promises to ________________________________
6. I’m going to England to learn to _______________________________
7. If you go to the cinema, you mustn’t forget to ______________________________
8. I haven’t seen him for a long time, but I expect to ______________________________

   a. work late because she had to pick up her children.
   b. speak English.
   c. turn off your mobile.
   d. help him carry his suitcases.
   e. do something, she always does it.
   f. see him at the wedding.
   g. buy him a music CD.
   h. help Mum prepare the party.

C  Complete the sentences with the future continuous of the correct verb.

<table>
<thead>
<tr>
<th>visit</th>
<th>wear</th>
<th>arrive</th>
<th>print</th>
<th>get married</th>
<th>send</th>
</tr>
</thead>
</table>

Example: Next year I will be spending a lot of time at my aunt and uncle’s house.

1. My cousin ___________________________ in the spring. She wants a big wedding.
2. Farah’s mother-in-law ___________________________ her next week.
3. The bride ___________________________ a colourful dress.
4. Ahmad’s print shop ___________________________ the invitations.
5. The food we ordered ___________________________ soon. I hope you’re hungry.
6. We ___________________________ birth announcements next month.
D Write sentences with these verbs.

offer  agree  promise  decide  forget

Lesson 8: History at the Museum

A Look again at the text on page 59 of the Course Book. Answer the following comprehension questions.

1 Where is the National Museum of Libya located?

2 Where are the oldest artefacts in the museum from?

3 Which gallery represents the Phoenician era?

4 Where are the artefacts in the Roman gallery from?

5 Which floor is the cafeteria on?

6 What did Jalal buy from the gift shop?
B Choose the correct word or phrase for each sentence.

1. While / Because I was eating breakfast, a bird flew through the kitchen window.

2. We had a very big lunch at my aunt’s house. Because / As a result we all felt very full and fell asleep in front of the television!

3. Rachid arrived at my house first. As soon as / A little later Malek arrived with his cousin.

4. You must be very quick. While / As soon as you see two cards the same, you must shout “Snap!”

5. They all took photos of the castle. As a result / After that they got back in the bus.

6. I’m taking my drawing book to the museum because / when I want to copy the patterns on the tiles.

7. We all stopped talking as a result / when the teacher came into the classroom.

8. Once / After that the sun had gone down, we went for a walk by the sea.
# Lesson 1: Eating Healthily

## A Complete the definitions with the words in the box.

- **diet**
- **vitamins**
- **protein**
- **calcium**
- **dairy products**
- **calories**

1. ____________ are things your body needs to be healthy. Many are named after a letter of the alphabet.
2. ____________ is needed for healthy teeth and bones.
3. ____________ are foods made from milk.
4. Food with a lot of ____________ can make people fat.
5. ____________ is needed to build strong muscles.
6. ____________ means the food people regularly eat.

## B Listen again and answer the questions.

1. What is a good thing to drink all day?
2. What do chemicals add to soft drinks?
3. What do crisps have a lot of?
4. What can make you overweight?

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

- **fewer**
- **many**
- **too many**
- **too much**
- **both**
- **enough**
- **all**
- **a lot of**

1. There are ____________ calories in sweets, soft drinks and cakes.
2. ____________ teenagers don’t eat ____________ fruit and vegetables.
3. Not ____________ fats are bad, but crisps have ____________ fat of the wrong kind.
4. If you want something sweet, choose something with ____________ calories than chocolate.
5. ____________ fruit and vegetables have ____________ vitamins.
Lesson 2: Have a good night!

A Write short answers to these questions about the article on page 65 of the Course Book.

1 How much sleep should teenagers get per night? ____________________________

2 What can happen if you don’t get enough sleep? ____________________________

3 During what stage of sleep do you dream? _________________________________

4 What should you not do before going to sleep? ____________________________

5 What do many teenagers find relaxing? _________________________________

B Discuss in pairs. Do you think Dr Ansari would be worried about you? Discuss Dr Ansari’s advice with a partner. Do you agree with it? Will you do something about it?
C Report the statements below. Then check your answers in the Course Book.

1. ‘Is sleep really important for teenagers?’
   We asked Dr Ansari if

2. ‘I’m worried about many of the teenagers I see in my office.’
   Dr Ansari said

3. ‘Many of the teenagers I see get bad marks because they are often tired.’
   Dr Ansari told us that

D Change these reported statements into direct speech.

1. He said many of them slept for only six or seven hours per night.
   ‘Many

2. We asked Dr Ansari what you could do.

3. He said many teenagers found drinking milk relaxing.

E Complete the sentences. Choose the correct reporting verbs from the box and write the correct forms of the verbs in brackets.

asked  told  said

1. Last night, Dad ____________ that we ____________ that TV programme. (could not watch)

2. Nisrin ____________ me she ____________ hungry. (not be)

3. I ____________ Fuad if he ____________ to come to the beach with us. (want)

4. The teacher ____________ us to stand up if we ____________ our books. (not have)

5. Sami ____________ us he ____________ thrilled by his trip to Egypt. (be)
**Lesson 3: How do you feel?**

**A** Complete the table with words from the box.

<table>
<thead>
<tr>
<th>I have a</th>
<th>sore throat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have</th>
<th>my ankle,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My arm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** Write five sentences using five of the words from the box.

- sore throat
- headache
- fever
- flu
- ankle sprain
- bandages
- sunburn
- branch
Lesson 4: At the Doctor’s

A 🎧 Listen again and mark the advice the doctor gives Abdulla true (T) or false (F).

1. You should try to get ten hours’ sleep.
2. You ought to go to bed earlier.
3. You ought to stay up after midnight.
4. You shouldn’t do your homework late at night.
5. You could do your homework in the evening.
6. You could do more work at the weekend.
7. If you have a balanced diet, you shouldn’t need pills.
8. You shouldn’t try raw vegetables.
9. You should eat four pieces of fruit and vegetable every day.
10. You can go for a walk in the park every day.
B. Listen and repeat. Then work in pairs and role-play a conversation between a doctor and a patient.

You should try to get eight hours’ sleep every night. I can’t. I have to get up early for school.

You ought to go to bed earlier. I often have to stay up after midnight doing homework.

You could do your homework in the afternoon. That’s a good idea.

Do you think I should take vitamin pills? That depends on your diet.

What do you think I should do? You should change your lifestyle.

C. Write a paragraph about your lifestyle (50-75 words) in your notebooks. Work with your partner. Make notes about your partner’s lifestyle. Then use your notes to write a paragraph about his/her lifestyle in about (50-75) words. What advice would you give to your partner? Share your advice with your class.
Lesson 5: At the Chemist’s

A. Listen to the conversations again and answer the questions. Write short answers.

Conversation 1
1. How long has the girl been coughing?
2. How often should she take the cough syrup?

Conversation 2
3. When will the chemist have cherry lozenges?
4. What does the woman buy?

Conversation 3
5. What is the first thing Sultan should do?
6. What does he buy?

Conversation 4
7. What does Adnan have on his head?
8. How did he get hurt?

Conversation 5
9. When did Yassir last buy lozenges?
10. Why doesn’t he know if he has a fever?
B. Look at what the customers say. Use reported speech to rewrite the sentences.

I want some cough syrup.
She said she wanted some cough syrup.
It’s for my daughter.
She said it.

I have a sore throat.
She told me.
Do you have any throat lozenges?
She asked me if.

I need some advice.
He said.
It hurts a lot.
He.

Do you have any bandages?

C. Write between 50 and 75 words about a situation in which you or someone in your family needed medicine. Use your notebook.
Lesson 6: Keeping Fit

A Write the topics of the paragraphs in the text on page 70 of the Course Book.

1. 
2. 
3. 
4. 

B Read the blog more carefully and answer these questions.

1. Use your own words below to show Ibrahim’s advice to people before they begin exercising.

Advice: Find something you will enjoy.
Reason: 

2. How important do you think the things above are? Number them 1, 2 and 3.

3. According to Ibrahim, why do many people get injured when exercising?
C Complete the sentences with words from the box.

| careless | regular | impatient | fairly | different | extremely |

1. If you take ________________ exercise, you will be fit and healthy.
2. When you start exercising, you should find something you are ________________ sure about.
3. It's a good idea to try and choose ________________ ways of exercising so you don't get bored.
4. If you are ________________, you will get injured.
5. If you get a sports injury, it can be ________________ painful.
6. When you begin to exercise, don't be _________________. Move to new exercises slowly.

Lesson 7: Predicting the Future

A Write the number to match the beginnings and endings of the sentences.

1. The Olympic Games might ____________________________.
   a. not need doctors in the future.
2. If we don't build a new stadium, we might ____________________________.
   b. not need telephones in the future.
3. More people will use email, so we might ____________________________.
   c. take place in our country in four years.
4. Because of our healthier lifestyles, we might ____________________________.
   d. not be able to hold the World Cup.

B Write sentences with might/might not and reasons.

Example: It's possible that people will live longer, healthier lives.

People might live longer, healthier lives because medicine is improving fast.

1. It's possible that smoking will stop completely very soon.
2 It’s possible that people won’t be overweight in 20 years’ time.

C Write a paragraph (70-90 words) in your notebook about possible events in your town or in your (or your family’s) life in the future. Make sure you write notes to plan your ideas before you start writing.

D Listen to two girls talking about their summer holiday. Where is Farah going? Where is Asma going?

E Listen again. Make notes about what the girls might do.

Farah: 

Asma: 

F Use your answers to write sentences about the girls.

Example: Farah might learn to sail this summer.

G Ask a partner about his/her plans. Your partner replies using might/might not. Take turns.

Ask about: tonight, tomorrow afternoon, the weekend, next week, the holidays.

What do you think you’ll do tonight? I might not do anything.
Unit 6

H Ask a friend or family member some of the questions in Exercise G and write their answers. Use might.

---

Lesson 8: The Asian Games

A What do these numbers refer to? Scan the article on pages 72 and 73 of the Course Book and write the answers on the lines.

1951 Year of the first Asian games
11
6
45
39
47
2006
9,704
476
B Write the following words in your vocabulary notebook. Think about how you could use them to talk about the Asian Games.

- participate
- spectator
- wide variety
- prepare
- organizer
- statue

C Work with a partner or a group. How many of these questions can you answer without looking back at the article?

1. Where were the first Asian Games?
2. Where did the biggest Asian Games take place?
3. What four sports were played at the Asian Games for the first time in 2010?
4. Where did the athletes stay?
5. What did volunteers do during the 2010 Games?
6. What happened during the torch relay?
7. What was the mascot for the 16th Asian Games?

D Write an article about an event that is going to take place at your school. The event is called Health and Fitness Day.

To plan your article, read the questions and ideas and think of more ideas with your group.

When and where?

HEALTH AND FITNESS DAY

- Type of activities
  - Presentation by a nutritionist
  - How to prepare healthy snacks
  - Eating healthy food

- What will the activities be about?
E Choose some of the ideas that you have written down. Organize them into paragraphs and paragraph content.

F Use your notes to write your article. Write a short conclusion saying why this is an important day.

Remember!
- Try to make your article interesting.
- Proofread your article.
  - Check for mistakes in spelling and punctuation.
  - Check for places where you can use better words.
  - Check that your ideas fit together.
- Exchange articles with a partner. Ask and answer questions if anything is not clear.

G Use your article to make and deliver a presentation to your class.
Lesson 1: Meet the Scientists

A Write the numbers to match the beginnings and endings of the sentences.

1 A marine biologist studies          a the Earth.
2 A forester studies                 b the weather.
3 An aerospace engineer works       c plants and animals in the sea.
4 A meteorologist studies           d with things in space.
5 A geologist studies               e trees.

B Complete the definitions.

1 A marine biologist

2 A forester

3 An aerospace engineer
Unit 7

4. A meteorologist

5. A geologist

C. Work with a partner. Find these words in the text on page 78 of the Course Book. How many do you know already? Discuss the meanings and check them in a dictionary. Write them in your vocabulary notebook.

- laboratory
- test tube
- pollute
- severe
- atmosphere
- radar
- map
- satellite
- oxygen
- release

Lesson 2: Winds

A. Read these questions. How quickly can you find the paragraph which contains each answer? The words in bold are clues.

1. Where do trade winds blow?
2. What is the Shamal?
3. What do meteorologists use to predict hurricanes?
4. How does wind happen?
B Read the article more carefully. Answer the questions in Exercise A.

1
2
3
4

C Write the numbers to match the beginnings and endings of the sentences.

1 If I eat too much chocolate,     a if I forget my homework.
2 If the weather is nice,         b I get a stomach ache.
3 If I am late in the morning,   c I play football with my friends.
4 I always say hello             d if I see my neighbour.
5 The teacher gets angry         e my father drives me to school.

D Complete these zero conditional sentences with your own ideas.

1 If it rains,                     
2 If the Shamal blows,            
3 If it is extremely hot,         
4 I like to                       

Lesson 3: A Weather Forecast

A Listen to a weather forecast. Which country will have dangerous weather?
B  Listen again and complete the table. Then check your answers on page 30 of your Course Book.

<table>
<thead>
<tr>
<th>High temp.</th>
<th>Low temp.</th>
<th>Sun/clouds</th>
<th>Rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE</td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td></td>
<td>Sunny</td>
<td></td>
</tr>
<tr>
<td>Libya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C  Complete the email with verbs from the box.

doesn’t have  is  prefer  needs  might be  ’ll be

From: Somar
To: Khalid
Subject: Re: Tomorrow

Hi Khalid,

Thanks for your email. I don’t know what I’m doing tomorrow yet. If my father
___________1 me to help him fix the car, I’ll have to be at home all
afternoon. But I don’t know if he’s got the part he needs. If he
___________2 it, I
___________3 free to go to the cinema. But have you heard the weather
forecast? I think it
___________4 a beautiful day. I
___________5 the
beach to the cinema if the weather
___________6 nice. Let’s talk tomorrow
and decide then.

Somar
Lesson 4: Aljabal Alakhdar

A. Answer the questions about the email on page 81 of the Course Book.

1. Where did Layla go on holiday?

2. Where did Layla and her family stay?

3. List three things Layla learnt about Aljabal Alakhdar.

- 

- 

- 

B. Answer the following questions:

1. How many Sharkiyya are there in the Jarabulus region?

2. What are the main tourist attractions in the region?

3. What kind of accommodation is available in the area?
4 Where can the Chammari tree be found?

5 What does ‘evergreen’ mean?

6 What is special about the honey?

7 Which colony built Cyrene?

8 Why does Layla think Aljabal Alakhdar should bring tourists from all over the world?

B Complete the sentences with probably, perhaps or definitely.

1 I love this place. I ____________ want to come back soon.

2 It’s raining heavily. The tennis match will ____________ be cancelled.

3 ____________ I’ll be a geologist when I’m older.

4 You must read this book. It’s ____________ the most interesting book I’ve ever read.

5 Adnan didn’t come to school today. He’s ____________ ill.

6 I’m not sure, but I will ____________ write about rainforests for my Geography project.

7 ____________ you can get the information you need in the self-access centre.

8 I think it will be sunny tomorrow, so we can ____________ go to the beach.
C Choose the correct verb form to complete the sentences.

1. If we destroy the rainforest, many animals and plants ________________.
   a. will disappear  b. disappear

2. If we don’t study rainforest plants, we _______________ cures for some diseases.
   a. might not find  b. don’t find

3. If a lizard loses its tail, it always _______________ back.
   a. might grow  b. grows

4. We _______________ to South America if we have a long holiday.
   a. might go  b. go

5. Some plants eat insects. If an insect _______________ on their leaves, the plants
   catch them.
   a. will land  b. lands

6. If a rubber tree _______________ too cold, it dies.
   a. gets  b. get

D Put the words in the correct order to make sentences.

1. tonight  I’m  the  to  definitely  going  game

2. can  perhaps  we  lunch  have  tomorrow  together

3. probably  library  books  the  has  the  you  want

4. was  the  best  definitely  that  film  ever  seen  I’ve

5. the  probably  weather  will  be  time  year  sunny  at  of  this
Lesson 5: From the Earth to the Refinery

A  Put the main stages of the process in order. Number them 1 to 5.

- a  Some refined oil is used to make thousands of products we use every day.
- b  To find petroleum, rock samples, satellite images and radar maps are studied.
- c  The petroleum is sent to a refinery, where it will be separated into different products.
- d  When it has been found, a derrick is built and a well is drilled.
- e  When the oil is reached, it gushes up through the pipes.

B  Look back at the pictures on page 82 of the Course Book. Use them to describe the main stages of the process.

C  Find examples of passive forms in the text on page 82 and write them below.

1
2
3
4

D  Write the numbers to match the two halves of each sentence.

1  Petroleum has  a  being built.
2  The radar maps are  b  be completed soon.
3  Another oil well will  c  been used since the 19th century.
4  The derrick will  d  be drilled in the spring.
5  A new refinery is  e  being studied by our geologists.
Lesson 6: Online Shopping

A. Read the text on page 83 of the Course Book. Highlight the important parts of the text. Then write a summary of the main points.


B. Work with two partners. Say what you think about shopping online. Think about what the text said and these questions:

1. What kinds of things can you buy online?
2. Do you agree with the advantages discussed in the text?
3. Can you think of any other advantages?
4. Do you agree with the disadvantages discussed in the text?
5. Can you think of any other disadvantages?
6. Do you like going to shops? Why? / Why not?
7. Have you ever bought anything online?
8. Would you like to?

C. What does ‘it’ refer to in line 7 and in line 10?

D. Give three pieces of advice if you want to do online shopping.
Lesson 7: A Presentation

A Find these words in the text on page 84 of the Course Book. Try to work out their meaning and use them in sentences of your own.

solar panel
fibreglass
revolve
launch
orbit

B Complete the expressions the boy uses with words from the box. Check your answers in the Course Book.

<table>
<thead>
<tr>
<th>me tell you</th>
<th>Do you have any</th>
<th>I’ll tell</th>
<th>Finally</th>
<th>Now</th>
<th>Take a look at</th>
<th>I’ll talk</th>
</tr>
</thead>
</table>

To say what he is going to talk about

1 First ___________________________, you what a satellite is.
2 Then ___________________________, about what is in a satellite.
3 ___________________________, I’ll talk about some of the things that satellites are used for.

To move on to a new topic

4 Right. Now let ___________________________, what is in a satellite.
5 ___________________________, I’ll talk about what satellites are used for.

To tell the class to look at a picture

6 __________________________,, this picture.

To tell the class they can ask questions

7 __________________________,, questions?

C Listen and repeat the expressions in Exercise B.
You are going to write and give a presentation about a planet of your choice. Find information in books or on the internet to answer the questions below in note form. Add any information you think might interest your class. If you can find a picture of the planet, bring it to class too.

What is its name?

What does it look like?

How big is it?

How far is it from the Earth?

What is its position from the sun?

Is it flat or mountainous?

Does it have a satellite?

Is there anything unusual about it?

When was it discovered?

What is it made of?

Has it been studied by any spacecraft?

Other

Prepare and deliver your presentation to the class. Use your notes and any pictures you found.

Listen and mark a slash (/) in the sentences in the places where the speaker pauses to breathe.

Mercury is a rocky planet like the Earth. Mariner 10, a spacecraft, visited Mercury in 1974 and 1975. It took pictures of some parts of the planet. A new spacecraft was launched in 2004 and started orbiting Mercury in 2011. It takes pictures of the rest of the planet.

Now listen again and repeat.
Lesson 8: A Science Report

A. Find words or phrases in the last paragraph of the report on page 85 of the Course Book that mean the same as:

1. looking at carefully  
2. seen  
3. seems  
4. get  
5. telling

B. Look back at the report on page 85 of the Course Book. What are the topics of the paragraphs?

1.  
2.  
3.  

C. Write a report about a marine animal. Use your report to make a presentation and share it with your class.

Remember!
- Organize your ideas and decide on the topics of your paragraphs.
- Decide on the details you will include to support each topic.
- Write a first draft.
- Check your draft and ask yourself: How can I make it better?
Lesson 1: GPS Receivers

A Answer these questions about the newspaper article on page 90 of the Course Book.

1. What word shows that Paul did not think it would snow?
2. Why did he not think it would snow?
3. How do you know that he had done a lot of hiking?

4. Find phrases that mean the following:
   a. he slipped and fell
   b. going faster
   c. stopped his slide

5. Which do you think was more useful to Paul - his mobile phone or his GPS receiver? Why?

B The day after his accident, a reporter asked Paul about how he felt. Look at the reporter’s notes. Write four sentences reporting what Paul said.

1. leg in plaster cast, but feels fine
2. thinks mountain-rescue team were fantastic
3. can’t wait to go home
4. may come back to Scotland, but in the spring

1. Paul said
2.
3.
4.
C Answer these questions about the article on page 91 of the Course Book.

1. Who uses hand-held GPS receivers?

2. What sends radio signals to a GPS receiver?

3. What does a GPS receiver have in its memory?

D Rewrite these active sentences in the passive.

1. People sell a lot of mobile phones to teenagers.

2. Somebody wrote this song in 2001.

3. Rescuers have found the missing boy.

4. People are using satellites to take pictures of the Earth.

5. The headmaster will present the cup to the winner of the tennis final this evening.
E Imagine your friend is going hiking. Use these notes to give him good advice. Use *ought to, should and could.*

Example: bring food and water

*You should bring food and water*

1 check weather forecast

2 buy GPS receiver

3 not go without mobile phone

4 tell someone where / go

5 wear warm clothes

---

Lesson 2: Keeping Fit in Space

A Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>vitamin</th>
<th>diet</th>
<th>calcium</th>
<th>keep fit</th>
<th>muscles</th>
<th>bones</th>
</tr>
</thead>
</table>

1 Exercise helps you ______________ and stay healthy.

2 It is important to have a ______________ that includes a lot of different foods.

3 There are a lot of ______________ in your hands and feet.

4 The ______________ in your body are what make you able to move.

5 Dairy foods contain a lot of ______________.

6 Some people believe that ______________ C can help you get better faster when you are ill.
B  Read the interview on pages 92 and 93 of the Course Book. Tick the main points the astronaut makes.

1. Astronauts don’t need to be very strong in space, but they need to stay fit for when they get back to Earth.
2. Astronauts never have emergencies.
3. Being in an environment without gravity can be bad for your muscles and bones.
4. Exercise and diet can help astronauts stay healthy.
5. Food tastes better in space than on Earth.
6. Astronauts spend 20% of their time sleeping.
7. Sometimes it is hard to get enough sleep when you are in space.

C  Now complete these details supporting each main point.

1. Astronauts don’t need to be very strong in space, ...
   No gravity in space, so ____________

2. Being in an environment without gravity ...
   Can lose ____________

3. Exercise and diet ...
   Use ____________

4. Sometimes it is hard ...
   ____________
D Use your notes to write a summary of the interview. Write about 60 more words. When you have finished, exchange books with a partner and check each other’s work.

Astronauts don’t need to be very strong in space because it is easy to move around since there is no gravity. However, they need to stay fit for when they get back to Earth.

E Find a new compound word in the text. Then complete these compound words from Units 5 to 7 and write a sentence with one of the words.

<table>
<thead>
<tr>
<th>head</th>
<th>tooth</th>
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<tbody>
<tr>
<td>tooth</td>
<td>cough</td>
</tr>
<tr>
<td>mouth</td>
<td>knee</td>
</tr>
<tr>
<td>radar</td>
<td>test</td>
</tr>
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</table>

Lesson 3: Choosing the Right Job

A Listen to a conversation and note which jobs the speakers mention.
B ⏯️ Listen again and match the speakers and the sentences. Write the numbers.

1. You have to be good at science for many of the jobs.
2. I want a job that will let me travel.
3. I want to help people.
4. Working alone isn’t much fun.
5. Money isn’t everything, it’s important to have a job you enjoy.
6. Working in the same place every day sounds boring.

Mother
Sarah
Mona

C 🏏 Work in groups. Look back at the speakers’ ideas in Exercise B. Tell your partners which ideas you agree with and why.

D ⛳️ Write a paragraph of about 100 words about the job you would like to do when you finish studying. Share your paragraph with your class.
E Write the words in the box under the correct headings.

- as a result
- a little later
- however
- because
- but
- once
- while
- when
- although
- after that

<table>
<thead>
<tr>
<th>To show when something happened</th>
<th>To show cause and effect</th>
<th>To contrast two ideas</th>
</tr>
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F Read and complete this paragraph with words from Exercise E.

The first time I went rollerblading was with my cousin Mahmoud. Mahmoud was pretty good, but he had never done it before. I tried my best, but I kept bumping into people. I didn’t know how to stop. Finally, a nice man showed me how to do it.

G Put the writing steps in order.

- Read it to make sure it is clear. Make it clearer if you need to.
- Organize your notes so that similar ideas go together.
- Proofread for punctuation, spelling and grammar.
- Write your ideas in note form.
- Write the story.
- Choose the topic you like best (if there is a choice).

H Write a story about the first time you did something. Follow the steps in Exercise G. Use your notebook.
Lesson 4: Making Invitations

A Listen to the conversations again and answer the questions. Then check your answers on page 95 of the Course Book.

Conversation 1

1. Why wasn’t Adam at the match last week?

2. Why can’t Adam go to the beach today?

3. When is Yousif picking Adam up?

Conversation 2

1. Why can’t Kamal go to the beach tomorrow?

2. What type of film are Yousif and Kamal going to see?

3. Why doesn’t Yousif accept Kamal’s offer to pick him up?
B Write a conversation about one of these pictures. Use your notebook.

C Practise the conversation with your partners. Try reading it once, then act it out without reading it.

D Write these sentences again in the passive.

1 They write the newspaper in English and Arabic.

2 We will send the package directly to your house.

3 Somebody stole my digital camera.

4 The ambulance is taking the woman to hospital for X-rays.

5 Someone baked the cakes the day before the party.
E Complete these exchanges. Use your own ideas to make offers, invitations and responses.

1 A: I’m hot.
   B: ____________________________

2 A: I don’t understand the homework.
   B: ____________________________

3 A: ____________________________
   B: I’d love to. Thank you for inviting me.

4 A: ____________________________
   B: No, thanks. I have to go. I’m in a hurry.

5 A: Shall I show you around the school?
   B: ____________________________

6 A: ____________________________
   B: Great!

7 A: Do you want to play football with us this afternoon?
   B: ____________________________
Components of English for Libya, Secondary 1

- Course Book
- Workbook
- Teacher’s Book
- Audio

The Course Book presents new language and provides opportunities to practise English language and 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a Grammar and Functions section - giving detailed explanations and examples of the language points covered in the course - and a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher’s Book contains an introduction with detailed practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Wherever possible, model answers are provided.

The Audio extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

For more resources, visit: www.englishforlibya.com

لحصص تعليمي إضافية برجى زيارة الموقع

عزيمي الطالب محافظتك على الكتاب المدرسي قيمة حضارية