

## Unit 1



## modals

The words **should**, **must** and **have to** are modals of obligation. We use them to **give advice** and **tell people what to do**.

We use **must** and **should** to give our own personal opinion. **Must** is stronger than **should**.

We use **have to** when there is a general rule or law and not our own personal opinion.

**I have to wear my seat belt when I drive.**  
(A general rule or law.)

**I don't have to go to school today.**  
(A general law or rule.)

**You must go and see the doctor.**  
(A strong personal opinion.)

**You mustn't arrive late.**  
(A strong personal opinion.)

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<b>should / shouldn't</b> (advice)	<b>must / mustn't</b> (necessary / prohibition)	<b>have to / don't have to</b> (obligation)
You <b>should</b> see a doctor.	Students <b>must</b> come to school on time.	When you travel abroad, you <b>have to</b> take your passport.
You <b>shouldn't</b> waste your time on computer games.	Students <b>mustn't</b> copy from each other in exams.	Drivers <b>don't have to</b> park in this area.
You <b>shouldn't</b> go to bed late.	You <b>must</b> bring all your documents.	You <b>have to</b> leave the city immediately.
You <b>should</b> study hard before exams.	You <b>mustn't</b> use your mobile phone in this place.	You <b>don't have to</b> eat or drink in public during Ramadan.
Maybe we <b>should</b> go home.	I <b>must</b> go now.	Children in Oman <b>have to</b> go to school at the age of 6
You <b>should</b> stay in bed.	You <b>must</b> call me tomorrow.	I <b>don't have to</b> see the doctor.
We <b>should</b> be very careful.	I <b>mustn't</b> arrive late.	In Britain, you <b>have to</b> drive on the left.

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## Must or have to?

Look at the following sentences and decide if the advice is based on personal opinion or a general law. Write **must** or **have to** in the space provided.

- 1 You **have to** drive on the right in Oman.
- 2 My hair is very dirty. I **must** wash it.
- 3 They **have to** buy a permit for the Damaniyat islands.
- 4 I **must** go shopping. There is no food in the house!
- 5 I think we **must** protect our oceans.
- 6 We **have to** stay at work until 4 o'clock.

# adjectives

An **adjective** is a word like small, old, cheap, ugly.

An adjective **describes** the qualities of people, places, things, etc.

the small fish

Most adjectives can go in two positions:

When an adjective comes **before a noun**, it is called an **attributive adjective**.

the beautiful beaches of Hawaii  
adjective noun

**2** When an adjective comes **after the verb**, it is called a **predicative adjective**.

The shark was quick.  
subject verb adjective

A predicative adjective is used to describe the subject of the sentence and not the action of the verb.

Attributive adjective	Predictive adjective
I watched an <b>interesting</b> film last night.	The <b>film</b> that I watched was <b>interesting</b> .
This is a <b>strong</b> car.	
I bought a <b>yellow</b> dress.	The <b>dress</b> which I bought is <b>yellow</b> .
I use a <b>smart</b> phone.	My <b>phone</b> is <b>smart</b> .

## Unit 2

**language focus**

**yet and already**

Look at dialogues on page 12 of the Classbook and the dialogues above.  
Read the sentences and underline the correct words.

We use **yet** and **already** with the past simple/present perfect.

**yet**

- **Yet** tells us something has/has not taken place.
- We usually put **yet** at the beginning/end of sentences.
- We usually use **yet** in positive/negative sentences.
- We usually use **yet** in questions.

**already**

- **Already** tells us something has/has not taken place.
- We usually put **already** at the beginning/in the middle of sentences.
- We usually put **already** before/after the main verb.

<b>already</b>	<b>yet</b>
I have <b>already</b> eaten my breakfast.	I haven't eaten my breakfast <b>yet</b> .
She has <b>already</b> prepared the lunch.	Has she prepared the lunch <b>yet</b> ?
The mechanic has <b>already</b> repaired the brake.	He has not fixed the computer <b>yet</b> .
I have <b>already</b> called the emergency.	Have you finished your project <b>yet</b> ?
The doctor has <b>already</b> checked the patient.	Has your father sold his land <b>yet</b> ?



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## Yet or already?



Use the examples and information you have on **yet** and **already** to complete the missing words.

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1. I've **already** had my breakfast.

2. I haven't had my breakfast **yet**.

3. He hasn't been to the supermarket **yet**.

4. She's **already** eaten at the new restaurant.

5. Has she got a job **yet**?

6. They haven't eaten at that new café **yet**.

7. She's **already** eaten the carrots.

8. Have you drunk your orange juice **yet**?

# language focus

## some and any

Read the rules and find other examples for some and any from the back of the Menu cut-out page. Write your examples in your exercise books.

Some and any are quantifiers. They are used with **uncountable** nouns, e.g. juice, coffee, water and **countable** plural nouns, e.g. bananas, apples, eggs.

### some

Some means **أقل** or a few and is used in **positive sentences**.

I've got some soup for starters.

- We use **some** in questions to request something when we think the answer will be yes.  
Can I have some spring rolls please?
- We use **some** in questions when we make an offer.  
Would you like some garlic bread?

### any

- We often replace some with **any** in questions when we are not sure of the answer.

Have you got any spring rolls then?

- We usually use **any** in negatives.  
I'm sorry madam, we haven't got any soup.

some	any
I have <b>some</b> ideas for you. ( <b>little/few</b> )	Do you have <b>any</b> ideas about this question? ( <b>not sure yes or no</b> )
Could I have <b>some</b> of these sweets please? ( <b>request</b> )	Does she need <b>any</b> new clothes?
Can you lend me <b>some</b> money?	There isn't <b>any</b> water in the tank. ( <b>negative</b> )
Would you like <b>some</b> coffee? ( <b>offer</b> )	I don't have <b>any</b> money for the picnic.

## language focus

### similes

We use similes to make descriptions more interesting and to make a powerful picture in the mind of the reader.

Similes compare two things.

We use **like** or **as** to make a simile.

It smells **like** rubbish.

The mountain road looked **like** a long snake.

It's **as** hot **as** fire.

Her hands felt **as** cold **as** ice.

### Similes

He was **as** brave **as** a lion.

The baby is **as** cute **as** a kitten.

This table is **as** hard **as** nails. He was **as** silent **as** the dead.

This mango is **as** sweet **as** sugar.

The water is **as** clear **as** crystal.

He eats **like** a pig.

Life is **like** a box of chocolate.

The clouds were **like** ice-cream castles in the sky.

The river flows **like** a stream of glass.

I have been working **like** a dog.

He ran **like** lightning.

Her eyes shone **like** diamonds.

# 1 Similes.

Use the words provided to complete the similes below.

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like the wind

as rock

as a cheetah

as a rose

like a fish

like black smoke

- 1 He ran like the wind.
- 2 Her smile was as beautiful as a rose.
- 3 The cake was as hard as rock.
- 4 The clouds looked like black smoke.
- 5 He ran as fast as a cheetah.
- 6 She swam like a fish.



**2****Write your own similes.**

Use your imagination to complete these similes with some exciting and unusual comparisons.

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1 The meat tasted like watermelon.

2 The cake looked like a brown sponge.

3 The room was as cold as ice.

4 They danced like a flame.

5 The garden was as beautiful as a rainbow.

6 The rocket went as fast as lightning.

# Unit 3

## Transport and Travel

### 1 Types of transport.

Look at the transport words and pictures on page 21 of the Classbook and sort them into the table below. Then use the information to ask and answer questions in your groups.

Travel on land	Travel by sea	Travel in the air	Have wheels
bus train motorbike lorry tuk tuk car roller skates	boat ship yacht	aeroplane hot air balloon rocket	aeroplane bike car bus lorry motorbike train

Does a ship travel in the air?

Which transport has wheels?



Does a train travel in the sea?

No, it doesn't.



Which transport travels by sea?

It is a ship.



Does a boat have wheels?

No, it doesn't.



Which transport travels by land?

A lorry travels by land.



Does an aeroplane travel by air?

Yes, it does.

# language focus

## multiword verbs

Many verbs in English have two or more parts. These are called **multiword verbs**.

We make multiword verbs with:

verb + adverb/preposition

get around cut down fix on cut out look at



We can use different words with the same verb so the meaning changes.

I **got on** the bus. I **got off** the bus

Sometimes the meaning of a multiword verb is difficult to work out.

I **checked out** the subway. (I investigated the subway).

It is important to check the meaning of multiword verbs in a dictionary or work them out from the context.

Many multiword verbs are used informally. In written English there is often a more formal word with the same meaning.

**take off** (informal) and **remove** (formal)

To find information in a reference	To find something somewhere	To take care about someone or something	To think about what happened in the past
<b>Look up</b>	<b>look for</b>	<b>look after</b>	<b>look back</b>
you just watch what is happening without taking a part	Think about what will happen in the future	Turn to look at something behind you	Read something quickly and briefly
<b>look on</b>	<b>look ahead</b>	<b>look round</b>	<b>look through</b>
To visit a person or a place for a short time	Watch what is happening and be careful	To rely on someone or something	To see someone or something
<b>look in</b>	<b>look out</b>	<b>look to</b>	<b>look at</b>



## 2 Formal and informal.



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Multiword verbs are often used in informal English. Find the multiword verbs in the sentences below and match them with their more formal partner. Look at the example to help you.

left	<input type="checkbox"/>	removed	1
completed	<input type="checkbox"/>	collected	<input type="checkbox"/>
increased	<input type="checkbox"/>	travelled	<input type="checkbox"/>
entered	<input type="checkbox"/>	discussed	<input type="checkbox"/>

1. He **took off** his cap. removed
2. She **picked up** the letters. collected
3. The temperature **went up** to 40°C. increased
4. He **filled in** the form. completed
5. She **went to** Salalah by plane. travelled
6. They **went into** the police station. entered
7. He **went away** a month ago. left
8. We **talked about** the weather. discussed



# language focus

## present perfect continuous

We use the **present perfect continuous** to talk about an action that started in the past, continued over a period of time and is still continuing now.



I **have been waiting** for two hours.  
(I arrived two hours ago and I am still waiting.)

We often use the **present perfect continuous** with **for** and **since** to say how long an action has been continuing.

We **have been waiting** for 20 minutes. (and we are waiting now)

It **has been raining** since Tuesday. (and it is raining now)

We use the **present perfect continuous** to talk about an action that started in the past, continued over a period of time and has recently stopped. However, there is evidence of the finished action now.

She **has been shopping**. (She has finished shopping but she is carrying shopping bags now.)

It **has been raining**. (It has recently stopped but the ground is wet.)

We make the **present perfect continuous** using the verb **have + been + present continuous**



They **have been waiting** for the doctor since 7 o'clock.



She **has been driving** for 5 hours.



He **has been fishing** for half an hour.



They **have been cooking** since 10 o'clock.



He **has been working** for 9 hours.



She **has been studying** since 6 o'clock.



She **has been shopping** for 4 hours.



I **have been playing** rugby.

## 2 More present perfect continuous.

Read the situations and complete the sentences. Use the example to help you.

I started waiting for a bus 20 minutes ago. I am still waiting now.  
I have been waiting for 20 minutes.

1 We started writing after break. We are still writing now.

We have been writing since break.

2 Ali started working in the restaurant 6 months ago.

He has been working in the restaurant for 6 months.

3 I started playing football 2 hours ago.

I am still playing football. I have been playing football for 2 hours.

## 1 The Jones family.

It's the end of a long day for the Jones family. Make sentences with the present perfect continuous.

Mrs Jones is very tired. (work hard/all day)  
She has been working all day.

1 Mr Jones is very tired. (drive/since this morning)

He has been driving since this morning.

2 Sally has got no money left. (buy/clothes)

She has been buying clothes.

3 Brian is very hot. (play/football)

He has been playing football.

4 Lucy has got a headache. (watch TV/all day)

She has been watching TV all day.

5 They are all miserable. (rain/all day)

It has been raining all day.

## 1 Present perfect continuous.

Look at these sentences from your Classbook and Skills Book, and answer the questions on the right.

- |   |  |
|---|--|
| 1. I <b>have been skating</b> <b>since last year</b>  | a. How long has Sheila been skating? _____                         |
|   | b. Does she go skating now? <b>Yes</b>                             |
| 2. They <b>have been ice-skating</b> <b>in the Netherlands</b> <b>for hundreds of years</b> | c. How long have people been ice-skating in the Netherlands? _____ |
|   | d. Do they skate now? <b>Yes</b>                                   |
| 3. I <b>have been collecting</b> <b>helicopter models</b> <b>since I was 5 years old</b>    | e. How long has Hamood been collecting helicopter models? _____    |
|   | f. Does he collect them now? <b>Yes</b>                            |

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I **have been playing** football since I was in grade 5.



They **have been living** in this city for 5 years.



I **have been working** in this factory since 2015.



He **has been riding** horses for 20 years.



Nasir **has been driving** a school bus for 33 years.



Juana **has been teaching** since her graduation.



# language focus

## will and going to

- 1 Look at this sentence, read the questions below and circle the best answers.  
We're **going to drive** to Bidiya in a bus from Ruwi, but maybe **we'll go** to the camp by four wheel drive or horse once we get there.

- 1 a) There is a definite plan on how to go to Bidiya.  
b) There is no definite plan on how to get to Bidiya.

- 2 a) There is a definite plan on how to go to the camp.  
b) There is no definite plan on

Now read the following about **will** and **going to**. Find three sentences with **will** and **going to** from the Club Talk.

In English, we use a number of different verbs to tell us about the future.  
**Will** and **going to** are just two of many ways to do this.

### will

We use **going to** when we have a definite plan or intention to do something.

**be + going to + verb**

We're **going to fly** London next week.

We're **going to catch** a plane at Seeb airport.

### going to

We use **will** when we are not sure of our plan or our intention. We **will** decide at the time we make the decision or at the moment we speak.  
**will + verb**

We'll go by car or bus. We'll decide when we get there.

Maybe we'll leave on 3rd or 4th of December.



Salim is **going to** travel to France next Sunday.



Maybe I **will** travel to Japan or China next month.



We are **going to** cook fish for the lunch.



I **will** cook chicken for the lunch.



I am **going to** buy a new car tomorrow.



I **will** buy the green one.



## 1 Will or going to?

Look back at the language focus and answers you gave to questions 3 to 6 in activity 2 on page 28 of the Skills Book and decide whether will or going to are used. Write your answer in the space provided.

1. We're going to catch the 9.50 bus to Sohar.
2. I don't know, bus or train? I will see when I get there.
3. No, I'm going to fly on the 5th of May.
4. When I have my holiday dates, I will know if it's the 5th or 7th.
5. Maybe we will try the ferry or the speedboat. We will see what's cheapest.
6. He's going to sail across the islands next month.

# language focus -

## subject and object pronouns

Read the *Where's the bag?* dialogue on page 29 of the Classbook. Then read the following about subject and object pronouns and decide which are A. *subject pronouns* and B. *object pronouns*. Write them in the space provided at the bottom.

*Subject* and *object* pronouns are just two of many types of personal pronouns. They are very common in English.

*Personal pronouns* are used when we know who or what is being talked about and do not want to repeat the noun.

Simon is looking for his bag. He is very upset.

### subject pronouns

A subject pronoun replaces the subject in a sentence. In statements, the subject usually goes *before* the verb. In questions, it goes *after* the verb. The subject does the action.

Simon has found the bag.

subject      verb      object

He has found the bag.

subject pronoun

Now write the subject pronouns from the text on page 29 of the Classbook here.

### object pronouns

An object pronoun replaces the object of a sentence. The object is usually a noun phrase and *follows* a verb. The object receives the action. An object pronoun cannot be used in the position of a subject. An object pronoun can only be used *after* a verb or a preposition.

Sally is helping Simon to find the bag.

subject                      verb      object

Sally is helping Simon to find it.

object pronoun

Now write the object pronouns from the text on page 29 of the Classbook here.

















Be careful! *it* and *you* remain the same when used as a subject or an object pronoun.

## Personal Pronouns

### Subject pronouns

### Object pronouns



 <p>Salif is a fisherman. <b>He</b> catches fish.</p>	 <p>Yesterday, a fish bit <b>him</b> in his finger.</p>
 <p>Laila is my friend. <b>She</b> gave me a gift.</p>	 <p>I gave <b>her</b> a gift yesterday</p>
 <p>This is my bike. <b>It</b> carries heavy things.</p>	 <p>Yesterday, I carried <b>it</b> to a workshop.</p>
 <p><b>They</b> asked the teacher questions</p>	 <p>The teacher asked <b>them</b> questions.</p>
 <p>I had rabbits. <b>They</b> were four.</p>	 <p>Yesterday, I sold <b>them</b> to my friend.</p>
 <p><b>I</b> am a good student.</p>	 <p>My father gave <b>me</b> a nice present.</p>
 <p><b>We</b> like playing basketball.</p>	 <p>Our parents took <b>us</b> to the zoo.</p>
 <p><b>You</b> have obesity.</p>	 <p>I am going to give <b>you</b> some medicine.</p>



# Unit 4

It's a Mystery!

1

## What's the question?

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Read and match the following descriptions with the correct question words from the cover page of the unit on page 31 of the Classbook. Write them in the space provided.

1. We use this word to ask about **people**. who
2. We use this word to ask about **place**. where
3. We use this word to ask about **time**. when
4. We use this word to ask about **something and not a person**. what
5. We use this to ask about **the way in which something happens**. how
6. We use this to ask about a **reason or cause**. why
7. We use this when we have a **few things or people to choose from**. which



### 3 Mystery questions and answers.

First choose the best question words from the box and write them in the blank space provided. Then match the question with the best answer by writing the letter of the answer in the box. Use the example to help you.

which who where what when how why

- |  |   |   |
|--|---|---|
| 1 <u>When</u> do people read and watch films?      | d | a. They are strange stories with secrets, puzzles and clues to help you solve them. |
| 2 <u>Where</u> can people go to watch a film?      | f | b. Because we do not know enough about them.  |
| 3 <u>Who</u> solves mysteries?                     | e | c. By thinking about evidence and clues.  |
| 4 <u>What</u> is a mystery?                        | a | d. In their free time.  |
| 5 <u>How</u> are mysteries solved?                 | c | e. Detectives.  |
| 6 <u>Why</u> can't some mysteries be solved?       | b | f. At the cinema.   |
| 7 <u>Which</u> type of story or film do you enjoy? |   | g. _____  |

### language focus second conditional

We use the second conditional to express **unreal** or **imaginary** situations and what could happen.

We make the second conditional using **if + past simple + would**

If he saw a Yeti, he'd/would climb a tree.

If I were on the Marie Celeste, I'd/would leave a note.

### 2 Second conditional.

Write the correct form of the verb in the space provided. Use the example to help you.

If I saw (see) a Yeti I would scream.

- If she saw (see) the Marie Celeste, she would look around it.
- If they won (win) 5,000 rials, they would go on holiday.
- If I (find) found some gold, I would put it in my bank.
- If we met (meet) a wild bear, we would run away.
- If I (catch) caught a snake, I would take it to the zoo.



If the rat **stepped** on the trap, it **would catch** him.



If I **won** a lot of money, I **would buy** a sport car.



If you **travelled** abroad, you **would find** a job easily.



If I **caught** a big tuna fish, I **could sell** it with 100 OR.



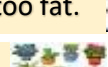
If you **drove** very fast, the police **would give** you a traffic violation.



If you **ate** a lot of junk food, you **would become** too fat.



If I **had** a big farm, I **would grow** different crops.



If I **were** a teacher, I **would teach** children for free.



## Types of conditionals

### First conditional

#### For certainty

If + **present simple** / **will** + **the infinitive**

If I **study** hard, I **will pass** the exams.

If you **wash** your dishdasha, it **will be** clean.

If I **find** a job, I **will help** my father.

If I **have** a driving licence, I **will drive** my father's car.

### Second conditional

#### For dreams

If + **past simple** / **would** + **the infinitive**

If I **went** to France, I **would buy** some perfume for you.

If Sally **became** a doctor, I **would make** a party.

If I **discovered** a medicine for cancer illness, I **would be** famous.

If I **were** rich, I **would help** poor people.

### Third conditional

#### For regret

If + **past perfect** / **would** + **have** + **past participle**

If I **had travelled** to UK, I **would have seen** the Big Ben.

If I **had eaten** healthy food, I **would have been** healthy.

If you **hadn't driven** fast, you **would not have crashed** the camel.

If you **hadn't stolen** the bank, you **wouldn't have been** in prison.

**If only** I had taken my umbrella.

**I wish** I had done my homework.

**If only** I hadn't stolen the car.

**I wish** I hadn't visited that place.

# language focus

## modals of possibility

- May, might and could are modals.
- We can use may, might and could + verb to talk about how possible something is in the present or the future.

Example: It may be the Yeti, but it could be a bear.

- We can use may have, might have and could have + past participle to talk about how possible something is in the past.

Example: The lake might have been a mirage.

- May, might and could go before the main verb in any sentence.

Example: It may have four or five legs.

## Modal verbs certainty – probability - possibility

Auxiliary verbs / have a purpose

All verbs after them are in the infinitive

**present / future**

will: sure / confident (The sun will rise tomorrow)

(If you don't take a coat, you will get cold.)

won't: sure that this will not happen

(If you don't run, you won't arrive on time.)

Can: sure/ have confident / have a reason

(You didn't eat anything today. You must be hungry.)



should: good chance and likely to happen

(They left Bahrain two hours ago. They should **be** here now.)

may: it is possible but no guarantee

(I may **go** to Muscat tomorrow.)



How possible are things in the <b>present</b> or in the <b>future</b> .	How possible were things in the <b>past</b> .
They <b>might arrive</b> before dinner.	They <b>might have finished</b> their homework.
I <b>may need</b> to borrow your bike.	I am worried. Something <b>could have happened</b> to my father.
It <b>could rain</b> this afternoon.	They <b>might have finished</b> lunch by now.
If you wait near that gate, you <b>could see</b> the queen.	You are vomiting. You <b>may have eaten</b> some rotten food.

## 2 Missing modals.



Write the sentences again with the missing modal written in the correct place. Use the information in the language focus box on this page to help you. Then decide which sentences talk about possibility in the present and which ones are in the past.

① [may] The large furry body **have been** a monkey.

The large furry body **may have been** a monkey. **past**

② [could] It **have been** the young woman who stole the diamond.

It **could have been** the young woman who stole the diamond. **past**

③ [might] The creature in the lake **be** a dinosaur.

The creature in the lake **might be** a dinosaur. **present**

④ [could] Stonehenge **have been** used like a clock.

Stonehenge **could have been** used like a clock. **past**

⑤ [may] They **solve** the mystery.

They **may solve** the mystery. **present**

### 3 What would you do?

Imagine you are a detective! First read about the situation. Then use the second conditional to talk about what you would do if you were a famous detective. Work in pairs and take turns to ask and answer questions.

1. You are trapped in a dark room.
2. Someone is chasing you.
3. Someone put a poisonous snake in your bed.
4. A fast car tries to hit you.
5. You are lost in a maze.
6. You think you know who stole the diamonds!

If I **were** trapped in a dark room, I **would use** my lighter.

If someone **was** chasing me, I **would run** faster.

If someone **put** a poisonous snake in my bed, I **would kill** that snake.

If a fast car **tried** to hit me, I **would move** out of the street.

If I **were** lost in a maze, I **would try** to find my way out.

If I **knew** who stole the diamonds, I **would observe** him.

# learning strategy

## topic sentences and supporting sentences

- The first sentence of a paragraph is often called a **topic sentence**.
- A topic sentence tells the reader what the paragraph is going to be about.
- We often use topic sentences when we are writing about facts, giving information or expressing opinions.
- Other sentences in the paragraph are called **supporting sentences**.
- Supporting sentences add information to the topic sentence.

Topic sentence

Supporting sentences

Oman is a beautiful country. It has many exiting places such as wadis, deserts and green wadis. Furthermore, there are many awesome villages with stunning scenery. For instance, Bilad Seet, Alhooqain and Fanja.

Dogs are important for people. People use dogs to guard their houses and animals. In addition, the police use them. For example, dogs can help the police to discover some mysterious crimes like smuggling drugs, following some thieves and murders.



## b Complete the second conditional sentences.

e.g. If they (have) had \$8000, they would put it in the bank.

1. If I (see) saw a yeti, I would hide.

2. If Maryam (be) was taller, she could reach it.

3. If he (go) went to the moon, he would be happy.

4. If we (buy) bought it, we might be poor.

## b Put the following words in a correct sentence. Remember to put in full stops and capital letters.

e.g. sick/she/may/later.

She may be sick later.

1. rain/might/tomorrow/it It might rain tomorrow.

2. may/buy/she/the dress She may buy the dress.

3. Ali/pass/test/might/his Ali might pass his test.