

# Books and the Internet

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

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

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

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

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

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

# Using the library

- Read the text and choose the best title.
  - a) HOW TO PASS YOUR EXAMS
  - b) A NEW CAREER
  - c) WORKING IN A BANK
- Read one paragraph and then explain the content in your own words.

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

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

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

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

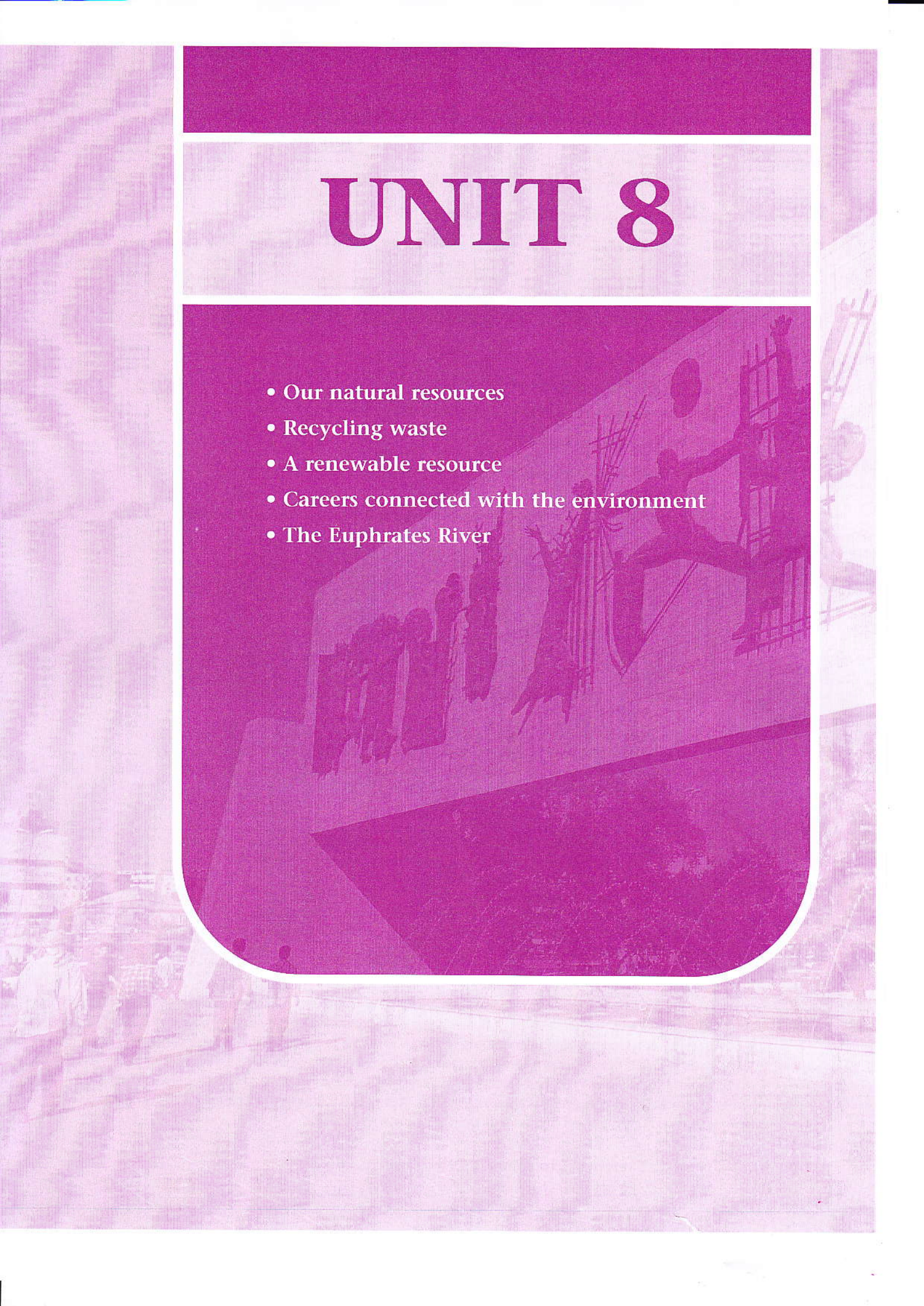
Another important section at the library is its daily selection of newspapers and magazines. I look through these to find job offers because it's good to know what jobs are available. I also look at interesting job sites on the Internet. The librarians have told me how to get information about companies.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



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

# UNIT 8

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



# Our natural resources

- Look at the pictures. Which are natural resources?



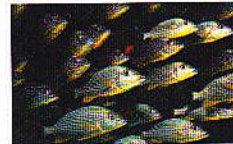
water



petrol



soda



fish



trees

- With a partner, discuss the following:

- 1 What other natural resources can you think of?
- 2 What do we use them for?
- 3 What problems are caused by the way we use some of them?

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



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

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

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

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

# Recycling waste

- Look at the pictures. What do these products have in common?
- Read the text and check your predictions.



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

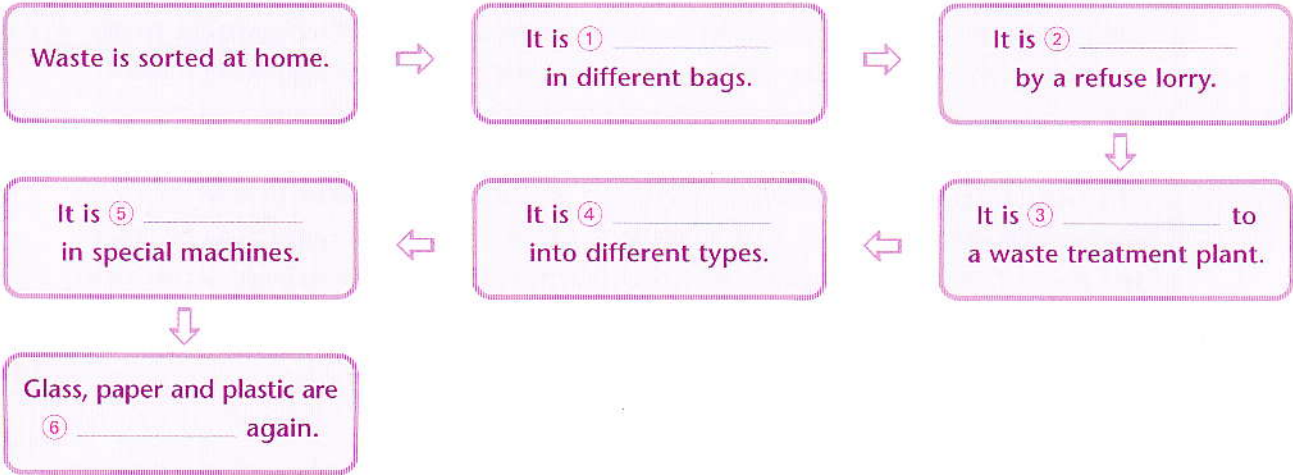
One solution is to encourage people to recycle their waste. A simple method is to give each home different-coloured plastic bags in which to

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

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

- Do Exercise A in the Activity Book. 25 Then listen to a description of how waste can be recycled. Complete the flow chart with words from the box.

collect   clean   use   take   place   separate



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

# A renewable resource

- Look at the pictures. Then, with a partner, discuss the advantages and disadvantages of wind power.
- Scan the article and the letter. Find one advantage mentioned in the article and one disadvantage mentioned in the letter.



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

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

tall, the land under the turbines can still be used for agriculture.

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

Dear sir/madam,

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

An angry reader.

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

# Careers connected with the environment

- Match the jobs with the illustrations.

- health, safety and environment manager
- recycling coordinator
- water quality planner
- park ranger



- Match the jobs above to the job descriptions.

**Monitors the quality of the water. Investigates pollution problems and looks for solutions.**

**Makes sure a factory is following regulations to keep people and the environment healthy.**

**Encourages people to sort their rubbish. Gives people information about where to put glass, plastic and paper products.**

**Collects information about animals in their natural habitat. Enforces laws for protecting them.**

- Listen and check your answers.
- Now do Exercises A to C in the Activity Book.

# The Euphrates River

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



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

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

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

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

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

# Grammar and Functions Reference

## UNIT 1

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

#### Form

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

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

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

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

#### Use

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

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

#### Form

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

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

#### Use

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

## UNIT 2

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

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

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

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

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

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

Use *mustn't* + infinitive.

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

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

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

**Examples:**

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

### ● Giving advice (page 18)

#### Form

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

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

## ● Making polite requests (page 18)

Use these expressions to make polite requests:

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

**Examples:**

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

## ● Making suggestions (page 18)

Use these expressions to make suggestions:

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

**Examples:**

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

Use these expressions to make offers:

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

**Examples:**

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

## ● Should and shouldn't for expectation (page 19)

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

**Examples:**

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

## UNIT 3

### ● Conditional sentences (page 27)

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

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

**Form**

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

**Use**

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

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

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

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

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

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

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

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

## UNIT 5

### ● Compound nouns (page 44)

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

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