



# English for Libya

Secondary 3 Course Book

Scientific Section  
(القسم العلمي)

الاسبوع الخامس

*Garnet*  
EDUCATION





## Unit 3

# Careers and Industries

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# Unit 3

## Lesson 1: Careers and Industries

C21  
SKILLS

A Match the careers to the pictures. Write the correct number in each box.



- a  architecture
- b  aviation
- c  engineering
- d  environment

- e  fine art
- f  information technology
- g  communications and media
- h  healthcare

- i  oil and gas
- j  scientific research
- k  education
- l  tourism

C21  
SKILLS

B Listen and match each speaker to a career from the list above. Write the correct letter next to each name.

Zaid     Nada     Bilal     Faten

C Now do Exercises A to C on pages 40 and 41 of the Workbook.

## Lesson 2: Planning Ahead

**A** A student is having an interview with a careers adviser at school. Complete the conversation with the correct words from the box.

career   conserving   environment   involve   qualifications   science   university

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

**Student:** I'm not sure yet. But I'm very interested in ecology and the \_\_\_\_\_<sup>1</sup>.

**Adviser:** If you're good at \_\_\_\_\_<sup>2</sup> and geography, there are lots of jobs to choose from.

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

**Adviser:** Well, how about a \_\_\_\_\_<sup>3</sup> in water technology? That's really important in this country.

**Student:** What exactly does water technology \_\_\_\_\_<sup>4</sup>?

**Adviser:** If you work in water technology, you look for ways of \_\_\_\_\_<sup>5</sup> water and purifying it.

**Student:** Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of \_\_\_\_\_<sup>6</sup> do I need?

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

**Student:** Which \_\_\_\_\_<sup>7</sup> offers those courses?

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



**B** Listen and check your answers.

**C** Read the Functional Grammar box. Then underline examples of conditionals in the conversation.



**Expressing consequences:** Zero and first conditional

• **Zero conditional**

If it **rains** everyday, the flowers **blossom**.  
If we **finish** on time, it **is** great!

• **First conditional**

If we **leave** now, we **will arrive** on time.  
They **will be** happy if we **invite** them over.  
She **won't be** ready if we **pick** her **up** now.

**Complete the rules.**

The verb in the 'if' clause is in the ... tense.

The verb in the other clause is in the ... tense in the zero conditional.

The verb in the other clause is in the ... tense in the first conditional.

**Then think of other examples for both conditionals.**

p.92

**D** Now do Exercises A to E on pages 42 to 45 of the Workbook.

## Unit 3

### ■ Conditional sentences

(CB page 33, 34 and 38 and WB page 43)

There are four main conditional structures in English: the **zero conditional**, the **first conditional**, the **second conditional** and the **third conditional**. Conditional structures have two clauses: the *if* clause, and the main clause. The *if* clause can be placed at the beginning or the end of the sentence. If it comes first, it should be separated from the main clause by a comma.

#### Form

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

#### Use

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

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

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

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

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

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

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

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

### ■ Reported questions (WB page 47)

#### Use

Use reported questions to tell another person what somebody said.

#### Form

Introduce reported questions with *ask*. These reporting verbs are always followed by an object – a noun or a pronoun.

Reported statements

- Ali: 'I am tired.'  
*Ali said (that) he was tired.*
- Mum: 'It's time to get up, Bilal.'  
*Mum told Bilal (that) it was time to get up.*

! 'that' can be left out.

Change the tense of some, but not all verbs:

direct speech	reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect
present perfect	past perfect
can	could
should	should
could	could
will	would

- Khalid: 'I don't want to go to bed.'  
*Khalid said he didn't want to go to bed.*
- Dad: 'Faisal can go with you.'  
*Dad told us Faisal could go with us.*
- Mum: 'You should eat more fruit.'  
*Mum said I should eat more fruit.*
- Sara: 'I couldn't sleep last night.'  
*Sara said she couldn't sleep last night.*

Change the pronouns.

- I > he or she
- we > they
- me > him or her
- us > them

Reported questions

They become statements when they are reported.

- Marwa: 'What time is it?'  
*Marwa asked me what time it was.*

Use *if* in *yes/no* questions.

- Students: 'Is Abdulla ill?'  
*They asked me if Abdulla was ill.*