

● **Present perfect simple + ever/never/just/already/yet (page 45)**

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

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

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

- Akil **has just got** back from holiday.

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

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

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

Form

	Form	Example
Affirmative	Have/has + been + present participle	She has been swimming in the pool.
Negative	Have not (haven't)/has not (hasn't) + been + present participle	We haven't been waiting long.
Question	Have/has + subject + been + present participle	Have you been trying to call me?

Use

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

- I **have been working** all day.
(and I'm still working)
(but have stopped working as I am tired)

Use the present perfect simple to talk about states, with verbs like *know*, *like*, *be* and *understand*.

- I **have known** Atif for ten years.

Use the present perfect continuous to talk about actions.

- I've **been shopping**. What **have you been doing**?

Use the present perfect simple and the present perfect continuous with *for* and *since* to talk about how long something has been true.

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

- I **have been looking** for you **for** three hours.

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

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

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

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

- Malik **has lived** in Basra for ten years.

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

- I **haven't seen** Isam this morning.

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

- They **left** for Egypt last Tuesday.

● **Past perfect (page 48)**

Form

	Form	Example
Affirmative	Had + past participle	We stayed in a hotel where we had stayed before.
Negative	Had not (hadn't) + past participle	When it was time to go, I still hadn't found my passport.
Question	Had + subject + past participle	Had you travelled abroad before or was this your first trip?

Use

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

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

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

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

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

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

- I like hotels **that have a swimming pool**.

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

- The man **who owns Safar Tours** is on TV tonight.
(There will be many men on TV tonight. The relative clause is necessary for us to understand which man is going to be on TV.)

- The boy **whose book I borrowed** is in my class. *(The relative clause tells us which boy the speaker is talking about.)*

The relative pronouns you can use in a defining relative clause are:

- **who** for people
- **that** and **which** for things
- **where** for places
- **whose** to show possession

Non-defining relative clauses give additional information about the noun, but are not necessary to help you understand the sentence. There are commas before and after non-defining relative clauses.

- Sami, **who has never left the country**, is going to England for his holiday. *(The relative clause gives interesting information about Sami, but is not necessary for us to understand who Sami is.)*
- The Sunbeam Hotel, **which is very close to the beach**, is the best hotel in town. *(The relative clause gives us more information about the hotel, but the sentence would make sense without it.)*

The relative pronouns you can use in non-defining relative clauses are the same as for defining relative clauses, except that you **cannot** use *that*.

UNIT 6

● Passive form (page 55)

Form

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

	Form	Example
Present simple passive	<i>am/is/are</i> + past participle	A statement is mailed to you every month.
Past simple passive	<i>was/were</i> + past participle	The account was opened on 30 October.
Future simple passive	<i>will be</i> + past participle	Your name and address will be printed on your cheques.
Present continuous passive	<i>am/is/are being</i> + past participle	A new bank is being built in my neighbourhood.
Past continuous passive	<i>was/were being</i> + past participle	Were your cheques being sent to the wrong address?
Present perfect passive	<i>have/has been</i> + past participle	My cheque hasn't been deposited yet.
Past perfect passive	<i>had been</i> + past participle	Since my credit card had been stolen , I had to pay cash for my ticket.

Use

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

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

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

- This bill **was paid** last week **by** my father.

UNIT 7

● Future simple (page 65)

Form

	Form	Example
Affirmative	<i>will</i> + infinitive	I will have a lot of work to do for this class.
Negative	<i>will + not (won't)</i> + infinitive	They won't finish their project on time.
Question	<i>will</i> + subject + infinitive	Will you see Kamal in class?

Use

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

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

● Present continuous for future (page 65)

Form

	Form	Example
Affirmative	<i>am/is/are</i> + present participle	Qadir is meeting me in front of the library.
Negative	<i>am not/is not (isn't)/ are not (aren't)</i> + present participle	He isn't going home for the holidays.
Question	<i>am/is/are</i> + subject + present participle	Are you driving to school this morning?

Use

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

- Salwa **is taking** an exam at nine o'clock tomorrow morning.

● **Going to for future (page 65)**

Form

	Form	Example
Affirmative	am/is/are + going to + infinitive	I am going to work harder next year.
Negative	am not/is not (isn't)/are not (aren't) + going to + infinitive	We aren't going to stay up late tonight.
Question	am/is/are + subject + going to + infinitive	Is Ali going to apply to the programme?

Use

Use *going to* to talk about an intention or a plan.

- Jafar **is going to learn** a new language to improve his job prospects.

● **Future continuous (page 65)**

Form

	Form	Example
Affirmative	will + be + present participle	Malak will be going to university in the autumn.
Negative	will not (won't) + be + present participle	I won't be staying at a hotel because I can stay with friends.
Question	will + subject + be + present participle	Will your friends be arriving tonight or tomorrow?

Use

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

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

● **Present simple for future (page 65)**

Use the present simple to talk about future events that are on a schedule.

- My classes **start** tomorrow at nine o'clock.

● **Future in the past (page 67)**

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

Future form	Future in the past form
will + infinitive	would + infinitive
am/is/are + present participle	was/were + present participle
am/is/are + going to + infinitive	was/were + going to + infinitive
will + be + present participle	would + be + present participle
present simple	past simple

Use

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

UNIT 8

● **Prefixes and suffixes (page 74)**

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

Prefix	Meaning	Example
anti	against	anti pollution
bi	two	bi cycle
co	together	co worker
de	reduce, remove, undo	de freeze
eco	environment	eco system
inter	among, between	inter national
micro	very small	micro scope
re	again	re read
tele	over a distance	tele vision
trans	across	trans continental

Suffix	Meaning	Example
able	capable of	renew able
al	related to	environment al
ation	action, process	celebrat ion
en	made of	wood en
ful	full of	harm ful
ist	person who does	scient ist
less	without	heart less
ly	in this way	quiet ly
ology	science of	geol ogy
ship	skill	craftsmans hip

Note

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

Some irregular verbs

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

Phonemic alphabet

Vowels	
i:	be
ɪ	fish
e	ten
æ	cat
ɑ:	hard
ɒ	hot
ɔ:	horse
ʊ	put
u:	shoe
ʌ	cup
ɜ:	bird
ə	about
eɪ	train
əʊ	go
aɪ	time
aʊ	now
ɔɪ	toy
ɪə	hear
eə	chair
tʊə	tourist

Consonants	
p	pen
b	bad
t	take
d	dog
k	can
g	girl
tʃ	chip
dʒ	juice
f	foot
v	visit
θ	thin
ð	the
s	software
z	zoo
ʃ	she
ʒ	television
h	hot
m	man
n	no
ŋ	thing
l	leg
r	run
j	you
w	water

Adjectives + prepositions

Adjectives followed by *about*

- *angry* (*angry about something*)
- *annoyed* (*annoyed about something*)
- *excited*
- *sure*
- *worried*

Adjectives followed by *with*

- *angry* (*angry with someone*)
- *annoyed* (*annoyed with someone*)
- *bored*
- *disappointed*
- *pleased*

Adjectives followed by *of*

- *afraid*
- *frightened*
- *jealous*
- *proud*

Adjectives followed by *in*

- *interested*

Adjectives followed by *from*

- *different*

Adjectives followed by *at*

- *good*
- *bad*

Literature Focus

Section A: The Swing

Mohammed Khudhair

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

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

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

His best works include 'The Black Kingdom', 'At 45 centigrade', 'Autumn Dream', 'Embalmmnt', 'Gardens of Faces' and the novel *Basriata*.



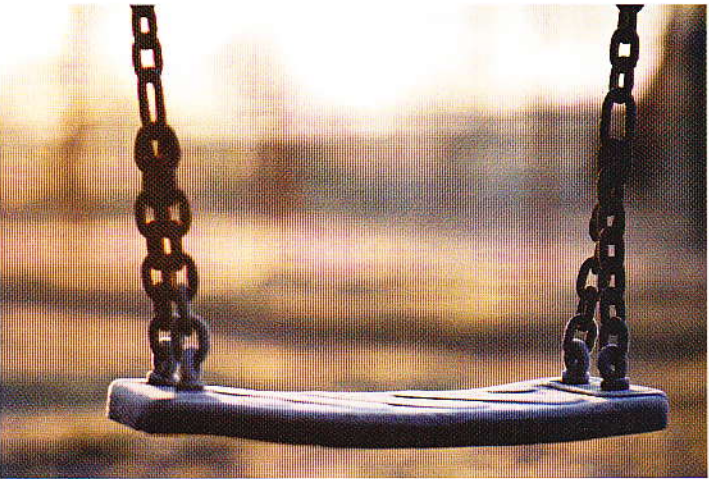
The Swing

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

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

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

It tells about a soldier, Sattar, who has just returned from the hell of war carrying a message for the family of his friend. His friend, Ali, was killed in battle, leaving his mother, his wife and his little daughter, Haleema.



An indescribable dialogue goes on between Sattar and the little girl while he sways her in her swing. He tries to convince the child that her father is like smoke and she can see him only when she closes her eyes. Sattar cannot find any other way to inform the little girl and her family that his friend Ali has left forever, though he left honourably.

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

Excerpt from 'The Swing'

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

The visitor said, 'Yes, what news! Great news, Haleema.'

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

Haleema asked him, 'Have your eyes turned red?'

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

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

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

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

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

The girl asked again, 'Where did he disappear to?'

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

'Which bag?' the girl asked.

'That one, on the other bank of the river, the bag hanging from the bicycle,' he replied.

'That small bag? How could his body fit into it?' the girl wondered.

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

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

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

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

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

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

'Lean on my chest, Haleema, and close your eyes,' the visitor said.

'But your clothes are wet!' said Haleema.

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

'Do you like bamber?' the girl asked.

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

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

'Sattar,' the visitor answered.

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

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

'Yes, show me my dad now.'

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

'Yes, yes,' she muttered.

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

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

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

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

'I don't know. He's gone. He has dived into the river.'

1 Give suitable meanings for the underlined words and expressions.

2 Complete the following statements with information from the text.

- 1 Sattar came to his friend's house to _____.
- 2 In 1967, _____.
- 3 Sattar and Haleema ate _____ before lunch.

3 Discuss how the visitor tried to convey his message.

4 What moral lessons does the writer try to give in 'The Swing'?

Section B: The Canary

'The Canary',

by Katherine Mansfield

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

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

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

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

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

... Company, you see, that was what he was. Perfect company. If you have lived alone you will realise how precious that is. Of course there were my three young men who came in to supper every evening,



and sometimes they stayed in the dining-room afterwards reading the paper. But I could not expect them to be interested in the little things that made my day ... But I remember feeling so especially thankful that I was not quite alone that evening. I told him, after they had gone out. I said, 'Do you know what they call Missus?' And he put his head on one side and looked at me with his little bright eye until I could not help laughing. It seemed to amuse him.

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

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

Glossary

<i>after my time</i>	after her death
<i>hop</i>	small jump
<i>perch</i>	a place where a bird rests
<i>exquisite</i>	very beautiful
<i>sympathise</i>	show understanding
<i>goldfinches</i>	small birds with yellow on their wings
<i>despairingly</i>	with sadness and worry
<i>scraped</i>	removed the dirt
<i>chickweed</i>	small plant with white flowers
<i>exaggerated</i>	made more important than it really is
<i>creatures</i>	animals
<i>awful</i>	upsetting, terrible
<i>spying</i>	watching her secretly
<i>dim</i>	dark, lifeless
<i>wrung</i>	curled up

4 Look up the ten underlined words in the story in your dictionary. What does each word mean?

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

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

Checklist for written work

Planning your work

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

Writing and revising your work

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

Editing your work

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

Transcript

Unit 1 Lesson 1

🎧 Section 1

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

One

Woman: *What did the doctor do?*

Girl: *She told me to open my mouth and say 'Aah.' Then she looked at my throat.*

Two

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

Three

Girl: *I spilt boiling water on my foot. It's very badly burnt.*

Four

Boy: *What does the x-ray show, doctor?*

Female doctor: *Your wrist is fractured.*

Five

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

Six

Mother: *Why aren't you eating your lunch, darling?*

Small boy: *I can't. My throat hurts too much when I swallow.*

Unit 1 Lesson 2

🎧 Section 2

Listen and check your answers.

Adil: *I've hurt my wrist.*

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

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

Doctor: *How did you do it?*

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

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

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

Adil: *Is it broken?*

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

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

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

Doctor: *Six weeks.*

Unit 1 Lesson 4

🎧 Section 3

A Listen and check your answers.

Man: *Every year, around 114,000 smokers in the United Kingdom die from their habit. That's about 300 people every day.*

Woman: *Smoking in Britain is highest in the 20-24 age group.*

Man: *It is illegal to sell cigarettes to children under the age of 16.*

Yet 20% of Britain's 15-year-olds are regular smokers.

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

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

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

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

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

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

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

Unit 2 Lesson 1

Section 4

Now listen to two people talking.

Speaker 1: I used to drive too fast. I thought speeding was fun and I didn't realize how dangerous it was. Then one day I drove by a police car. The speed limit was 110, but I was driving much faster. The police officers had a radar gun, and they

Unit 2 Lesson 2

Section 5

B Listen and answer the questions.

Question: *Is being a policeman dangerous?*

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

Question: *Do you have to work at night?*

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

Question: *What do you like best about being a policeman?*

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

Unit 2 Lesson 3

Section 6

Listen and check your answers.

Conversation 1

Airline agent: *Hello. I'd like to ask you a few questions about your baggage.*

Father: *Of course.*

Airline agent: *Could you tell me who packed your bags, please?*

Father: *We did. Last night.*

Airline agent: *Since then, have you left your baggage unattended at any time?*

Father: *No, we haven't.*

Airline agent: *Are you carrying any sharp objects, gases or chemical products?*

Father: *No, we aren't.*

Airline agent: *Has anyone asked you to carry anything in your baggage for them?*

Father: *No, no one has.*

Airline agent: *Thank you, sir. Have a good flight.*

Conversation 2

Security guard: *Good morning, sir. Would you put your bag on the conveyor belt, please?*

Malek: *Oh. Of course. What is that machine for?*

Security guard: *It x-rays your bag. That way we can make sure you're not carrying anything dangerous.*

Malek: *But I'm not!*

Security guard: *I'm sure you're not. But we have to check everybody's bag. That's the rule. Could*

*you empty your pockets,
please?*

Malek: *Uh, sure.*

Security guard: *Now please walk through
the metal detector.*
[beeping noise]

Security guard: *Is there anything left in your
pockets?*

Malek: *Oh, yes. My keys. Sorry!*

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

Conversation 3

Father: *Shall we get some
magazines before boarding?*

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

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

Father: *Of course.*

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

Malek: *What does that mean?*

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

Malek: *Oh no!*

Father: *What's the matter?*

Malek: *I think that's my bag!*

Conversation 4

Passport agent: *May I see your passport,
please?*

Father: *Certainly.*

Passport agent: *Are you travelling alone?*

Father: *No, with my wife and my
son.*

Passport agent: *Could I have their
passports?*

Father: *Here you are.*

Passport agent: *Are you travelling for
business or pleasure?*

Father: *For pleasure.*

Passport agent: *Where will you be staying?*

Father: *With my brother, in
Baghdad.*

Passport agent: *Thank you. Enjoy your
visit.*

Conversation 5

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

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

Customs official: *What have you brought
them?*

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

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

Malek: *No, I'm not.*

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

Malek: *The red one.*

Customs official: *Could you open it, please?*

Malek: *Yes, of course.*

[zipping sound]

Customs official: *Well, that's fine, then. Have a pleasant stay in Baghdad.*

Malek: *Thank you.*

walking around the building, you'll have to watch television screens that show what is happening in different areas.

Samir: *Will I have to arrest people?*

Mr Hazem: *No! If you see anything unusual, you'll call the police.*

Samir: *Oh, good.*

Mr Hazem: *You also must be very friendly and like talking to people, especially if you work in a mall or an office building. A lot of people go to those buildings, and many of them will ask for information or directions.*

Samir: *That's fine. I enjoy talking to people.*

Mr Hazem: *Then you should enjoy the job. One more thing: you need to be computer literate for this job because you need to write reports at the end of every day. Can you use a computer?*

Samir: *Yes, my father's got a computer at home.*

Mr Hazem: *Well then, you shouldn't have any difficulty using our computers. All right then, would you like to come in for an appointment?*

Samir: *Yes, I would. What is a good time?*

Mr Hazem: *How about tomorrow at 10.00?*

Samir: *That's fine.*

Mr Hazem: *Do you have an e-mail address?*

Samir: *Yes, I do.*

Unit 2 Lesson 4

Section 7

Listen and complete the notes.

Samir: *Could I speak to Mr Hazem?*

Secretary: *May I ask who's calling?*

Samir: *This is Samir Esam.*

Secretary: *Just a moment, please.*

Mr Hazem: *Hello.*

Samir: *Good morning. Is that Mr Hazem?*

Mr Hazem: *Yes, speaking.*

Samir: *I'm calling about your advert in yesterday's paper.*

Mr Hazem: *Very good. Shall I tell you a bit about the job?*

Samir: *Yes, please.*

Mr Hazem: *We need someone who is very reliable and can come to work on time every day. Work starts at 6 a.m. You may need to work some weekends, but not at night.*

Samir: *That's fine. I like getting up early.*

Mr Hazem: *Good. Our security guards also need to be very fit. There are security cameras in the building, but you'll have to walk around the building every hour, and it can be a bit tiring. When you're not*

Mr Hazem: *Good, I'll send you the directions by e-mail. They're very clear. You shouldn't have any trouble finding us.*

Unit 3 Lesson 1

Section 8

Listen and match.

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

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

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

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

Unit 3 Lesson 2

Section 9

Listen and check your answers.

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

Ramiz: *I'm not sure yet. But I'm very interested in ecology and the environment.*

Advisor: *If you're good at science and geography, there are lots of jobs to choose from.*

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

Advisor: *Well, how about a career in water technology? That's really important in this country.*

Ramiz: *What exactly does water technology involve?*

Advisor: *If you work in water technology, you look for ways of conserving water and purifying it.*

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

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

Ramiz: *Which university offers those courses?*

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

Unit 3 Lesson 3

🎧 Section 10

Listen and read.

Cathy: *If you could have any career in the world, what would you choose?*

Maryam: *I'd like to be a pilot.*

Cathy: *Do you think that dream is ever going to come true?*

Maryam: *No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.*

Cathy: *What if you refused?*

Maryam: *Are you joking? They'd be really upset if I refused.*

Cathy: *But it's your dream.*

Maryam: *I know. But I could never be a successful pilot, anyway.*

Cathy: *What do you mean?*

Maryam: *If I was a pilot, nobody would fly with me.*

Cathy: *Why not?*

Maryam: *Because I'm a bit scared of heights!*

Cathy: *If I were you, I'd train as a doctor and have flying lessons in my free time.*

Maryam: *What free time? Medical students don't have any free time!*

Unit 3 Lesson 6

🎧 Section 11

Listen and complete the captions.

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

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

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

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

Some months later, I joined the police force. One day, I had to chase a thief but I couldn't run fast enough. I just wasn't fit enough. So I gave up being a policeman.

Later, I got a job as a tour guide. There were tourists from all over the world: Britain, France, Japan, China, Italy. I couldn't communicate with most of them because I didn't speak enough languages. So I wasn't a very good tour guide and my boss asked me to leave.

Unit 3 Lesson 7

Section 12

Listen and check your answers.

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

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

We offer a choice of accommodation to suit your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to

experience family life in Britain. You will also be able to practise your English in the evenings.

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

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

Unit 4 Lesson 1

Section 13

Listen and check your answers.

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

We invested a lot of money in the business, so we are not yet making a profit. But sales are very good and we are exporting a lot of clothes to the

UAE, Oman, Bahrain and even the UK. Of course, it is difficult to compete with the Chinese market. They produce such cheap clothes in China. But our designs are very original. And they are very popular in the Gulf. So the future looks very bright, thank God.

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

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

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

Lots of love
Rana

Unit 4 Lesson 6

Section 14

Listen and check.

Dear Ms Foxton

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

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

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

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

I look forward to hearing from you.
Yours sincerely
Jackie Liu

Unit 5 Lesson 2

Section 15

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

Announcer: One

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

Announcer: Two

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

Announcer: Three

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

Announcer: Four

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

Announcer: Five

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

Announcer: Six

Boy: *There's plenty to do there – golf, tennis, windsurfing, walks.*

Announcer: Seven

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

Unit 5 Lesson 4

Section 16

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

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

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

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

Muna: *So, which places did you go to?*

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

Muna: *I'm sure that was beautiful!*

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

Muna: *We're looking for a package deal.*

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

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

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

Muna: *And what did you think of Thai food?*

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

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

Katie: *Why not?*

Muna: *It nearly burnt a hole in my mouth!*

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

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

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

Rami: *Sure, that's easy.*

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

Rami: *And what does 'balance' mean?*

Aziz: *The balance is the total that is left in your account after each transaction. The first entry, which says opening balance, shows the amount that was in your account at the beginning of the month.*

Unit 6 Lesson 1

🔊 Section 17

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

Aziz: *Hi, Rami. What are you doing?*

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

Aziz: *Let me see. Oh, that's your*

Rami: *And under that it says cheque number. 001. That must be a cheque I wrote.*

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

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

Aziz: *Oh, can I see your games?*

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

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

Rami: *Yes, I did.*

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

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

Section 18

Complete the definitions.

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

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

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

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

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

Unit 6 Lesson 2

Section 19

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

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

Woman

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

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

Woman

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

Girl: *Yes, I'm 18. Why?*

Woman

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

Girl: *That sounds like a good account. Can I get a cheque book? I think I'll need a cheque book to pay bills.*

Woman

banker: *No. Cheque books aren't*

provided with a savings account. But you get a free cheque book if you open a current account.

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

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

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

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

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

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

Girl: *Do you have a branch near the university?*

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

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

Unit 6 Lesson 4

🔊 Section 20

Listen to the conversations. Match them with the pictures.

Conversation 1

Banker: *Good morning. Can I help you?*

Customer: *Yes, I don't know what to do. I've lost my handbag. My wallet, with all my money and bank cards, was in it.*

Banker: *Are you sure you've lost it? Couldn't you have just left it at home?*

Customer: *No, I definitely had it when I was at the café. I was talking to my friend when we left and I think I left it on the table.*

Banker: *Did you go back to look for it?*

Customer: *Yes, it wasn't there. If I hadn't been in such a hurry, I wouldn't have left it there!*

Banker: *Don't worry. If we cancel your cards now, no one else will be able to use them. New ones will be sent to you very soon.*

Conversation 2

Customer: *Do you take credit cards?*

Cashier: *I'm sorry, we don't.*

Customer: *Can I pay by cheque?*

Cashier: *No, we only take cash.*

Customer: *I didn't know that.*

Cashier: *Look, it's on the sign.*

Customer: *Oh, no. If I'd known that, I would have brought cash.*

Cashier: *Well, if you went to the bank in the next street, you could get cash from the ATM.*

Customer: *Thank you very much.*

Conversation 3

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

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

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

Customer: *Yes, that's a good idea.*

Conversation 4

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

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

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

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

Customer: *It has?*

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

Customer: *I never received it.*

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

Unit 6 Lesson 6

Section 21

Read and listen to the conversation.

Ahlam: *Wow! Is that your car?*

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

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

Nour: *I got a car loan.*

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

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

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

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

Ahlam: *It looks new!*

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

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

Nour: *Five years.*

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

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

Ahlam: *Well, I suppose it's more*

enjoyable than putting your money in the bank and waiting for it to earn interest! Maybe I should make an investment like this.

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

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

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

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

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

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

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

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

Zaid: *Are the classes expensive?*

Hasan: *Well, yes. They cost 2 million Iraqi dinars. But the classes are fun. And speaking better English will help me when I'm on holiday in other countries, too. I'm actually quite enjoying studying again, too!*

Unit 7 Lesson 2

Section 22

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

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

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

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

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

Zaid: *But your English is really good now.*

Unit 7 Lesson 4

Section 23

Listen to Nisrin talking about her summer class. Tick the reasons she liked her class.

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

Another reason I liked the class is that we had very modern equipment, just like the equipment we would be using in our jobs. I liked the other students, too. The class was not too big, so we got to know each other quite well. Everybody was very motivated

to learn, and we all helped each other. If one of us was going to be absent, she told the others so that we would make copies of the class notes for her. The best thing about the course is that it helped me find a job very quickly. I use all the skills I learnt on the course. Next, I think I'll study business. Until then, I have a job as a secretary that I enjoy very much.

Unit 7 Lesson 6

Section 24

Listen to five people talking about their learning experiences.

Announcer: One

Sara: *I work for a large company that buys crafts in many countries throughout the world. Then we sell these products all over Great Britain. I worked as a secretary at the company for many years. I liked my job at first, but then I decided I wanted to have more responsibility. I knew a lot about the company and the products we buy, but I couldn't get a better job because I couldn't speak any other languages. Our company does a lot of business with the*

Middle East, so I decided I was going to learn Arabic. I found a language school that offered Arabic classes in the evening, and I went there twice a week after work. It took a long time, but it was great fun and really interesting, and now I have a more exciting job. I travel to the Middle East once a month and meet the craftsmen. My job is to help decide what products we buy.

Announcer: Two

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

Announcer: Three

Chris: Art was always my favourite class at school, but when I started my job at the bank I stopped drawing and painting. Then one day I had lunch with a friend who is a banker too. I

found out he was going to a painting class that evening. I went with him to see what it was like, and I enjoyed it so much I enrolled immediately. Now I go to my painting class once a week, and I also paint at home at weekends. It's really relaxing and who knows, I might sell some of them one day!

Announcer: Four

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

Announcer: Five

Sultan: I worked for a removals company for a year. I liked the work, and I was very disappointed to learn the owner would be closing the company in the autumn, so I

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

Unit 8 Lesson 2

Section 25

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

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

Unit 8 Lesson 4

Section 26

Listen and check your answers.

Park ranger:

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

Health, safety and environment manager:

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

Recycling coordinator:

As the recycling coordinator for my city, I make sure that everybody understands the importance of recycling. I give talks to school groups and send people brochures with recycling information, such as which products to put in the different coloured recycling bins. When people realize that recycling helps keep the Earth clean for future generations, they usually want to participate in the

recycling programme. I like to feel I'm making a difference in the quality of our environment by helping people reduce the amount of rubbish we put in landfill sites or incinerate.

Water quality planner:

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

Wordlist

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

a good experience 3.8

a good record 4.6

a risky business* 6.10

accommodation 3.7

account 6.1

achieve 5.3

admit (on a course) 7.1

advice 3.7

advise 6.3

alerted* 2.6

allergies 3.7

ambitious 4.6

ankle 1.1

annoyed with 3.5

annual 3.10

anything to declare? 5.1

application 3.2

appropriately* 7.10

approve 6.3

approve of 3.3

architecture 3.1

arrest 2.2

astounded* 7.10

ATM 6.1

atmosphere 5.6

attract (customers) 6.3

baggage 2.3

balance 6.1

bank card 6.1

bank online 6.6

bank statement 6.1

be sick 1.1

bill (pay a ~) 6.7

blood 1.1

blood pressure 1.5

board (v) 5.6

boarding card 5.1

body language* 7.10

booth* 3.10

boredom 5.6

bounce back* 2.10

brakes 2.8

branch 2.5

branch (bank ~) 6.3

break even* 6.10

breathe 1.1

brochure 5.4

buried 8.2

campaigns 1.7

cancel 6.4

cannot bear* 5.10

canteen 3.7

car hire 5.1

cash 6.1

catalogue* 7.10

charge (a fee) 6.2

charity 7.5

charm 4.7

chase 3.6

chat 7.7

cheated 5.2

checkups 1.5

cheque 6.1

cheque book 6.2

civilian 2.5

coach (v) 4.6

commit a crime 2.2

communication 3.2

compete 4.1

competitive salary 4.6

compound 5.1

concentrate 8.1

conference 7.1

connection (Internet ~) 7.7

conserving* 3.2

considerable 4.6

considerably 5.3

considering 5.3

consist of 5.6

continuing education* 7.3

convenient 6.8

convey the sense* 3.10

convince 6.3

corn* 8.3

cosmetics 4.1

cover the major
points* 4.1

crafts 7.6

create a good/bad
impression* 3.5

creative 4.7

credit card 6.1

credit limit 6.4

crime scene 2.1

currency 6.5

current (account) 6.2

declare 2.3

deforestation* 8.1

demineralization* 8.1

deny 5.10

deoxygenation* 8.1

deposit (n, v) 6.1

details 3.7

detect 2.10

diabetes 1.10

diabetic 1.7

dietary 3.7

disappear 3.3

disappoint 6.3

disastrous* 8.1

disconnect 3.3

discourage 3.3

dislike 3.3

disobey 3.3

display 5.6

displease* 3.3

dispose of 2.3

distrust 3.3

dizzy 1.1

dolphin 1.3

down payment* 6.6

duration* 3.7

duty 3.1

ecosystem* 8.7

efficient 7.1

enforce 8.4

engineering 3.1

enhance 7.1

faint 1.1

fed up with 3.3

fee 6.2

financially minded* 6.10

fine art 3.1

fingerprint 2.1

first aid 1.3

fit 3.6

five-star hotel 5.1

fixed sum* 6.10

flavour (get a
flavour of) 5.4

follow the law 2.2

footprint 2.1

found (a civilization)* 8.7

fracture 1.1

furthermore 1.7

futuristic* 3.4

geology 3.2

give up 1.4

gorge* 8.7

graphic design 7.3

grind 8.3

handbag 6.4

headphones 3.10

health club* 4.2

heart attack 5.10

hostel 3.7

hydroelectric* 8.7

ice-skating 1.2

ideal 5.7

identify 2.10

impolite 1.4

in plaster 1.2

in demand 3.10

in the ignition 2.8

in the long run* 5.4

income 4.2

inconvenient* 6.7

indefinitely* 5.10

independence 3.8

inefficient 1.4

information
technology 3.1

inhabited 5.7

install 2.5

instalments 6.6

insurance 6.6

intensive 7.2

interest 6.2

interfere with* 8.3

invention 3.2

investigate 2.2

investment 6.6

involve 3.2

job offer* 7.10

job prospect 7.2

jobseeker* 7.3

join 2.5

joints 1.1

keep in touch 4.1

knowledgeable 6.3

landfill 8.4

landscape 8.3

last but not least* 1.7

law enforcement 2.10

level 3.7

librarian 7.5

license plate 2.10

limit 8.1

live up to my
expectations* 5.3

loan 6.1

locations 3.7

lock 2.6

logging* 8.1

lose consciousness 1.10

luxurious 5.2

maintain 2.5

maintain (a minimum
balance)* 6.2

major players* 6.10

majority 5.10

make eye contact* 3.5

management 7.5

mandatory* 7.2

marshland* 8.7

medical 7.5

metal detector 2.1

migrate* 8.7

mint 5.6

misspelt 6.7

modernize 4.2

motivate 4.6

movie director 3.6

navigation* 8.7

nervous 3.6

nowadays* 1.6

occupation 3.2

occur 2.6

octopus* 5.6

officer 2.5

offspring 5.10

on the move* 5.10

open (an account) 6.2

operate 5.7

opt for 3.7

out of a job* 3.10

overdraft facilities 6.2

overlook* 5.6

owner 6.6

package deal 5.1

packed lunch 5.1

paramedics 1.10

park ranger 8.4

password 6.7

pay (interest) 6.2

pay back 6.6

pension plan* 6.10

permit (v) 3.7

personal 5.10

personal trainer* 4.6

personality 4.4

phenomenon* 8.5

physical 5.10

physical education* 4.2

pickpocket* 2.2

PIN 6.1

placement test* 7.2

please find enclosed* 6.7

plentiful* 8.1

plenty of 1.5

potentially* 8.1

prior knowledge* 7.4

profession 3.6

property 2.6

punctual 4.3

purification* 3.2

put aside* 6.10

puzzled 1.10

qualifications 3.2

radar speed gun 2.1

rate (interest ~) 6.2

realize a profit* 6.10

recall 5.10

regain consciousness 1.10

regional* 5.6

register (for a course) 7.1

regular savers* 6.10

regulations 8.4

relationships 5.10

relaxed 4.4

removals* 7.6

renewable 8.1

replace 8.1

rescue 3.6

research 5.4

reservoir* 8.7

responsibility 6.3

revised estimate* 4.1

robbed 2.6

routine 5.10

ruin* 8.7

satisfying 6.3

savings (account) 6.2

scared of heights* 3.3

scary 3.4

scientific research 3.1

screens 3.10

seafront 5.1

security camera 2.1

self-catering apartment 5.1

self-disciplined 7.3

self-service 5.6

sentimental value* 2.7

separate 8.2

set in* 5.6

sewing* 7.10

shark 1.3

shift (work~) 7.5

shoulder 1.1

sightseeing 5.1

sign a contract 4.1

situated 5.7

ski resort 5.1

slang 4.1

sneeze 1.1

solid 2.7

solo 3.4

speciality 5.6

spectacular 5.6

spoil 8.3

spreadsheet 7.3

state (v) 4.6

stressful 3.1

stroke* 5.10

sufficient* 5.10

suit (v) 3.7

supervise 2.5

support 7.5

surgeon 4.4

surroundings 5.7

swallow 1.1

swollen 1.1

tailored to* 3.7

take up 1.4

terms and conditions* 4.6

the aviation industry 3.1

the environment 3.1

the media 3.1

thoroughly 5.3

throughout 5.7

tip (v) 6.5

title 3.7

to no avail* 1.10

train as 3.3

transaction 6.1

transfer 5.6

travel agency 5.1

traveller's cheques 6.5

treatment 1.1

trekking* 5.10

trip over 3.5

try on 1.4

turbine 8.3

two-storey 5.6

unattended 2.3

unbelievably 5.2

under pressure* 3.10

unfair 1.4

unfortunate 1.4

unhealthy 1.4

unpleasant 1.4

unusual 1.4

upset 3.3

vacancy 4.6

valid 6.4

valuables* 2.8

value 6.6

variety 5.6

venue 7.4

vital* 5.10

wards 1.10

web design 7.3

well-paid 3.1

wisely 8.1

withdrawal 6.1

witness (n) 2.2

workaholic* 5.10

worth it 3.8

wouldn't hesitate to
recommend* 5.3

wrist 1.1

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IRQ13 SB 6thP

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Hala Talib Hammood – Teacher of English

Components of English for Iraq, 6th Preparatory

- Student's Book
- Activity Book
- Teacher's Book
- Audio

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

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

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

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



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Editorial and Adaptation Committee

Ministry of Education English Curriculum Committee

Malek Mohamed Juda – Head of the English Curriculum

Adil Ali Moussa – Senior Education Specialist

Muayyad Naji Ahmed – Head of English Department in the Open Education College

Ramzi Nouri Abdullah – Senior Education Specialist

Batool Faeq Abdulwahid – Senior Education Specialist