

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education



Workbook

Flying High for Saudi Arabia

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Level 4

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Unit 1 Family, friends and colleagues

1 Brothers and sisters

1 Reading

- a Are you an only child? Or are you a first-born, middle-born or last-born child? Read paragraph 1 of the article, and then the paragraph that relates to you. Do you agree?

Does Birth Order Count?

Many factors determine our adult personalities. Could birth order be one of them? Psychologists are much in dispute about this, but many would argue that your position in the family pecking order could be a major influence on the type of person you are. Think of yourself, family and friends. To what extent would you agree with this summary of the effects of birth order on personality?

Only children:

- + You are keen on facts, ideas and details. You are responsible, and happy to take responsibility. You are task-oriented, conscientious and reliable.
- = But ... you don't like admitting you are wrong, and you can sometimes appear unforgiving and over-demanding.

First-borns:

- + Natural leaders and high achievers are more often than not first-borns. You are punctual, well-organized and competent, giving close attention to detail. You don't like surprises!
- = But ... you can be moody and sometimes lacking in sensitivity. Some people even find you bossy and intimidating since you push people hard and refuse to take 'no' for an answer. Also, you are poor at delegating.

Middle-borns:

- + You can see both sides of a problem, which makes you a good negotiator. You like to please people and, being calm, friendly and a good listener, you often succeed in this.
- = But ... you are less ambitious than the first-born and you are not very good at making decisions that might offend others. And you are too inclined to blame yourself for others' failings.

Last-borns:

- + You are strong on people skills. Being a natural extrovert, talker and entertainer you make friends easily. You are not afraid to take risks.
- = But ... you are easily bored and inclined to self-centredness. You have unrealistic expectations of relationships – you expect them always to be fun which, of course, they are not!

b Read the whole article and decide whether these statements are true (T) or false (F).

The article says that:

- Only children are good at being in charge. T
- 1 Only children sometimes ask too much of people.
- 2 First-borns are often late for appointments.
- 3 Some people are slightly scared of first-borns.
- 4 Middle-borns are good at settling arguments.
- 5 Last-borns always make safe decisions.
- 6 They are good at making lasting friendships.

2 Word builder: suffixes

a Make adjectives from the nouns and verbs in the box and complete the table.

respect	access	passion	thought	society	knowledge
response	delight	consider	beauty	terror	compassion

-able	-ible	-ate	-ful
respectable	accessible		

Language assistant

Remember that we can add *-ible*, *-able*, *-ate*, and *-ful* to nouns or verbs to form adjectives. Don't forget that there is sometimes a change in spelling: *sense* – *sensible*, *rely* – *reliable*; and sometimes not: *agree* – *agreeable*. Sometimes the base word changes completely: *eat* – *edible*. Check in a dictionary if you are not sure.

b Write a sentence to describe each of these people using some of the adjectives above or others with the same suffixes.

1 a parent

2 a relative

3 a good friend

4 a favourite teacher

2 A friend in need

Grammar builder: present tenses and time – general uses and special cases

Use:

Use the present simple for:

- habits and routines:
*We often **go** to the mall.*
- permanent situations:
*We **live** in Dubai.*
- facts:
*The sun **rises** in the east.*

Form:

Present simple = subject + verb

(+ *-s* or *-es* for third person singular)

I / You / We / They	go	to work by bus.
He / She	goes	to work by bus.
I / You / We / They	don't go	to work by bus.
He / She	doesn't go	to work by bus?
Do I / you / we / they	go	to work by bus?
Does he / she	go	to work by bus?

Use the present continuous for:

- actions happening now or around now:
*He's **playing** baseball right now.*
- temporary actions and situations:
*He's **living** in Japan for a few months.*
- changes and developments:
*The Earth **is getting** hotter.*
- planned future events:
*We're **meeting** next week.*

Present continuous = subject + *is / are* + *-ing* form

I / You / We / They	are (n't) feeling	very well.
He / She	is (n't) feeling	very well.

1 Grammar

a Read the letter and underline all the examples of present tenses.

Dear Sam,

I'm writing to let you know how everything's going here. Right now I'm sitting in my new study, which faces the park. I don't normally work here in the mornings – I usually go to the office in town, but my boss is away right now so I'm spending a little more time at home!

Sue is enjoying the new house and is learning to use the computer. The kids are starting their new school next week. Right now they are all painting their rooms, which is keeping them nice and quiet.

This weekend we're having a barbecue with some neighbours. They live in a beautiful house not far away with a huge back garden – they even have a swimming pool! It might be too cold to swim this time but the kids are taking their swimming costumes to be prepared just in case.

We're all missing you and we talk about you often.

Looking forward to hearing from you,

Max

b Now write one example from the letter of each use of the tenses in the table.

Present simple	Present continuous
habits and routines _____	happening now or around now _____
permanent situations _____	temporary actions or situations _____
facts _____	changes and developments _____
	planned future actions _____

c Put a tick (✓) next to the sentences that are correct. Then correct the incorrect sentences.

- 1 I'm sorry, but I'm thinking you're wrong.
- 2 Without my glasses, I can't see at all.
- 3 Mmm! I smell fresh baked bread!
- 4 My new car is looking almost exactly like my favourite old car.
- 5 Noor is loving pizza. It's her favourite food.
- 6 Sami likes science, but he's thinking of studying law.

d Answer the questions about yourself using the appropriate present tense and time. Check your answers with the information in the Grammar builder on page 6.

- 1 Describe a daily habit or routine of yours.

- 2 Explain something that is happening now as you work.

- 3 Describe a temporary action or situation in your life.

- 4 Describe an action you have planned for the future.

- 5 State a true fact about yourself.

- 6 Express a permanent situation that involves you.

- 7 Explain something about yourself that is changing over time.

3 Working relations

1 Word builder: words and phrases about communication

Look at these words and phrases about communication from your Student's Book. When you are trying to communicate effectively, do these phrases represent positive, negative or neutral ideas? Complete the table.

non-verbal-communication distrust
 jargon let your mind wander
 keep an open mind maintain eye contact
 scratch your head facial expressions
 gesture posture yawn
 frown nod your head glare



Positive	Negative	Neutral
		non-verbal communication

2 Writing

a Think about effective communication and what you have learned in this unit. Look at the list of common barriers to effective communication below and provide a brief explanation or example for each one.

The most common barriers to effective communication:

different backgrounds, different perspectives

Someone from a scientific field might not understand a sales person's perspective very easily.

1 language differences

2 jargon and specialized terms

3 background noise

4 emotional reactions

5 non-verbal communication

6 distrust of the information or sender

- b** Imagine you have been asked to write a report for your boss about communication problems at work and how communication could be improved. You should organize your ideas under several appropriate headings. Some examples are given to guide you. Use your ideas to write a report of approximately 150 words.

Language assistant

A written report is a way of presenting factual information in a brief, organized and semi-formal style.

Note to self: have a heading for each paragraph of a report

Introduction
The purpose of this report is to ... / The report is intended to outline ...

Communication breakdown
Communication can break down for many reasons. One way ...

Communicating more effectively
Communication can be improved by ... / Several ways of improving communication can easily be implemented ...

3 Grammar

- a** Complete the sentences with the correct form of the verb in brackets.

- 1 I don't mind _____ (help) you with your homework. Let's meet after class.
- 2 My brother is considering _____ (move) to Taif next year.
- 3 Steven threatened _____ (quit) the team after an argument with the coach.
- 4 Josh started _____ (feel) seasick five minutes after he got on the boat.
- 5 We stopped _____ (watch) a street performer who caught our attention while shopping.

- b** Choose the correct preposition to follow each verb in these sentences.

- 1 Fahad apologized *on / for* arriving late at the meeting.
- 2 Ibrahim insisted *on / to* taking us to a very expensive restaurant to celebrate.
- 3 I have been dreaming *of / to* taking a holiday for months!
- 4 The weather is very hot here, but you get used *of / to* living with air conditioning.
- 5 Yaqub has been thinking *of / to* buying a new car this summer.

Unit 2 The best of the past

1 Local shop versus supermarket

1 Reading

a Look at the photograph on page 14 of your Student's Book. Tick (✓) five words that you think will be in the article.

- | | | | | | |
|-------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| food | <input type="checkbox"/> | economy | <input type="checkbox"/> | farmer | <input type="checkbox"/> |
| stallholder | <input type="checkbox"/> | consumer | <input type="checkbox"/> | environment | <input type="checkbox"/> |
| local | <input type="checkbox"/> | friends | <input type="checkbox"/> | imported | <input type="checkbox"/> |

b Read the article quickly and check your answers.

Since the 1960s, UK supermarkets have gradually developed an almost total stranglehold on the food market. Immediate losers in this process were Britain's farmers. The supermarkets could determine what they grew, how they grew it and, above all, they could set the prices. Moreover, the farmers were up against readily available and cheaper imported foodstuffs. Half of all the vegetables and a staggering 95% of the fruit consumed in the UK were not actually grown there.

This situation was, in large part, created by consumer demand – cheaper imported meat and all year round availability of fruit and veg which was once seasonal.

The farmers themselves decided to counter this monopolistic trend – by dealing straight with the customer and cutting out the middleman, i.e. the supermarket. How? By setting up local Farmers' Markets.

Says Wendy Sawyer, a sheep farmer from Wales: 'Farmers' Markets sell fresh, local food in

abundance, all competitively priced. The customers have direct contact with the producers and the stallholders can tell them where and how the products they sell are farmed or processed. Also, by shopping at Farmers' Markets the consumer knows that he or she is promoting the viability of the local economy.

'And there is an equally important hidden advantage. Food miles! Just think of the CO₂ emissions it takes – and thus the effect on climate change – to fly lamb from New Zealand or beans from Kenya. The shopper knows that, at a Farmers' Market, all the produce comes from the locality and the food miles involved are minimal.'

Farmers' Markets are developing rapidly. They started with fruit, vegetables and meat, but now, at most local markets, you'll find fresh fish, bread, cheese, cakes and jam – even healthy ready meals.

'So you're not just protecting the environment by shopping at one of our markets – they're *fun*, too!' smiles Sawyer. 'You can meet up and chat with your friends!'

c Read the article again and answer the questions.

Who more or less totally controls the selling of food in the UK?

The supermarkets.

1 Where do most fruit and vegetables eaten in the UK come from?

2 Who, apart from the supermarkets, was responsible for the situation?

3 What are 'food miles'?

4 Why are Farmers' Markets helping to protect the environment?

d Look at the examples in the text in exercise 1b. Try to guess what they mean from the context. Write a short definition.

total stranglehold on the food market total control of the selling of food

1 the farmers were up against _____

2 a staggering 95% _____

3 processed _____

4 promoting the viability _____

5 the produce comes from the locality _____

e Now use a dictionary to check your definitions.

2 Writing

Think of your favourite market. Write a paragraph about what is sold and why you like shopping there. Are there any disadvantages?

2 Heroes past and present

Grammar builder: the past

Use and form:

- To describe a setting
 - a) the past simple: *It **was** a stormy night.*
 - b) the past continuous: *The sun **was setting**.*
 - c) *there was / were: **There was** no one on the streets.*
- To describe actions or events
 - a) the past simple: *Lightning **struck** the house.*
 - b) the past perfect: *They **had gone** to bed three hours before the fire started.*
 - c) the past continuous: *They **were sleeping** when the fire started.*
- To talk with different degrees of certainty about a person or situation
 - a) *must have: It **must have** rained, since all the streets are wet.*
 - b) *may / might have: That noise **may have** been the wind outside.*
 - c) *couldn't have: It **couldn't have** been the cat because she's right here.*

1 Grammar

- a Complete the text about Abdul Rahman with the past simple, past continuous, or past perfect of the verbs given in brackets.

The slave who kept his faith

Abdul Rahman Ibrahim Sori was a prince from Futa Jallon, modern-day Timbuktu. He was a civilized, educated man who spoke (*speak*) English and was knowledgeable in maths and science. In 1788, at the age of 26, while he (1) _____ (*serve*) in his father, King Sori's, army, he was captured and sold to European slave traders. His captors (2) _____ (*transport*) him by slave ship to New Orleans, where one Thomas Foster, a plantation owner from Natchez Mississippi, (3) _____ (*buy*) him. Abdul Rahman was a lost man in a far and, by his standards, uncivilized land. When he claimed that he was a prince, people (4) _____ (*laugh*) at him, and after he (5) _____ (*suffer*) the indignities of plantation work for a short while he (6) _____ (*realize*) he only had his Islamic faith to support him. Keeping to Islamic standards of cleanliness, regular praying and fasting were all difficult with the hard work and long hours on the plantation, but Abdul Rahman (7) _____ (*maintain*) his faith. The Fosters (8) _____ (*grow*) to respect him and allowed him freedom to follow his beliefs. Finally, in 1828, with the help of the editor of the *Mississippi State Gazette*, who (9) _____ (*hear*) the story of his background some years earlier, he (10) _____ (*gain*) his freedom. While he (11) _____ (*tour*) the American states, he (12) _____ (*meet*) President John Quincy Adams, and returned to Timbuktu the following year only to die five months later. In all those years he never once relinquished his faith.

b Read the text and complete the deductions below. Use *must, may, might* or *couldn't* + present perfect.

Abdul Aziz bin Abdul Rahman, King of Saudi Arabia, is known as the outstanding Arab leader and hero of his time because he united the different tribes in Saudi Arabia. However, until 1902, Abdul Aziz lived in exile. His family fled, first living with the Bedouin in the desert and then, finally, settling in Kuwait.

In 1901, when Abdul Aziz was 25, he set out to take Riyadh with a small band of about 40 followers. It was a bold and courageous plan but extremely risky as he had so small a force.

They arrived in Riyadh in 1902, scaled the wall and killed the Emir. People say that perhaps the army was so demoralized by the unexpected attack that they surrendered without resistance. Abdul Aziz then secured the walls and asked his family to join him.

Then, with a combination of political judgment and eloquence, Abdul Aziz slowly persuaded the different tribes on the Arabian Peninsula to unite. He married many times into different

tribes. He gained loyalty from other countries in the Gulf, such as Jordan, and the British, by building strong ties and making agreements to protect each other's borders. Finally, with international recognition and support, Abdul Aziz conquered nearly all of the central Arabian Peninsula and, in 1932, became King of Saudi Arabia.



Abdul Aziz and his followers must have had superhuman qualities.

- 1 Abdul Aziz _____ a lot from the Bedouin while in exile.
- 2 Abdul Aziz and his followers _____ very courageous to attack Riyadh.
- 3 Some people say that the army of the Emir in Riyadh _____ so demoralized that they surrendered without fighting.
- 4 Abdul Aziz _____ very good political judgment to persuade so many tribes to unite.
- 5 Abdul Aziz _____ without international recognition and support.

2 Word builder

a Look at the phrases from the article in exercise 1a. Try to guess what they mean from the context or from similar phrases in your language. Write a short definition.

- | | |
|--------------------|-----------------|
| knowledgeable | <u>educated</u> |
| 1 by his standards | _____ |
| 2 indignities | _____ |
| 3 background | _____ |
| 4 gain his freedom | _____ |
| 5 relinquished | _____ |

b Now use a dictionary to check your guesses.

3 Viewpoint

1 Grammar

Complete the text with *the* where appropriate. Leave the gap empty if the article is not necessary.

Frank Lloyd Wright

Frank Lloyd Wright is arguably the twentieth century's greatest architect. His career spanned (1) _____ seventy years, from (2) _____ 1880s to the 1950s. He was a prolific worker and designed 1,141 buildings, of which 532 were built and 409 still stand today. Lloyd Wright designed a wide range of (3) _____ buildings, from public buildings to houses. These buildings were constructed in different US states and a few were also constructed in (4) _____ Japan, England, and Canada. Twenty of these buildings are currently open to the public, for example the Guggenheim Museum in New York. Lloyd Wright believed that people are affected by (5) _____ buildings they live in. He was greatly influenced by (6) _____ power of nature and this was reflected in his designs and his choice of (7) _____ building materials. He manipulated brick, stucco, wood, plaster, stone, concrete and copper in a way that had never been done before.

Lloyd Wright did not design only (8) _____ outside of buildings; he also designed their insides. He believed that the exterior and interior of buildings should be similar, and should move naturally from each other. Well-known styles of houses designed by Lloyd Wright are (9) _____ Prairie style of the early 1900s and (10) _____ Usonian style from the mid 30s until (11) _____ Lloyd Wright's death. The prairie house was a long, low building with an emphasis on horizontal lines. The Usonian style developed from the Prairie style and was designed specifically as (12) _____ low-income housing. Other examples of Lloyd Wright's style are Shingle style and Chicago School.

2 Reading

a Read the text on Frank Lloyd Wright in exercise 1 again.

Tick (✓) the sentences T (true) or F (false).

- | | | |
|--|---------------------------------------|----------------------------|
| It is still possible to see examples of Lloyd Wright's work. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 1 There are 1,141 Lloyd Wright buildings. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Most of Lloyd Wright's buildings were constructed in Europe. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Lloyd Wright used a lot of natural materials in his designs. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Lloyd Wright designed the interior of buildings. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Lloyd Wright made houses for poor people to live in. | T <input type="checkbox"/> | F <input type="checkbox"/> |

b Look at the figures from the text. What is their significance?

- | | |
|---------------|---|
| 1880s | <u>when Frank Lloyd Wright started his career</u> |
| 1 early 1900s | _____ |
| 2 532 | _____ |
| 3 1950s | _____ |
| 4 mid 30s | _____ |
| 5 1,141 | _____ |
| 6 20 | _____ |

3 Word builder

a Match the words from the text in exercise 1 with their definitions. Use the context to help you.

- | | | |
|---------------|---|--|
| 1 arguably | → | a) extremely productive |
| 2 spanned | → | b) open to discussion (but is probably true) |
| 3 prolific | | c) controlled in a skillful way |
| 4 constructed | | d) covered |
| 5 manipulated | | e) built |
| 6 exterior | | f) the outside |

b Record the words and phrases from exercise 3a in your notebook. If you like, you can use a combination of recording methods for some of the words and phrases.

Language assistant

On page 18 of your Student's Book, you looked at different techniques for recording vocabulary: a mind map, writing words in context, and making lists with translations. Sometimes you might combine two of these techniques to really help you remember.

You can also write a definition and you can include information about the pronunciation (by underlining the word stress) and the part of speech (in brackets):

significance (n) – importance or meaning (What is the significance of these dates?)

Unit 3 Into the future

1 Future shock

1 Reading

a Read the article and tick (✓) the sentences T (true) or F (false).

Small is beautiful

Today many world thinkers are concerned about the state of the planet – climate change, over-population, world poverty, the depletion of natural resources and so on. The more pessimistic among them would say that it is already too late. The damage is done.

But need we have arrived at this situation? Should we not have listened to the German-born British economist, Ernst Schumacher (1911–1977), who wrote a book, *Small Is Beautiful*, in 1973?

According to Schumacher, the writing was on the wall back in the 1970s. We were, he said, treating natural resources, such as fossil fuels, as expendable income,

whereas we should have treated them as capital since they are not renewable. It was Schumacher who was among the first to advocate a return to smaller-scaled economic structures such as locally grown food for local use. Rather than striving for more and more sophisticated growth, we should aim for the introduction of what he called 'intermediate technology' – technology that can be easily purchased and used by poorer people. He predicted that a world that relies on the beliefs 'growth is good' and 'bigger is better' is a doomed world – and many would agree that, since 1973, he has been proved right. At last, however, people like the Nobel Prize winner Mohammad Yunus are being credited for their work

in areas of which Schumacher would have approved.

As he himself once said: 'Man is small, and, therefore, small is beautiful.'



- 1 All world thinkers think that it's too late to do anything about the world's problems.
- 2 Schumacher said that we ought to be more careful with natural resources.
- 3 He believed that poor people should have more control over the technology they use.
- 4 Schumacher approved of Mohammad Yunus.

T F

T F

T F

T F

b Match the words and expressions from the text with their definitions.

- | | |
|--------------------------------------|--|
| 1 the depletion of natural resources | a) aiming, struggling |
| 2 the writing was on the wall | b) money that can be easily spent |
| 3 expendable income | c) the using up of fossil fuels |
| 4 not renewable | d) cannot be replaced |
| 5 advocate | e) it was obvious what was going to happen |
| 6 striving | f) argue in favour of |

2 Word builder: synonyms and near-synonyms

Choose the correct meanings of these verbs and phrases. Some you may already know, others you may be able to guess, and for others you may need the assistance of your dictionary.

- | | |
|------------------------------|----------------------|
| 1 to get over | a) to demand |
| 2 to lack | b) to measure |
| 3 to come across | c) to recover |
| 4 to trash | d) to withdraw |
| 5 to gauge | e) not to have |
| 6 to clamour for | f) to destroy |
| 7 to be right behind someone | g) to find by chance |
| 8 to pull out of | h) to support |
| 9 to propel | i) to move, drive |

Language assistant

Do you remember the strategies for guessing meaning from context, e.g. using the grammar of the word, looking at words around it? If not, go back to page 23 of your Student's Book and read the Language assistant again.

3 Word builder: guessing meaning from context

a Read the text and try to guess what the underlined words mean. Write your guesses below.

It was a sweltering day and Tom was so hot he (1) divested himself first of his jacket then of his tie. He was (2) ambling along through the (3) meadow of flowers when suddenly he sensed something behind him. He (4) spun around to see an (5) irate-looking but very well-dressed farmer behind him. 'You're trespassing on my land,' he (6) bellowed, 'and, if you must do that, I'd appreciate it if you would do it in decent (7) attire.'

- | | |
|-----------------|---------|
| <u>very hot</u> | 4 _____ |
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |

b Now check your guesses in a dictionary and correct them if necessary.

2 The best intentions

1 Grammar

a Match the sentences on the left with their meanings on the right.

- | | |
|--|--|
| 1 I miss Danny. I think I'll call him. | a) a promise |
| 2 Bob may move to a new apartment soon. | b) a plan or intention |
| 3 By next Tuesday, I'll have finished all this work. | c) an event that has been arranged |
| 4 Alan's going to drop by around seven. | d) a prediction based on past experience |
| 5 My flight leaves in 20 minutes. | e) a decision that has just been made |
| 6 Let's go to Giordano's again. We'll have a great time, as usual. | f) a situation that will be true at a certain point in the future |
| 7 The temperature keeps rising. It's going to be hot today! | g) a scheduled event |
| 8 This time next month, I'll be on holiday! | h) a possibility at some point in the future |
| 9 I'll e-mail you when I get there. | i) something that will be finished by a certain time in the future |
| 10 John's playing in the football game tomorrow. | j) a prediction based on present evidence |

b Correct the mistakes of future forms in this letter.

Dear Faisal,

I thought I'd write and let you know about my ideas for my holiday. First, I going to fly to Riyadh, where I to meet my friend Omar. He's working in Malaysia, and by next month, he has been there for two years, so I'm sure he could use a break. I think we then catching another plane to the Farasan Islands just off the coast of Jizan, where we spend two weeks diving and relaxing. I think we have seen lots of fish by the end of our stay. After that, we are go to fly to Abha, where we do some trekking in the hills. Unfortunately, I have to fly home to Jeddah at the end of April, since I'm going try to find a new job in May.

I see you then.

Best,

Yazeed

c Read the questions and tick (✓) the best answer for you.

- | | Definitely not | Definitely | Possibly |
|---|--------------------------|--------------------------|--------------------------|
| 1 I think I'll try to lose some weight soon. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I'm going to save a lot more money. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 In four years' time, I will have finished school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I will have had several jobs by then. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I think I'll travel and see some of the world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2 Word builder: words about plans and decisions

- a Complete the table with nouns and adjectives based on the verbs. There may be more than one possibility in some cases.

Verb	Noun	Adjective
intend	intention	intentional
determine		
decide		
resolve		
plan		
expect		



- b Use a dictionary to check the word stress and mark it by underlining the stressed syllable.

3 Writing

Think of three or four resolutions that you'd like to make about your life in the future. Complete the statements to help you write a summary of your plans.

In the next year, _____

By this time next year, I think _____

In the next four or five years, _____

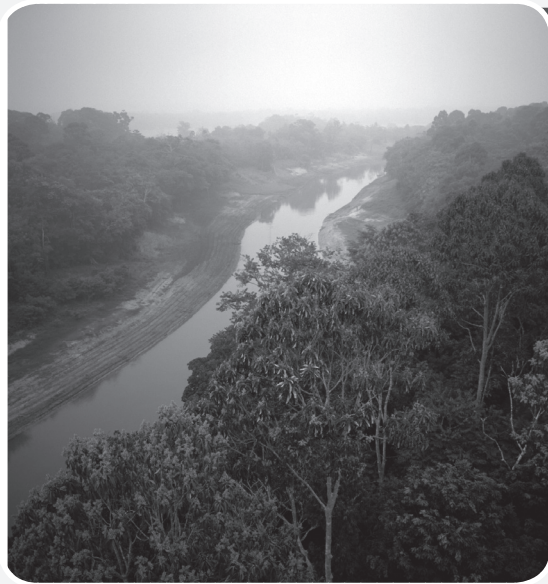
By the time I am _____, I hope _____

and in about ten years, I _____

3 Biosphere

1 Reading

a Read the article quickly. Does the story have a happy or an unhappy ending?



Lost in the jungle

It was the rainy season, so they had no problem with water. They had a fire, which Loïc never let go out, but food? What to do about food? At first they started with plants. They chose plants that didn't look poisonous, one of them would eat a little and, if he was still alive the next day, they knew that it was safe. Then they also ate insects which they boiled first.

They sometimes heard helicopters overhead, but they could neither see the machines nor be seen because the jungle was so thick. Then, after about 40 days, the helicopters stopped coming. The search must have been called off.

The two men were now desperately close to starvation, so they decided to abandon camp and began to walk westwards in the direction they thought Saül might be, until the day when Guilhem ate a poisonous spider. Realizing how ill his friend was and the danger that he was in, Loïc set off into the jungle by himself.

The next day, Guilhem heard a helicopter. Loïc had found help! When he was rescued on April 5th, the two men had been in the jungle for 51 days – and they were just four kilometres from Saül.

In February 2007, two Frenchmen, Guilhem Mayral and Loïc Pillois, set off into the Amazon jungle in French Guyana. Their destination was Saül, a remote settlement nearly 200 kilometres away. Their progress was slow and difficult and, on the twelfth day, they had run out of food and realized that they were lost. Guilhem and Loïc determined that their best course of action was to stay where they were and wait to be rescued, since there was bound to be a search.

b Now read the article again and answer the questions.

1 Why did the men decide to give up their journey through the jungle?

2 How did they discover what plants were safe to eat?

3 Why were they not rescued at first?

4 Why did they abandon camp?

c Match the words or expressions from the article with their meanings.

- | | | |
|---------------|---|----------------------|
| 1 set off | → | a) abandoned |
| 2 determined | → | b) started a journey |
| 3 bound to | | c) dangerously |
| 4 overhead | | d) sure to |
| 5 called off | | e) decided |
| 6 desperately | | f) above them |

2 Grammar

a Find five mistakes in the text and correct them.

I have big family and we live in different places across Saudi Arabia. I am a student in Riyadh, but neither my brothers or my sisters live here. Both my brothers live in Yanbu and both of my sisters live in Jeddah. None my brothers and sisters are younger than me. They have all finished school.

Neither my brothers are married, but both my sisters are. My parents live with me. I take care of both them. Although we all live far apart, we try to get together at least twice every year.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

b Rewrite the sentences so that the meaning stays the same. Use the words in the brackets plus two to five other words.

- 1 My father can help me with my maths. My mother can, too. (*either*)
 _____ can help me with my maths.
- 2 My best friend and I don't want to go away to summer camp this year. (*neither*)
 _____ to go away to summer camp this year.
- 3 I don't have any friends who did their homework last night. (*none*)
 _____ did their homework last night.
- 4 They both went to a friend's house together instead of studying. (*them*)
 _____ went to a friend's house together instead.
- 5 Jeff has two brothers who are married. (*both*)
 _____ are married.

Unit 4 The world of sports

1 Your view

1 Word builder: the body and sports

a Match the injury with the part of the body. There may be more than one possibility.

- | | |
|-------------|-------------|
| 1 sprain | a) shoulder |
| 2 break | b) rib |
| 3 twist | c) wrist |
| 4 fracture | d) thigh |
| 5 dislocate | e) ankle |
| 6 bruise | f) arm |

Language assistant

Always try to notice the context that new words and phrases appear in.

b Make sentences with the words from exercise 1a.

I broke my arm while I was playing football.

- _____
- _____
- _____
- _____
- _____

2 Reading

a Look at the photograph and select a caption. What topic do you think it illustrates?

- 1 A good day at work
- 2 Free as air
- 3 A winter's day



b Read the article quickly. Was your choice of topic correct?

Ordinary and extreme sports

Can you tell the difference between ordinary sports and extreme sports? What makes a sport 'extreme' is taking it to the absolute limits. We've all heard of bungee jumping, skydiving, rock climbing, freestyle snowboarding. What they all have in common is that they challenge the participants and take them close to the edge. But these are nothing compared to BASE jumping. BASE stands for Building, Antenna, Span (bridges), and Earth (cliffs) and is a very intense form of skydiving. Whereas skydivers use large parachutes to jump out of a plane at approximately 4,000 metres, BASE jumpers leap off buildings, antennas, bridges, or cliffs as low as 40 metres

high, with only a small parachute on their backs. BASE jumpers have been known to seek out well-known landmarks to jump off. The Eiffel Tower, Table Mountain, the Golden Gate Bridge, the Empire State Building, the Statue of Liberty, the Leaning Tower of Pisa ... all are irresistible to jumpers in pursuit of the ultimate experience.

The 'sport' is illegal in many countries, so jumps often have to take place in the middle of the night. Deaths sometimes happen and injuries occur frequently. Nevertheless, extreme sporters are not deterred by the danger. The greater the risk, the bigger the thrill and the stronger the exhilaration.

c Read the article again and answer the questions.

Why do people choose to do extreme sports?

Because they are looking for a challenge and adventure.

1 Why is rock climbing an extreme sport?

2 What is the basic difference between skydiving and BASE jumping?

3 Which of the BASE elements does the Burj al Arab in Dubai fall under?

4 According to the article, what makes BASE jumping dangerous?

d Find phrases in the article that mean the same or nearly the same as the following.

final level *absolute limits*

1 on the brink of _____

2 search for _____

3 famous _____

4 looking for _____

5 happen _____

2 The business view

1 Grammar

a Complete sentences 1 and 2 with words in the box in three different ways without changing the meaning.

that put	who are holding	placing	which involve	carrying	with
----------	-----------------	---------	---------------	----------	------

- 1 The players _____ the trophy just won the championship game.
 - a) _____
 - b) _____
 - c) _____

- 2 Sports _____ competitors in serious danger should not be encouraged.
 - a) _____
 - b) _____
 - c) _____

b Join the two sentences to make one sentence using a relative clause. Omit the relative pronoun wherever possible.

Mon Mome is a horse. It won the Grand National.
Mon Mome is a horse that won the Grand National.

- 1 Horse racing is a sport. It can be very dangerous.

- 2 That is the jockey. I saw him in last year's race.

- 3 Sheikh Maktoum al Maktoum was a race horse owner. He came from Dubai.

- 4 Consistency is an important quality. Many athletes are admired for this quality.

- 5 Tennis is a sport. It makes great demands on players.

c Now write sentences, including a relative clause, using these words.

- My father / a man / enjoy his food.
My father is a man who enjoys his food.
- 1 Economics / a subject / some people find difficult.

 - 2 Cricket / a game / played in Pakistan.

 - 3 Mohammad Yunus / a Bangladeshi / won the Nobel Peace Prize.

2 Writing

Think of a sport you know well and write a paragraph describing it.
Make notes, using the outline below to give you some ideas for your description.



Name of sport: _____

Place where it's played: _____

Number of players: _____

Object of the game: _____

Scoring system: _____

Qualities needed to play it: _____

Why people enjoy watching it: _____

Your feelings about it: _____

3 The career view

1 Reading

a Read the headline. Do you think that the article is about:

- 1 watching tennis 2 sports psychology 3 how to enjoy sport?

b Read the article. Were you correct?

Keeping the mind on the ball

As the financial rewards for winning at sports increase, so do the number of experts who form athletes' support teams. High on the list is the sports psychologist. Athletes with the correct mental approach to their sport can, it is believed, gain the edge over their opponents.

Key to an athlete's success is knowledge of, and control over, the 4Cs – Concentration, Confidence, Control and Commitment.

Concentration: the ability to focus on the task at hand. Distractions from concentration can range from the weather to anxiety and fatigue. Different athletes need different types of concentration – some for sustained periods (e.g. long-distance runners), some in short bursts (e.g. golfers).

Confidence: athletes need to be confident that they can achieve the necessary goals, and to be able to keep

going even when things are not going according to plan. Mental imagery – for instance, visualizing a previous good performance – is encouraged.

Control: it is important that athletes maintain emotional control. Anxiety, for instance, while in some ways a good thing before an event, should not be allowed to affect performance, while anger can often lead the athlete to focus more on the subject of the anger than on the business of winning.

Commitment: athletes need to persevere with rigorous training, maybe over many years. Commitment to the sport will almost certainly compete with other commitments – family, work, studies and so on. It can be undermined by injury or perceived lack of progress. The coach, medical support team, friends and others can help maintain an athlete's commitment.

c Read the article again. Tick (✓) the sentences T (true) or F (false).

- | | | | | |
|--|---|--------------------------|---|-------------------------------------|
| Athlete's support teams are becoming smaller. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 1 The weather can help an athlete concentrate. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 2 All athletes should play football. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 3 Anxiety can sometimes be positive. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 4 Athletes should give up all other commitments. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |

d Find words or expressions in the article that mean:

- | | |
|---------------------------|------------------|
| long | <u>sustained</u> |
| 1 be slightly better than | _____ |
| 2 for short periods | _____ |
| 3 seeing in your mind | _____ |
| 4 state of being worried | _____ |
| 5 continue regularly | _____ |
| 6 imagined | _____ |

Grammar builder: types of relative clauses

Use:

- Use a defining relative clause to define or specify who or what we are talking about:
*Lions are animals **that live in Africa.***
- Use a non-defining relative clause to add information about a person or thing. This is separated from the main clause by commas and the sentence would still make sense if the clause were omitted:
*The players, **who were really tired,** decided to go home.*

Form:

- Defining relative clause: main clause + (relative pronoun) + relative clause:
*Ahmed is the only student in our class **who got an A grade in his exam.***
- Non-defining relative clause: main clause, + relative pronoun + relative clause:
*Mark attributes his success to his parents, **who were right behind him all the way.***

It is not always necessary to use a relative clause to specify what we are talking about. We use modifying phrases to make contact clauses as another way of doing this:
*Lions are animals **living in / found in Africa.***

Modifying phrases

- *ing* form: *Can you see the man **sitting near the window?***
- past participle: *He's the man **married to my cousin.***
- prepositional phrase: *How much is the pair of trousers **in the window?***

2 Grammar

a Join the two sentences to form one sentence with a non-defining relative clause.

- 1 Mark was good at languages at school. Mark now studies Arabic at university.

- 2 Alex plays basketball and football extremely well. Alex is a naturally talented athlete.

- 3 Ahmed Shawqi became my favourite author at school. Ahmed Shawqi was a famous writer.

- 4 Football is a sport played all over the world. Football requires speed and endurance.

- 5 Tennis is an intensive sport. Tennis can cause serious injuries.

b Cross out one or two words in each sentence where possible to make contact clauses.

- 1 The man who is managing our company now is very experienced.
- 2 The man who is talking to the journalists was a government minister in the 1990s.
- 3 The people who are sitting at the back of the room can't hear the speaker.
- 4 Passengers who are travelling to London should go to Gate 12.
- 5 The flowers that are growing in the park are very colourful this year.

Unit 5 Knowing the market

1 Marketing

1 Reading

a Read the article quickly. Is it

- 1 an extract from a history book?
- 2 an advertisement?

The Al-Hijr Hotel

Come and stay at the Al-Hijr Hotel. This (1) _____ hotel is in the very centre of the Al-Ula area and the (2) _____ base to explore the strange, (3) _____ mountain landscape. The surrounding (4) _____ environment is the biggest attraction with some of the most important ruins of the (5) _____ Nabataean civilization on your doorstep.

The Al-Hijr Hotel is a modern and (6) _____ hotel, catering for up to 200 people in comfortable, (7) _____ surroundings. All private rooms have internet access, and private bungalows are situated in the extensive (8) _____ gardens. Take breakfast or coffee in our (9) _____ courtyard by the side of a fountain, or unwind sitting in the shade of the (10) _____ greenery and broad trees.

Savour both local and (11) _____ cuisine from the buffet of the Al-Fareed restaurant, prepared by our (12) _____ resident chef.



b Read the article again and complete the text with the words in the box. Sometimes more than one is possible but use each adjective only once.

international spacious rugged secluded acclaimed perfect
ancient five-star historic lush air-conditioned shady

2 Word builder: marketing

a Match the words and expressions with similar meanings.

- | | |
|-------------------|------------------------------------|
| 1 gender | a) advertising |
| 2 promotion | b) people with something in common |
| 3 outlets | c) male or female |
| 4 consumers | d) basic principles |
| 5 fundamentals | e) places where things are sold |
| 6 market segments | f) customers |

b Use a dictionary to check the word stress in words 1–6 and mark it by underlining the stressed syllable.

3 Writing

a Think about a hotel in your area. Make notes under these headings.

Location of the hotel

What guests can do in the area

Type of food served

Other attractive qualities

b Read the article 1a about The Al-Hijr Hotel again.

c Use your notes to write a similar advertisement about your local hotel.

2 In fashion

1 Reading

- a Look at the headline and the picture. What do you think the article is about?
- b Read the article. Were you correct?

Fashioning the past

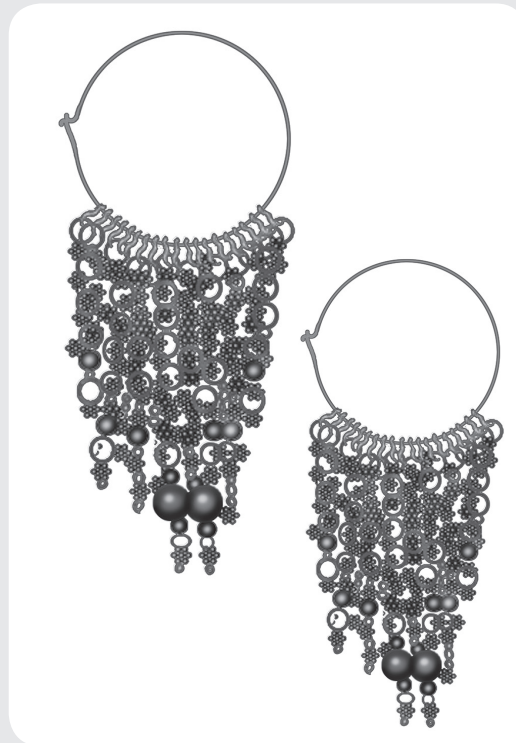
Fashion in Ancient Egypt was mainly designed for comfort in the hot, dry desert climate and clothes were generally made of linen. Male outfits usually included a kilt. The kilt was used to serve a variety of purposes, such as indicating the age and status of its wearer.

Ancient Egyptian haute couture for women typically included a straight kaftan or shift. This changed very little over the centuries.

Footwear did not feature as a high priority in Egyptian fashion. Those who could afford them wore leather sandals. Others went barefoot.

The Egyptians did not, however, totally sacrifice elegance for comfort. Jewellery, for example, was extremely popular throughout the period. Excavations of tombs have shown that queens of Egypt were almost always interred with a quantity of jewellery. The amount of jewellery worn by individuals often indicated their social position and level of wealth. Jewelled collars were very popular and usually made of very brightly coloured gems. Rings, anklets and bracelets were also part of the normal fashion wear. Earrings were common among wealthy women.

Even the less well-off attempted to adorn themselves with as much jewellery as was possible. While not nearly as lavish, the jewellery of the common Egyptian was usually very brightly coloured and was made out of inexpensive materials such as pottery.



c Read the article again. Tick (✓) the sentences T (true) or F (false).

- | | | | | |
|---|---|-------------------------------------|---|--------------------------|
| It was important for Ancient Egyptians to be comfortable in their clothes. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 1 In Ancient Egypt, a man's kilt told people something about the wearer. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 2 Shoes were very important in Ancient Egyptian fashion. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 3 Ancient Egyptians didn't care what they looked like as long as they were comfortable. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 4 Ancient Egyptian fashion items were very colourful. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 5 Poor people could not afford jewellery. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |

d Look at these words from the article. Try to guess what they mean from the context and write a short definition.

- status position in society
- 1 haute couture _____
- 2 footwear _____
- 3 barefoot _____
- 4 excavations _____
- 5 interred _____
- 6 gems _____
- 7 well-off _____
- 8 lavish _____

e If there is a similar word in your language, try to decide whether the meaning is the same or different. Write S (same) or D (different) in the appropriate box in exercise 1d, then check in a dictionary.

Grammar builder: different passive forms

Use:

Use the passive to shift attention from the doer of the action to the receiver. The passive is also used in more formal or more impersonal language:

*Passengers **are kindly requested** to read the safety information.*

Form:

Simple tenses: receiver + form of *to be* + past participle

Clothes **are** **designed** for comfort.
were **designed** by the Ancient Egyptians.

Continuous tenses: receiver + form of *to be* + *-ing* form + past participle

The product **is** **being marketed** by an advertising company.
was **being marketed** when they discovered the problem.

Perfect tenses: receiver + *have / has / had* + form of *to be* + past participle

The project **has** **been completed** at last.
had **been completed** before we knew about it.

2 Grammar

a Rewrite the sentences in the passive, with *by* + subject if necessary.

The Ancient Egyptians wore brightly-coloured jewellery.

Brightly-coloured jewellery was worn by the Ancient Egyptians.

1 Fashion has interested people since historical times.

2 Everyone knows that agency's success in marketing.

3 Designers are currently working on next year's fashions.

4 The Chairman will launch the new range later this month.

b Underline all the examples of the passive used in the article in exercise 1b.

3 Selling the image

1 Reading

a Read the article, then answer the questions using a few words only.

... helps you work, rest and play

Magazines nowadays are crammed with advertisements for toothpaste, shampoos, designer clothes, healthy food and food supplements, all designed to make us look and feel better. If you watch the commercials on TV, rather than using them as an opportunity to get up and replenish your cup of coffee, you will notice that again, a large proportion of advertising time is taken up by attempts to sell this kind of product.

A number of different strategies or themes are often seen in this kind of advertising. One is the 'before and after' routine, in which two pictures of supposedly the same person are shown, one before and one after using the product, the contrast providing ample evidence of the miraculous improvement in

health and the quality of life. Then there is the scientific approach, which attempts to convince by using percentages and statistics and words like 'tested' and 'proven'. Many of these advertisements include or end with a catch phrase that is hard to get out of your mind and that you always associate with the product – at least, that's the theory. One of the best known of these, intended to appeal to the modern person's snacking habits in today's stressful world, was the oft-repeated slogan 'A chocolate bar a day helps you work, rest and play'. Think about it for a second and then tell me ... how can a calorie-rich chocolate bar improve your life in the areas of working, resting and playing?



Where can you see a lot of advertisements for healthy food and food supplements?

magazines, TV

- 1 Which strategy uses two pictures?
- 2 Which strategy uses percentages and statistics?
- 3 What should a catch phrase be associated with?
- 4 What does the chocolate bar catch phrase appeal to?
- 5 Does it make sense? Why? / Why not?

b Find words or phrases in the article that mean the same as or something similar to each word or phrase.

- packed crammed
- 1 refill _____
- 2 efforts _____
- 3 apparently _____
- 4 enough _____
- 5 amazing _____
- 6 heard frequently _____

Grammar builder: use of active and passive

Use:

The passive is often used when we do not know who the subject is, or when the subject is less important than the verb or the object of the active sentence:

*They **are designed** for maximum effect.*

*It **has been said** that time is a great healer.*

2 Grammar

Look at these examples of the passive from the article in exercise 1a. Is it possible to put them in the active? If you think it is possible, rewrite the sentence in the active. You may need to supply a subject for the verb yourself. If you think it is not possible, leave the sentence in the passive.

Magazines are crammed with advertisements for food supplements.

Advertisers cram advertisements for food supplements into magazines.

- 1 The products are all designed to make us feel better.

- 2 A large proportion of advertising time is taken up by attempts to sell this kind of product.

- 3 A number of different strategies are often seen in this kind of advertising.

- 4 Two pictures of the same person are shown.

- 5 The catch phrase is intended to appeal to the modern person's snacking habits.

Unit 6 Looking forward

1 And the weather tomorrow ...

1 Reading

a Read the article. Can scientists predict the effects of *El Niño*?

El Niño

Meteorologists are beginning to understand how even localized climatic changes can have devastating effects many thousands of kilometres away. One such far-reaching phenomenon is *El Niño*.

El Niño is an abnormal warming of surface waters in the eastern tropical Pacific Ocean – off the coasts of Ecuador and Peru – which occurs every few years. This leads to increased evaporation of the sea water, with far-reaching and catastrophic effects on the world's climate. Scientists do not really understand how *El Niño* forms, but it is believed that it may have contributed to the 1993 Mississippi and 1995 California floods, heavy rains in South America, and drought conditions in southern Africa, Australia and Southeast Asia.

It is also believed that *El Niño* contributed to the lack of serious storms and hurricanes in the North Atlantic, which may have saved states like Florida from serious storm-related damage.

Unfortunately not all occurrences of *El Niño* are the same, and the atmosphere does not always react in the same way from one *El Niño* to another. This is why NASA's Earth scientists continue to participate in international efforts to understand the phenomenon. One day scientists may be able to provide sufficient warning so that we can be better prepared to deal with the changes that *El Niño* causes in the weather.



b Read the article again. Tick (✓) the sentences T (true) or F (false).

- 1 Local changes in the climate only affect nearby areas.
- 2 Sometimes the water temperature rises in the Pacific.
- 3 Not all the effects of *El Niño* are bad.
- 4 *El Niño* always follows the same pattern.

- | | | | |
|---|--------------------------|---|--------------------------|
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input type="checkbox"/> |

c Look at these words and phrases from the article. Try to guess what they mean from the context. Write a short definition.

localized climatic changes changes in the weather in a fairly small area

- 1 devastating _____
- 2 abnormal _____
- 3 evaporation _____
- 4 drought conditions _____
- 5 storm-related damage _____
- 6 participate in _____

2 Word builder: suffixes

a Add a suffix to each word in the list to make verbs.

-ize	-en	-iate
------	-----	-------

- 1 different _____
- 2 light _____
- 3 black _____
- 4 sharp _____
- 5 computer _____
- 6 local _____

b Now write sentences using the verbs you made in exercise 2a.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Optimism versus pessimism

Grammar builder: conditionals – future, present and past

Use and form:

We use the **first and second conditional** to talk about the **future**:

If I get the job, I'll move to Ta'if.

If I got the job, I would make a lot of money.

We use the **zero conditional** to talk about **regular habits in the present**:

When I have time, I like to paint.

We use the **second conditional** to talk about **situations that are untrue at the present**:

If I had more time, I would take painting classes.

We use the **third conditional** to talk about the **past**:

If I had only called sooner, I could have spoken to him before he left.

1 Grammar

a Complete the sentences with the correct form of the verb in brackets.

- 1 If I work hard all week, I _____ (be) free this weekend.
- 2 If I _____ (have) some time next week, I'll clean the garage.
- 3 He could have got the job if he _____ (act) a little more interested.
- 4 If Bassam _____ (study) so much, he wouldn't have passed the exam.
- 5 Tom _____ (come) over on Friday if he gets off work early.
- 6 If they _____ (admit) they were wrong, they wouldn't have got in so much trouble.

Language assistant

The order of the clauses in conditionals can normally be reversed, and the comma omitted.
You'll probably lose weight if you go to the gym once a week.

b Match the sentence beginnings on the left with the endings on the right.

- | | |
|-------------------------------|----------------------------------|
| 1 If you take my advice, | a) he'd probably accept it. |
| 2 I wouldn't worry about it | b) we would travel more. |
| 3 If we didn't have children, | c) if I were you. |
| 4 If he won the competition, | d) you'll forget what he said. |
| 5 If you don't study, | e) I'd study much harder. |
| 6 If he were offered the job, | f) he'd give all the money away. |
| 7 If I were you, | g) if you heat it. |
| 8 Water boils | h) you won't pass the exam. |

c Answer the questions about yourself.

- 1 How do you feel during the day if you wake up late?

- 2 What do you do if you can't find the keys to your house – and you're locked out?

- 3 If you have some spare time this Friday, what will you do?

- 4 If you had more time, what new sport would you take up? Why?

- 5 How would you feel if you were offered a job in the United States? Would you take it?

2 Word builder: words and phrases about complaining

Look again at the articles on page 52 of your Student's Book.
Find these phrases and then write a short definition or another way of saying each one.

- | | |
|--------------------------------------|------------------------------------|
| to look on the bright side | <u>to be positive / optimistic</u> |
| 1 to assert your (inalienable) right | _____ |
| 2 relentless optimism | _____ |
| 3 self-help gurus | _____ |
| 4 a good moan | _____ |
| 5 to set (absurdly) low expectations | _____ |
| 6 to master difficult situations | _____ |
| 7 to fear the worst | _____ |

3 Writing

Correct the 15 mistakes in this text. They may be spelling, punctuation, or grammar mistakes.

Some people says it is a good idea to look in the bright side. Because then you always feel more cheerfull and probably find it easier to made friends, however there are also people which believes that if you generally expect the worse you will be more happy. If you think that everything will turns out badly, then the realty should come as a nice surprise. Things will never be as bad that they are in your imagination.

3 What if ...?

1 Reading

- a Look at the headline and subtitle of the article below. What do you think it is about? Write a short prediction about what you will read in the article.
-

‘Air-rage’ case: Not guilty! Jury says passenger was defending self

A man was acquitted on Tuesday of breaking an airline ticket agent’s neck during a scuffle in Newark, NJ, which has come to symbolize ‘air-rage’.

Jurors deliberated for three-and-a-half hours before clearing John C. Davis, Jr. of aggravated assault. The verdict in Essex County Superior Court showed jurors believed that Davis, a steel plant worker from Fredericksburg, VA, acted in self-defence in the incident in July, 1999. Davis, 31, sobbed when the verdict was read. If convicted, he could have faced ten years in prison.

The dispute began when Davis and ten other family members began boarding a flight from Newark to Orlando on July 22, 1999, after a two-hour delay. They were on their way to Walt Disney World. Davis’ wife, Victoria, testified that Continental Airlines ticket agent Angelo Sottile stopped her from retrieving their 18-month-old daughter, Kayla, who had wandered up a jetway.

Prosecution witnesses said an enraged Davis confronted Sottile for allegedly pushing Victoria, then picked the agent up and slammed him to the ground. Defence witnesses, including Davis and his relatives, insisted that Sottile attacked first by grabbing Davis’ neck, and they both fell to the floor after Davis put Sottile in a head lock.

Sottile was in a coma for five days and has no memory of what happened. He has lost 80% of his neck mobility and now works part-time as a postal worker.



- b Read the article quickly to check your prediction.

- c Read the article again. Tick (✓) the sentences T (true) or F (false).

- | | | |
|--|----------------------------|---------------------------------------|
| Davis was found guilty. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 1 The jury thought Davis was provoked. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The plane was late taking off. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Kayla had disappeared. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Davis accused Sottile of pushing Victoria. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Sottile does not remember what happened. | T <input type="checkbox"/> | F <input type="checkbox"/> |

2 Writing

- a Imagine that you work for an airline and you are writing a report about the incident described opposite. Use the headings below to make notes for your report.

Paragraph 1: describe the situation and who was involved.

Paragraph 2: present the outcome of the incident.

Paragraph 3: recommend the best way to avoid or deal with situations like this.

- b Use your notes to write a brief report.

3 Grammar

- a Complete the sentences with mixed conditionals with the verbs in brackets.

- 1 She'd be feeling better if she _____ (*eat*) something for breakfast.
- 2 If I _____ (*be*) you, I wouldn't have done that.
- 3 If it really _____ (*matter*) to him, he would have called me by now.
- 4 Jerry probably won't be coming if he _____ (*not show up*) yet.
- 5 I still _____ (*not know*) about their problem if you hadn't told me.

- b Rewrite the sentences without changing the meaning, with the words given in brackets.

- 1 I'll give you a hand in the garden if I don't have homework. (*unless*)

- 2 He won't come to the football game unless his cousin comes too. (*if*)

- 3 If Pete can't come to the restaurant with us, I'm not going either. (*unless*)

- 4 Unless Mark improves his grades, he'll be off the tennis team. (*if*)

- 5 We'll be there on time if there isn't traffic. (*unless*)

Unit 7 Free time

1 A day at the races

1 Reading

a Read the article and answer the questions.

The Alice Springs Camel Cup



In July spectators flock to the Blatherskite Park in Alice Springs for the annual Camel Cup, the renowned Australian camel races. What started in 1970 as a friendly race between two old friends has grown into a full-scale carnival. There is no prize money, just trophies, and all the riders give their time free of charge. All the proceeds from the event go to local charities.

The day begins at 11.30 am with an opening ceremony and grand parade and races are run about every hour until the final trophy presentation.

The real stars of the day are the camels. They are temperamental, selfish and unpredictable. With as much order as can be mustered, the

unruly beasts are lined on the starting line by their fearless jockeys, the flag is dropped and they tear off at break-neck speeds. At least that's how it's supposed to work, but for each race you can guarantee that there are at least a few stubborn beasts who refuse to budge or amble off backwards to the distress of the jockeys and handlers! The unpredictable nature of these 'ships of the desert' makes for an interesting occasion with plenty of thrills and spills guaranteed for spectators.

There are loads of other attractions on offer, and the organizers promise a fun-packed day out for all the family.

How often does the Alice Springs Camel Cup take place?

Once a year.

1 How much money can the winning jockeys earn?

2 Who benefits financially from the races?

3 What is the signal for the start of each race?

4 Why are some of the jockeys not always happy?

5 Are the camel races the only events?

b Find words or phrases in the article that match these definitions.

- a major entertainment a full-scale carnival
- 1 money raised by an event _____
- 2 organized _____
- 3 walk away slowly _____
- 4 excitement and jockeys falling off _____
- 5 full of enjoyment _____

2 Word builder: phrases giving opinion and agreeing or disagreeing

Look at the ways of giving an opinion and agreeing or disagreeing. Decide whether an expression is used to give an opinion (O), agree (A), or disagree (D) and whether it is formal and polite (F) or informal and strong (IN). Tick (✓) the correct boxes in the table.

Expressions	Use			Level of formality	
	O	A	D	F	IN
1 You must be joking!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 In my opinion ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Absolutely!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 If you ask me ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Do you really think so?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Are you serious?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Nonsense!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I'm not sure about that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Pronunciation: homophones

a These words each have a homophone: a word that sounds the same but is spelt differently. Write the alternative spelling underneath each word. Use a dictionary to help you if necessary.

- weather Do you think the weather's going to be good this weekend?
whether I don't know whether I can come to the game tonight or not.
- 1 principle _____
- 2 peace _____
- 3 plane _____
- 4 threw _____
- 5 cereal _____

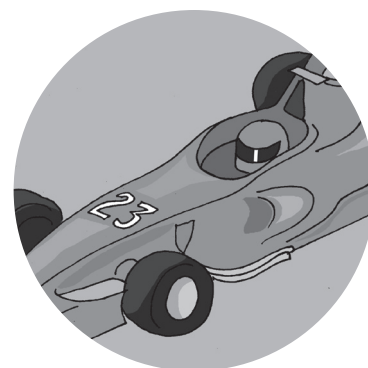
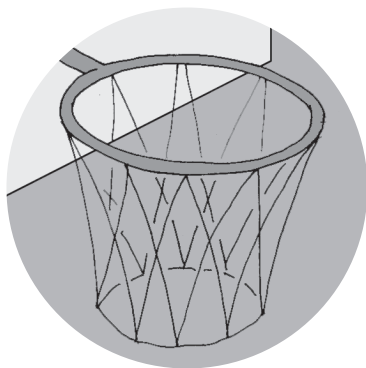
b Write a sentence for each homophone that clearly illustrates its meaning.

2 Games of skill

1 Word builder: words and phrases about sports

a Can you name one or more sports in which you

- 1 use a bow and arrows? _____
- 2 have two teams of nine players? _____
- 3 hit a ball across a table over a net? _____
- 4 use the words *backstroke*, *crawl* and *butterfly stroke*? _____
- 5 try to get a ball through a hoop and into a net? _____
- 6 drive cars very fast around a circuit? _____



b The following are all expressions from sports that have a metaphorical meaning. Match the expressions with their meanings. Use a dictionary if necessary.

- | | |
|----------------------------------|--|
| 1 to score an own goal | a) to be in a difficult situation |
| 2 to be bowled over | b) to make a great improvement |
| 3 to move the goal posts | c) to do something which is against your interests |
| 4 to come on in leaps and bounds | d) it's your turn to make a decision |
| 5 to be on a sticky wicket | e) to be surprised and pleased |
| 6 the ball's in your court | f) to change plans without telling anyone |

Grammar builder: instructions

Form:

Instructions commonly used:

- imperatives

Obey the referee at all times.

Don't handle the ball.

- modal verbs (e.g. *must*, *can*)

You **can't** run unless you hit the ball.

- *if* clauses and *when* clauses

If you don't hit the ball three times, you leave the field.

When nine players have batted, it is the other team's turn.

2 Grammar

a Complete the table with the words in the box.

The first player serves the ball across the net.	You have to serve from behind the base line.
Don't argue with the umpire.	If you want, you can have a drink of water when you change ends.
You can serve the ball into the net once without losing points.	You have to change ends every two games.
You can change your racket if it is broken.	You have to thank the umpire at the end of the game.
You can't make a noise when your opponent is serving.	When you are not serving, you can stand where you like on your side of the court.

Things you have to do	Things you can do	Things you can't do
<i>The first player serves the ball across the net.</i>		

b Here are the instructions for a simple athletics event. Put them in the correct order.

- 1 Then, find your correct lane. _____
- 2 When you hear the starting gun, but not before, start running. _____
- 3 Stand behind your lane and wait for the starter's instructions. _____
- 4 Make sure that you stay in your lane while you are running. _____
- 5 First, make sure that you are on the track on time. A
- 6 When the starter tells you to do so, take up your starting position. _____

3 Writing

Choose a sports game you are familiar with and explain the game to someone who has never played before. Write two paragraphs.

Paragraph 1: describe the game – its aims, equipment, etc.

Paragraph 2: describe the rules of the game and how it is won.

Language assistant

Remember that it is a good idea to think about the content of a text before you read or listen to it. This will make it easier to understand. Use clues such as pictures, titles, and the layout to help you do this. Trying to predict the type of words you'll meet can also help.

3 Let's get together

1 Reading

- a Nura has seen this advert for a book club and would like to join. Read the advert quickly. Identify four reasons for joining and write them below.

One of the longest-running and most popular clubs in the school

Book Club

Would you like to read a wider selection of books? Do you know a lot about Arabic literature but not much about English literature? Are you bored of the usual set texts at school? Join this club and learn how to interpret all types of text.

The Book Club runs after school from 3 till 6 every Tuesday. Each week we take turns to choose a new book or text on a particular theme. Then we discuss a new text.

The Book Club offers you free membership of our extensive library of books in both Arabic and

English. You can borrow up to three books at one time.

Every term we also offer a series of reading and writing workshops for club members at all levels, including:

- Beginners writing course: never written anything creative before? This course is for you!
- Poetry course: want to write a better ghazal or qasidah? This course is for you!
- Islamic literature: want to learn more about traditional Islamic literature? This course is for you!

The Book Club is particularly welcoming – come and make lots of friends with people interested in literature!

Reason 1: _____

Reason 2: _____

Reason 3: _____

Reason 4: _____

b Look at the list of after-school clubs below. Choose your first, second, and third choices, or add your own clubs.

- | | | |
|---|--|---------------------------------------|
| Athletics Club <input type="checkbox"/> | Debating Club <input type="checkbox"/> | History Club <input type="checkbox"/> |
| Book Club <input type="checkbox"/> | Football Club <input type="checkbox"/> | Science Club <input type="checkbox"/> |
| English Club <input type="checkbox"/> | Swimming Club <input type="checkbox"/> | _____ |
| Cooking Club <input type="checkbox"/> | Reading Club <input type="checkbox"/> | _____ |

c Write three reasons why you would like to join your first choice of after-school club.

Reason 1: _____

Reason 2: _____

Reason 3: _____

Grammar builder: adverbs and adverbials

Use:

Use adverbs and adverbials to qualify verbs and adjectives and give information about:

- how (manner): *He drove **carelessly**.*
- how often (frequency): *They **never** go out.*
- when (time): *They're getting married **next year**.*
- where (place): *The bathroom's **upstairs**.*
- how much (degree): *I **hardly** know him.*

Form:

Adverbs of manner are single words. They are usually formed by adding *-ly* to an adjective and they usually follow the verb.

Adverbs of frequency are single words. They usually precede the verb, except in the case of *to be* and modal verbs, which they follow.

Adverbs and adverbials of time and place can be single words or phrases. They usually come either at the beginning or at the end of the sentence.

Adverbs of degree are usually single words. They usually precede the verb, except in the case of *to be* and modal verbs, which they follow.

2 Grammar

a Complete the table with the words in the box.

hardly	today	worldwide	often	significantly	rapidly
Manner	Frequency	Time	Place	Degree	
				hardly	

Unit 8 The animal kingdom

1 Preservation or extinction?

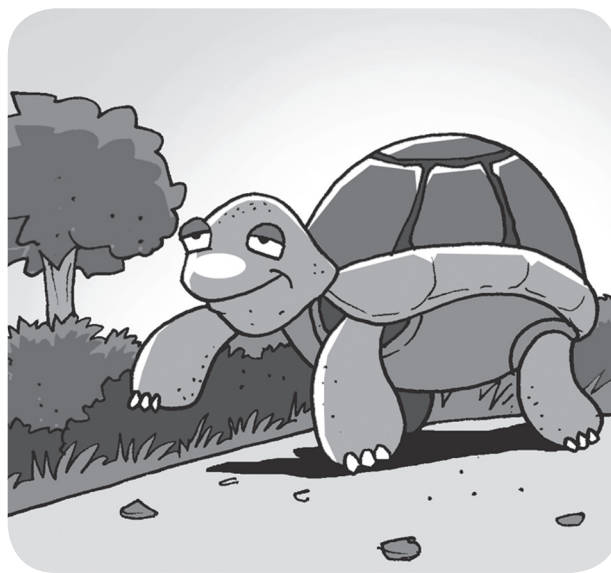
1 Word builder: similes

Complete the similes with a word from each box.

1 stubborn smart free
slow strong quiet

2 ox tortoise mouse
bird fox mule

- 1 Tom has nothing holding him down. He's as _____ as a / an _____.
- 2 Ali never speaks in class. He's as _____ as a / an _____.
- 3 Oh, you'll never see it my way! You're as _____ as a / an _____!
- 4 Can't you move any faster? You're just as _____ as a / an _____.
- 5 John lifts weights every day and he's as _____ as a / an _____.
- 6 I knew John would come up with an answer. He's as _____ as a/an _____.



Language assistant

Look at these words and phrases used for linking and sequencing ideas.

In my opinion, ... *Above all, ...* *First, ...* *Therefore, ...* *Furthermore, ...* *Finally, ...*

To present different points in an argument, we can also use:

Firstly, ... *Secondly, ...* *Finally, ...*

2 Writing

- a The activities listed below are often thought to put animals at risk of extinction. Write reasons why they put animals at risk.

Activity	Why animals are at risk
overfishing	decreases fish stocks in the ocean removes food of bigger fish and mammals, e.g. sharks
hunting	
river and ocean pollution	
destroying rainforests and other habitats	
trading in animal goods, e.g. skins, ivory	

- b Now write an essay against one of these activities. Use the outline below to make notes and organize your writing. Use words and phrases from the Language assistant box to help you link and order your ideas.

Paragraph 1: introduction – state the dangerous activity and your position against it.

Paragraph 2: explain this activity and its dangerous results.

Paragraph 3: conclusion – propose a solution or an alternative to this activity.

3 Grammar

Complete the conversation with the appropriate conditionals (mixed and traditional).

A: Did I tell you I'm thinking of getting a pet?

B: Are you? What kind?

A: My son wants me to buy a horse, but I think it would be better to get a bird. Horses need too much care and attention.

B: Well, birds need care, too. Imagine, if you (1) _____ (have) a bird, you (2) _____ (not be able) to go away and leave it.

A: I suppose so, but if I (3) _____ (ask) my neighbours, I'm sure they (4) _____ (take care of) it.

B: I wouldn't be so sure. I went away for a week once and asked a friend to feed my parrot and he completely forgot! If he (5) _____ (not be) normally such a reliable person, I (6) _____ (not ask) him. But this time he really let me down.

A: What happened?

B: Luckily the neighbours heard this awful shrieking and called me. I had to cut my trip short. If I (7) _____ (not go) home immediately, I don't think the parrot (8) _____ (be) alive today!

2 Beasts of burden

1 Reading

a Read a young boy's letter to an advice columnist and answer the questions.

Dear Stuart

I have a really tricky problem and I thought I'd write and ask your advice.

It's about my neighbours. They have a donkey in their field. He's a beautiful animal, though he's getting on in years. But he's still very active. He used to have free range of the field but last month he escaped into our other neighbour's garden and made short work of all the flowers. Mrs Robson (she's the other neighbour) was ever so cross because her flowers were her pride and joy.

Now they've tied the donkey to a stake in a corner of the field. He looks so miserable and he's losing weight - he's only got a small area of grass and he's not getting enough to eat and he's all skin and bones. I want to report the owners to the police for cruelty, but my parents say that it would be unneighbourly. The poor animal is on my mind all the time and I don't know what to do. Please can you suggest anything?

Yours sincerely,

Jake Jones

What's the donkey like?

He's beautiful and he's active but he's getting on in years.

1 Why was Mrs Robson cross?

2 What did the donkey's owners do?

3 Why isn't the donkey eating enough?

4 Who doesn't want to involve the police?

b Look at these words and phrases from the article. Try to guess what they mean from the context. Write a synonym or a short definition.

- tricky complicated
- 1 getting on in years _____
- 2 have free range of the field _____
- 3 made short work of _____
- 4 ever so cross _____
- 5 all skin and bones _____
- 6 unneighbourly _____

2 Writing

Look at this reply to Jake Jones. The writer has not punctuated it or put it into paragraphs. Rewrite it to include punctuation and paragraphs.

dear jake thank you for your letter about your problem with the donkey it sounds like a very difficult problem and not one I would like to have to deal with myself but ill try to give you some advice first I think you should go and see your neighbours and offer to take the donkey for a walk around the field every day say that you would be very careful and make sure that you didn't let go of the donkeys rope you never know your neighbours might be grateful for the offer if they refuse to let you walk the donkey then i would phone your local donkey sanctuary and explain the problem I am sure they would handle the matter sensitively and there would be no need for your neighbours to know who had reported the matter i hope you find these suggestions useful and hope that you find a happy solution to your problem yours sincerely stuart

Grammar builder: *wish* + past verb and *wish* + *would* verb

Use:

We use *wish* + past verb to refer to present or past situations that we would like to change but cannot or are unlikely to change:

I wish I lived in Santa Barbara. (but I don't right now)

Sam wishes he had taken the job in New York. (but he didn't take it)

We use *wish* + *would* verb to refer to actions or habits that we would like to be different:

I wish he would quit smoking.

I wish you wouldn't say those things.

3 Grammar

a Complete each sentence with a wish.

- 1 I never have enough free time. I wish _____
- 2 Their TV is too loud and it bothers me. I wish _____
- 3 The neighbours make too much noise. I wish _____
- 4 This pizza is awful compared to the one we usually order. I wish _____
- 5 I hate this green dress! Why didn't I buy the red one? I wish _____
- 6 I love everything Italian. So why did I study French? I wish _____
- 7 My brother lives so far away! I wish _____
- 8 The house we bought is too big. I wish _____

b Rewrite the sentences to correct the mistakes.

- 1 I wish I didn't buy these shoes. _____
- 2 I wish I can have some new clothes. _____
- 3 I wish my apartment is bigger. _____
- 4 I wish he will visit us more often. _____
- 5 I wish I don't always feel so tired. _____

3 Animals as healers and teachers

1 Reading

a Read the article and answer the questions.

Welcome back cat

Salisbury City Hall (in England) has reinstated the post of 'Official City Cat' and appointed a two-year-old tomcat called Herbie.

Salisbury's outgoing Mayor, Jack Patten, welcomed the new recruit and helped settle him into his new quarters. The Mayor said: 'Salisbury has always had an official cat in the City Hall. When we closed for renovation and rebuilding last year, the last incumbent was retired to the country, but now we are open again, we are delighted to be able to adopt a cat from a local rescue centre.' He said Herbie had settled in well and enjoyed wandering around the council offices.

Cash-strapped Salisbury Council will not have to worry about the cost of caring for Herbie, as a unique sponsorship deal has been struck with the firm Pets at Home, who has agreed to provide food, veterinary treatments, and toys. The new mayor, Dick Penson, is a great cat lover and is looking forward to meeting up with Herbie when he takes office next month.



Why do you think Salisbury City Hall has an official cat? Maybe the cat catches mice in the building.

- 1 What happened to the last one? _____
- 2 Where was Herbie found? _____
- 3 What happened to the City Hall in the last year? _____
- 4 How will the cost of Herbie's care be paid? _____
- 5 Why is this necessary? _____

b Find words or phrases in the article that mean the same as or something similar to the following.

- put something back in place, e.g. a job reinstate _____
- 1 job, position _____
 - 2 someone recently joined _____
 - 3 accommodation _____
 - 4 person holding a post _____
 - 5 not having much money _____
 - 6 agreement to provide financial or other help _____

Grammar builder: *want / allow / encourage / force, etc.* + object + *to* + infinitive

Form:

subject	verb	object	to	infinitive	
My father	encouraged	me	to	go	to college.
My parents	never forced	me	to	do	things I didn't want to do.

Language assistant

The verbs *let* and *make* cannot be followed by *to*. The verb *help* can be used with or without *to*.
 My mother never **lets me stay** out after midnight!
 My brother always **makes me drive** him to his friend's house.
 I often **help my little brother** do his homework, and he **helps me to look** after the garden sometimes.

2 Grammar

a Write a short paragraph about each student describing how their parents treat them.

Michael's parents	Sam's parents
expect / get perfect grades at school	expect / do his best
don't allow / go out on weeknights	let / decorate his own room
make / come home right after school	encourage / be happy
force / study on weekends	want / be happy

b Complete each sentence with information about yourself.

- 1 My family allows me _____ .
- 2 When I was younger, my parents never encouraged me _____ .
- 3 Everyone always expects me _____ .
- 4 No one ever makes me _____ .
- 5 I never let anyone _____ .

c Complete each sentence with your own ideas.

- 1 Most young people just want _____ .
- 2 Parents should allow _____ .
- 3 Schools should encourage _____ .
- 4 People shouldn't make other people _____ .
- 5 Being flexible and open-minded helps _____ .

Unit 1

Personal characteristics

absent-minded (adj)	/ˌæbs(ə)nt ˈmaɪndɪd/
achiever (n)	/əˈtʃi:və(r)/
affectionate (adj)	/əˈfekʃ(ə)nət/
bossy (adj)	/'bɒsi/
charming (adj) ★★	/'tʃɑ:(r)mɪŋ/
competent (adj) ★★	/'kɒmpɪtənt/
confrontation (n) ★★	/'kɒnfrʌn'teɪʃ(ə)n/
conscientious (adj)	/'kɒnʃi'ɛnʃəs/
conservative (adj) ★★	/'kɒn'sɜ:(r)vətɪv/
controlled (adj)	/'kɒn'trəʊld/
delegate (v) ★★	/'deləgət/
extensive (adj) ★★★	/'ɪk'stensɪv/
innovation (n) ★★	/'ɪnəʊ'veɪʃ(ə)n/
intimidating (adj)	/'ɪn'tɪmɪ'deɪtɪŋ/
loyal (adj) ★★	/'lɔɪəl/
mischievous (adj)	/'mɪstʃɪvəs/
moody (adj)	/'mu:di/
negotiator (n) ★★	/'nɪɡəʊʃɪət/
oriented (adj) (task-oriented)	/'ɔ:rientɪd/
outgoing (adj)	/'aʊt'ɡəʊɪŋ/
pecking order (n)	/'pekɪŋ ɔ:(r)də(r)/
perfectionist (n)	/'pɜ:(r)'fɛkʃənɪst/
potential (adj) ★★★	/'pə'tenʃ(ə)l/
punctual (adj)	/'pʌŋktʃuəl/
rebellious (adj)	/'rɪ'beljəs/
renowned (adj)	/'rɪ'naʊnd/
respectable (adj) ★	/'rɪ'spektəb(ə)l/
respectively (adv) ★	/'rɪ'spektɪvli/
responsible (adj) ★★★	/'rɪ'spɒnsəb(ə)l/
successful (adj) ★★★	/'sʌk'sesf(ə)l/
well-behaved (adj)	/'wel br'heɪvd/

Friendship

conflict (n) ★★★	/'kɒnflɪkt/
contribute (v) ★★★	/'kɒn'trɪbjʊ:t/
cynical (adj) ★	/'sɪnɪk(ə)l/
expression (n) ★★★	/'ɪk'spreʃ(ə)n/
firm (adj) ★★★	/'fɜ:(r)m/
honest (adj) ★★	/'ɒnɪst/
open (adj) ★★★	/'əʊpən/
shared (adj) ★★★	/'ʃeə(r)/
trust (n) ★★★	/'trʌst/

Gesture, posture, voice

frown (v) ★★	/'fraʊn/
glare (v) ★	/'gleə(r)/
grin (v) ★★	/'grɪn/
lean (v) ★★★	/'li:n/
nod (v) ★★★	/'nɒd/
point (v) ★★★	/'pɔɪnt/
scratch (v) ★	/'skrætʃ/
shake (v) ★★★	/'ʃeɪk/
slouch (v)	/'slautʃ/
stare (v) ★★★	/'steə(r)/
wave (v) ★★★	/'weɪv/
whisper (v) ★★	/'wɪspə(r)/
yawn (v) ★	/'jɔ:n/

Working relations

credibility (n) ★	/'kredə'bɪləti/
defensive (adj) ★★	/'dɪ'fensɪv/
distracted (adj)	/'dɪ'stræktɪd/
distrust (n)	/'dɪ'strʌst/
effective (adj) ★★★	/'ɪfektɪv/
emotional (adj) ★★★	/'ɪməʊʃ(ə)nəl/
interrupt (v) ★★	/'ɪntə'rʌpt/
jargon (n)	/'dʒɑ:(r)gən/
jealous (adj) ★	/'dʒeləs/
judgment (n) ★★	/'dʒʌdʒmənt/
mind (n) (open mind) ★★★	/'maɪnd/
perception (n) ★★	/'pɜ:(r)'sepʃ(ə)n/
verbal (adj) ★	/'vɜ:(r)b(ə)l/

Other words and phrases

absence (n) ★★★	/'æbs(ə)ns/
achievement (n) ★★★	/'ə:tʃi:vmənt/
favour (in favour of) ★★★	/'feɪvə(r)/
issue (n) ★★★	/'ɪʃu:/
privacy (n) ★	/'prɪvəsi/
recreation (n) ★	/'rekri'eɪʃ(ə)n/
regular (adj) ★★★	/'regjʊlə(r)/

Unit 2

Shops

abundance (n)	/'ə'bʌndəns/
availability (n)	/'ə'veɪlə'bɪləti/
backlash (n)	/'bæk.læʃ/
consume (v) ★★	/'kɒn'sju:m/
consumer (n) ★★★	/'kɒn'sju:mə(r)/
counter (v) ★	/'kaʊntə(r)/
delivery (n) ★★★	/'dɪ'lɪv(ə)ri/
demand (n) ★★★	/'dɪ'mɑ:nd/
diversify (v)	/'daɪ'vɜ:(r)sɪfaɪ/
dweller (n)	/'dwelə(r)/
extortionate (adj)	/'ɪk'stɔ:(r)ʃ(ə)nət/
foodstuff (n)	/'fu:dstʌf/
inexorable (adj)	/'ɪn'eksərəb(ə)l/
middleman (n)	/'mɪd(ə)l,mæn/
outlet (n) ★★	/'aʊt,let/
premises (n) ★★	/'premɪsɪz/
promote (v) ★★★	/'prə'məʊt/
rates (n) ★★★	/'reɪts/
rent (n) ★★★	/'rent/
retailer (n) ★	/'ri:teɪlə(r)/
rivalry (n)	/'raɪv(ə)lri/
seasonal (adj) ★	/'si:z(ə)nəl/
stall (n) ★★	/'stɔ:l/
urban (adj) ★★★	/'ɜ:(r)bən/
viability (n)	/'vaɪə'bɪləti/

Heroes

bold (adj) ★★	/'bəʊld/
capture (v) ★★	/'kæptʃə(r)/
claim (vb) ★★	/'kleɪm/
conquer (v) ★	/'kɒŋkə(r)/
courageous (adj)	/'kʌ'reɪdʒəs/
demoralize (v)	/'dɪ'mɔ:rəlaɪz/
eloquence (n)	/'eləkwəns/
indigenous (adj)	/'ɪn'dɪdʒənəs/

indignity (n)	/ɪn'dɪgnəti/
oppressive (adj)	/ə'presɪv/
protect (v) ★★★	/prə'tekt/
recognition (n) ★★★	/ˌrekəg'nɪʃ(ə)n/
relinquish (v)	/rə'lɪŋkwɪʃ/
risky (adj) ★	/'rɪski/
secure (v) ★★★	/sɪ'kjʊə(r)/
slave (n) ★★	/sleɪv/
surrender (v) ★	/sə'rendə(r)/
tie (n) ★★	/taɪ/

Problems in the past

antibiotic (n)	/ˌæntɪbaɪ'ɒtɪk/
carbon monoxide (n)	/'kɑ:(r)bən-mə'nɒksaɪd/
carriage (n) ★	/'kærɪdʒ/
cart (n) ★	/'kɑ:(r)t/
cholera (n)	/'kɒlərə/
diphtheria (n)	/dɪf'tɪəriə/
emission (n) ★★	/ɪ'mɪʃ(ə)n/
garbage (n)	/'gɑ:(r)bɪdʒ/
mud (n) ★★	/'mʌd/
pave (v)	/'peɪv/
respiratory (adj)	/'rɪspɪrət(ə)ri/
sewage (n)	/'su:ɪdʒ/
smoke (n) ★★	/'sməʊk/
tuberculosis (n)	/'tju:ˌbɜ:(r)kjʊ'ləʊsɪs/
typhoid (n)	/'taɪfɔɪd/
wagon (n)	/'wæɡən/
waste (n) ★★★	/'weɪst/

Architecture

brick (n) ★★	/'brɪk/
construct (v) ★★★	/'kɒn'strʌkt/
copper (n) ★★	/'kɒpə(r)/
exterior (adj) ★★	/'ɪk'stɪəriə(r)/
horizontal (adj) ★★	/'hɒrɪ'zɒnt(ə)l/
influence (v) ★★★	/'ɪnfluəns/
interior (adj) ★★	/'ɪn'tɪəriə(r)/
low (adj) ★★★	/'ləʊ/
plaster (n) ★	/'plɑ:stə(r)/
prolific (adj)	/'prɒ'lɪfɪk/
span (v)	/'spæn/
stone (n) ★★★	/'stəʊn/
stucco (n)	/'stʌkəʊ/

Heritage

concrete (n) ★★	/'kɒŋkri:t/
conserve (v)	/'kɒn'sɜ:(r)v/
damage (n) ★★★	/'dæmɪdʒ/
decoration (n) ★★	/'dekə'reɪʃ(ə)n/
endangered (adj)	/'ɪn'deɪndʒə(r)/
extend (v) ★★★	/'ɪk'stend/
hydroelectric (adj)	/'haɪdrəʊ'ɪlektɪk/
iron (n) ★★	/'aɪə(r)n/
monument (n) ★★	/'mɒŋjʊmənt/
preserve (v) ★★★	/'prɪ'zɜ:(r)v/
sandstone (n)	/'sæn(d)stəʊn/
significant (adj) ★★★	/'sɪɡ'nɪfɪkənt/
timber (n) ★★	/'tɪmbə(r)/
tomb (n) ★	/'tu:m/

Other words and phrases

arguably (adv) ★	/'ɑ:(r)ɡjuəbli/
beneficial (adj) ★★	/'benɪ'fɪʃ(ə)l/
currently (adv) ★★★	/'kʌrəntli/
emphasis (n) ★★★	/'emfəsɪs/
factor (n) ★★★	/'fæktə(r)/
fast (v)	/'fɑ:st/
gallop (v) ★	/'gæləp/
income (n) (low-income, adj)	/'ɪnkʌm/
lantern (n)	/'læntə(r)n/
loser (n) ★	/'lu:zə(r)/
manipulate (v) ★★	/'mæ'nɪpjʊleɪt/
plantation (n)	/'plɑ:n'teɪʃ(ə)n/
rapid (adj)	/'ræpɪd/
rural (adj) ★★★	/'rʊərəl/
scale (v)	/'skeɪl/
shore (n) ★★	/'ʃɔ:(r)/
sterile (adj) ★	/'steraɪl/
stranglehold (n)	/'stræŋg(ə)l'həʊld/
tension (n) ★★★	/'tenʃ(ə)n/
undermine (v) ★★	/'ʌndə(r)'maɪn/

Unit 3

Space exploration

asteroid (n)	/'æstə'rɔɪd/
damage (v)	/'dæmɪdʒ/
depletion (n)	/'di'pli:ʃ(ə)n/
doomed (adj)	/'du:m/
expendable (adj)	/'ɪk'spendəb(ə)l/
exploration (n)	/'eksplə'reɪʃ(ə)n/
fossil fuel (n)	/'fɒs(ə)l 'fju:əl/
fuel (n) ★★★	/'fju:əl/
gravity (n) ★	/'grævəti/
hurricane (n)	/'hʌrɪkən/
mineral (n) ★	/'mɪn(ə)rəl/
mining (n) ★	/'maɪnɪŋ/
monitor (v) ★★	/'mɒnɪtə(r)/
remote (adj) ★★	/'rɪ'məʊt/
renewable (adj)	/'rɪ'nju:əb(ə)l/
resource (n) ★★★	/'ri:zɔ:(r)s/
solar system (n)	/'səʊlə(r) 'sɪstəm/
sophisticated (adj) ★★	/'sɒfɪstɪ'keɪtɪd/
terrestrial (adj)	/'tə'restriəl/

Resolutions

ambitious (adj) ★★	/'æm'bɪʃəs/
content (adj) ★★	/'kɒn'tent/
expectation (n) ★★★	/'ekspek'teɪʃ(ə)n/
goal (n) ★★★	/'gəʊl/
intake (n) ★	/'ɪnteɪk/
lose weight (v)	/'lu:z 'weɪt/
motivate (v) ★★	/'məʊtɪveɪt/
overly (adv)	/'əʊvə(r)li/
routine (n) ★★	/'ru:ti:n/
stick to (v)	/'stɪk tu/
unrealistic (adj)	/'ʌnrɪə'lɪstɪk/

Biosphere

adjust (v) ★★	/'ədʒʌst/
airtight (adj)	/'eə(r)'taɪt/
candidate (n) ★★★	/'kændɪdɪt/

claustrophobic (adj) /ˈklaus̩trəˈfəʊbɪk/
 colonize (v) /ˈkɒlənaɪz/
 diabetic (adj) /ˌdaɪəˈbetɪk/
 disaster (n) ★★ /dɪˈzɑːstə(r)/
 ecosystem (n) /ˈiːkəʊˌsɪstəm/
 insulin (n) /ˈɪnsjʊlɪn/
 life support (n) /ˈlaɪf səˈpɔː(r)t/
 living quarter (n) /ˈlɪvɪŋ ˌkwɔː(r)tə(r)/
 maintain (v) ★★★ /meɪnˈteɪn/
 nutrition (n) ★ /njuːˈtrɪʃ(ə)n/
 operation (n) ★★★ /ˌɒpəˈreɪʃ(ə)n/
 participant (n) ★★ /pɑː(r)ˈtɪsɪpənt/
 rainfall (n) /ˈreɪnˌfɔːl/
 self-contained (adj) /ˌself kənˈteɪnd/
 self-sufficient (adj) /ˌself səˈfɪʃ(ə)nt/
 simulate (v) /ˈsɪmjʊleɪt/
 temperate (adj) /ˈtemp(ə)rət/
 tolerant (adj) /ˈtɒlərənt/

Lost in the jungle

abandon (v) ★★ /əˈbændən/
 boil (v) ★ /bɔɪl/
 bound (to) (adj) ★★ /baʊnd/
 call off (v) /ˌkɔːl ˈɒf /
 close (to) (adj) ★★★ /kləʊs/
 course of action (n) /ˌkɔː(r)s əv ˈækʃ(ə)n/
 desperately (adv) ★★ /ˈdesp(ə)rət(ə)li/
 destination (n) ★★ /ˌdestɪˈneɪʃ(ə)n/
 determine (v) ★★ /dɪˈtɜː(r)mɪn/
 overhead (adj) ★ /əʊvə(r)ˈhed/
 poisonous (adj) ★ /ˈpɔɪz(ə)nəs/
 progress (n) ★★★ /ˈprəʊɡres/

Diving

cable (n) ★★ /ˈkeɪb(ə)l/
 crab (n) /kræb/
 deposit (n) ★★ /dɪˈpɒzɪt/
 diver (n) /ˈdɑːvə(r)/
 drill (v) ★ /drɪl/
 eel (n) /iːl/
 flippers (n) /ˈflɪpə(r)/
 geologist (n) /dʒɪˈɒlədʒɪst/
 goggles (n) /ˈɡɒɡ(ə)lz/
 gold (n) ★★★ /ɡəʊld/
 ocean floor (n) /ˈəʊʃ(ə)n flɔː(r)/
 octopus (n) /ˈɒktəpəs/
 oxygen tank (n) /ˈɒksɪdʒ(ə)n tæŋk/
 seaweed (n) /ˈsiːwiːd/
 shark (n) ★ /ʃɑː(r)k/
 shipwreck (n) /ˈʃɪpˌrek/
 silver (n) ★★ /ˈsɪlvə(r)/
 squid (n) /skwɪd/
 viper fish (n) /ˈvaɪpə(r) fɪʃ/
 wetsuit (n) /ˈwetˌsuːt/

Other words and phrases

advocate (v) ★ /ˈædvəkeɪt/
 apart (from) ★★★ /əˈpɑː(r)t/
 barrier (n) ★★ /ˈbæriə(r)/
 best-seller (n) /ˌbest ˈselə(r)/
 capital (n) ★★★ /ˈkæpɪt(ə)l/
 clamour (for) (v) /ˈklæmə(r)/

disabled (adj) ★★ /dɪsˈeɪb(ə)ld/
 efficient (adj) ★★★ /ɪˈfɪʃ(ə)nt/
 gauge (v) ★ /geɪdʒ/
 map (v) ★★★ /mæp/
 neglect (v) /nɪˈɡlekt/
 propel (v) /prəˈpel/
 provide (v) ★★★ /prəˈvaɪd/
 purchase (v) ★★ /ˈpɜː(r)tʃəs/
 reap (v) /riːp/
 strive (for) (v) ★ /straɪv/
 substantially (adv) ★★ /səbˈstænj(ə)li/
 ultimate (adj) ★★ /ˈʌltɪmət/
 urgent (adj) ★★ /ˈɜː(r)dʒ(ə)nt/
 waste (v) /weɪst/

Unit 4

Sport

abolish (v) ★★ /əˈbɒlɪʃ/
 aggression (n) ★★★ /əˈɡreɪʃ(ə)n/
 ban (n) /bæn/
 catch (v) ★★★ /kætʃ/
 dribble (v) /ˈdrɪb(ə)l/
 hit (v) ★★★ /hɪt/
 hold (v) ★★★ /həʊld/
 injury (n) ★★★ /ˈɪndʒəri/
 jump (v) ★★★ /dʒʌmp/
 kick (v) ★★★ /kɪk/
 legislation (n) ★★★ /ˌledʒɪˈsleɪʃ(ə)n/
 opponent (n) ★★ /əˈpəʊnənt/
 participant (n) ★★ /pɑː(r)ˈtɪsɪpənt/
 row (v) ★★★ /rəʊ/
 spectator (n) ★ /spekˈteɪtə(r)/
 sponsor (v) ★★ /ˈspɒnsə(r)/
 throw (v) ★★★ /θrəʊ/

Injuries

ankle (n) ★★ /ˈæŋk(ə)l/
 break (v) ★★★ /breɪk/
 bruise (v) ★ /bruːz/
 calf (n) ★ /kɑːf/
 dislocate (v) /ˈdɪsləkeɪt/
 elbow (n) ★★ /ˈelbəʊ/
 fracture (v) /ˈfræktʃə(r)/
 heel (n) /hiːl/
 jaw (n) ★★ /dʒɔː/
 knee (n) ★★★ /niː/
 neck (n) ★★★ /nek/
 rib (n) ★ /rɪb/
 shoulder (n) ★★★ /ˈʃəʊldə(r)/
 sprain (v) /spreɪn/
 thigh (n) ★★ /θaɪ/
 toe (n) ★★ /təʊ/
 twist (v) ★★ /twɪst/
 wrist (n) ★★ /rɪst/

Extreme sports

absolute (adj) ★★ /ˈæbsəluːt/
 brink (n) ★ /brɪŋk/
 challenge (v) ★★★ /ˈtʃælɪndʒ/
 deter (v) /dɪˈtɜː(r)/
 edge (n) ★★★ /edʒ/

exhilaration (n)	/ɪg'zɪləreɪʃ(ə)n/
in pursuit of	/ɪn pə(r)'sju:t əv/
intense (adj) ★★	/ɪn'tens/
irresistible (adj)	/ɪrɪ'zɪstəb(ə)l/
landmark (n)	/'lænd)ma:(r)k/
limit (n) ★★★	/'lɪmɪt/
parachute (n)	/'pærəʃu:t/
thrill (n)	/θrɪl/
ultimate (adj) ★★	/'ʌltɪmət/

Sport – business and careers

coach (n) ★★	/kəʊtʃ/
deal (n) ★★★	/di:l/
decently (adv)	/'di:s(ə)ntli/
full-time (adj) ★★	/'fʊl 'taɪm/
generate (v) ★★★	/'dʒenəreɪt/
league (n) ★★★	/'li:g/
occupation (n) ★★	/'ɒkjʊ'peɪʃ(ə)n/
part-time (adj) ★★	/'pɑ:(r)t 'taɪm/
record-breaking (adj)	/'rekɔ:(r)d breɪkɪŋ/
referee (n) ★★	/'refə'ri:/
reserve (n) ★★	/'rɪ'zɜ:(r)v/
reward (n) ★★	/'rɪ'wɔ:(r)d/
salary cap (n)	/'sæləri ,kæp/
strenuous (adj)	/'strenjuəs/
take in (v)	/teɪk 'ɪn/
talent (n) ★★	/'tælənt/
trophy (n) ★★	/'trəʊfi/

Sport psychology

anxiety (n) ★★	/æŋ'zaɪəti/
approach (n) ★★★	/'əprəʊtʃ/
burst (n)	/'bɜ:(r)st/
distraction (n) ★	/'dɪ'strækʃ(ə)n/
fatigue (n) ★	/'fə'ti:g/
mental (adj) ★★★	/'ment(ə)l/
opponent (n) ★★	/'əpəʊnənt/
perceive (v) ★★	/'pə(r)'si:v/
persevere (v)	/'pɜ:(r)sɪ'vɪə(r)/
rigorous (adj) ★	/'rɪgərəs/
sustain (v) ★★	/'sə'steɪn/
visualize (v)	/'vɪʒʊəlaɪz/

Fitness

burn (v) ★★★	/'bɜ:(r)n/
calorie (n) ★	/'kæləri/
cardiovascular (adj)	/'kɑ:(r)dɪəʊ'væskjələ(r)/
diet (n) ★★★	/'daɪət/
flexibility (n) ★★	/'fleksə'bɪləti/
nutrition (n) ★	/'nju:trɪʃ(ə)n/
physiotherapist (n)	/'fɪziəʊ'therəpɪst/
state of the art (adj)	/'steɪt əv ði: ɑ:(r)t/

Other words and phrases

agility (n)	/'ædʒaɪl/
campaign (v) ★★	/'kæm'peɪn/
chronic (adj) ★	/'krɒnɪk/
expand (v) ★★★	/'ɪk'spænd/
impact (n) ★★★	/'ɪmpækt/
measure (n) ★★★	/'meʒə(r)/
occur (v) ★★★	/'ɒ'kɜ:(r)/
paternalistic (adj)	/'pɑ:tɜ:(r)nə'lɪstɪk/

target (n) ★★★	/'tɑ:(r)ɡɪt/
valid (adj) ★★	/'vælɪd/

Unit 5

Marketing and advertising

accessory (n) ★★	/ək'sesəri/
ample (adj) ★	/'æmp(ə)l/
associate (v) ★★★	/ə'səʊsi'eɪt/
bargain (n) ★★	/'bɑ:(r)ɡɪn/
bound (up with) (adj)	/'baʊnd/
campaign (n) ★★★	/'kæm'peɪn/
catch phrase (n)	/'kætʃ'freɪz/
coincide (v) ★★	/'kəʊɪn'saɪd/
commercial (adj) ★★★	/'kɒmɜ:(r)ʃ(ə)l/
contrast (n) ★★★	/'kɒntrɑ:st/
convince (v) ★★★	/'kɒn'vɪns/
cosmetics (n)	/'kɒz'metɪks/
criteria (n)	/'kraɪ'tɪəriə/
disposable (adj) ★	/'dɪ'spəʊzəb(ə)l/
emphasis (n) ★★★	/'emfəzɪs/
equivalent (adj) ★★	/'ɪkwɪvələnt/
essential (adj) ★★★	/'esɪnʃ(ə)l/
evidence (n) ★★★	/'eɪvɪdəns/
feature (v) ★★★	/'fi:tʃə(r)/
fundamental (n) ★★★	/'fʌndə'ment(ə)l/
gender (n) ★★	/'dʒendə(r)/
gradual (adj) ★	/'ɡrædʒʊəl/
hint (v) ★★	/'hɪnt/
increase (v) ★★★	/'ɪn'kri:s/
increase (n) ★★★	/'ɪŋkri:s/
launch (v) ★★★	/'lɔ:ntʃ/
lifestyle (n) ★★	/'laɪf'staɪl/
luxury (n) ★	/'lʌkʃəri/
market (n) ★★★	/'mɑ:(r)kɪt/
oft-repeated (adj)	/'ɒft rɪ'pi:tɪd/
on offer (n)	/'ɒn 'ɒfə(r)/
outlet (n) ★★	/'aʊt'let/
packaging (n) ★	/'pækɪdʒɪŋ/
pensioner (n) ★★	/'penʃ(ə)nə(r)/
production (n) ★★★	/'prɒ'dʌkʃ(ə)n/
promote (v) ★★★	/'prɒ'məʊt/
reduce (v) ★★★	/'rɪ'dju:s/
replenish (v)	/'rɪ'plenɪʃ/
retail price (n)	/'ri:teɪl 'praɪs/
rise (v) ★★★	/'raɪz/
routine (n) ★★	/'ru:'ti:n/
segmentation (n)	/'segmən'teɪʃ(ə)n/
segment (n) ★★	/'segmənt/
shift (v) ★★★	/'ʃɪft/
slogan (n) ★	/'sləʊɡən/
special offer (n)	/'speʃ(ə)l 'ɒfə(r)/
statistic (n)	/'stætɪstɪk/
strategy (n) ★★★	/'strætədʒɪ/
subtle (adj) ★★	/'sʌt(ə)l/
supposedly (adv) ★	/'sə'pəʊzɪdli/
sustain (v) ★★	/'sə'steɪn/
target (n) ★★★	/'tɑ:(r)ɡɪt/
theme (n) ★★★	/'θi:m/

Fashion

adapt (v) ★★	/ə'dæpt/
adorn (v)	/ə'dɔ:(r)n/
affordable (adj)	/ə'fɔ:(r)dəb(ə)l/
anklet (n)	/'æŋklət/
associated (with) (adj)	/ə'səʊsi'eɪtɪd/
bracelet (n)	/'breɪslət/
collar (n) ★★	/'kɒlə(r)/
earring (n) ★	/'iəriŋ/
exclusivity (n)	/'eksklʉ'sɪvətɪ/
fabric (n) ★★	/'fæbrɪk/
fashion statement (n)	/'fæʃ(ə)n ,stetmənt/
fit (v) ★★★	/fɪt/
footwear (n)	/'fʉt,wet(r)/
garment (n)	/'gɑ:(r)mənt/
gem (n)	/dʒem/
guarantee (v) ★★	/'gærən'ti:/
hard-wearing (adj)	/'hɑ:(r)d 'weəriŋ/
haute couture (n)	/'əʊt ku:'tʃʉə(r)/
influential (adj) ★★	/'ɪnflu'entʃ(ə)l/
jewellery (n) ★★	/'dʒʉ:əlri/
kaftan (n)	/'kæftæn/
kilt (n)	/'kɪlt/
launch (v) ★★★	/'lɔ:ntʃ/
lavish (adj) ★	/'lævɪʃ/
linen (n) ★	/'lɪnɪn/
manufacturer (n) ★★★	/'mænʃu'fæktʃərə(r)/
material (n) ★★★	/'mə'tɪəriəl/
outfit (n) ★	/'aʊtfɪt/
priority (n) ★★★	/'praɪ'bræti/
range (n) ★★★	/'reɪndʒ/
sandal (n)	/'sænd(ə)l/
shade (n) ★★	/'ʃeɪd/
shift (n) ★★★	/'ʃɪft/
sketch (v) ★	/'sketʃ/
stylish (adj) ★	/'stɑɪlɪʃ/

Other words and phrases

acclaimed (adj)	/ə'kleɪmd/
air-conditioned (adj)	/'eə(r) kən,dɪʃ(ə)nd/
ancient (adj) ★★★	/'eɪnʃ(ə)nt/
base (n) ★★★	/'beɪs/
bungalow (n) ★	/'bʌŋgə,ləʊ/
courtyard (n)	/'kɔ:(r)t,jɑ:(r)d/
extensive (adj) ★★★	/'ɪk'stensɪv/
five-star (adj)	/'faɪv 'stɑ:(r)/
historic (adj) ★★	/'hɪ'stɔ:rɪk/
inter (v)	/'ɪntə(r)/
international (adj) ★★★	/'ɪntə(r)'næʃ(ə)nəl/
lush (adj) ★	/'lʌʃ/
manual labourer (n)	/'mænʃʉəl 'leɪbərə(r)/
miner (n) ★	/'maɪnə(r)/
perfect (adj) ★★★	/'pɜ:(r)fɪkt/
pottery (n)	/'pɒtəri/
rugged (adj)	/'rʌgɪd/
sacrifice (v) ★	/'sækrɪfəs/
secluded (adj)	/'si'klu:dɪd/
shady (adj)	/'ʃeɪdi/
spacious (adj)	/'speɪʃəs/
tomb (n) ★	/'tu:m/

Unit 6

Weather predictions

abnormal (adj) ★	/æb'nɔ:(r)m(ə)l/
accurate (adj) ★★	/'ækjʉrət/
atmosphere (n) ★★	/'ætmos,fɪə(r)/
catastrophe (n)	/'kætə'strəfi/
catastrophic (adj)	/'kætə'strɒfɪk/
devastating (adj) ★	/'devə'steɪtɪŋ/
drought (n)	/'draʊt/
evaporation (n)	/'ɪ,væpə'reɪʃ(ə)n/
expert (adj)	/'ekspɜ:(r)t/
far-reaching (adj)	/'fɑ:(r) 'ri:tʃɪŋ/
flood (n) ★★	/'flʌd/
forecast (n) ★★	/'fɔ:(r)kɑ:st/
futurologist (n)	/'fjʉ:ʃə'rɒlədʒɪst/
high (n) ★★★	/'haɪ/
hurricane (n)	/'hʌrɪkən/
imminent (adj)	/'ɪmɪnənt/
keen (adj) ★★★	/'ki:n/
localized	/'ləʊkəlaɪzd/
massive (adj) ★★★	/'mæsɪv/
meteorologist (n)	,'mi:tɪə'rɒlədʒɪst/
participate (v) ★★	/'pɑ:(r)'tɪsɪpeɪt/
particle (n)	/'pɑ:(r)ɪk(ə)l/
phenomenon (n) ★★	/'fə'nɒmɪnən/
prediction (n) ★★	/'prɪ'dɪkʃ(ə)n/
projection (n) ★	/'prɒ'dʒekʃ(ə)n/
proven (adj) ★	/'pru:v(ə)n/
reliable (adj) ★★	/'rɪ'laɪəb(ə)l/
steer clear of (v)	/'stiə(r) 'kliə(r) əv/
store (n) ★★★	/'stɔ:(r)/
storm (n) ★★	/'stɔ:(r)m/
storm-related (adj)	/'stɔ:(r)m rɪ'leɪtɪd/
sufficient (adj) ★★★	/'sʉ'fɪʃ(ə)nt/
surface (n) ★★★	/'sɜ:(r)fɪs/
trend (n) ★★★	/'trend/
wisdom (n) ★★	/'wɪzdəm/

Suffixes

alienate (v)	/'eɪliəneɪt/
blacken (v)	/'blækən/
computerize (v)	/'kəm'pjʉ:təraɪz/
differentiate (v) ★	/'dɪfə'renʃɪeɪt/
energize (v)	/'enə(r),dʒaɪz/
lighten (v)	/'laɪt(ə)n/
localize (v)	/'ləʊkəlaɪz/
sharpen (v) ★	/'ʃɑ:(r)pən/
sweeten (v)	/'swi:t(ə)n/

Optimism

abound (v)	/'ə'baʊnd/
absurdly (adv)	/'əb'sɜ:(r)dli/
attitude (n) ★★★	/'ætɪ,tjʉ:d/
bright (adj) ★★★	/'braɪt/
cheerful (adj) ★	/'tʃɪə(r)f(ə)l/
defensive (adj) ★★	/'dɪ'fensɪv/
depressed (adj) ★★	/'dɪ'prest/
gloss over (v)	/'glɒs əʊvə(r)/
gripe (v)	/'graɪp/
guru (n)	/'gʉru:/
inalienable (adj)	/'ɪn'eɪliənəb(ə)l/

master (v) ★
 moan (v) ★
 negativity (n)
 optimistic (adj) ★★
 outcome (n) ★★★
 overlooked (adj)
 pessimistic (adj) ★
 preach (v) ★
 pressure (n) ★★★
 recommend (v) ★★★
 relentless (adj)
 self-help (adj)
 tyranny (n)
 virtually (n) ★★★
 virtue (n) ★★

Airports and planes

autopilot (n)
 board (v) ★
 flight deck (n)
 ground staff (n)
 guard (n) ★★★
 jetway (n)
 measures (n)
 on-board
 pull away (v)
 screening (n) ★
 security (n) ★★★
 upper-deck (n)

Assault

acquit (v)
 aggravated (adj)
 air-rage (n)
 allegedly (adv) ★
 assault (n) ★★
 assess (v) ★★
 burst (into) (v)
 clear (sb of) (v) ★★★
 coma (n)
 confront (v) ★★
 course (adj) (on course) ★★★
 deliberate (v)
 deranged (n)
 dispute (n) ★★★
 enraged (adj)
 grab (v) ★★
 headlock (n)
 incident (n) ★★★
 intruder (n) ★
 juror (n)
 mobility (n) ★
 overpower (v)
 panic (n) ★★
 plummet (v)
 retrieve (v) ★
 scuffle (n)
 self-defence (n)
 slam (v) ★★
 testify (v)
 verdict (n) ★★

/ˈmɑːstə(r)/
 /məʊn/
 /ˌnegəˈtɪvəti/
 /ˌɒptɪˈmɪstɪk/
 /ˈaʊtˌkʌm/
 /ˌəʊvə(r)ˈlʊkt/
 /ˌpesəˈmɪstɪk/
 /ˈpriːtʃ/
 /ˈpreʃə(r)/
 /ˌrekəˈmend/
 /rɪˈlentləs/
 /self ˈhelp/
 /ˈtɪrəni/
 /ˈvɜː(r)tʃʊəli/
 /ˈvɜː(r)tʃuː/

/ˈɔːtəʊˌpaɪlət/
 /bɔː(r)d/
 /ˈflaɪtˌdek/
 /ˈgraʊndˌstɑːf/
 /gɑː(r)d/
 /ˈdʒetˌweɪ/
 /ˈmeʒə(r)z/
 /ɒnˈbɔː(r)d/
 /pʊl əˈweɪ/
 /ˈskriːnɪŋ/
 /sɪˈkjʊərəti/
 /ˌʌpə(r)ˈdek/

/əˈkwɪt/
 /ˈægrəˌveɪtɪd/
 /ˈeə(r)ˌreɪdʒ/
 /əˈledʒɪdli/
 /əˈsɔːlt/
 /əˈses/
 /bɜː(r)st/
 /kliə(r)/
 /ˈkəʊmə/
 /kənˈfrʌnt/
 /kɔː(r)s/
 /dɪˈlɪbəreɪt/
 /dɪˈreɪndʒd/
 /dɪˈspjuːt/
 /ɪnˈreɪdʒd/
 /græb/
 /ˈhedˌlɒk/
 /ˈɪnsɪd(ə)nt/
 /ɪnˈtruːdə(r)/
 /ˈdʒʊərə(r)/
 /məʊˈbɪləti/
 /ˌəʊvə(r)ˈpaʊə(r)/
 /ˈpænik/
 /ˈplʌmɪt/
 /rɪˈtriːv/
 /ˈskʌf(ə)l/
 /self dɪˈfens/
 /slæm/
 /ˈtestɪfaɪ/
 /ˈvɜː(r)dɪkt/

Career choices

accuracy (n) ★★
 advancement (n)
 aptitude (n)
 decline (v) ★★★
 field (of interest) (n) ★★★
 first-hand (adj)
 fix (v) ★★★
 gift (n) ★★
 guidance (n) ★★
 input (n) ★★
 opening (n) ★★★
 opportunity (n) ★★★
 projected (adj)
 promotion (n) ★★
 requirement (n) ★★
 résumé (n)
 satisfying (adj) ★
 saturated (with) (adj)
 schedule (n) ★★
 skill (n) ★★
 volunteer (v) ★★

/ˈækjʊərəsi/
 /ədˈvɑːnsmənt/
 /ˈæptɪˌtjuːd/
 /dɪˈklaɪn/
 /fiːld/
 /ˈfɜː(r)stˈhænd/
 /fɪks/
 /ɡɪft/
 /ˈɡaɪd(ə)ns/
 /ˈɪnpʊt/
 /ˈəʊp(ə)nɪŋ/
 /ˌɒpə(r)ˈtjuːnəti/
 /prəˈdʒektɪd/
 /prəˈmɔʊʃ(ə)n/
 /rɪˈkwaɪə(r)mənt/
 /ˈrezjuːmeɪ/
 /ˈsætɪsˌfaɪɪŋ/
 /ˈsætʃəˌreɪtɪd/
 /ˈʃedjuːl/
 /skɪl/
 /ˌvɒlənˈtɪə(r)/

Other words and phrases

devise (v) ★★
 garble (v)
 heels (high / low)
 hive (n)
 means (to) (n) ★★★
 organ (n) ★★
 pour (v) ★★★
 prosaic (adj)
 sacrifice (n) ★
 seaweed (n)
 sob (v) ★
 trip (v) ★★★

/dɪˈvaɪz/
 /ˈgɑː(r)b(ə)l/
 /hiːlz/
 /haɪv/
 /miːnz/
 /ɔː(r)ɡən/
 /pɔː(r)/
 /prəʊˈzeɪɪk/
 /ˈsækrɪfəs/
 /ˈsiːwiːd/
 /sɒb/
 /trɪp/

Unit 7

Horse and camel racing

adapted (adj)
 amble (v)
 authority (n) ★★★
 back (v) ★★★
 bareback (adj)
 bloodline (n)
 break-neck (adj)
 breed (v) (n) ★★
 breeding (n) ★
 budget (v)
 ceremony (n)
 charity (n) ★★★
 desert (n) ★★
 domesticate (v)
 endurance (n)
 equestrian (adj)
 fearless (adj)
 flag (n) ★★
 flourish (v) ★
 fun-packed (adj)
 handler (n)

/əˈdæptɪd/
 /ˈæmb(ə)l/
 /ɔːˈθɒrəti/
 /bæk/
 /ˈbeə(r)bæk/
 /ˈblʌdˌlaɪn/
 /ˈbreɪkˌnek/
 /brɪd/
 /ˈbrɪdɪŋ/
 /bʌdʒ/
 /ˈserəməni/
 /ˈtʃærəti/
 /ˈdezə(r)t/
 /dɒˈmestɪkəɪt/
 /ɪnˈdʒʊərəns/
 /ɪˈkwestrɪən/
 /ˈfiə(r)ləs/
 /flæg/
 /ˈflʌrɪʃ/
 /ˈfʌnˌpækt/
 /ˈhændlə(r)/

head (v) ★★★
 humane (adj)
 muster (v)
 nomadic (adj)
 proceeds (n) ★
 pure (adj) ★★★
 racegoer (n)
 recount (v) ★
 registration (n) ★★
 saddle (n) ★
 speed (n) ★★★
 stable (n) ★★
 stubborn (adj)
 synonymous (adj)
 tear off (v)
 temperamental (adj)
 thoroughbred (n) (adj)
 thrills and spills
 tribe (n) ★★
 trophy (n) ★★
 unpredictable (adj)
 unruly (adj)

/hed/
 /hju:'meɪn/
 /'mʌstə(r)/
 /nəu'mædɪk/
 /'prəʊ,sɪ:dz/
 /pjʊə(r)/
 /'reɪs,ɡəʊə(r)/
 /rɪ'kaʊnt/
 /'redʒɪ'streɪʃ(ə)n/
 /'sæd(ə)l/
 /spi:d/
 /'steɪb(ə)l/
 /'stʌbə(r)n/
 /sɪ'nɒnɪməs/
 /'teə(r)ɒf/
 /'tempərə'ment(ə)l/
 /'θʌrə'bred/
 /θrɪlʒ ən spɪlʒ/
 /traɪb/
 /'trɒʊfi/
 /'ʌnpri'dɪktəb(ə)l/
 /ʌn'ru:li/

Games of skill

amateur (n) ★
 arrow (n) ★★
 base (n) ★★★
 batter (n)
 bound (n)
 bow (n) ★
 bowl (v) ★★
 captain (n) ★★★
 circuit (n) ★★
 corner (n) ★★★
 diamond (n) ★★
 disc (n) ★★
 fielder (n)
 frame (n) ★★
 goalkeeper (n) ★
 hoop (n)
 leap (n) ★★
 opponent (n) ★★
 penalty (n) ★★★
 pitcher (n)
 recruit (v) ★★
 referee (n) ★★
 sandwich (v)
 score (v)
 stick (n) ★★
 tackle (v) ★★
 umpire (n)
 wicket (n) ★

/'æmətə(r)/
 /'ærəʊ/
 /beɪs/
 /'bætə(r)/
 /baʊnd/
 /bəʊ/
 /bəʊl/
 /'kæptɪn/
 /'sɜ:(r)kɪt/
 /'kɔ:(r)nə(r)/
 /'daɪəmənd/
 /dɪsk/
 /'fi:ldə(r)/
 /'freɪm/
 /'ɡəʊl,ki:pə(r)/
 /hu:p/
 /li:p/
 /ə'pəʊnənt/
 /'pen(ə)lti/
 /'pɪtʃə(r)/
 /rɪ'krʊ:t/
 /'refə'ri:
 /'sæn(d)wɪdʒ/
 /sko:(r)/
 /stɪk/
 /'tæk(ə)l/
 /'ʌmpaɪə(r)/
 /'wɪkɪt/

Adverbs

afterwards (adv) ★★★
 excessively (adv) ★★
 frequency (adv) ★★★
 generally (adv) ★★★
 lightly (adv) ★★
 occasionally (adv) ★★★
 often (adv) ★★★
 quickly (adv) ★★★

/'ɑ:ftə(r)wə(r)dz/
 /ɪk'sesɪvli/
 /'fri:kwənsi/
 /'dʒen(ə)rəli/
 /'laɪtli/
 /ə'keɪʒ(ə)nəli/
 /'ɒf(ə)n/
 /'kwɪkli/

rarely (adv) ★★★
 rudely (adv) ★★
 significantly (adv) ★★
 suddenly (adv) ★★★
 superficially (adv)
 truly (adv) ★★
 usually (adv) ★★★

/'reə(r)li/
 /ru:di/
 /sɪɡ'nɪfɪkəntli/
 /'sʌd(ə)nli/
 /su:pə(r)'fɪʃ(ə)li/
 /'tru:li/
 /'ju:ʒəbli/

Other words and phrases

absolutely (adv) ★★★
 barber (n)
 bather (n)
 borrow (v) ★★
 central heating (n)
 colony (n) ★★
 concentrate (v) ★★★
 cultivation (n) ★
 decade (n) ★★★
 devastate (v) ★
 emerge (v) ★★★
 extensive (adj) ★★★
 fee (n) ★★★
 flush (v) ★
 foremost (adj)
 forum (n) **
 gladiator (n)
 institution (n) ★★★
 interpret (v) ★★★
 nonsense (n)
 property (n) ★★★
 scale (n) ★★★
 selection (n) ★★★
 serious (adj) ★★★
 smuggle (v)
 snacks (n) ★
 stimulating (adj)
 take turns (v)

/'æbsə'lu:tli/
 /'bɑ:(r)bə(r)/
 /'beɪðə(r)/
 /'bɒrəʊ/
 /,sentrəl'hi:tɪŋ/
 /'kɒləni/
 /'kɒns(ə)n,treɪt/
 /,kʌltɪ'veɪʃ(ə)n/
 /'dekeɪd/
 /'devə'steɪt/
 /'ɪmə:(r)dʒ/
 /ɪk'stensɪv/
 /fi:
 /flʌʃ/
 /'fɔ:(r)məʊst/
 /'fɔ:rəm/
 /'glædi,etə(r)/
 /,ɪnstɪ'tju:ʃ(ə)n/
 /ɪn'tɜ:(r)prɪt/
 /'nɒns(ə)ns/
 /'prɒpə(r)ti/
 /skeɪl/
 /sɪ'lekʃ(ə)n/
 /'sɪəriəs/
 /'smʌɡ(ə)l/
 /snæks/
 /'stɪmjʊ,leɪtɪŋ/
 /teɪk tɜ:(r)nz/

Unit 8

Animal preservation

abolish (v) ★★
 captivity (n)
 conservationist (n) ★
 destruction (n) ★★
 diverse (adj) ★★
 evolve (v) ★★
 exotic (adj) ★
 extinction (n) ★
 habitat (n) ★
 humane (adj)
 mammal (n) ★
 poacher (n)
 prolific (adj)
 radical (adj) ★★
 species (n) ★★★

ə'bɒlɪʃ/
 /kæp'tɪvətɪ/
 /,kɒnsə(r)'veɪʃ(ə)nɪst/
 /dɪ'strʌkʃ(ə)n/
 /daɪ'vɜ:(r)s/
 /ɪ'vɒlv/
 /ɪɡ'zɒtɪk/
 /ɪk'stɪŋkʃ(ə)n/
 /'hæbɪtæt/
 /hju:'meɪn/
 /'mæm(ə)l/
 /'pəʊtʃə(r)/
 /prə'lɪfɪk/
 /'rædɪk(ə)l/
 /'spi:ʃi:z/

Animal welfare

core (n) ★★
 cruelty (n) ★
 distress (n) ★★
 efficiently (adv)

/kɔ:(r)/
 /'kru:əltɪ/
 /dɪ'stres/
 /ɪ'fɪʃ(ə)ntli/

free range (n)
 half-starved (adj)
 neglect (n) ★★
 reluctance (n)
 rib (n) ★
 sanctuary (n)
 savagely (adv)
 stumble (v)
 veterinary (adj)
 welfare (n) ★★

Animal therapy

autism (n)
 cerebral palsy (n)
 companionship (n)
 coordination (n) ★
 disturbed (adj) ★
 elective (adj)
 emotional (adj) ★★★
 encourage (v) ★★★
 frustration (n) ★
 healer (n)
 lower (v) ★★
 medicine (n) ★★
 recovery (n) ★★★
 socialize (v)
 therapeutic (adj) ★
 therapy (n) ★★

Endangered animals

accidental (adj) ★
 awareness (n) ★★
 bait (n)
 breed (n) ★★
 classify (v) ★★
 concern (n) ★★★
 critically (adv) ★
 decline (v) ★★★
 diminish (v) ★★
 endangered (adj)
 extinct (adj) ★
 habitat (n) ★
 hunting (n) ★★
 live (adj) ★★★
 nest (n) ★★
 poison (n) ★
 population (n) ★★★
 prey (n) ★★
 protected (adj)
 reputation (n) ★★★
 reserve (n) ★★
 roost (n)
 savannah (n)
 scavenger (n)
 status (n) ★★★
 threat (n) ★★★
 threatened (adj)
 vulnerable (adj) ★★

/fri:'reɪndʒ/
 /hɑ:f'stɑ:(r)vd/
 /nɪ'glekt/
 /rɪ'lʌktəns/
 /rɪb/
 /'sæŋktʃuəri/
 /'sævɪdʒli/
 /'stʌmb(ə)l/
 /'vet(ə)rənəri/ or /'vet(ə)nri/
 /'welfeə(r)/

/'ɔ:tɪz(ə)m/
 /'serəbrəl 'pɔ:lzi/
 /kəm'pænjənʃɪp/
 /kəʊ,ɔ:(r)dɪ'neɪʃ(ə)n/
 /dɪ'stɜ:(r)bd/
 /ɪ'lektɪv/
 /ɪ'məʊʃ(ə)nəl/
 /ɪn'kʌrɪdʒ/
 /frʌ'streɪʃ(ə)n/
 /'hi:lə(r)/
 /'ləʊə(r)/
 /'med(ə)s(ə)n/
 /rɪ'kʌv(ə)ri/
 /'səʊʃəlaɪz/
 /θerə'pjʊ:tɪk/
 /'θerəpi/

/æksɪ'dent(ə)l/
 /ə'weə(r)nəs/
 /beɪt/
 /bri:d/
 /'klæsɪfaɪ/
 /kən'sɜ:(r)n/
 /'krɪtɪkli/
 /dɪ'klaɪn/
 /dɪ'mɪnɪʃ/
 /ɪn'deɪndʒə(r)d/
 /ɪk'stɪŋkt/
 /'hæbɪtæt/
 /'hʌntɪŋ/
 /lɪv/
 /nest/
 /'pɔɪz(ə)n/
 /'pɒpjʊ'leɪʃ(ə)n/
 /preɪ/
 /prə'tektɪd/
 /'repjʊ'teɪʃ(ə)n/
 /rɪ'zɜ:(r)v/
 /ru:st/
 /sə'vænə/
 /'skævɪndʒə/
 /'stetəs/
 /θret/
 /'θret(ə)nd/
 /'vʌln(ə)rəb(ə)l/

Other words and phrases

abstract (adj) ★★ /'æbstrækt/
 adopt (v) ★★★ /ə'dɒpt/
 association (n) ★★★ /ə,səʊsi'eɪʃ(ə)n/
 available (adj) ★★★ /ə'veɪləb(ə)l/
 cash-strapped (adj) /'kæʃ'stræpt/
 contagious (adj) /kən'teɪdʒəs/
 donkey (n) ★ /'dɒŋki/
 double (v) ★★ /'dʌb(ə)l/
 estimated (adj) /'estɪmeɪtɪd/
 expedition (adj) ★★ /'ekspə'dɪʃ(ə)n/
 falcon (n) /'fɔ:lkn/
 familiarity (n) /fə'mɪlɪ'ærəti/
 feral (adj) /'ferəl/ or /'fɪərəl/
 flexible (adj) ★★ /'fleksəb(ə)l/
 flour (n) ★ /'flaʊə(r)/
 gawk (v) /gɔ:k/
 goat (n) ★ /gəʊt/
 groom (v) /gru:m/
 inquisitive (adj) /ɪn'kwɪzətɪv/
 measurement (n) ★★ /'meʒə(r)mənt/
 mule (n) /mju:l/
 neighbour (n) ★★★ /'neɪbə(r)/
 official (adj) ★★★ /ə'fɪʃ(ə)l/
 overseas (adj) ★★ /əʊvə(r)'si:z/
 overweight (adj) /əʊvə(r)'weɪt/
 panel (n) ★★★ /'pæn(ə)l/
 pedigree (n) /'pedɪgri:
 quarters (n) /'kwɔ:(r)tə(r)z/
 quiet (adj) ★★★ /'kwaɪət/
 recruit (v) ★★ /rɪ'krʊ:t/
 reinstate (v) /rɪ:ɪn'steɪt/
 renovation (n) /rɪnə'veɪʃ(ə)n/
 rescue (v) ★★ /'reskjʊ:
 respect (n) ★★★ /rɪ'spekt/
 scarce (n) ★ /skeə(r)s/
 shriek (v) /ʃri:k/
 smart (adj) ★★★ /smɑ:(r)t/
 source (n) ★★★ /sɔ:(r)s/
 stage (v) ★★★ /steɪdʒ/
 stake (n) ★★ /steɪk/
 steep (adj) ★★ /sti:p/
 stubborn (adj) ★ /'stʌb(ə)rən/
 theoretically (adv) /θɪə'retɪkli/
 tomcat (n) /'tɒm,kæt/
 tortoise (n) /'tɔ:(r)təs/
 unique (adj) ★★★ /ju:'ni:k/
 vast (adj) ** /vɑ:st/
 vegetation (n) /vedʒə'teɪʃ(ə)n/
 wound (n) ** /wu:nd/

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