

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education

Student's Book
كتاب الطالب



Flying High

for Saudi Arabia

REVISED
EDITION

Simon Brewster Paul Davies Mickey Rogers

1

Secondary Stage
Credits System
Compulsory Program
Level One

المرحلة الثانوية
نظام المقررات
البرنامج المشترك
المستوى الأول

The Semester System
Preparation Course
English Language 1

النظام الفصلي
الإعداد العام
اللغة الإنجليزية ١

طبعة ١٤٣٨/١٤٣٩ هـ / Edition 2017 / 2018



مشروع الملك عبدالله بن عبدالعزيز لتطوير التعليم العام
King Abdulah bin Abdulaziz Public Education Development Project

Contents

	Vocabulary	Reading	Grammar
1 p6	Family, friends and colleagues <i>so / too / either / neither</i> Showing surprise	Factual description: A tale of two lives Sequence: Now and then The oldest man in the world	Articles (<i>a(n) / the</i>) Negative questions Past simple / past progressive <i>used to</i>
2 p14	Work and play Leisure activities Participle adjectives	Story of a Bedouin family Reading for specific information: Diary of a teacher	Present simple / present progressive Stative verbs Comparatives and superlatives Exclamatory sentences
3 p22	Towards the future Predicting the future The body and its energy use	Scanning to identify the main ideas Famous quotes	The future: <i>will</i> and <i>going to</i> The first conditional Using <i>if</i> and <i>when</i> to describe cause and effect <i>Should(n't), had better</i>
4 p30	A place to live Immigration and large cities Cultural differences Looking for a new home	Inferencing: internet article Reading an article for full comprehension	Present simple / past perfect <i>ago, for, since, yet, already</i> <i>too, enough, too much, too many</i> Possessive adjectives and pronouns
▶ Progress test Units 5-8 p38-41			
5 p42	The world of money Words with similar meanings Shopping and shopping transactions	Newspaper article: understanding details Formal information: a bank website	Verb + complement (<i>advise, encourage, let, allow, prevent</i>) Connectors for reasons and purposes: <i>because, so, to, so that</i> The imperative Modal verbs of obligation

Listening	Writing	Speaking
<p>Career stories Family memories</p>	<p>A short biography A short story</p>	<p>Past events and experiences Past habits Sounds: past tense endings</p>
<p>Making plans: informal dialogue Interviews: listening for specific details</p>	<p>Essay: my family Writing using clear sequencing Extension activity: summarizing</p>	<p>Plans for future and family Contractions Showing how you feel</p>
<p>Formal interview: predicting, listening for information</p>	<p>Asking for advice Paraphrasing, expanding and clarifying</p>	<p>Asking for and giving advice Health and fitness Sentence stress: the first conditional</p>
<p>Listening for main ideas and specific information Different types of home: listening for detail</p>	<p>Essay: Where I live Writing advertisements</p>	<p>Word stress Discussing advantages and disadvantages</p>
<p>The history of money: listening for main idea and details Using an automatic check-out: following instructions</p>	<p>Preparing an outline for a piece of writing Writing about plans Writing a set of instructions</p>	<p>Making plans Word stress: using verbs with complements Money management Giving reasons</p>

	Vocabulary	Reading	Grammar
<p>6 p50</p>	<p>Living culture Cultures and customs: fast food Invitations: extending, responding, thanking</p>	<p>Article: festivals in Saudi Arabia and Wales Article: fast food</p>	<p>Present passive Verb + <i>-ing</i>; <i>to</i> + verb</p>
<p>7 p58</p>	<p>Good health Threats to health: smoking Symptoms and treatments Making appointments</p>	<p>Popular magazine article: psychology quiz Smoking: information leaflet</p>	<p>Causatives: <i>have / get something done</i> Deductions: <i>must; may / might; can't</i></p>
<p>8 p66</p>	<p>Imagination Hopes, expectations, dreams: words with similar meanings Influential people Imaginary situations: <i>Sinbad the Sailor</i></p>	<p>A poem on dreams Biography of King Abdullah An imaginary story An Egyptian Nobel prize winner: article</p>	<p>Expressing present wishes, future hopes The second conditional Clauses of result: <i>because of, so</i></p>

▶ **Progress test Units 5-8** p74-77

Irregular verbs 78

Pronunciation 79

Learner training 80

Listening	Writing	Speaking
Festivals, local customs: informal dialogues Preparing for a visit: informal dialogue	Describing a favourite national dish Writing a thank you letter	Discussion in pairs: a festival Word stress: words with different suffixes Unstressed <i>to</i> + verb Polite conversation
Radio talk: predicting to aid understanding Feeling unwell: informal dialogue Radio interview: listening for detail	Giving advice An email telling a friend about a health issue	Group discussion: giving opinions Word stress Role-play: A doctor–patient dialogue; making appointments
Informal dialogue between friends Famous Arab scientists: short talks	Writing biographies of famous people Writing a poem	Discussing dreams Expressing wishes Sentence stress: second conditional Discussing famous people

Spelling rules 82

1 Family, friends and colleagues

Grammar ▶ Past continuous vs past simple ▶ *used to*
▶ Negative questions

Vocabulary ▶ Life events ▶ *so / too / either / neither* ▶ Showing surprise

Speaking ▶ Talking about the past ▶ Past tense endings

Writing ▶ A short biography

1 A tale of two lives

1 Speaking and reading

- In small groups, look at the photo. Do you know who this is and any other information about him?
- Work in pairs. Student A, read Early life about Mark Hanson. Student B, read Later life about Hamza Yusuf.
- Student A, ask questions about Hamza Yusuf and complete his profile. Student B, ask questions about Mark Hanson and complete his profile.



2 GRAMMAR BUILDER: *Indefinite and definite articles*

Look at these sentences. When do we use *a*, *the* and when do we use no article?

- a Underline the verbs in each of these sentences and match them to the different uses of the present simple or present continuous.**

Mark Hanson is **a** good man. There are cars and buses everywhere.
He is **the** man I saw yesterday. They are **the** children we saw in the park.
There is oil in Saudi Arabia. **The** oil in Saudi Arabia is found in many places.

- b Complete the following text by adding the correct article in the gap. Be careful, some gaps do not need an article.**

Mark Hanson was born in (1) _____ small town in the United States. His father was (2) _____ academic and so there were (3) _____ books in the house for Mark to read. He played many sports but (4) _____ sport he liked most was baseball. After (5) _____ car accident he had when he was 17, he became (6) _____ Muslim and later opened (7) _____ Zaytuna Institute in California. He is now (8) _____ married man with five children.

Language assistant

- The indefinite article *a* is used when we are talking about one of many things or people who exist.
- The definite article *the* is used when we refer to something, someone or some things or people that we have already referred to before or already know about.
- With uncountable nouns we do not use the indefinite article but we can use the definite article if we refer to a particular uncountable noun.
- Use *an* if the next word begins with vowel e.g. **an** accident.
- With plurals do not use an indefinite article.

Early life

Mark Hanson was born in Walla Walla, Washington, in the USA but when he was young his family moved and he grew up in Northern California. His father worked as an academic and the house was full of books. As a young boy Mark liked the same things that many children do. He played sports, rode around the neighbourhood on his bike and wanted to go to university. But, when he was 17 years old, he was involved in a car accident. This event was to change his life forever.

LATER LIFE

After the accident in 1977, he converted to the Islamic faith and changed his name to Hamza Yusuf. Then he decided he would study Islam and he spent four years in the United Arab Emirates and Saudi Arabia. He also lived and studied in West Africa. In 1996, he started the Zaytuna Institute in California where they teach Isla married and has five children – all boys.

a profile

Mark Hanson

- 1 Where was he born?
- 2 Where did he grow up?
- 3 What did his father do?
- 4 What did Mark like?
- 5 What happened when he was 17?

Hamza Yusuf

a profile

- 1 Did he become a Muslim?
- 2 What did he decide to do?
- 3 Where did he study?
- 4 What did he do in 1996?
- 5 How many children does he have?

3 Pronunciation: past tense endings

-  a Listen to the pronunciation of these past tense verbs and write them in the appropriate column.

changed– converted– decided involved
 liked– lived moved played started
 studied wanted worked

/d/	/t/	/ɪd/
changed	liked	converted

-  b Listen and check, then practise saying the verbs.

4 Speaking, writing and reading

- a In pairs, talk about your personal history or the history of a member of your family.

I was born in ... I grew up in ...

I went to ... school. I left that school in ... and ...

My grandfather was born in ... He grew up in ...

When he was ... , his family moved to ...

He got married when he was ...

While your partner is talking, take notes. Ask questions for clarification or more information.

When were you born? Did he ... ?

- b Use your notes to write a short biography of your partner or your partner's relative.
- c Exchange papers. Read your partner's biography of you or your relative and correct any incorrect information.

2 Unforgettable memories

1 Listening and speaking

a You are going to hear an Arabian traditional tale. Look at the words in the box. What do you think this story is about?

fierce men mountain door amazing



b Now listen and answer the questions.

- 1 What was Ali Baba doing when he saw the thieves?
- 2 What were the thieves carrying?
- 3 What was Ali Baba's first reaction?
- 4 What did he do next?
- 5 What did the thieves do next?

c In pairs, discuss what happened next.

2 GRAMMAR BUILDER: *review of past continuous vs past simple*

a Match sentences 1 and 2 with the correct time sequence, a or b. Then answer the question.

- 1 Sami called his father when he saw the robber. a) Sami called his father. Then he saw a robber.
 - 2 Sami was calling his father when he saw the robber. b) Sami saw a robber. Then he called his father.
- In which sentence was Sami on the telephone to his father when he saw the robber?

b Complete the story with correct forms of the verbs in brackets.

Ali Baba and the Forty Thieves

Ali Baba (1) _____ (*be*) alone. He (2) _____ (*tend*) the goats quietly and (3) _____ (*lead*) them across a narrow stony path into a new valley on the other side of the hill. Suddenly, Ali Baba (4) _____ (*see*) in front of him a large band of men who (5) _____ (*gallop*) up the path on their horses. The men looked fierce and (6) _____ (*carry*) cutlasses. When Ali Baba (7) _____ (*realize*) that the men were thieves, he (8) _____ (*feel*) very frightened. He (9) _____ (*shake*) all over but then he (10) _____ (*spot*) a tall tree next to him which had a large leafy crown. Ali Baba quickly (11) _____ (*climb*) the tree. From the tree, Ali Baba (12) _____ (*watch*). The thieves all dismounted their horses. Then the leader of the band (13) _____ (*stand*) in front of the mountain wall and proclaimed the words, 'Open Sesame'. To Ali Baba's amazement, a door in the wall of the mountain side (14) _____ (*open*) and the thieves (15) _____ (*walk*) inside!

3 Writing, reading and speaking

a Write about an interesting experience in your life. Write the story in three short paragraphs, one for each of these topics:

- the context – anything relevant such as how old you were, whether you were alone or with someone, what you were doing, etc.
- the event – what happened, how you reacted, what you did, etc.
- the outcome – how it ended, whether it affected you afterwards, etc.

b In pairs, exchange and read your stories. Don't comment except to ask for clarification of the stories if necessary.

c Read your own story again and improve it if you can, e.g. expressing something more clearly, correcting any language mistakes.

4 Word builder: so / too / either / neither

a Look at the examples.

Affirmative

A: I have a new car.
B: I do, too! / So do I!

A: I liked the meal.
B: I did, too. / So did I.

Negative

A: Joe doesn't work full time.
B: Carl doesn't either. / Neither does Carl.

A: Mark didn't go to the shops.
B: I didn't either. / Neither did I.

- 1 What are *so*, *too*, *either* and *neither* used to express?
a) similarity b) difference c) surprise
- 2 What is the word order with *too* / *either* and with *so* / *neither*?
- 3 Which of these four words are used in the affirmative and which in the negative?

Language assistant		
I	do / did / am / would / can / etc.	too.
He	doesn't / didn't / isn't / wouldn't / can't / etc.	either.
Neither	does / did / is / would / can / etc.	she.
So	do / did / am / would / can / etc.	I.

b Mary and Sue are meeting for the first time. Complete their conversation using *so*, *too*, *either*, or *neither*.

Mary: Hello. My name's Mary. I'm from Ireland.
Sue: Ah, (1) _____ am I! I'm Sue. Where are you from in Ireland?
Mary: Well, I was born in Cork.
Sue: Really! I was, (2) _____. Did you go to UCC?
Mary: No, I didn't go to university.
Sue: (3) _____ did I. I went to Cork Technical College.
Mary: Ah! So did I. But I didn't graduate from there, I'm afraid.
Sue: Really? I didn't (4) _____.
Mary: I didn't graduate because my mother was ill and I had to look after her. Maybe I'll go back one day. What about you?
Sue: Well ... er ... I failed the exams at the end of my first year.

5 Speaking

a Tick (✓) the things in the table that are true for you.

	You	Friend		You	Friend
I was born in a small town.			I wasn't born in a small town.		
I'm an only child.			I'm not an only child.		
I liked sports at school.			I didn't like sports at school.		
I use the Internet a lot.			I don't use the Internet at all.		

b Now find someone with three or more things the same as you. Write the other student's name next to each item under 'Friend.'

A: I was born in a small town.
 B: So was I. I'm not an only child.
 A: Neither am I. I ...

3 Now and then

1 Speaking and listening

a Look at the photo of the two men. What do you think they do?

b Read the article and match topics A–D with the paragraphs.

- A Preparing to start a business _____
- B The business today _____
- C The early days of the business _____
- D Jim and Johnny's school days _____

c In pairs, discuss these questions.

- 1 What were Jim and Johnny like at school?
- 2 Why did they choose to open restaurants as their business?
- 3 Why was the café a success?
- 4 How is their business different today?

Cookery Millionaire\$



Brothers Jim and Johnny weren't good at school. They weren't interested in maths, science or English, and they didn't use to study enough. They used to play around and preferred going shopping, eating good food and cooking.

2 When Jim and Johnny finished school, they didn't want to go to college. They wanted to work, but most of all they wanted to make money and have fun. Because they both loved cookery, they both got jobs working in restaurants – Jim as a waiter and Johnny in the kitchens. But, after a few months they realized they weren't earning very much money. They decided to set up their own business.

3 To start with they opened a small café selling cheap food. They did so well that, in 1978, they opened their own restaurant, and two years later they had enough money to open a second restaurant in Chicago. After a couple more years, they had a chain of restaurants across the country and their own TV cookery show.

4 Now, apart from their restaurants, they have a range of cookery products, cookery books and a successful TV show. The guys who used to be unsuccessful at school are now millionaires. But some things don't change. The brothers still remember how they got started and they still own the small café where they started their business.

d Do you know anyone who has started their own business? Are they successful? Why/Why not? What business would you like to start?

2 GRAMMAR BUILDER: *used to*

a Look at the examples and answer the question.

- 1 What **did** Jim and Johnny **use to** do in school?
- 2 They **used to** play around a lot.

What does *used to* express?

- 1 a) Something in progress at a specific time in the past.
b) A habitual action or continual state in the past.
- 2 a) Something that has now stopped.
b) Something that continues in the present.

b Look at the examples again. What are the affirmative, negative and interrogative structures?

1 Affirmative:

subject + _____ + _____.

Example: They *used to* work hard.

2 Negative:

subject + didn't + _____ + _____.

Example: _____.

3 Interrogative:

_____ + subject + _____ +
_____?

Example: _____?

c Find two more examples of *used to* in the article about Jim and Johnny. How do you express *used to* in your language?

d Complete the sentences with *used to* / *didn't use to* when possible, and when not possible with the past simple.

Jim and Johnny (1) _____ (be) short of money. Then they (2) _____ (start) their own business in Columbus, Ohio, and now they have millions. They (3) _____ (become) an extraordinary success. They (4) _____
_____ (not worry) much about money. They still don't.



b Now listen to the conversation and check your answer.



c Listen again and tick (✓) the things Andy used to do.

- 1 work in an office
- 2 ride a motorcycle to work
- 3 work six to seven hours
- 4 not like working
- 5 repair motorcycles
- 6 drive a car to work
- 7 work ten hours
- 8 love working

d In pairs, check your answers.

A: Did Andy use to work in an office?

B: Yes, he did. He was an architect.

4 Writing and speaking

a Write three or four sentences about differences in your life today and in the past. Don't write your name.

I *used to* live in an apartment, but now I live in a house. I *didn't use to* like school but I love studying now.

b In groups, mix up the papers. Take a paper and read the sentences. The group tries to guess who wrote them.

3 Listening and speaking

a Look at the photographs. Describe what the person is using for transport in each one. How does he travel now?



Saudi Arabia and the World

The oldest man in the world

1 Speaking

Look at the picture. How old is the man? Could he be 70, 80 or older? Why do you think so?

2 Reading

a Read the text about Nasir al-Hajri and answer the questions below.

According to a newspaper report, a man who was born in Saudi Arabia but now lives in the UAE, is claiming to be the oldest man in the world.

The family of Nasir al-Hajri recently discovered that the age on his UAE identity card was much higher than anyone imagined – not 80 or 90 but an amazing 135.

He is in good health and told the newspaper, through his grandson Mohammed, how he has managed to live so long and stay healthy. He always eats freshly cooked food and practises the Bedouin lifestyle. He wakes up early, drinks camel's milk and eats dates every day.

He was born and brought up in Saudi Arabia and when he was young, he used to be a shepherd. As a soldier, he even took part in a number of battles in the early 1900s.

His life has changed a lot and he is proud that he is not dependent on anybody to survive, although he does live in a house with his eight grandchildren. These days, he does not go out much except to go to the mosque five times a day to pray. But people often visit him to hear Nabati poems, which he loves reciting, and stories from a time long ago.

Mohammed says the family are going to contact the Guinness Book of World Records to record his grandfather as the oldest man in the world.



- 1 Where does Nasir al-Hajri live?
- 2 How old is he according to the report?
- 3 How has he managed to stay healthy?
- 4 What job did he do as a young man?
- 5 What doesn't Nasir do now that he is old?
- 6 Where does he go when he goes out?
- 7 Why do people visit him?

b In pairs, check your answers to the questions.

c What do you think of this story?

3 Listening and writing



Listen to two young people, Dima and Asma, talking about their grandfathers. Complete the notes below.



Dima's grandfather

Age: _____

Childhood: *difficult* _____

Job: _____

Daily activities: _____

Asma's grandfather

Age: _____

Childhood: _____

Job: _____

Daily activities: _____

4 GRAMMAR BUILDER: *negative questions*

a Look at the example from the conversation between Asma and Dima and answer the question.

Dima says: *Oh, wasn't he a history teacher?*

How is this different from: *Was he a history teacher?*

b In pairs, make negative questions to show surprise in the following situations:

- 1 You are surprised that your friend can't do the maths homework.
- 2 You are surprised that your friend has never played football.
- 3 You are surprised that your friend didn't like the food at the restaurant.
- 4 You are surprised that your friend isn't going to the market tomorrow.

Language assistant

We use negative questions when we are surprised about something negative. Here are some examples:

Don't you like bananas? means we are surprised that someone doesn't like bananas.

Haven't you been to the new shopping centre? means we are surprised that someone hasn't been to the new shopping centre.

5 Writing and speaking

- a** Think about older people in your family. They can be grandparents, uncles or aunts, even parents. Write sentences about what they do every day and what they used to do when they were young. You can write about one or two people.
- b** Exchange your writing with a partner. Indicate any mistakes (consult your teacher if necessary). Help each other to make corrections.
- c** Individually, present your writing as a short talk to the class or a small group. Don't forget to introduce the people first.

2 Work and play

Grammar ▶ Present tenses ▶ Comparatives and superlatives

▶ Exclamatory sentences

Vocabulary ▶ Leisure activities ▶ Polite agreement / disagreement ▶ Contractions

Speaking ▶ Showing how you feel ▶ Relaxation

Writing ▶ My family ▶ After school

1 Modern careers

1 Speaking and reading

a Look at the photographs. What do you think the article is going to be about?

Story of a Bedouin family



Khalid Saleem was born in 1915 and his wife Hilah in 1920, both in the Al Ahsa Region. Like his father and grandfather, Khalid worked all his life as a nomadic pastoralist herding sheep and camels. His wife, Hilah, worked taking care of the home, her parents and the children.

In those days, most sons of Bedouin families joined their fathers migrating with their herds of camels and sheep to new grazing lands and for access to water. Khalid and Hilah had five sons and three daughters. Some of his sons started working as taxi drivers and builders when there was not much work herding and they were close to a town. But the youngest son, Hamad, went to live with his aunt and uncle in Hufuf in 1955 when

he was six. There he went to school and eventually to college. He graduated in 1971, when he was 22, in Chemistry.

He gave up the Bedouin life, married Nourah in 1974, the daughter of a local shopkeeper and settled in Hufuf, not far from his aunt and uncle.

Hamad got a job with Aramco in the Drilling section in 1975 and during the week he would live in Abqaiq, going home on his days off to be with the family. Hamad was still working

for the same petrochemical company when, in 2011, he retired at the age of 62. Of course, he was not as old as his father or grandfather when they retired as they never really retired at all.

Hamad and Nourah had two sons and one daughter. All of their children went to school. The eldest son, Fahad, studied communications and went to Riyadh to get a Master's degree, then settled in Riyadh where he has worked since 1999. He is now studying part-time for a doctorate.

Only a handful of members of Hamad and Nourah's families still follow the Bedouin lifestyle but the family has not forgotten about the traditional way of life.



b Read the article and complete the timeline.

1915	1920	1949	1955	1971	1974	1975	1999	2011
Khalid was born	_____	_____	_____	Hamad graduated	_____	_____	Fahad got a job in Riyadh	_____

c In groups, discuss these questions.

- Fahad is the eldest son of Hamad’s family. How do you think he will continue the family history?
- What do you think Fahad will probably do?
I think Fahad will probably
On the other hand, he might

2 Listening

 **a Listen to the conversation.**

- Who is Fahad talking to?
- What are they talking about?

 **b Listen again. Complete the notes about Fahad’s plans. Did you guess the family’s future correctly?**

- In March, _____
- In April, _____
- In June, _____
- In July, _____
- On Friday, _____

3 Speaking and writing

a Think about these questions. Then discuss them in groups.

- How much do you know about your grandparents and parents? What kind of education did they have? What kind of work did the men of their generation do? Did they live and work where they were born or nearby, or move to another town or city? How many children did they have?
- What about your study, work and family situation or plans?

b Write about your family, from your grandparents to yourself. Write one short paragraph about each generation.

c In groups, pass your essays around and read them all. Then get your own essay back, read it again and see if you can improve it, e.g. expressing something more clearly, correcting any language mistakes.

2 Do you study enough?

1 Reading and speaking

a In groups, discuss these questions.

- 1 How much time do you spend studying?
- 2 Do you think you study too much or too little?

b Read and answer these survey questions.

c In groups, discuss who you think spends too much time studying. Then compare your survey results and see if you are right.

Do YOU study enough?

Tick (✓) the answers Y (yes) or N (no) to find out!

Answer each question truthfully.

- 1 Do you find your school work more exciting than activities with your family or anything else?
- 2 Do you study at home everyday?
- 3 Do you usually talk about school with your friends?
- 4 Do you get impatient with friends who don't want to talk about school?
- 5 Do you look forward to getting homework?
- 6 Does it annoy you if people interrupt you when you are studying?
- 7 Do you think about school when you are falling asleep or when people are talking to you?
- 8 Do you study during meals?

Y	N
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Number of 'yes' answers

- 1-2** You study, but not enough.
- 3-5** You study a certain amount, but could do better.
- 6-8** You have a good balance between studying and other obligations.

2 Word builder: participle adjectives

a Look at these examples. Then complete the rules below with phrases from the box.

I have some exciting news.
I'm really excited.
The seminar was very interesting.
They were all interested in the topic.

Use the present participle (verb + *-ing*) to

_____.

Use the past participle (verb + *-ed*) to

_____.

indicate how people feel about something
 describe something and the effect it has on people

b Now complete these sentences with *interested* or *interesting*.

- 1 We offered him the job but he wasn't _____.
- 2 I think that's a very _____ idea.
- 3 He's a very _____ teacher.
I'm always _____ in his lessons.
- 4 A: Good morning. Can I help you?
B: Yes, I'm _____ in a laptop.

c Use the appropriate form of the verbs in the box to write your opinions of these topics.

football talking English in class dark nights
 having a holiday clothes shopping
 people who interrupt you

interest excite frighten irritate bore

I'm not interested in football. I think it's a very boring game.

3 GRAMMAR BUILDER: *review of the present tenses*

3 a The simple present and present continuous tenses have some different uses. Individually, look at sentences 1–5 and match them with uses A–E.

- 1 Dua lives in a big house in Riyadh.
- 2 I usually do my homework after dinner.
- 3 Jasim is travelling in Europe at the moment.
- 4 Mustafa and Hiba are watching television.
- 5 Sami looks very happy today.

- | |
|---|
| <p>A habitual action
 B current activity
 C a state
 D permanent situation
 E temporary situation</p> |
|---|

b Now, in pairs, compare your answers and discuss any differences.

Language assistant

With the present continuous we use the form *be + ...ing*
Khalil is watching television. Khalil is not doing homework.
They are playing chess. They are not playing football.

With the simple present the third person verb needs an *s*
I like apples. I do not like bananas.
He likes apples. He does not like bananas.

Make sure you know the difference between the positive and the negative forms.

c Complete these sentences using an appropriate present tense of the verb given in brackets.

- 1 Kamal _____ (*work*) in China right now – he'll be back next week.
- 2 Mostly he _____ (*go*) to school by bicycle but not when it rains.
- 3 Maryam _____ (*want*) a new wardrobe for her clothes.
- 4 Is Faisal at home? Yes, he _____ (*read*) in his room.
- 5 Musa _____ (*teach*) Arabic at Riyadh university.

4 Pronunciation: contractions



8

a We normally use contractions (e.g. *I'm*) when we speak. Listen to the sentences. Tick (✓) the sentences you hear.

- 1 a) We're going to study tomorrow night.
b) We are going to study tomorrow night.
- 2 a) I'll call you tomorrow.
b) I will call you tomorrow.
- 3 a) He's leaving for New York tomorrow.
b) He is leaving for New York tomorrow.

b In pairs, practise saying the sentences.

5 Speaking

In groups, talk about what you do every day and what people in your family are doing now.

- A: Every day I come to school and after school I do a lot of homework. Right now my father is working in his office and my mother is shopping. What about you?
- B: Well, I come to school every day too and ...

3 Leisure and relaxation

1 Speaking

a Look at the photographs. Decide which three activities are the best for relaxing.

cooking running gardening
skydiving



b Look at the expressions in the two boxes. Which ones show agreement and which ones show disagreement? In the disagreement box, which expressions are the most polite and the least polite?

I agree with you.
I totally agree.
I think the same as you.
Yes, I think you're right.
I couldn't agree more.

I disagree completely.
I don't think I agree really.
I'm not sure about that.
Do you really think so?
I think you're wrong about that.

c In groups, discuss the photographs again, this time using the expressions in the boxes to agree or disagree politely with your partners.

2 GRAMMAR BUILDER: comparatives and superlatives

a Check how well you remember the basic comparative and superlative forms. Complete the sentences using the adjectives in brackets.

- 1 Mark is _____ than Joe, but Sam is the _____ of the three. (*young*)
- 2 Boston is _____ than New Orleans, but San Francisco is the _____ city in the USA. (*beautiful*)

b Complete the table with the correct forms of the adjectives in the box.

stressful big pretty nice dirty
interesting hot cheap funny relaxing

-er than	the -est	more ... than	the most ...

Language assistant

When you use a pronoun, not a noun, at the end of a comparison, there are two possible forms.

- 1 John's younger than me. Mary's not as old as him.
- 2 John's younger than I am. Mary's not as old as he is.

These are both common and natural, but some people prefer the second.

c In pairs, compare your answers to exercise 2b. Check the spelling of the comparative and superlative of *big, pretty, nice, dirty, hot, and funny*. What are the comparative and superlative forms of *good and bad*?

d Now look at these examples and match sentences 1 and 2 with explanations A and B.

*Andrea's father was as excited as her mother.
My work is not as interesting as my family and personal life.*

- 1 X is as old as Y. A X is younger than Y.
- 2 X is not as old as Y. B X is the same age as Y.

e Complete the conversation with the correct forms of the adjectives in brackets.

- Carl:** I need a break. I want to do something fun!
- Dennis:** OK. What's (1) _____ (*exciting*) thing to do in the world? Skydiving, of course!
- Carl:** Are you serious? That's dangerous – it's even (2) _____ (*dangerous*) than hang gliding!
- Dennis:** No, it's (3) _____ (*safe*) than hang gliding. But neither is really dangerous.
- Carl:** Well, it's not exactly (4) _____ (*cheap*) sport in the world, Dennis.
- Dennis:** Oh, come on. A whole afternoon of skydiving is (5) _____ (*cheap*) as going away for the weekend.
- Carl:** Well, there's the difference between you and me, Dennis. I'm not (6) _____ (*crazy*) as you. I'd rather go away for a weekend than jump out of a plane!

3 Listening



Carl is making plans for the weekend. Listen and tick (✓) the sentences T (true) or F (false).

- 1 Carl likes antique cars. T F
- 2 Dennis doesn't want to go to the beach. T F
- 3 Dennis likes lying on the beach. T F
- 4 The baseball game on Sunday is an important game. T F
- 5 Tom and Dennis think that going out to dinner is a good idea. T F
- 6 Dennis has been to the Lebanese restaurant before. T F
- 7 They're going to the park after dinner. T F

4 Speaking

a In pairs, discuss and agree on these things.

- 1 the most important thing in life
- 2 the most enjoyable way to spend your free time
- 3 an activity almost as relaxing as sleeping
- 4 the best way to learn English

b Work with another pair. Try to guess their opinions. You get three points for a correct first guess, two points for a correct second guess, and one point for a correct third guess.

- A: The most important thing in life is your health.
B: Wrong!
A: Is it your family?
B: That's right. Two points.*

Saudi Arabia and the World

After school

1 Speaking

Look at the picture. What are the different people in the picture doing? How do you think they feel? Interested? Tired? Excited? Why is that?



2 Reading

a Read the text from Faris Hassan's diary. How does he feel at the end of the day?

Monday

What a tiring day today was! One of my most difficult days since I started teaching.

I got up early as usual and after I prayed, I got ready for work. My lessons were already prepared because I did that last night. I usually prepare my lessons in the evening at home. I feel more relaxed doing it there.

When I got to work, we had to have a short meeting with the head teacher. This doesn't happen every day so we won't have another early morning meeting until next month. Then after the meeting I had to teach until lunchtime as I do every day and after lunch, I went to the school library where I marked some of the children's homework. I didn't finish it so if I have time, I'll do it tomorrow as well.

When I arrived home from school, I went straight to my computer and answered my emails. Most of them were from my friends but there were some from work, too. I went out in the evening for a meal with my parents. They are leaving for Makkah tomorrow and wanted to see me before their trip. When I got home, I saw that it was very late and decided to write this first and then go to sleep. As I say, what a tiring day! And tomorrow is going to be another difficult day.

b Complete the following sentences with words from the text.

- 1 Before Faris got ready for work, he _____.
- 2 Faris didn't have to _____ his lessons this morning.
- 3 At Faris's school, they don't have a _____ every day.
- 4 Faris marked some homework in the _____.
- 5 Faris received a lot of emails from _____.

c In pairs, check your answers to the questions.

d Read the text again and in pairs say what Faris

- will definitely do tomorrow.
- won't do tomorrow.
- might do tomorrow.
- will probably do tomorrow.

3 GRAMMAR BUILDER: *exclamatory sentences*

a In pairs, match the adjectives in the left box with the nouns in the right box. You can use more than one adjective for each noun.

interesting
delicious
boring
hot
exciting
wonderful
intelligent
terrible
beautiful
great

football match
food
lesson
child
book
drink
poem
teacher
weather
person

Language assistant

In his diary, Faris writes *What a tiring day today was!* This is an exclamatory sentence, which shows how someone feels about something. We use *What* with a noun phrase and *How* with an adjective phrase or just an adjective. Look at these examples.

What a tiring day (it is / has been)! (You can add verbs like this if you wish.)

How tired he looks!

How delicious! (It's obvious you are talking about the food in front of you, so you don't need the noun.)

b Now write exclamatory sentences using the adjectives with nouns. Try to write at least four sentences.

What a wonderful poem (it is / was)!

How wonderful that poem is / was!

c Individually, tell the class what your sentences are.

4 Listening and writing

a Look at the four pictures. What are the people in the pictures doing?



b Listen to four people talking about what they like doing best after work or study. Match the people with the pictures.



Amjad

Kamal



Dunya

Hiba



c In pairs, discuss what you like doing after school. Write a list of activities.

d Now write a paragraph about what you like doing after school. Include information about the most interesting and most exciting activities. Say what you do first, then, etc.

You can start something like this:

When I get home from school, I talk with my brothers and sisters and then ...

e In pairs, correct the paragraphs and then read them out to the class.

3 Towards the future

Grammar ▶ Predictions: *will* and *going to* ▶ First conditional ▶ *if* and *when*
Vocabulary ▶ Energy and the environment ▶ The body and its energy use
Speaking ▶ Stress: the first conditional
Writing ▶ Asking for and giving advice

1 Energy sources

1 Reading and speaking

a Read and match the types of energy in the box with the descriptions.

geo-thermal solar nuclear
 fossil fuels hydro-electric wind

b In groups, discuss these questions.

- Which of the energy sources mentioned in the descriptions are most common in the world?
- Which of the energy sources are most common in Saudi Arabia?
- Which of the energy sources cause environmental problems?
- Which are the most environmentally 'friendly'?

1 In this process, giant windmills are installed, usually on hills or mountains. When the wind blows, the blades of the windmills turn. This operates generators that make electricity.

2 Large panels, called photo-voltaic cells (PV cells), are installed on walls or roofs of buildings. When the sun shines on the cells, they convert sunlight into electricity.

3 Where there are reserves of hot water below the surface of the earth, the water can be pumped to the surface to heat buildings. These reserves sometimes have large amounts of steam, which is used to turn turbines to create electricity.

4 This energy source comes from decayed plant and animal matter below the surface of the earth. Millions of years ago, the heat and pressure of the earth changed the organic matter into oil, natural gas, and coal.

5 Where there are fast-flowing rivers, the water is used to turn giant turbines. The turbines are attached to generators that produce electricity. This type of energy can also come from ocean waves and tides.

6 Great heat is produced when atoms are split in a process called fission. The heat is used to boil water to operate steam turbines and produce electricity. In the future, we will probably be able to produce heat from the opposite process, the fusion of atoms, without dangerous radioactivity.

2 Word builder: energy and the environment

a In pairs, decide where the words in the box go in the table. Use a dictionary when necessary.

geo-thermal nuclear coal ~~pollution~~
 environmental waste solar generator
 hydro-electric turbine ~~wind~~ ~~natural gas~~ oil

Primary sources of energy	fossil fuels, moving water (rivers, waves, tides), wind, sunlight, geo-thermal heat, atoms
Types of renewable energy:	<u>wind</u> _____
Fossil fuel (non-renewable):	<u>natural gas</u> _____
Electricity-producing machinery:	_____
Problems:	<u>pollution</u> _____

b Complete these paragraphs with words from the table. Then check them in pairs.

Wind is one of the cleanest and best (1) _____ of energy. It is (2) _____ and it does not produce (3) _____ or pollution. Electricity is still produced principally with (4) _____ – coal, oil, and natural gas. But they are (5) _____ and cannot last much longer. They also create enormous (6) _____ problems.

3 Listening



a Listen to the first part of the interview. Which energy sources does the expert prefer? Why?



b Listen to the second part of the interview. Why doesn't Dr Allen like the other two energy sources? Complete these sentences.

- 1 _____ energy is _____ and it isn't _____.
- 2 _____ energy is _____ and it can be _____.

4 Reading and speaking

a In pairs, complete the energy sources survey with information about your country.

ENERGY SOURCES SURVEY

Climate (if it varies from region to region, tick (✓) more than one option)

- a) rainy all year b) alternates between rainy and dry seasons c) dry all year
- a) usually windy b) windy at certain times of the year c) almost never windy
- a) usually sunny b) alternates between sunny and cloudy c) usually cloudy

Geography and geology

- a) coasts b) geo-thermal areas c) mountains and hills with rivers
- d) limestone layers with fossil fuels

Energy sources currently in use in Saudi Arabia

- a) fossil fuels b) hydro-electric c) nuclear d) solar
- e) geo-thermal f) wind

Is Saudi Arabia an oil-producing country?

- a) yes b) no

b In groups, compare your answers to the survey. Discuss these questions.

- What are the most common energy sources in your region?
- In your opinion, are alternative energy sources an option for your region? If so, which ones?
- If there are already alternative sources in use, are they used on a large scale? If not, why not?

5 Writing, reading and speaking

a In pairs, copy and complete this short essay on the energy situation in your country.

Our country, _____, *has / does not have* many sources of energy. This is because of its climate, geography and geology. At present, most of the energy comes from _____.

The climate is _____. In terms of geography, our country _____. This combination of climate and geography means that _____ *has / does not have* _____.

Because of the geology of _____, there *are / are not* _____. For example, there *is / is not* _____. We *export / have to import* _____.

b Exchange your essay with another pair. Correct any mistakes in English that you find (consult with your teacher if necessary). Then discuss the two essays together.

2 Predicting the future

1 Speaking

In groups, look at the photographs and discuss the objects.

- 1 Which ones exist now? Have you ever seen or used any of them?
- 2 Which ones do you think might exist in the future?
- 3 Which ones would you like to have? Why?

2 Reading and speaking

a Read these predictions made in the 20th century. Were they correct? Why or why not?

The radio craze will die out in time.
Thomas Edison, 1922

While theoretically and technically television may be feasible, commercially and financially I consider it an impossibility.
Lee DeForest, inventor of the Audion tube (used in early televisions), 1926

I think there is a world market for about five computers.
Thomas Watson, chairman of IBM, 1943

640K (of memory) should be enough for anybody.
Bill Gates, 1981

All the computers in the world will crash at 00:00 hours on January 1, 2000.
The media, 1999



FUEL CELL CAR



ROBOT FLOOR CLEANER



VIDEOPHONE



TABLET

b Now read some predictions about the 21st century. Talk about them in groups. Do you think any of them will be true before the end of the century?

We all like to think about what might happen in the future, but how often are we right?

Energy	There won't be any more fossil fuels. We will have to get all of our energy from the sun.
Transport	People won't drive cars. Everyone will have a hovercraft.
Travel	The main tourist destinations will be recreation centres in space and on other planets.
Communications	People will be able to send visual email with video links. Computers won't be necessary for sending email.
Shopping	There won't be any shops. People will do their shopping on the Internet, and goods will be delivered to their houses.

I don't think people will have hovercrafts. I think everyone will have to use public transport – possibly big hovercrafts.

c What else do you think might happen in the future?

I think Europe will become one big country.

3 GRAMMAR BUILDER: *talking about the future*

a You know several ways of talking about the future. Look at the sentences 1–5. In pairs, match them with the uses A–E.

- | | |
|---|--|
| 1 You'll be so happy. | A This is the <i>will / won't</i> future used for a spontaneous decision. |
| 2 They're getting married next April. | B This is the <i>will / won't</i> future used for a firm prediction. |
| 3 He's going to write a book. | C This is the <i>going to</i> future used for an intention or plan. |
| 4 He might try and find a part-time job in a few weeks. | D This is the present progressive used for a firm plan or arrangement. |
| 5 I'll get your dad so you can tell him the news, too. | E This is a form used to indicate a possibility, something not completely certain. |

b Now look at these sentences. In pairs, decide on the correct use (A–D).

- | | | |
|-------------------------------|-----------------------|------------------------------|
| 1 We finish our PhDs in June. | A A plan or intention | B A firm prediction |
| 2 The plane arrives at 3 p.m. | C A definite schedule | D A firm plan or arrangement |

c Complete these sentences with an appropriate form of the verb in brackets, but not *going to* (because it is almost always possible). In pairs, compare your answers.

- After class today, Sam and I _____ (*have*) coffee together.
- I'm not sure, but I _____ (*take*) a short holiday next month.
- We need another chair – I _____ (*get*) one.
- The next course _____ (*start*) on Monday the 20th.
- And now tomorrow's weather. It _____ (*rain*) most of the morning, but ...

Language assistant

Most ways of talking about the future have restricted uses as indicated in exercises 3a and b, but *going to* is very flexible. In fact, all the examples in exercises 3a and b could use *going to*, though another form may be better in some cases. The example with *might* would require *maybe* or *possibly*.

Maybe he's going to try and find a part-time job in a few weeks.

So learn and use all the forms but when in doubt, use *going to*.

d Write three or four sentences related to yourself, using a different future form in each one.

4 Writing and speaking

a Write answers to these questions about your life in five years.

- Where will you be – in your hometown, in another city, or in another country?
- Will you be single or married? If you are married, will you have children?
- Will you be able to travel and have fun, or will you have to study or work hard most of the time?

I think I will be in another country, probably Australia.
I might be a student because I want to get my Master's degree.
I won't be married – I won't be able to afford it. I will probably have to study hard, but I'd like to find time to see the country.



b In pairs, compare and discuss your answers.

3 What if ...?

1 Listening

- a Look at this list of activities and decide which use the most and the least energy.

digesting food
physical activity
body functions



Energy hot spots in the body

- b** Now listen to a nutritionist talking about the energy your body uses and check your answers.

- c** Listen again and answer these questions.

- What percentage of energy is used for
 - body functions
 - physical activity
 - eating and digestion?
- Where does our energy come from?

2 Speaking and reading

- a In pairs, number these activities in order from those requiring the most energy (1) to those using the least energy (8).

- doing housework swimming playing football
 playing basketball watching TV playing computer games
 running doing aerobics

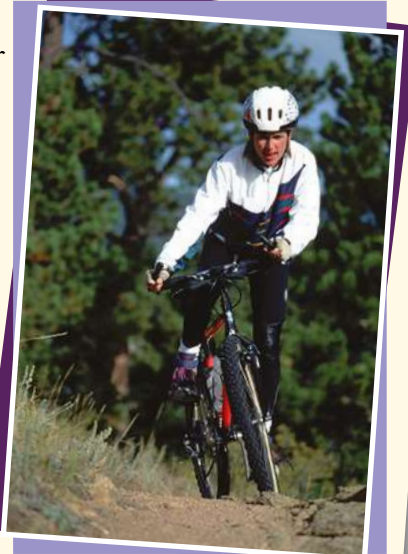
- b Read the article and check your answers.

Calories and exercise

We all know that if you exercise, you will burn calories, but the number of calories burned will vary slightly based on your weight, body composition and the intensity of the exercise.

Men and women need different amounts of calories: the average per day for men is 2,500 and for women 2,000.

Your body burns calories all day, even when you aren't exercising. Team sports often use a lot of energy: in a basketball game, you burn approximately 576 calories an hour, but in football, it's only 504. Swimming for leisure burns about 460. High-impact aerobics uses a lot of calories per hour: 720. Housework burns around 190 calories an hour. Playing computer games can burn 150 calories an hour. Watching TV burns only 81 calories an hour; sleeping burns 45. What are the best activities for burning calories? Running and cycling very fast (1,188 calories burned per hour)!



Calculate your own calorie needs

If you want to calculate how many calories you need a day, you can use this formula:

Your weight in kilograms x 38 = estimated calories per day
 for example: 79 kilograms x 38 = 3,002 calories.

3 GRAMMAR BUILDER: *the first conditional*

a Look at the examples below. Underline the clauses beginning with *if*. Then answer the questions.

There will be an environmental disaster if we don't replace fossil fuels.

If you don't burn more calories than you eat, you won't lose weight.

- 1 Does the *if* clause refer to a cause or an effect?
- 2 Does the other clause refer to a cause or an effect?
- 3 What verb form does the *if* clause have?
- 4 What verb form does the other clause have?
- 5 Do we use a comma when the *if* clause is first or second?

Language assistant

You can use *will / won't have to, will / won't be able to* and *might* in first conditional sentences.

If my salary goes up, I'll be able to buy a new car.

If I get the scholarship, I'll have to get my passport renewed quickly.

If it's sunny at the weekend, we might go for a picnic.

b Use the words below to write conditional sentences with *if*. Be careful – some are cause-effect and others are effect-cause.

Sally / be late – not / hurry Sally will be late if she doesn't hurry.

- 1 we / not / buy tickets – miss the concert

- 2 you / eat that cake – not / eat lunch

- 3 James / be unhappy – he / not / pass his exam

- 4 we / not / go to the match – it / rain

c Complete these sentences. Compare your completed sentences in pairs.

- 1 If I earn a lot of money, _____.
- 2 I'll be sad if _____.
- 3 The world will become a better place if _____.
- 4 If the price of air travel goes down, _____.

Language assistant

Sometimes *if* and *when* are confused. Look at the sentences below. What is the difference in meaning? Which sentence means I will definitely see Khalid? Which sentence means I might see Khalid?

I will give Khalid the book when I see him.

I will give Khalid the book if I see him.

d Choose the correct word, *if* or *when*, in these sentences.

- 1 Mousa will see Majed *if / when* he goes to school tomorrow.
- 2 We will have a picnic *if / when* the weather is good tomorrow.
- 3 They will go to university *if / when* they finish school.

4 Pronunciation: sentence stress – first conditional



14

a Listen and underline the stressed words. Note that important words are stressed. Negatives are also stressed.

- 1 If you don't get up early, you'll be late for work.
- 2 You'll be fit if you exercise.
- 3 I'll call you if I can go to the football game.
- 4 We won't arrive on time if we don't leave now.



14

b Listen again and practise the sentences.

5 Writing and speaking

a In pairs, prepare four questions like this.

What will you do at the weekend if it rains?
You can use these ideas or your own.

- they cut the cost of air travel in half
- you become a perfect speaker of English
- a friend offers to cook your favourite meal

b Work in groups. Student A, ask Student B a question. When Student B has answered, other students ask as many questions as they can.

Saudi Arabia and the World

Your health



1 Speaking

a Are you in good shape for the future? How much do you know about health, diet and fitness? In pairs, tick (✓) the sentences T (true) or F (false).

Health, diet, and fitness quiz

- 1 You should eat at least six servings of carbohydrates per day (rice, cereals, beans, etc.).
- 2 You should drink six to eight glasses of water every day.
- 3 If you want to lose weight, you shouldn't eat any fat.
- 4 If you want to lose weight, never eat snacks between meals.
- 5 You won't lose weight if you eat too little.
- 6 For fitness, you need to exercise for at least an hour, four times a week.
- 7 Being underweight is bad for your heart and brain.
- 8 Bone fractures are most common in overweight people.

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"/>
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"/>

b Discuss the answers with another pair. If possible, give reasons for your answers.

2 Reading

Read the article and check your answers to the quiz. Underline the sentences where you find the answers.

ANSWERS AND EXPLANATIONS ABOUT HEALTH AND FITNESS

- 1 Carbohydrates are the body's main source of energy, and they should account for at least half of your daily calories. Try to eat six servings of foods like potatoes, bread, cereals, pasta, rice and beans every day.
- 2 Water is essential for life. It lubricates and hydrates the body's organs and transports wastes. Drink at least six glasses of water per day, and more if you do hard physical exercise.
- 3 If you want to lose weight, you should eat a low-fat diet but some fat is necessary. Fat provides energy, helps in the growth and repair of tissues, and transports vitamins and minerals through the body.
- 4 If you're trying to lose weight and you get very hungry before mealtimes, eat a low-calorie, healthy snack like an apple or a low-fat yogurt. If you're too hungry at mealtimes, you'll probably eat too much!
- 5 Eat as little as possible to lose weight, right? Wrong! You shouldn't feel hungry all the time. If you eat too little, your body thinks you're going to starve to death and it conserves fat. You have to eat to lose weight!
- 6 For the average person to stay in good shape, he probably needs to exercise for at least half an hour, three times a week. Of course, this is the minimum, and your exercise programme depends on your fitness goals, but it isn't necessary to over-exercise to keep fit.
- 7-8 Most people worry about being overweight, but being underweight can cause severe health problems, too. Very underweight people have a higher risk of death from heart disease than average or overweight people. Brain functions can also be affected by being underweight. Finally, underweight people suffer from more bone fractures than average or overweight people.

3 Writing and listening

a Read the questions below on Dr Hassan's web site. Write answers using *should* and *shouldn't*. Include some reasons for your opinions.

b Listen to Dr Hassan and compare his answers with yours.

Ask Dr Hassan

Frequently asked questions (FAQs) about health, diet, and exercise



Q I'm 30 years old, and I'm about 15 kilograms underweight. Should I try to gain weight? If so, what's the best way to do it?

A _____



Q Some people say I should eat lots of foods like potatoes, bread and rice. Other people say not to eat very much of these foods. Which is correct?

A _____



Q I'm a runner and I want to run in a marathon next year. I want to increase my muscle tissue and my energy. What should I do?

A _____

Q I want to lose weight. Should I eliminate all fat from my diet?

A _____

4 Writing and speaking

a The people above used the word *should* to ask for advice. We also use the word *should* to give advice.

Fatimah: I get a lot of headaches these days. What should I do?

Layla: I think you should see a doctor.

Individually, write four or five situations and then a question asking for advice.

I want to start running. How often and how far should I run?



Language assistant

Giving advice strongly

In this lesson you have heard and used *should* and *shouldn't* to give advice.

You **should** eat more carbohydrates.

You **shouldn't** cut fat out of your diet completely.

When we want to give very strong advice we can say:

You had better or *You had better not*

This is always a kind of warning to people.

For example, if a person is driving too fast, we might say: *You had better slow down.* (If they don't slow down, something bad could happen)

You had better not phone him at this time. (It's late and he'll get angry)

b In pairs, explain the situations and ask for advice. The other student must give advice, very strong advice if appropriate. Ask for or give reasons for the advice.

c In front of the class, explain one of your situations and what advice the other student gave you. Also explain what reasons he or she had for giving this advice.

4 A place to live

- Grammar** ▶ Present perfect vs past simple ▶ *too, enough; too much / too many*
▶ Possessives
- Vocabulary** ▶ Different environments ▶ Advertising ▶ Giving opinions
▶ City vs country
- Speaking** ▶ Cultural differences, social customs ▶ Word stress
- Writing** ▶ Essay: Where I live

1 The Farasan Islands

1 Speaking

Look at the website page below. Why do you think people might go to the Farasan Islands?

2 Reading

a Read the article and check your answer to exercise 1.

b Now read the article again and answer these questions.

- 1 What part of the text would you read if you wanted to find information about the Farasan Islands?
- 2 What awards has the foundation won?
- 3 What do you need to have to take part in the expedition?
- 4 Summarize in one sentence what you would do as a member of the expedition.
- 5 Summarize in one sentence why the Farasan Islands have protected status.
- 6 What do you think the text is trying to persuade you to do?
- 7 Do you agree that the expedition is the 'Experience of a lifetime'? Give one reason for your answer.

c In groups, discuss how the Farasan Islands can benefit from tourism and how it could be a problem.

JAZEERA FARASAN REEF WATCH FOUNDATION
EXPERIENCE OF A LIFETIME!

Home About Photo gallery Videos Events Donate Contact

Studying fascinating coral reef animals and plants in a protected area

'Best Ten Diving Holidays' *Travel Magazine*
'Best in Outdoor Pursuits' *Travel awards 2012*

A conservation work expedition has been set up to study the sealife of the Farasan Islands. The expedition will take you off the coast of Jazeera Farasan to study dolphins and the coral life. You will photograph reefs as part of a long-term scientific survey. You will watch and make videos of animal life. All this is an effort to find out more about the coral reef's life history and the range of species it supports.

NB A diver's licence is necessary to take part in this expedition.

Price = Expedition contribution **\$2,000**

Dates 2–11 April/14–23 April/26 April–5 May

[Check availability & sign up](#)

FACT BOX

- The Farasan Islands are a group of coral islands that lie just off the coast of south-west Saudi Arabia in the Red Sea. The closest mainland town is Jizan.
- The Farasan Islands now have protected status mainly because of their beautiful coral reefs. The islands have extensive areas of very shallow waters which are ideal for corals to grow and thrive and make the islands a paradise for divers. The coral reefs also attract dolphins, manta rays, eels, gobies, lion fish, anchovies and shrimp. Above water, the land attracts migratory birds on their way to and from Europe.

3 Word builder: different environments

a Here are some words to describe different environments. In pairs, classify these words as positive (+), neutral (=), or negative (-). Then add three more words. Decide which words you would use to describe the Farasan Islands.

- | | | | | | | | |
|------------|--------------------------|--------------|--------------------------|--------------|--------------------------|-----------------|--------------------------|
| 1 noisy | <input type="checkbox"/> | 6 secluded | <input type="checkbox"/> | 11 polluted | <input type="checkbox"/> | 16 inhospitable | <input type="checkbox"/> |
| 2 crowded | <input type="checkbox"/> | 7 boring | <input type="checkbox"/> | 12 bustling | <input type="checkbox"/> | 17 entertaining | <input type="checkbox"/> |
| 3 peaceful | <input type="checkbox"/> | 8 industrial | <input type="checkbox"/> | 13 deserted | <input type="checkbox"/> | 18 _____ | <input type="checkbox"/> |
| 4 isolated | <input type="checkbox"/> | 9 hectic | <input type="checkbox"/> | 14 historic | <input type="checkbox"/> | 19 _____ | <input type="checkbox"/> |
| 5 dull | <input type="checkbox"/> | 10 calm | <input type="checkbox"/> | 15 unspoiled | <input type="checkbox"/> | 20 _____ | <input type="checkbox"/> |

b In groups, compare your classifications and additional words. Then talk about your city or region using the words – the noise, entertainment, traffic, etc.

4 Listening

 a Listen and match the people with their city or place of origin.

- | | |
|------------------|---------------|
| 1 Bassam _____ | a) Jizan |
| 2 Mohammad _____ | b) Jeddah |
| 3 Rayyan _____ | c) near Tabuk |
| 4 Faisal _____ | d) Riyadh |
| 5 Deema _____ | e) Kuwait |

 b Now listen again and complete the table below with the reasons why each person moved.

 c Now listen again and complete the last column of the table with one word each person uses to describe the town he or she lives in.

	Reason for moving	Word used to describe town/area
Bassam	won scholarship to KAUST	
Mohammad		
Rayyan		historic
Faisal		
Deema		

5 Speaking

In groups, discuss these questions.

- 1 Why do people move from one town or region to another?
- 2 What do you think are the advantages of moving to another town? What are the disadvantages?
- 3 Where would you like to move to in Saudi Arabia? Give reasons for your answer.

2 Cultural differences

culture shock /kʌltʃər ʃɑ:k/: a feeling of anxiety, loneliness and confusion that people sometimes experience when they first arrive in another country or live with people from another culture.

1 Reading and speaking

a In groups, read the dictionary definition on the right and discuss what kinds of things could cause culture shock. Has anyone in the group ever felt culture shock?

The different customs in another country could cause culture shock.

b In these cartoons, the people don't understand some of the customs in English-speaking countries! Match the cartoons with the customs.

- 1 People generally respect queues and will form queues when waiting for something. To push in will probably generate both anger and verbal complaints.
- 2 Direct eye contact in both social and business situations is important. No eye contact implies boredom or lack of interest.
- 3 Many people become uncomfortable with periods of silence and will try to fill them with conversation.
- 4 Don't sit or stand very close to another person when having a conversation.
- 5 You must arrive on time for social and business appointments. Arriving late is normally unacceptable.
- 6 It is normal to bring a *small* gift (usually for your host) when you are invited to dinner.



c In groups, discuss the cartoons. Which of the customs would be different or similar in your country?

2 Listening and speaking

a Listen to these people talking and match them with the cities they live in.

- 1 Claudia López ___
 - 2 Sammi Haddad ___
 - 3 Boris Tereschenko ___
- a) New York
b) Vancouver
c) San Francisco

Name	Country of origin	Present activity	Time doing this activity	Biggest cultural difference
Claudia López	Venezuela			
Sammi Haddad			pharmacist	
Boris Tereschenko				People give lots of personal information

b Listen again and complete the information in the table.

c In groups, compare your answers.

The biggest cultural difference for Boris is that ...

3 GRAMMAR BUILDER: *present perfect vs past simple; time expressions*

- a Check your ability to use the present perfect and past simple. Complete the paragraph and answer the questions below.**

We're from Venezuela. My wife and I (1) _____ (move) to Vancouver last January, so we (2) _____ (live) in Canada for six months now. I (3) _____ (apply) for a job with a publicity company a month ago, and I (4) _____ (work) there since last week. My wife (5) _____ (not learn) much English at school, so she (6) _____ (take) English classes since we arrived in Canada. The people are nice here and we (7) _____ (make) some new friends.

- 1 Which tense do we use to refer to a completed activity at a definite time in the past?
- 2 Which tense do we use to refer to an activity at an indefinite time in the past, or continuing up to the present?
- 3 Which tense do we use the following expressions with?
a month / ten years / etc. ago
since last week / we arrived / May / etc.
last January / year / etc.
for six months / an hour / etc.

- b Look at these examples of *yet* and *already* with the present perfect, and answer the questions.**

Have you spoken to Ali yet?
Have you finished your homework already?
I haven't spoken to Ali yet.
I've already finished my homework.

- 1 Which word is used to indicate that something happened before we expected?
- 2 Which word is used to state that something has not happened or ask if something has happened up to this moment?
- 3 Which word is not used in affirmative sentences, and which word is not used in negative sentences?
- 4 Where do we put *yet* in the sentence, and where do we put *already*?
- 5 How do you express the ideas of *already* and *yet* in your language?

- c Complete these sentences with the appropriate verb phrases and *ago*, *for*, *since*, *yet* or *already*.**

- 1 A: How long (1) _____ (live) in this house?
B: (2) _____ ten months. We (3) _____ (move) here last May.
- 2 A: Oh, no! I (4) _____ (pay) the telephone bill (5) _____ !
B: Don't worry. I (6) _____ (pay) it a week (7) _____ .
- 3 A: OK. I (8) _____ (paint) the chairs. Now I'll do the table.
B: It's OK. I (9) _____ (paint) it.
- 4 A: (10) _____ Mrs Brown _____ (arrive) (11) _____ ?
B: Yes. She (12) _____ (be) here (13) _____ 4 o'clock.

4 Speaking

In groups, talk about your studies, work and hobbies.

A: *I study French as well as English.*
B: *Really? How long have you studied French?*
A: *For about three years.*
B: *Have you ever been to France?*

A: *No, but I've been to Quebec.*
B: *Really? When did you go there?*
A: *Last summer.*

3 City versus country

1 Listening and reading

a Listen to Omar and Adel talking to a newspaper reporter about life in the city compared to life in a small town in the country.

- 1 Which does Omar prefer?
- 2 Which does Adel prefer?

Write their preferences under their names in the table.

b Listen again. Mark the categories P if the speaker's opinion is positive or N if it is negative.

c Read the article and check your answers.

	Omar:	Adel:
Preference		
Environment		
Pollution		
Cost		
Transport		
Culture		
Shopping		
Facilities		

Lifestyle ... lifestyle ... lifestyle ...



This week in 'Lifestyle' we have two very different views on city life compared to life in a small town. Omar Saleh lives in a small town and he thinks the quality of life there is much better than in a big city. In Omar's opinion, a small town is peaceful and it's a clean, safe environment, especially for children. People are very friendly and there aren't too many problems with pollution. And of course, a small town is less expensive than a big city.

But Omar says there are some disadvantages to living in a small town. There aren't enough activities for young people and there aren't many stores and shops. Public facilities aren't very good either. The school in his town isn't big enough to provide everything the children need and there's no hospital. But Omar says, 'I like living in a small town – and I'm too old to move anyway!'

Adel Mohammed, on the other hand, says the city is the place for him. The city has the best facilities: schools and colleges, hospitals, etc. It also has excellent shopping malls and department stores. Culturally, the city is wonderful because there are many good museums, art galleries and restaurants. There's also plenty of public transport: buses, taxis, the new metro, and the airport is near the city.

Adel says that, of course, there are problems in a big city. There's too much traffic and it's definitely more expensive than a small town. There's more pollution and it isn't as clean as the country. But he says he's a city guy and big cities are wonderful!

2 Pronunciation: word stress

- a** Listen to these words from exercise 1. Then write the words in the correct column of the table according to their stress pattern.

-expensive-	children	restaurant	department
-problem-	wonderful	gallery	museum
-hospital-	peaceful	airport	cultural

oOo	Oo	Ooo

- b** Listen and check, then practise saying the words.

3 GRAMMAR BUILDER: *too and enough; too much / too many*

- a** Look at the examples and answer the questions below.

The school isn't big **enough**.

There aren't **enough** activities for young people.

Is there **enough** work for everyone?

I'm **too** old to move.

There are **too many** cars.

There's **too much** traffic.

- What does *enough* indicate? Something is a) excessive b) excellent c) sufficient.
- What do *too / too many / too much* indicate? Something is a) excessive b) excellent c) sufficient.
- We use *enough* _____ an adjective and _____ a noun. a) before b) after
- When do we use *too*, when do we use *too many*, and when do we use *too much*?
- How would you express the idea of each example in your language?

- b** Complete the paragraph using *too*, *too much*, *too many* or *enough*.

The new shopping centre is really great. There are a lot of different shops and the main department store has three floors. But there are always (1) _____ people and the parking lot isn't big (2) _____. At the weekend, it's (3) _____ crowded to move. You have to queue for everything. Also, this centre isn't cheap and most people don't have (4) _____ money to buy much there. There's a food court, but there's usually (5) _____ noise to have a decent conversation. Perhaps it isn't such a great place after all!

- c** In pairs, complete the second sentence so that it means the same as the first.

- | | |
|-------------------------------------|--|
| 1 We can't pay for this house. | This house is <u>too expensive</u> for us. |
| 2 He's too young to drive. | He isn't _____ to drive. |
| 3 Our car won't fit in this garage. | Our car is _____ for this garage. |
| 4 I'm really short of money. | I don't _____ money. |
| 5 I can't eat all this cake. | This cake is _____ for me to eat. |

4 Speaking, writing and reading

- a** In groups, discuss the advantages and disadvantages of the place where you live.

A: I live near Franklin Park. It's nice because there are a lot of trees and space.

B: What about the traffic?

A: Oh, yes! I don't like that. There's too much traffic on Franklin Avenue.

- b** Now write about the area where you live. Write the first paragraph about where you live and what you like, and the second paragraph about what you don't like. Then write your conclusion.

I live _____

On the whole, I _____

- c** In pairs or groups, read and discuss your essays.

Saudi Arabia and the World

Looking for a new home

1 Listening and speaking

- a Look at the pictures. What do the pictures show? Do you know people who live in homes like these?
- b Listen to Samer, Mousa, Rasha and Maryam. They are describing their homes. Write their names under their homes.
- c Check your answers in pairs.
- d In pairs, discuss whose home you like most. Order them 1 (best) to 4 (worst). How are they different from each other?



21

4 GRAMMAR BUILDER: possessive adjectives and pronouns

- a In the listening task, Mousa says:

My room is bigger than my friend's but his is better.

Look at the following table. Complete the possessive adjective column.

Possessive adjectives	Possessive pronouns
1 <u>my</u> book	<i>It's mine.</i>
2 ____ book	It's yours.
3 <i>his</i> / ____ book	<i>It's his. / It's hers.</i>
4 ____ book	It's ours.
5 ____ book	It's theirs.
Omar's book	It's Omar's.

With possessive adjectives we need a noun. With possessive pronouns we do not need a noun but we must know what they refer to. In the examples here, they refer to the book.

- b Look at these questions and answers.

Q: Whose car is that? A: It's my car. / It's mine.
 Q: Whose house is that? A: It's our house. / It's ours.

In pairs, look around the classroom and ask each other questions using **Whose is that?** or **Whose is that?** Answer using both possessive adjectives and possessive pronouns.

Whose pen is that? It's mine.
Whose desk is that? It's the teacher's.

3 Reading and speaking

a What is it important to think about when you want to find a house or apartment to live in? In pairs discuss this. These words might help you. Ask your teacher if you don't know what they mean.

facilities location rent furnished available executive lift

b Read the advertisements and then complete the table below. In the 'most important feature' column write your opinion.

APARTMENT 1

Three room apartment for a single person. Low rent. Completely furnished with all facilities such as refrigerator, internet connection, A\C, heaters, water heater, etc.

The apartment also has a lift. Those who are interested, please contact Mr Fahad on 050 673 1947.

APARTMENT 2

I would like to rent out my apartment which consists of 4 bedrooms + 2 bathrooms + 2 living areas + 1 kitchen. Apartment is available with or without household items. Interested persons can contact me at ashraf@google.com.sa

APARTMENT 3

Executive apartment for rent with 4 beautiful bedrooms, 4 bathrooms, a big living room, a dining room, a large kitchen, car parking and a maid's room. Located in Dar-al-Arkan, Al-Qas area.

With furniture 4200 SAR per month
Without furniture 3300 SAR per month

Visit our website for more info www.execaparts.com.sa

APARTMENT 4

Brand new apartment for rent. Very good price.

4 rooms + 1 living room + 2 bathrooms + kitchen + parking
The location is quiet and close to shops, gyms and schools.

Call Wasim on 050 586 1982.

Apartment	Number of rooms	Most important feature	Cost	Contact details
1				
2				
3				
4				

c In pairs, check your answers.

d What kind of people are the apartments in the advertisements good for?

4 Writing and speaking

a Look at the advertisements again and write an advertisement for your house or apartment. You can make the advertisement for renting or selling. You can copy the sentence structure in the advertisements but you will need to change the words.

b In small groups, read out your advertisements to each other. Which houses or apartments would you like to live in?

c In pairs, discuss the advantages and disadvantages of your home now.

My home is really close to my school. I don't have to travel far.

My home is in a very noisy part of town. It's too noisy to do my homework.

Progress test Units 1–4

Grammar 1

(10 marks)

1 Read the following text and complete it using the correct tense of the verb in brackets.

Tariq (1) _____ (have) a large family home in Riyadh along with his parents, his wife and his three children.

Tariq (2) _____ (live) in an apartment but when he and his wife had children they decided that they needed a larger house.

It (3) _____ (take) Tariq a long time to find the perfect family home but he finally found a great place not too far from the centre of the city.

He and his family (4) _____ (be) there for about ten years now and in Tariq's opinion they (5) _____ (stay) there for a long time to come.

Mustafa is Tariq's eldest son. If he passes his exams next year, he (6) _____ (be able) go to university in the city. This is where he (7) _____ (like) to do a Business Studies degree. So at the moment Mustafa (8) _____ (study) very hard and has no time for leisure. At ten o'clock last night, for example, he (9) _____ (read) a book about the economy of the Middle East.

The other children, Sami and Nadia, are also good students. They (10) _____ (do) homework their right now.

Grammar 2

(10 marks)

2 Choose the best answer (a, b or c) to complete each sentence.

- Fahad has been to the USA and _____ has his brother.
a) so b) too c) either
- Nuha didn't go out last weekend and _____ did her sister.
a) either b) not c) neither
- My brother is a good student and I am _____.
a) neither b) too c) so
- If they don't study, they won't pass the exams and we won't _____.
a) too b) either c) neither
- Riyadh is so crowded. There are _____ people here.
a) too many b) too much c) enough
- The house is in a very busy area. There is _____ traffic.
a) enough b) too many c) too much
- Sami hasn't got _____ money to buy a new car.
a) many b) enough c) few
- Last night Rana was _____ tired to do her homework.
a) so b) too c) very
- That is the _____ interesting museum I have ever been to.
a) more b) many c) most
- Yaser is much _____ than Salim.
a) clever b) cleverer c) cleverest

Vocabulary

(10 marks)

3 Complete the sentences with the words in the box.

excited solar crucial exciting convert nuclear
environmental secluded involved polluted

- 1 Because of the traffic, it is one of the most _____ cities in the country.
- 2 He made the decision to _____ to the Islamic faith.
- 3 Cars and other vehicles cause a lot of _____ problems.
- 4 The energy from the sun is called _____ energy.
- 5 Hashim is so _____ about his trip to Europe. He hasn't been there before.
- 6 Nadia has been _____ in a terrible accident.
- 7 It's a beautiful house in a _____ village with no traffic or noise.
- 8 It's _____ that we don't use more energy than necessary.
- 9 It was a really _____ match. I'm glad I watched it.
- 10 Some people believe _____ energy is the most dangerous.

Reading 1

(6 marks)

4 Read the text then tick () the sentences below T (true) or F (false).

The Asir region of Saudi Arabia is situated on high land that receives more rain than the rest of the country. It also has the country's highest mountains, which are almost 3,000 metres high at Jebel Sawdah near Abha. There is very little information about this area but we do know that the rainfall in the highlands probably ranges from 300 to 500 millimetres (12 to 20 inches) in a year with the rain falling in two rainy seasons. The main rainy season is in March and April but some rain falls in the summer, too. Temperatures are very extreme, with daily temperature

ranges in the highlands the greatest in the world. It is common for afternoon temperatures to be over 30°C (85°F) but at the same time mornings can be extremely cold and fog can make it impossible to see your own hand if you stretch it out in front of you. Because of the rain, there are many more trees and plants in Asir than in any other part of Saudi Arabia, with some areas even containing areas of thick forests. However, many parts of Asir are very dry. Asir is home to many farmers who mainly grow wheat and fruit.

- | | | |
|--|----------------------------|----------------------------|
| 1 It rains more in the Asir region of Saudi Arabia than in other parts of the country. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 People know a lot about the Asir region of Saudi Arabia. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Most of the rain in the area falls in two months. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Afternoon temperatures in Asir can be so low that you feel cold. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Asir used to be one of the greenest areas in Saudi Arabia but it isn't now. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 One way of making a living in Asir is to be a farmer. | T <input type="checkbox"/> | F <input type="checkbox"/> |

Reading 2*(6 marks)*

5 Read the article about the footballer Majed Abdullah and match the headings A–F with the paragraphs 1–6.

- A Achievements
- B A last farewell
- C Becoming professional
- D Football from the start
- E Playing for Saudi Arabia
- F Majed's first teams

Paragraph 1 _____

Majed Abdullah was born in Jeddah in 1959 and from his earliest days he was surrounded by football and football people. His father was a football manager and Majed lived close to the Al-Ittihad club stadium. In his house, his father and his father's friends spoke about nothing but football.

Paragraph 2 _____

Majed started playing football at a young age. He was only five years old when he started playing for his school team and soon after that he also played for the neighbourhood team. When his family moved to Hotat Khaled district, he played for the school team there, too.

Paragraph 3 _____

People soon began to see that Majed was a great player and the president of Al Nasr club asked him to join in 1975. He played for the youth team for two years and then played his first game for the senior team in 1977. He went on to have a great career with Al Nasr for 20 years.

Paragraph 4 _____

Majed played for the national team at two levels – youth and senior. He first played at senior level in 1978 and continued to play for his country for 16 years. The only thing that stopped him from playing was when he couldn't play because of an injury.

Paragraph 5 _____

In his long playing career, Majed did many things. He won many cups and played for his country many times at the highest level. He scored a very large number of goals and people called him the Arabian Pelé because he played like the famous Brazilian player, Pelé.

Paragraph 6 _____

To say goodbye to Majed in 2008, Al Nasr played a final game against Real Madrid, the famous Spanish team. Over 70,000 people went to watch the match to thank Majed for his great career. There were even 30,000 people outside who could not get a ticket for the game. Al Nasr won the game 4–1.

Listening

(8 marks)



6 Listen to the conversation and complete the sentences.

- 1 Faisal has been to the _____.
- 2 Kamal is planning to go to the museum _____.
- 3 Kamal needs some information for a _____.
- 4 Faisal used to go to the museum with _____.
- 5 Kamal has been to the museum only _____.
- 6 Next Thursday, Faisal will be busy with his _____.
- 7 Faisal will be able to go to the museum on _____.
- 8 Kamal and Faisal should get to the museum at _____.



Writing

(10 marks)

7 Write a short essay about your leisure time now and compare it with when you were younger. Write about five or six sentences.

- Say what you like doing in your free time
- Say what you used to do before
- Describe how your life is different

5 The world of money

Grammar ▶ Verb + complement ▶ *because / so / to / so that* ▶ The imperative
Vocabulary ▶ Money ▶ Words with similar meanings ▶ Shopping
Speaking ▶ Money management ▶ Word stress
Writing ▶ A set of instructions

1 Saving money

1 Speaking

In groups, discuss these questions.

- 1 How often do you save money?
- 2 Why do you think it is important to save money?
- 3 What could you do to save money?

2 Reading, writing and speaking

- a Read the article about saving money. Which of the ways of saving money do you think would be most effective for you (and your family)?
- b In pairs, write down two more easy ways to save money. Compare ideas with another pair.



10 Easy Ways to Save Money

Here is a list of easy ways to save money. If you take on board these tips, it would not surprise me if you saved thousands of riyals in just one year. It might take time to get used to the new habits, but savings will help you to manage your money.

- 1 Cook at home often: eating out is much more expensive.
- 2 Take sandwiches for lunch to work or to school.
- 3 Make a list before going shopping: if you have a list, you will resist the temptation of buying extras.
- 4 Buy in bulk wherever possible: if you have enough space at home, then buy your rice, pasta, cereals, tins, beans, soap, washing powder, etc. in bulk. Buy anything that will not go off in large quantities because you will get much better value for your money.
- 5 Only buy the things you need: this one is obvious!
- 6 Instead of buying books, borrow books from the library.
- 7 Price check before buying anything expensive: find out the price of an item from at least two shops/internet sites.
- 8 Filter your own water: it avoids buying bottled water all the time.
- 9 Avoid vending machines: almost everything that is sold through a vending machine has a huge mark-up. Take a bottle of water or a snack with you from home instead.
- 10 Carpool whenever possible: it's better for the environment and it's better for your pocket also.

- c Write a list of things you're going to do to save money.
- d In pairs, compare and discuss your lists.

3 Word builder: words with similar meanings

a Match the following verbs with their definitions.

- 1 earn ___ a) obtain or deserve something through work or effort
- 2 gain ___ b) use something inefficiently, or fail to take advantage of something
- 3 miss ___ c) increase in something; get more of something, particularly experience or weight
- 4 waste ___ d) fail to catch transport, hit a target or take an opportunity; feel sorry about the absence of someone or something

b Write the correct forms of the verbs from exercise 3a in these sentences.

- 1 We caught the bus to the station, but it arrived there late and we almost _____ the train.
- 2 While I was working, I lost three kilograms. Now that I'm on holiday, I'm beginning to _____ weight.
- 3 Don't _____ your money on things you'll never use.
- 4 Many people work hard, but _____ only enough money for their basic needs.
- 5 We often don't appreciate health, love or money but we always _____ them when we don't have them.

4 Writing and speaking

- a Imagine you have saved 1,200 SAR. In pairs, discuss what you will do with the money.**

Dear,
 Remember I set up a savings account two years ago because I wanted to save for a new laptop. You'll never believe my news!
 I saved 50 SAR every month by doing small jobs for the local shop keeper. I saved slowly but steadily and now I have 1,200 SAR. It's not millions, but all the same it's very, very nice. I'm so excited!
 What am I going to do with the money? Well, I don't want a laptop now.

b Write an email with your plans.

- Write a first paragraph about your immediate plans (e.g. new clothes, a new mobile phone).
- In the second paragraph write about your longer-term plans (e.g. savings, buying a car).
- Finally, write a concluding paragraph with a proposal to get together with the friend you are writing to.

c Exchange your completed emails in pairs. Read your partner's email. Talk about it: give one positive comment and one way in which they can improve it. Now return the emails and see if you can improve your own email by including your partner's comments.



2 Born to shop?

1 Speaking and reading

a The article below is about compulsive shoppers, or *shopaholics*. In your opinion, what is a shopaholic?

b Read the article and match the topics with the paragraphs.

- 1 A historical reference to compulsive buying _____
- 2 Recommendations for treatment of compulsive shopping _____
- 3 An example of a compulsive shopper _____
- 4 A definition of compulsive shopping _____

Shopping – necessity, hobby ... or illness?

A For most people, the name Imelda Marcos probably brings one image to mind – shoes. The wife of Philippine ex-president Ferdinand Marcos was famous for her shoe collection. She owned 3,000 pairs of shoes. An advertisement in the window of a New York shoe shop said, 'There is a little Imelda in all of us.'

B But is there? Does anyone need 3,000 pairs of shoes? Of course not, but many people do not buy things because they need them, but impulsively, so that they can feel good for a moment. For these people, shopping can become an addiction, and compulsive shoppers can't stop themselves from buying things. It isn't



just silly behaviour; it is a psychological illness.

C Compulsive shopping isn't a new phenomenon. A German psychiatrist identified it nearly 100 years ago, and called it *oniomania* (buying mania). Today, we often refer to people who keep shopping as 'shopaholics'. Estimates indicate that 2–8% of Americans are compulsive shoppers.

D Many psychiatrists are now working to help compulsive

shoppers recognize their problem and understand what makes them spend money. Some psychiatrists recommend anti-depressant drugs like Prozac, but most prefer non-drug therapies. They first tell people to analyse why they shop – a feeling of power, low self-esteem, etc. Then they advise them to keep a daily record of all the money they spend. Finally, they encourage people to look for alternate forms of entertainment: reading, exercising, etc.

2 GRAMMAR BUILDER: verb + complement

a Look at the verbs underlined in the article in exercise 1, and at what follows them. Then write the verbs in the appropriate column in the table.

Verb + object + infinitive	Verb + object + to infinitive	Verb + object + gerund
<i>They let their son drive.</i> let, _____, _____	<i>They allow him the use of the car.</i> allow, _____, _____ _____	<i>The cost prevents them (from) buying another car.</i> prevent, _____, _____

b What do *advise, encourage, let, allow* and *prevent* mean? Look them up in a dictionary if necessary.

c Complete the sentences using verbs from the table.

- Advertising sometimes _____ us buy things we don't need.
- Parents shouldn't _____ their children shop without supervision.
- If you know someone who spends too much money, _____ him / her to save.

4 My teacher won't _____ me to use my dictionary in the exam.

5 We should _____ our children wasting their money on sweets.

d In groups, discuss what you think parents should stop their children from doing, let them do, encourage them to do, and make them do.

3 Pronunciation: word stress



a Listen to these sentences. Underline the stressed syllable in the words in *italics*.

- My parents *advised* me to go to university.
- We should *prevent* children from running across the street.
- Our teacher doesn't *allow* us to leave early.
- Parents should *encourage* children to read.



b Listen again and practise the sentences.



4 Reading and speaking

a Complete the survey to find out how careful you are with money. Tick (✓) the most appropriate options for yourself.

- When I have extra money, I spend it.
a) almost always b) rarely
- I spend my free time in shopping centres.
a) usually b) rarely
- I check the price of things I buy.
a) always b) never
- I buy things I don't need.
a) rarely b) often
- I am conscious of the cost of services like water.
a) always b) never
- I eat in restaurants.
a) rarely b) often

b Look at your answers to the survey. In pairs, discuss these questions.

- Do you think you are careful with money and manage it well?
- Why? / Why not?

3 Money, money, money

1 Word builder: money

Match the words with their definitions.

- | | |
|-------------------|---|
| 1 money ___ | a) round, flat pieces of metal used to buy things |
| 2 salary ___ | b) a place that makes coins and / or notes |
| 3 coins ___ | c) to give money in exchange for work or products |
| 4 notes ___ | d) money that a person receives for work |
| 5 mint ___ | e) coins or notes that have value for buying things |
| 6 to be worth ___ | f) paper money |
| 7 to pay ___ | g) to have value |

2 Speaking and listening

a Read these statements. Do you think they are correct? Guess if necessary and tick (✓) the statements T (true) or F (false).

- | | | |
|--|----------------------------|----------------------------|
| 1 The word <i>salary</i> comes from the verb <i>sell</i> . | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The expression <i>He isn't worth his salt</i> means he isn't respected because he doesn't do his job well. | T <input type="checkbox"/> | F <input type="checkbox"/> |



b Listen and check your ideas.

c Listen again and tick (✓) the sentences T (true) or F (false).

- | | | |
|---|----------------------------|----------------------------|
| 1 The Roman mint made coins and notes. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The Romans used to pay people with salt. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 One student in the class says he would like to be paid in salt. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The students are going to read an article about money. | T <input type="checkbox"/> | F <input type="checkbox"/> |



Royal Mint, London

3 Reading

a In pairs, put these sentences in the correct historical order. Then read the article below and check your answers.

- | | |
|------------|--|
| 1 ___ | Asians started using coins. |
| 2 ___ | The Romans built a mint for making coins. |
| 3 <u>a</u> | The Chinese used knives and rice as money. |
| 4 ___ | Native Americans used beads and furs as money. |
| 5 ___ | The Chinese invented paper money. |
| 6 ___ | Europeans started using paper money. |

THE HISTORY OF MONEY

There haven't always been coins and notes – money as we know it. In ancient times, people used objects to trade for things they needed. For example, 5,000 years ago, the Chinese were using knives and rice as money because these things were very valuable.

Then, about nearly 3,000 years ago, people started making coins out of gold, silver and other metals. That was in the area of Asia we now call Turkey and also in China. About 2,500 years ago, the Romans built a mint for making coins.

For hundreds of years, people only used coins, but coins were heavy and it was dangerous to travel with a lot of gold and silver, so finally paper money was invented. The first paper money was used in China, around the year 810. Europeans started using it in about 1000. Of course, not everyone had paper money or coins at that time.

In 1600, Native Americans were still using beads and furs as money. In 1624, they traded the island of Manhattan to the Dutch for goods worth \$24 at today's value!

b Answer these questions.

- 1 In ancient times, how did people pay for things?
- 2 Where did people begin to make and use coins?
- 3 Why did people begin to use paper money?
- 4 Who bought Manhattan Island from the Native Americans?

4 GRAMMAR BUILDER: reasons and purposes with connectors because / so / to / so that

a Look at these sentences (possible answers to the questions. Why did the Romans build a mint? and Why did the Chinese invent paper money?). In pairs, answer the questions below.

- 1 a) The Romans built a mint so that they could make coins.
b) The Romans built a mint to make coins.
- 2 a) The Chinese invented paper money because they didn't want to carry gold and silver.
b) The Chinese didn't want to carry gold and silver, so they invented paper money.

Language assistant

We often reduce *so that* to *so*.
They built a mint so they could make coins.

- 1 Which pair of sentences gives a reason for doing something and which pair gives a purpose?
- 2 In three of the sentences, the sequence is statement + connector + reason / purpose, and in one sentence it is reason + connector + statement. Which sentence is the different one?
- 3 In three of the sentences, subject + verb follow the connector, and in one sentence the verb only (infinitive) follows the connector. Which sentence is the different one?

b Look again at the sentences in exercise 4a which express the same idea in two ways. Then complete each second sentence in these pairs so that it means the same as the first sentence.

- 1 There is high inflation, so shops raise prices constantly.
Shops raise prices constantly because _____
- 2 I couldn't buy a new laptop because I didn't have enough money.
I didn't have enough money _____
- 3 I'm going to university so that I will get a good job.
I'll get a good job _____
- 4 We opened a savings account to save money for an apartment.
We are saving money for an apartment _____
- 5 I want to leave early to avoid the rush hour traffic.
I want to avoid the rush hour traffic _____
- 6 Sam needed more money, so he got a new job.
Sam got a new job _____

5 Writing and speaking

a Write sentences about yourself or your family using *so (that) / to / because / so*. If you wish, use ideas from the box.

We're going to move to a new house so that we'll have more room.

OR:

We're going to move to a new house to have more room.

I'm taking this course because I need English in my work.

OR:

I need English in my work, so I'm taking this course.

- car job computer
- mobile phone holiday
- health club driving lessons
- Master's computer course

b In groups, talk about your sentences.

A: *I'm really tired, so I'm going to take a short holiday.*

B: *Where will you go?*

Saudi Arabia and the World

Following instructions

1 Reading and speaking

- a** Look at the web page of the Abah Central Bank.
What is the purpose of the web page? Read the first paragraph to find out.
- b** In pairs, discuss what people might borrow money for.

ABAH CENTRAL BANK

Do you need to borrow money?

Abah Central Bank is pleased to offer you Sharia'a compliant personal finance to help you pay for your ideal wedding, your children's education and other unexpected expenses.

Just complete our online application form and in less than an hour, your request could be approved!

First check your eligibility and that you have the required documents. If you want to know how much you can borrow, [click here](#) to find out.



Required documents

- Copy of valid ID (e.g. a passport)
- Employment letter (*for the private sector, the Chamber of Commerce must stamp this*)
- Filled in application form

Saudi National Eligibility	Government Sector	Private Sector
Minimum Salary	2,500 SAR	4,500 SAR
Minimum Employment Period	1 Month	1 Year
Eligible Age	18 to 60	21 to 60
Employer Eligibility	Approved	Approved
	Apply	Apply

They might want to buy an expensive car.

- c** Read the web page closely. Tick (✓) the statements T (true) or F (false).

- | | | |
|---|----------------------------|----------------------------|
| 1 You have to be 60 or under to borrow money. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 You need to get a passport. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 You have to earn between 2,500 SAR and 4,500 SAR. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 You must make the application on a computer. | T <input type="checkbox"/> | F <input type="checkbox"/> |

- d** Check your answers in pairs. If you don't agree, look at the text again and find the information.

2 Word builder: shopping

a Look at the pictures from a supermarket. Match the words in the box with the pictures. Ask your teacher if you need help.

bank card bar code screen receipt
automatic check-out shopping basket



b Use the words to complete these sentences.

- 1 We can see how much we have paid on a _____.
- 2 People often pay for shopping with a _____.
- 3 A _____ is the black and white lines on a label.
- 4 While we are shopping, we put our things in a _____.
- 5 We can see pictures or writing on a computer _____.
- 6 Using an _____ is quicker than waiting in a queue.

3 Reading and listening

a Look at these sentences about how to use an automatic check-out machine. In pairs, put the sentences in the correct order. Write a number beside each sentence (1 for the first, etc.).

- | | | | |
|-------------------------------------|--------------------------|---|--------------------------|
| Touch the screen to pay. | <input type="checkbox"/> | Don't forget to take your shopping. | <input type="checkbox"/> |
| Take your receipt from the machine. | <input type="checkbox"/> | Decide if you want to pay by card or not. | <input type="checkbox"/> |
| Hold each item over the scanner. | <input type="checkbox"/> | Put the shopping basket on the small table. | <input type="checkbox"/> |



b Now listen to the shop assistant talking to a customer and check your answers.

4 GRAMMAR BUILDER: the imperative

a We use the imperative (infinitive) or negative imperative (don't + infinitive) to give instructions, directions or orders. Look at these examples. Which are instructions, which are directions and which are orders?

- 1 **Leave** this room now!
- 2 First **put** your card into the cash machine.
- 3 When you get to the bank, **turn** right.
- 4 **Don't talk** to me like that!
- 5 When you finish the transaction, **don't forget** to take your card.
- 6 Go straight ahead and **don't stop** until you get to the park.

Language assistant

We can also use *have to* with positive sentences and *mustn't* with negative sentences.

Turn left. = You *have to* turn left.
Don't do that. = You *mustn't* do that.
When you use *have to* and *mustn't*, don't forget the pronoun *You*.

b Complete the sentences with the verbs in the box. Make them negative if it makes more sense.

put be take run do cross

- 1 _____ careful – the water is hot.
- 2 _____ ! you might fall.
- 3 After the supermarket, _____ the first turning on the right.
- 4 _____ that again. If you do, I'll tell the teacher.
- 5 When the water is boiling, _____ the beans in the pan.
- 6 _____ the road until the traffic lights are red and the cars stop.

c Now do exercise b again. This time use *have to* and *mustn't*.

5 Writing and speaking

- a In pairs, write instructions for how to use something you know (e.g. a computer). Include *have to* and *mustn't* sometimes. Don't use the name of the machine in your instructions.
- b Read your instructions to the class. They have to guess what you are describing.

1 Celebrations and festivals

1 Speaking

In pairs, look at the photographs and answer these questions.

- What do the photographs show? What festival are the people celebrating?
- Imagine you had to take two photographs of this festival. What would you have in the photographs? How would they be different from the photographs on this page?



2 Listening

- a Listen to Abdullah talking about Eid al-Fitr with his friend Dave. Tick (✓) the topics they mention.**

- | | | | |
|----------|--------------------------|---------|--------------------------|
| presents | <input type="checkbox"/> | games | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | food | <input type="checkbox"/> |
| praying | <input type="checkbox"/> | charity | <input type="checkbox"/> |

- b Now listen again and complete the sentences.**

- At Eid al-Fitr, children are given _____.
- People wear their finest _____.
- They give _____ to poor people.
- In Saudi Arabia there is a _____.
- After _____, they go and have a special _____.

3 Reading and speaking

- a Read the article about two festivals.**

- b In pairs, tick (✓) the boxes that are true about one or both of the two festivals.**

	<i>Al Eisteddfod</i>	<i>Jinadriyah</i>
1 It takes place once a year.	<input type="checkbox"/>	<input type="checkbox"/>
2 It is smaller but older.	<input type="checkbox"/>	<input type="checkbox"/>
3 It includes poetry.	<input type="checkbox"/>	<input type="checkbox"/>
4 It includes cooking.	<input type="checkbox"/>	<input type="checkbox"/>
5 It takes place in one language only.	<input type="checkbox"/>	<input type="checkbox"/>
6 It takes place in one country only.	<input type="checkbox"/>	<input type="checkbox"/>
7 It lasts for a longer time.	<input type="checkbox"/>	<input type="checkbox"/>

- c In pairs, talk about which of these two festivals you would like to go to and why.

Festivals

In Wales...

Eisteddfod (pronunciation: /ai' steðvəd/, plural: Eisteddfodau), in the Welsh language, means 'a sitting of learned men'. At an Eisteddfod, people compete for prizes in Welsh literature and poetry.

The first Eisteddfod took place in Wales in 1176.

Nowadays, The National Eisteddfod of Wales is the largest festival of competitive poetry in Europe. It is held once a year, it is a week long and is conducted entirely in the Welsh language, with many of the performers and officials in traditional Welsh clothes. In 2006, 150,000 people attended the festival and there were 6,000 competitors.

There are several Eisteddfodau, and not only in Wales. You will find them all over the world, wherever there is a reasonably-sized community of Welsh immigrants, particularly in Australia and Argentina.

And in Saudi Arabia...

The National Festival for Heritage and Culture was first held in Al Jinadriyah in 1985, and has since become one of the most important cultural festivals in the Arab world. It takes place every year and lasts for two weeks.

The opening event is a famous camel race over a 19 km track in which hundreds of camels and their riders compete for prizes.

The festival itself is a celebration of Saudi traditions and culture. It features traditional songs, poetry and the famous Ardha sword dance as well as exhibitions of local arts, architecture, crafts and cooking. The entertainers and exhibitors come from all over the Kingdom, and more than one million Saudi people attend the festival.



4 Word builder: word building

- a Choose suitable endings for these words. Use a dictionary if necessary.

-or	-er	-ive	-tion
-ance	-ment	-ry	

compete *competition* *competitor* *competitive*

- 1 poet _____
- 2 perform _____
- 3 celebrate _____
- 4 decorate _____
- 5 entertain _____

- b Underline the stressed syllables in the words.

- c Complete these sentences with one of the words from this exercise.

- 1 Traditional singers and poets provide _____ at the Jinadriyah festival.
- 2 The sword dancers gave a very good _____.
- 3 I won 4,000 SAR in a poetry _____.
- 4 Houses are covered with _____ during Eid al-Fitr.
- 5 Eisteddfodau are important _____ of Welsh culture.

5 Speaking, writing and reading

- a In pairs, select and discuss one of your city's or country's festivals.

- b Together, write a short description of the festival. Consider these questions.

When is the festival?
 What does it celebrate?
 Where is it held?
 Who participates?
 What do participants wear and do?
 Is there any special food?
 Is there anything else typical or special?
 Do people come to the festival from outside the city or country?

- c Put all the descriptions up on the board or the wall. Read them all and vote for the best one.

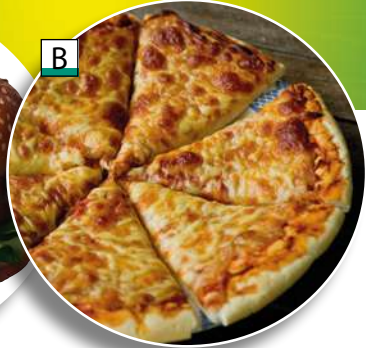
2 Culture on the table

1 Speaking

a In pairs, look at the different types of food and discuss these questions.

- 1 Which country do you think the food comes from?
- 2 What kind of fast food do you like?
- 3 Why do you think this type of food is popular?

b Make a list of reasons why fast food is so popular and compare your list with another pair's list.



2 Reading

a Read the article and complete the fact file.

In the fifties, Mac and Dick McDonald created the concept of quick service at their restaurant in San Bernardino, California. They also invented the idea of specialization. One person cooked the burgers, another made milkshakes, and another put mayonnaise on the buns. But the biggest innovation was to have the food prepared and waiting, so customers could place an order and immediately collect it. The food was good and cheap, and business exploded.

In fact, the business grew so much that it was adopted across many different food types and in many different countries. For example, the Italians adopted it and created pizza chains. Countries in the Middle East spotted the trend and by the mid-1970s, Al Baik opened its first restaurant

Fast Food – from America to Saudi Arabia

in Jeddah. The Herfy chain of restaurants opened in 1981 in Riyadh. Both these Saudi chains are fast-growing and hugely popular, with branches in Bahrain, the Emirates, Kuwait and Egypt.

The classic fast food meal was considered to be a burger with French fries and a drink, but classic meals have changed to match local tastes, such as roasted chicken or shrimp with a variety of sauces, or kofta with French fries and coke.

Fast food restaurants have moved far from their original concept and serve up anything from ice cream or coffee to bread, pastry and chocolate items.

Fast Food Fact File

- 1 What made fast foods different?

- 2 Where fast food restaurants exist now:

- 3 Saudi fast food restaurants:

- 4 Classic fast food meals:

- 5 Changes to the fast food menu:

b Check your answers with a partner.

3 GRAMMAR BUILDER: present passive

a Look at the sentences in the table and answer the questions below.

Active	Passive
They <i>make</i> burgers from 100% pure beef.	Burgers <i>are made</i> from 100% pure beef.
They <i>cook</i> the beef on a grill.	The beef <i>is cooked</i> on a grill.
The company <i>sells</i> millions of burgers every month.	Millions of burgers <i>are sold</i> by the company every month.

- 1 How is the passive formed?
Subject + + (+ by)
- 2 How is the passive voice different from the active voice?
- 3 Is there an equivalent to this structure in your language?

Language assistant

There are two main reasons for using the passive.

- We often don't know the agent of a passive sentence, or it is not important.

Thousands of bank cards are stolen every year, and a lot of money is lost as a result.

- If we know the agent and it is important, we can specify the agent by using *by*. However, the receiver of the action (the subject of the passive sentence) is more important.

*Millions of burgers are sold by fast-food restaurants every year, and a lot of money is made **by** the companies.*

b Complete the sentences using the appropriate forms of the verbs in brackets.

- 1 Pizzas and burgers _____ (*eat*) by young people more than by old people.
- 2 Old people usually _____ (*eat*) food with less cholesterol in it.
- 3 Some very traditional food _____ (*make*) quickly, too – tacos and kebabs, for example.
- 4 English _____ (*speak*) all around the world today.
- 5 More people _____ (*speak*) English as a second language than as a native language.

c Rewrite these sentences using the present passive. Look at the example to help you.

*Americans eat thousands of pizzas every day.
Thousands of pizzas are eaten by Americans every day.*

- 1 You make pizza from tomato sauce, mozzarella cheese and dough.
- 2 The biggest companies spend millions of dollars on TV advertising.
- 3 Many people eat sushi because it's tasty and healthy.
- 4 Americans drink millions of litres of milk every year.
- 5 People grow rice all over the world.



4 Speaking and writing

a In groups, talk about your favourite national or traditional dishes. Why do you like them? How are they made?

b Write your own description of a traditional dish from your country, without mentioning its name. Here are some ideas to help you.

This dish comes from ... (region). It is made with It is usually served with It is eaten in ... (season) / at (festival).

c Read your description to the rest of your group; the others guess the dish.

3 Culture at home

1 Listening, writing and speaking

 **a Listen to Richard talking to his friend, Abdullah. Answer these questions.**

27

- 1 What is the topic of conversation?
- 2 Why are they talking about this?

 **b Now listen again and tick (✓) the table comparing the two countries.**

27

	Same	Different
Language		
Driving		
Food		
Weather		
People		

c In groups, compare your country with another country, using the categories in exercise 1b. Write sentences comparing the two countries. Tell your class about your comparisons.

The language is different. We speak Arabic here. In the USA, they speak English.

2 GRAMMAR BUILDER: expressions followed by verb -ing or to + -verb

a Match the first and second part of the sentences.

- | | |
|--------------------------------------|---|
| 1 I'm looking forward to ... ____ | a) ... driving on the 'wrong' side after a little practice. |
| 2 I'd like ... ____ | b) ... to take a hat – it's very hot. |
| 3 I have trouble ... ____ | c) ... visiting you next month. |
| 4 I'm used to ... ____ | d) ... understanding English. |
| 5 I'll probably get used to ... ____ | e) ... to know more about different countries. |
| 6 I mustn't forget ... ____ | f) ... having a small breakfast. I never eat a lot. |

b Classify the expressions in the box as 1 or 2.

- 1 normally followed by verb + -ing
- 2 normally followed by to + verb

be used to ____	forget ____	stop ____
decide ____	get used to ____	enjoy ____
have trouble ____	want ____	finish ____
look forward to ____	would like ____	

c Complete the paragraphs with verb + -ing, to + verb, or just a verb. Then compare your paragraphs with those of a partner.

- 1 In Miami, I used to (1) _____ the same type of clothes all year. Then I moved to Boston and got used to (2) _____ different clothes in the spring, summer, autumn and winter. I really enjoy (3) _____ special clothes for each season.
- 2 I've been living in Japan for a year, but I'm not used to (4) _____ on the left yet (it's the same here as in Britain). I have trouble (5) _____ in city traffic. When I turn right, I want (6) _____ on the wrong side of the road. And I have to stop (7) _____ to the wrong side of the car to get in!

Language assistant

Compare the past *used to* with the verb phrases *get / be used to*.

*He used to **eat** a lot of meat. Then he got used to **eating** more fish. Now he is used to **eating** only fish.*

3 Pronunciation: weak forms – verb + to



a Listen and repeat the sentences. How does *to* sound in them?

- 1 I'm looking forward to the trip.
- 2 What would you like to know?
- 3 Don't forget to take your umbrella.

b Complete these sentences with details about yourself. In pairs, practise saying your sentences.

- 1 I'm looking forward to ...
- 2 I'd like to know ...

4 Reading and speaking

a Read what Ahmed says about being a tour guide and tick (✓) the sentences T (true) or F (false).

- 1 Ahmed started work as a guide just after he left school. T F
- 2 Ahmed lives in Madina. T F
- 3 A large company paid for Ahmed to go to university. T F
- 4 Ahmed studied at university while he was working for the tour company. T F
- 5 Tourists' aims haven't changed very much over the years. T F
- 6 Understanding your own culture and other people's is an important part of being a tour guide. T F
- 7 The work Ahmed does now needs different skills from his previous job. T F
- 8 Saudi Arabia plans to make it easier for *Umrah* visitors to travel. T F

b What qualities do you need to be a tour guide? Discuss with a partner why you would or would not be good at this job.

c Imagine that a British tourist is visiting your country. What would he or she find different about customs in your country? In groups, discuss advice to give the tourist.

Remember to drive on the right in our country. In Britain, you drive on the left!



A warm welcome

Vision 2030: Ambition

Saudi Arabia has a long tradition of being hospitable to guests and respecting visitors. We talked to tour guide Ahmed about the importance of this in his job.

'While I was still at school, I worked part-time as a tour guide in my home city, Madina. I took visitors from many different countries on coach tours and walking tours of the city, showing them the famous places. I enjoyed it so much that, instead of going to university after school. I got a job with a large tourism company. This meant taking people to a lot of other wonderful sites all over the country. It was hard work but I learnt a lot.

One thing I learnt quickly was that modern tourists aren't satisfied any more with just seeing the famous places. They want to get a taste of life in the country they're visiting, to understand its culture, traditions and way of life. So of course I had to understand it myself. At the same time I needed to understand the culture and feelings of visitors from different countries.

My present job is organising tours for *Umrah* visitors. The demands of this work are quite similar really because Muslims come from all over the world on pilgrimages. It's an exciting time in this field. Transport is being improved, like the Makkah Metro project that started recently, and plans for new museums and cultural centres. *Saudi Vision 2030* has promised to improve the pilgrimage experience in many different ways.'

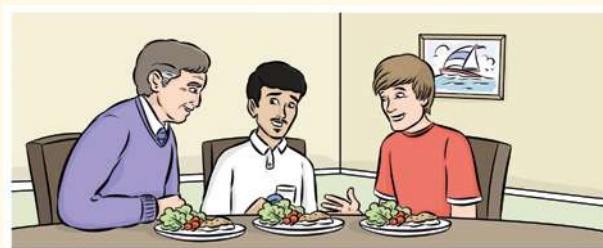


Saudi Arabia and the World

Visiting a British home

1 Listening

a Look at the picture. Describe what you can see. How do you think the different people feel? Why?



b Listen to the conversation between Tom and Jamal and decide if the sentences are true or false? Put a tick in the correct box.

- | | | |
|---|----------------------------|----------------------------|
| 1 Jamal is going to have dinner at Tom's parents' home. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Jamal is worried about speaking English to Tom's parents. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Halal meat is sold in a shop near Tom's house. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Jamal has never been to a British home before. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Jamal is going to buy something for Tom's parents. | T <input type="checkbox"/> | F <input type="checkbox"/> |

c Check your answers in pairs.

2 Reading and speaking

a Read the expressions in the box and in pairs decide if they are for making, accepting or refusing invitations. Put a tick in the correct box. The first one is an example.

	make	accept	refuse
1 We're having friends around tomorrow. Are you free?	✓		
2 That sounds like a great idea.			
3 I'd love to but I've got something on.			
4 Would you like to come round for dinner next week?			
5 I'm afraid I'm busy this weekend.			
6 Thank you. I'd really like that.			
7 If you haven't got anything on tonight, would you like to have dinner with us?			
8 That would be wonderful.			
9 How about having dinner with us tonight?			
10 I'm sorry. I won't be able to make it.			

b In pairs (student A and student B), make, accept and refuse invitations using the information below and the expressions from the exercise above.

- | | |
|---|---|
| 1 A: Invite student B to dinner at your house. | B: Refuse student B's invitation and give reasons for this. |
| 2 B: Invite student A to tea in a famous café in town. | A: Accept student B's invitation and ask for details (when, where, what time, etc). |
| 3 A: Invite student B to a poetry recital at a theatre. | B: Accept student A's invitation and ask for details (when, where, what time, etc). |
| 4 B: Invite student A to dinner in a well-known restaurant. | A: Refuse student B's invitation. Give reasons for this. |

3 Speaking

- a Work in pairs. Student A, imagine you are Jamal; Student B, imagine you are Harry, Tom's father.**

Have short conversations, using the ideas below. Jamal speaks first, then Harry. Try to expand the conversations when you can. Then change roles.

1 The introduction

Jamal

Say hello and introduce yourself.
Say how you are / ask about Harry
Accept and thank Harry.

Harry

Say hello and introduce yourself / ask how Jamal is.
Say how you are / offer some apple juice.

2 The dinner

Jamal

Say how good the food is.
Say thank you but refuse. Say
you need to go home / give a reason.

Harry

Thank Jamal and offer him some more.

Offer to call a taxi.

3 The goodbyes

Jamal

Thank Harry.
Say how you feel about meeting Harry.
Say goodbye.

Harry

Respond to the thanks.
Say how you feel about meeting Jamal.
Say goodbye.

- b In pairs, have your conversations in front of the class.**

4 Writing

- a Imagine you are Jamal. In pairs, brainstorm ideas about what to write in a letter to Tom's parents to thank them for the dinner at their house.**

Some ideas

Dear...

'Thank you'

how you felt – happy / tired / hungry

what you enjoyed most – food / conversation / speaking English

invite them to dinner – where / when

yours sincerely

- b Write the letter you have discussed.**
- c Read the letter to the class. Which student has the best letter?**

7 Good health

Grammar ▶ Causatives: have / get something done ▶ Deductions: must, may / might, can't

Vocabulary ▶ Health and exercise ▶ The body ▶ Remedies

Speaking ▶ Opinions about health ▶ Making an appointment

Writing ▶ Email: describing health problems

1 You and your body

1 Reading and speaking

a How well do you think you know your body?
Choose one of these statements.

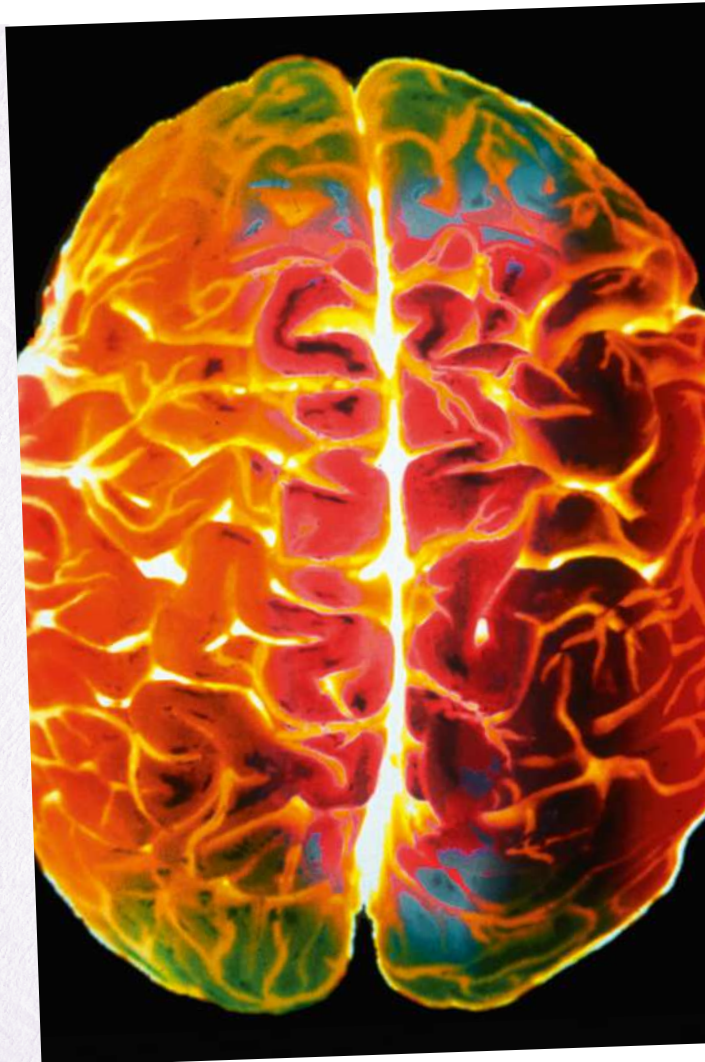
- 1 I'm not a doctor, but I think I know a lot about how my body works.
- 2 I know a little about my body, but there's a lot I don't know.
- 3 I don't think I know very much at all about how my body works.

c In groups, compare your answers.
Try to give reasons for your answers.

d Now check the answers to the quiz
(see page 59). Look at the statements
in exercise 1a again. Would you
choose a different statement now?

b Now take the quiz about the human body.
Tick (✓) each statement **T** (true) or **F** (false).

- | | | | |
|----|---|----------------------------|----------------------------|
| 1 | The left side of your brain controls the left side of your body. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 | You have approximately 96,558 kilometres of blood vessels in your body. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 | It takes eight minutes for your blood to flow from your heart to your big toe and back. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 | When you rest, your heart beats from 60 to 80 times per minute. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 | Your body replaces the top layer of skin every 15–20 days. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 | About one-quarter of your bones are in your feet. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 | When you have a bad cold, food doesn't taste good because your sense of taste is affected. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 | When you move, your body uses units of energy called calories. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 9 | To keep healthy, you need to eat about the same number of calories as you burn. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 10 | To burn the calories taken in when you eat a chocolate bar, you have to walk fast for about 20 minutes. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 11 | You don't burn any calories when you sit and read. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 12 | About two-thirds of your body consists of water. | T <input type="checkbox"/> | F <input type="checkbox"/> |



2 Word builder: the body

a In two minutes, write as many parts of the human body as you can.

head, face, eyes

foot, toes

b Then take turns going to the board to write a body word. When a classmate can't add a new word, he / she is out. The last person to add a word is the winner.

3 Speaking, listening and writing

a In pairs, discuss these questions.

- 1 What are the benefits of regular exercise?
- 2 Does age limit a person's ability to exercise?
- 3 What kind of exercise do you usually do?



b Listen to the interview and see how many benefits you thought of. How many of these facts didn't you know before?



c Listen again. Then complete these sentences in a logical way, using information from the interview. Complete sentences 5 and 6 with your own ideas.

- 1 It isn't necessary to ...
- 2 If you exercise three times a week, ...
- 3 You should always ...
- 4 It isn't a good idea to ...
- 5 I think ...
- 6 In my opinion, ...

4 Speaking

In groups, discuss your ideas about exercise.

- 1 How many of the things mentioned in the interview in exercise 3 do you do?
- 2 What don't you do?
- 3 Is there anything you will change or might change in your lifestyle now?



Answers to quiz
 1 F: the left side of the brain controls the right side of the body, and vice versa. 2 T 3 F: it takes less than one minute. 4 T 5 T
 6 T 7 F: your sense of smell is affected, and you have to be able to smell to taste things. 8 T 9 T: too many calories and you get fat; too few,
 and you won't have enough energy. 10 F: you have to walk fast for more than two hours to burn those 400 calories!
 11 F: you burn 60-80 calories per hour. 12 T
 Score 10-12 You know a lot about how your body works! 6-9 You know a little about your body.
 1-5 You don't know very much about your body!

2 Dangerous practices

1 Speaking and reading

a In groups, discuss these questions.

- 1 Why do people smoke?
- 2 What are the problems associated with smoking?
- 3 In your country, which age group smokes the most – teenagers, young adults or older adults?
- 4 Is smoking increasing or decreasing in your country?
- 5 How are cigarettes usually advertised in your country?

b Read the text on the right and compare the ideas with your answers in exercise 1a.

c Read the text again and complete the fact sheet.

Smoking – face the facts!

Number of deaths every year as a result of smoking:

Estimated deaths caused by smoking in 2030:

Annual cost of treatment in for smoking-related illnesses in the USA:

Main reasons people start to smoke: _____

Effects of smoking:

First anti-smoking campaign:

Smoking

a dangerous practice

Some illnesses are self-inflicted. Smoking, for instance, has been directly linked to 24 diseases, including lung cancer and cardiovascular problems. Every year, four million people in the world die of smoking-related illnesses. That figure is expected to rise to about ten million by 2030. In the USA, \$60 billion is spent every year on treatment of people with conditions directly caused by smoking cigarettes.



Why smoke?

Why do people smoke?

Partly because of the effects of advertising that promotes smoking as something sophisticated and fashionable.

Young people smoke mainly because their friends smoke, and they don't want to be different. Children of smokers tend to smoke as well.

Anti-smoking campaigns

Tobacco used to be very fashionable, but now many people realize that it really is bad for you – smoking can shorten your life by five to eight years. One of the first anti-smoking campaigners was Britain's King James I (1603–1625). He had leaflets printed to tell people that smoking was a dangerous habit. In many countries it is now illegal to smoke in any public building. There are now anti-smoking groups everywhere in the world. If you care about people's health, join one now!

2 GRAMMAR BUILDER: causatives – have / get something done

a Look at these examples. Then answer the questions below.

*You should get your blood pressure checked regularly.
In the 17th century, King James had leaflets printed against smoking.
I had my hair cut by Pierre. It's the latest fashion.*

- 1 Do we use the causative when
 - a) we do something for ourselves, or
 - b) somebody does something for us?
- 2 If we want to, how do we indicate who did the thing?
- 3 What is the structure of the causative? Complete the following.

Subject + _____ + object + _____ (by _____)

She _____ her hair _____ by _____.

b Write these sentences using the sequences of words and phrases.

- 1 He / finally / get / telephone / install / last week.
- 2 I / have / my car / repair / at the moment.
- 3 They / want / have / new house / design / a good architect.
- 4 You / should get / eyes / test.
- 5 We / going to / have / the food / prepare / a catering company.

c Write sentences about things you had done last month and things you want to get done in the next month. Use ideas and verbs from the boxes or your own ideas.

Ideas

yourself, e.g. hair, eyes, clothes, shoes
your computer
your house, e.g. walls, ceiling, curtains

Verbs

cut test make repair
fix change paint
wallpaper clean
upgrade

Last month, I had / got ...
Next month, I want to get / have ...

d In pairs, compare and talk about your sentences.

3 Writing, reading and speaking

a Read this letter to an advice column in a newspaper and then read the advice.

Dear Steve,
I just can't give up smoking. I've really tried. Do you have any advice?
Yours truly,
A smoker

Dear Smoker,
Have you been to your doctor? You really should. He can prescribe all kinds of things to help you. Some people find acupuncture helpful. Others find that gradually cutting down is easier than stopping completely ...
Best wishes
Steve



Get medical advice

See your doctor. Get your lungs x-rayed.
Have your blood pressure checked.

Evaluate your smoking habits

Why / When / Where do you smoke?

Choose a strategy

Tell people you're giving up smoking.
Get acupuncture.
Cut down on smoking gradually.
Cut out cigarettes completely.
Start a new hobby or activity.

b In pairs, discuss any other ideas for giving up smoking. Complete Steve's letter with your ideas.

c In pairs, write a letter from Steve to someone who can't stop eating chocolates and cakes. Read letters written by other pairs. Who has the best advice?

3 The best remedies

1 Word builder: health problems

a In pairs, complete the second column of the table below with symptoms from these boxes.

I have ...
 a temperature
 a headache
 sunburn
 a stomach ache
 aching muscles
 a sore throat
 a cough
 a fever
 a rash
 indigestion
 diarrhoea

I'm ...
 tired
 sneezing



Illness	Symptoms	Treatment
the flu (influenza)		
a cold		
food poisoning		
appendicitis		
a migraine		

b Choose the appropriate treatment from the box below and write it in the third column of the table.

take antibiotics
 eat fruit and vegetables
 eat very little food
 take a decongestant
 drink fluids
 take aspirin
 drink herbal tea
 rest in bed
 have surgery

c Have you ever had any of these illnesses? What did you do?

2 Reading and writing

Read this paragraph and write the illnesses from exercise 1 in the blanks.

If you have a stomach ache and you feel sick, you may have (1) _____. Rest in bed, drink herbal tea and don't eat very much. If the symptoms continue, see your doctor. You may need some antibiotics.

The symptoms of (2) _____ are often a fever and abdominal pain, especially on the right side. You might also feel sick. See a doctor immediately because you may need surgery!

(3) _____ is a virus, so antibiotics won't help. The symptoms are aching muscles, headache, fever and sometimes sneezing. Rest in bed, drink fluids and take aspirin.

(4) _____ is similar to influenza, but usually less severe. The symptoms are usually sneezing, coughing, headache and sometimes fever. Take aspirin and, if necessary, a decongestant.

(5) _____ is a type of headache, but there are usually other symptoms. You may feel sick and have vision problems, and you may be extremely sensitive to light and noise. If the problem is very severe or frequent, you may need to see a doctor to get some medicine.

3 Listening

a Listen to the conversation and choose the correct answer.

- 1 Waleed is ...
a) sick b) tired c) hungry.
- 2 The woman is probably ...
a) Waleed's mother
b) Waleed's sister
c) Waleed's daughter.

b Listen again and answer these questions.

- 1 What does Waleed think he has?
- 2 What are his symptoms?
- 3 What does his mother think he might have?

5 Speaking

Work in pairs. Student A, imagine that you are a doctor; Student B, imagine that you are a patient. Have a conversation using the ideas below. Then switch roles.

Patient

Say how you feel (awful, terrible, etc.). Describe one of your symptoms. Describe other symptoms. Ask what's causing the problem. Ask what you should do.

Doctor

Ask what's wrong. Ask about other symptoms. Say what you think is causing the problem. Give advice.

6 Pronunciation: word stress

a Listen to these words. Then write them in the correct column of the table below according to their stress.

temperature abdominal immediately migraine symptom severe extremely medicine virus tomorrow

Stress on the first syllable	Stress on the second syllable
temperature	abdominal

b Listen and check your answers.

33

c In pairs, look back at pages 60 and 61. Find two more words for each column in the table.

d Practise saying the words in each column.

4 GRAMMAR BUILDER: *must, may / might, can't for deductions*

a Read this conversation. Answer the questions below.

A: I have a stomachache. I *might* have appendicitis.
 B: You *can't* have appendicitis because you don't have a fever. It *may* be something you ate.
 A: If I'm not better tomorrow, then it *must* be appendicitis.

- 1 Which two words in italics have the same meaning, expressing a possibility?
- 2 Which word in italics expresses a strong positive probability?
- 3 Which word in italics expresses a strong negative probability?
- 4 How do you express these ideas in your language?

b Complete these two conversations using *may / might, must, or can't*.

A: I can't sleep at night. It (1) _____ be the coffee I'm drinking, or possibly I'm worrying about work.

B: It (2) _____ be the worry, no question about it. How much coffee do you drink?

A: Two or three cups a day.

B: Exactly. That's nothing. It (3) _____ be that.

A: Who is he? He talks like a doctor. But he (4) _____ be a doctor – he's too young.

B: He (5) _____ be a medical student. Obviously.

A: Not necessarily. He (6) _____ be a paramedic, or the son of a doctor.

Language assistant

For deductions, *can't* and *must* are opposites.

It can't be appendicitis, so it must be food poisoning.

Saudi Arabia and the World

Visiting the doctor

1 Speaking and listening

a Look at the picture. What does it show?

b In pairs, discuss these questions.

- What do you know about hospitals?
- When do people go to hospitals?
- What is the Ministry of Health?



c Listen to the beginning of a radio interview with Dr Fawwaz Jamil about the Ministry of Health. Then complete these notes.

- 1 The Ministry of Health started in _____.
- 2 The Ministry of Health offices are located in _____.
- 3 The Ministry of Health supervises _____ hospitals.
- 4 Two main aims of the Ministry of Health: _____.

d In pairs, check your answers.



2 Reading and speaking

a Read the dialogue and in pairs discuss what the missing sentences might be. Don't look at the sentences in the box on page 65 yet.

Receptionist: Hello, this is the Jubail Eye Centre.

Amin: Oh yes, I think I need to have my eyes tested. Can I make an appointment?

Receptionist: (1) _____

Amin: Of course. Oh, by the way, my name's Amin.

Receptionist: (2) _____

Amin: No, my eyes have been fine until recently. But I've started getting headaches when I'm reading and I can't see the print so well now.

Receptionist: (3) _____

Amin: Fifty.

Receptionist: Mmm, a lot of people start having trouble with their eyes at that age.

Amin: Yes, my brother was fifty when he started wearing glasses.

Receptionist: (4) _____

Amin: Actually, I'm busy tomorrow but what about the day after?



Receptionist: (5) _____

Amin: Either is OK.

Receptionist: So, let's say 10am on Wednesday.

Amin: That's fine.

Receptionist: (6) _____

Amin: It's Amin Hadi.

Receptionist: (7) _____

Amin: Yes, it's 050 692 319.

Receptionist: Thank you.

- A** So when can you come for your eye test, Amin? Tomorrow?
- B** Can I have your full name, Amin?
- C** And how old are you, Amin?
- D** Have you ever had your eyes tested before, Amin?
- E** Yes, but can I ask you a few questions first?
- F** We can get other information on Wednesday but have you got a contact phone number?
- G** Wednesday. Yes, that should be OK. Would you prefer a morning or afternoon appointment?

- b** Now look at sentences A–G in the box. Use them to complete the dialogue. Are your sentences the same or different?
- c** Work in pairs. Read the information below and together make an appointment for the best time possible. Be prepared to change your plans. You might not be able to go when you want to. Use language from exercise 2a to help you.

Student A: You have a bad toothache.
 You want to see the dentist tomorrow morning if possible.
 You have classes from 11:30am till 3:00pm.
 Your school is 30 minutes from the dentist's.

Student B: You are a receptionist at a dental clinic.
 This is your appointment book for tomorrow.

FAHAD DENTAL CLINIC Appointment Book	
9:00 – 12:00	No appointments please:
12:00 – 1:00	Lunch
1:00 – 1:30	
1:30 – 2:00	Mr Tariq
2:00 – 2:30	Mr Khalid
2:30 – 3:00	Mr Zaher
3:00 – 3:30	
3:30 – 4:30	meeting
4:30 – 5:00	cancellation
5:00 – 5:30	Mr Yaser

- d** Now change roles and do the same with the information below. Imagine it is nine o'clock in the morning.

Student A

You have had a lot of headaches recently.
 You want to see Dr Mousa today.
 Your schedule:

Diary

8am – take children to school
 Work at home till 12:30pm
 Business lunch 1pm till 3pm
 Free from 3pm till 4pm.
 4:30pm Meeting with American clients.

Student B

You are Dr Mousa's receptionist.
 This is his schedule for today.

RIYADH MEDICAL CENTRE		Dr Mousa's Appointment Book
9:00 – 12:00	Dr Mousa on duty.	
12:00 – 1:00	Closed for lunch	
1:00 – 1:30		
1:30 – 2:00	Mr Jamal	
2:00 – 2:30	Mr Faris	
2:30 – 3:00		
3:00 – 4:30	Dr Mousa visiting home for elderly people.	
4:30 – 5:00		
5:00 – 5:30	Mr Amin	

3 Writing

- a** Look at the information in the dialogue again. Imagine you are Amin and write an email to a friend. Tell your friend about your problem and what you have done about it.
- b** In pairs, check each other's writing and make corrections if necessary.
- c** Read your email to the class.

8 Imagination

Grammar ▶ The second conditional ▶ Clauses of result
Vocabulary ▶ Famous scientists ▶ Wishes and hopes ▶ Words with similar meanings
Speaking ▶ Imaginary situations ▶ Sentence stress: second conditional
Writing ▶ A biography

1 Dreams

... we are the dreamers of dreams,
...
Yet we are the movers and shakers
Of the world for ever, it seems.
From Ode by Arthur O'Shaughnessy (1844–81)



1 Reading and speaking

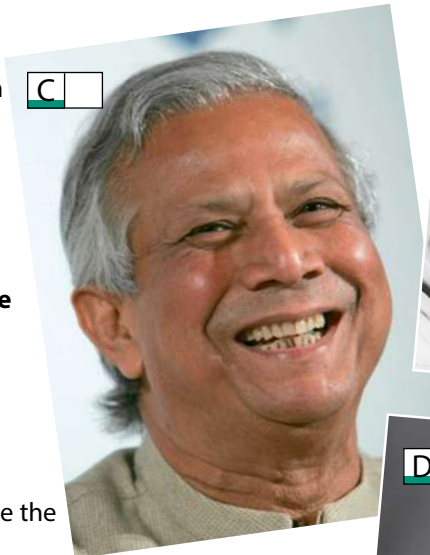
- a** In pairs, read the excerpt from the poem above, look at the photographs, and discuss this question.

What do you know and think about these people?

- b** Match each of these statements with one of the people in the photographs.

- 1 'I wish we could eliminate all poverty in the world.'
- 2 'I call for brotherly and sincere dialogue between believers from all religions.'
- 3 'I hope people will work together to cure the world of polio.'
- 4 'That's one small step for man, one giant leap for mankind.'

- c** Who are the creative people who 'move and shake' your country or the world today? Discuss in pairs or groups.



2 Word builder: words with similar meanings – wish / hope / expect / wait

- a** Match the sentences with the ideas that follow logically.

- 1 I wish we could eliminate all poverty in the world. ____
 - 2 I hope people will work together to cure the world of polio. ____
 - 3 I'm waiting for the results of the examination. ____
 - 4 I expect I'll pass the exam. ____
- a) They sometimes take weeks or months.
 - b) I'm really confident about it.
 - c) But that's not possible immediately. Maybe one day ...
 - d) That's difficult, but perhaps together we can do it.

b Now match these words with the correct definitions.

- 1 wait ___ a) to believe or feel confident that something will happen
- 2 expect ___ b) to desire something that is possible, but perhaps difficult
- 3 wish ___ c) to let time pass until something happens, or until you can do something
- 4 hope ___ d) to desire something that is contrary to reality, or improbable
- 5 call for ___ e) to ask others to do something publicly

3 Speaking and reading

a In pairs, discuss these questions and decide on the answers. Then read the article below and check your answers.

- 1 What has the late King Abdullah done for education in Saudi Arabia?
- 2 What is the late King Abdullah's attitude to other faiths?

The late King Abdullah bin Abdul-Aziz al-Saud

The late King Abdullah, also known as the Custodian of the Holy Mosques, was born in 1924. He became King of Saudi Arabia in 2005.

The late King Abdullah has introduced many reforms in education and donated \$10 billion to the endowment fund for the King Abdullah University for Science and Technology. He has also started a government scholarship programme to send young Saudi men and women to Western universities for undergraduate and postgraduate studies.

The late King Abdullah also called for interfaith dialogue at a conference in Makkah and then in Spain in 2008, when he asked for brotherly and sincere dialogue between believers from all religions.



b Read the article again and answer these questions.

- 1 When did the late King Abdullah become the King of Saudi Arabia?
- 2 Give one fact about the late King Abdullah.
- 3 What did he give to KAUST?
- 4 What does the late King Abdullah's scholarship programme do?
- 5 What did the late King Abdullah call for in 2008?

4 Speaking

In groups, talk about your dreams.

A: *I'd like to travel around France.*

B: *Why do you want to go there?*

A: *I want to eat real French food and I want to see ...*

5 Reading, speaking and writing

a In pairs, select a person with a vision or mission, like Mohammad Yunus, Salah al-Din or the late King Abdullah.

At home, research that person. Then when you return to class, write a brief biography. You could write three paragraphs on these topics.

- 1 Where and when the person was born, and anything significant about his / her childhood and youth.
- 2 The development of the person's vision or mission, and what the person did.
- 3 What the person finally achieved, and how his / her life ended.

b In groups, read all the biographies and talk about them. Then, in your original pairs, read your biography again and improve it if you can, expressing something more clearly and correcting any mistakes.

2 Wishes and hopes

1 Listening and speaking

a Listen to two friends talking and look at the list. Tick (✓) the things which are F (facts) and the things which are W (wishes) about life.

Job:	interesting and well-paid	F <input type="checkbox"/>	W <input type="checkbox"/>
Courses of study:	interesting and challenging	F <input type="checkbox"/>	W <input type="checkbox"/>
Neighbourhood:	clean and quiet	F <input type="checkbox"/>	W <input type="checkbox"/>
Family:	living very close to Luke	F <input type="checkbox"/>	W <input type="checkbox"/>

b Listen again and answer these questions.

- 1 Is Luke completely satisfied with his life?
- 2 Does Luke live in the country or in a city?



2 GRAMMAR BUILDER: expressing present wishes, future hopes

a Look at these sentences. In pairs, answer the questions below.

They all wish the weather **were** warmer.
 I wish those courses **were** as interesting and challenging as my job.
 I wish I **lived** in a cleaner, quieter area.
 I'm sure you wish you **could** visit them more often.

- 1 In these sentences, what is the form of the verb after *wish* – past or present?
- 2 Do these sentences, with this form, refer to a past or a present situation?
- 3 Does *wish* in combination with that form indicate that something is real or not real?

Language assistant

After *wish* or *if*, use *were* or *was* with *I / he / she / it*.

I wish I were richer. / I wish I was richer.

If I were richer, ... / If I was richer, ...

But use only *were* in the expression

If I were you, ...

b Look at these sentences and answer the questions below.

I hope I'll be able to finish my homework quickly. *I hope I see you tomorrow.*
I hope I can finish my homework quickly. *I hope I'll see you tomorrow.*

- 1 Do these sentences refer to the present or the future?
- 2 What two different verb forms can be used after *hope*?
- 3 Do the two forms have different meanings or the same meaning?

c Complete these sentences with the appropriate form of the verb in brackets.

- 1 I wish I _____ (*speak*) better English.
- 2 I hope I _____ (*speak*) it more fluently in the near future.
- 3 My father, who speaks excellent English, wishes he _____ (*know*) more about computers.
- 4 He hopes he _____ (*learn*) much more about them now that he has one at home.
- 5 Most people wish they _____ (*can*) earn more money.
- 6 Some people wish they _____ (*not have to*) work at all, but many people like their work.

3 Speaking

In groups, discuss things you wish were different. Use a topic from the box.

free time	the environment
my house	the city

A: *I wish there was less traffic in our city.*

B: *Yes, I agree. I hope they improve the public transport system soon.*

A: *I wish I had more opportunities to practise English.*

B: *So do I. I'd like to meet more people who speak English.*



4 Writing and reading

a Write a list of wishes and hopes. Complete this poem with some of them.

Life is too good to complain,
 But I wish ...
 And I hope ...
 I wish ...
 And I hope ...
 But let's thank Allah for the
 sun and the rain,
 For life is too good to complain.

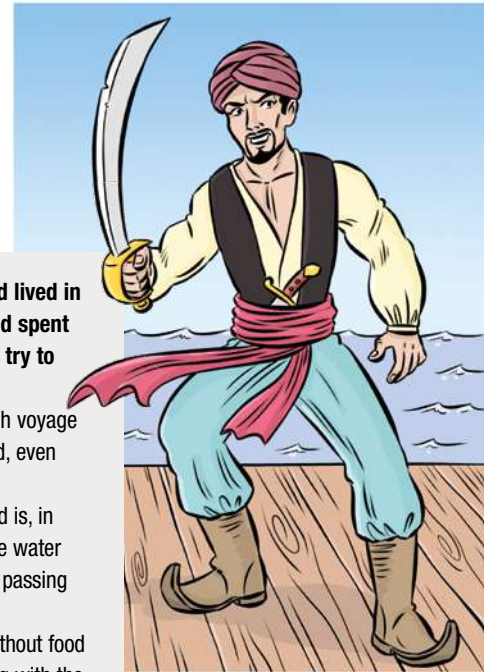
b Now read your poem to the class and choose the best one.



3 Stories of the imagination

1 Reading and speaking

- a In groups, say what you know about Sinbad the Sailor.
- b Read about Sinbad and tick (✓) the correct answers below.



At the end of the 9th century, it is believed that a young man called Sinbad lived in Basra (modern Iraq). His father died and left him a lot of money, but Sinbad spent it all and soon found himself with nothing. So he decided to go to sea and try to make his fortune.

Sinbad made seven voyages in the oceans round Africa and Asia, and on each voyage more and more unbelievable and dangerous adventures happened to him.... and, even more unbelievably, he escaped every time!

On his first voyage, for instance, he lands on a tree-covered island. The island is, in fact, an enormous whale with trees growing on its back. The whale dives into the water taking Sinbad with him, and Sinbad only escapes because a wooden bath tub is passing and Sinbad jumps into it.

On other voyages he meets gigantic snakes and other monsters, he is left without food in an underground cave and he is captured by a giant who eats his crew (starting with the fattest!). Perhaps his most famous adventure happens when he is attacked by a giant bird

called a Roc. Sinbad's crew break a Roc's egg and eat the baby Roc inside. The Rocs are so angry that they wait until Sinbad has sailed away from their island, and then they fly over his ship and sink it by dropping great stones on it!

Finally, after his seventh voyage, Sinbad makes his fortune and goes back to Basra where he lives quietly, once again a rich man.

None of this, of course, is true. But the adventures of Sinbad are interesting because they are based on real sailors' exaggerated stories, ancient Greek and Arabic poems and old folk tales.



- | | | |
|-------------------------------------|--------------------------|---|
| 1 Sinbad lived in about | | |
| a) 890. | <input type="checkbox"/> | b) 990. <input type="checkbox"/> |
| 2 His father was | | |
| a) very poor. | <input type="checkbox"/> | b) very rich. <input type="checkbox"/> |
| 3 Sinbad went to sea because | | |
| a) he had no money. | <input type="checkbox"/> | b) he was bored. <input type="checkbox"/> |
| 4 On his first voyage, he landed on | | |
| a) an island. | <input type="checkbox"/> | b) a whale. <input type="checkbox"/> |
| 5 The Rocs sank Sinbad's ship | | |
| a) before it left the island. | <input type="checkbox"/> | b) after it left the island. <input type="checkbox"/> |
| 6 The story about Sinbad is | | |
| a) imaginary. | <input type="checkbox"/> | b) true. <input type="checkbox"/> |

2 GRAMMAR BUILDER: *the second conditional*

a Look at these sentences. Underline *if* and the verbs.

- 1 If Sinbad's monsters really existed, the world would be a scary place.
- 2 I would be very stupid if I believed the stories about Sinbad.
- 3 If Sinbad were alive today, he'd probably travel in a spaceship.
- 4 If I could write well, I'd write stories for children.

b In pairs, answer these questions.

- 1 Are the sentences in exercise 2a about real situations or imaginary ones?
- 2 Are the sentences about the past, the present or the future?
- 3 Is *if* always at the beginning of the sentence?
- 4 What form of the verb is used after *if*?
- 5 What form of the verb is used in the other half of the sentence?
- 6 What does the contraction *I'd* stand for?

c Write second conditional sentences using these sequences of words and phrases.

- 1 If I / speak / perfect English / I / start / learn / French.
- 2 I / take / Chinese classes / if I / have / a perfect command of English and French.
- 3 If more people / help / their neighbours / the world / be / a better place.
- 4 If I / can / go / to the moon / I / do / it.

d Complete these sentences with your own ideas. In pairs, compare your sentences.

- 1 If I could go anywhere in the world, I ...
- 2 If I _____ have any job in the world, I ...
- 3 A: What _____ you do if you _____ a lot of money in a competition?
B: I ...
- 4 If I found 400 SAR under a restaurant table, I ...

3 Pronunciation: sentence stress – second conditional

a Look at these sentences. Listen and underline the words with strong stress or emphasis.

- 1 If I were you, I'd say no.
- 2 I'd ask my teacher if I didn't know the answer.
- 3 If I had time, I'd go on a long holiday.
- 4 Where would you live if you had a choice?

b Listen again and repeat the sentences.

36 4 Writing and speaking

a In pairs, look back at exercise 2d. Write three or four questions on similar topics.

What would you do if you had a bad headache at school?
What new clothes would you buy if you had a lot of money?

b In groups, ask and answer your questions.

A: What would you do if ...?
B: I'd ...

Saudi Arabia and the World

Famous Arab scientists

1 Speaking and reading

- a In pairs or groups, say what you know about Ahmed Zewail. If you don't know anything, what do you know about the Nobel Prize?
- b Look at the table below. Can you guess any of the missing information about Ahmed Zewail?



Ahmed Zewail

- Born Feb 26, (1) _____.
- Studied (2) _____ at (3) _____ University.
- Won (4) _____ to the University of Pennsylvania to do a PhD.
- Won (5) _____ in 1999 for his work on the movement of energy in molecules using lasers.
- Is committed to (6) _____.
- Likes (7) _____.

- c Now read the article about Ahmed Zewail and complete the notes in exercise 1b.

People don't usually think of science and imagination together, but you need a lot of imagination and courage to present a new scientific theory. This article is about Ahmed Zewail, the famous Egyptian chemist who won the Nobel Prize in Chemistry in 1999.

Ahmed Zewail was born on February 26, 1946. After finishing High School, he applied to universities in Egypt. Zewail studied science at Alexandria University, one of the homes of ancient learning.

He then went on to win a scholarship to do a Ph.D at the University of Pennsylvania in America. Although Zewail did not speak or write good English, he accepted the scholarship and went to America. As the only Egyptian student at the University at the time, he stood out because of his high scores and his successful research. He was enthusiastic about researching areas involving both chemistry and physics.

Ahmed Zewail has written many scientific articles and books. In 1999, he won the Nobel Prize for Chemistry for his work on new laser techniques and how energy moves in single molecules. He is committed to encouraging young people in Egypt to take up science and founding a specialist science and technology university. He hopes more people will have access to education in the future. Mr Zewail also loves spending time alone with a book and a piece of paper so that he can be creative and have time to think. If he could, he would spend more time doing this.

- d Compare your answers with another student.

2 Speaking and listening

•	١	٢	٣	٤	٥	٦	٧	٨	٩
	I	II	III	IV	V	VI	VII	VIII	IX
0	1	2	3	4	5	6	7	8	9

a What do you know about these different number systems? Which system doesn't have a zero?



b Listen to the short talks about ancient mathematicians. Write the correct number next to what the mathematicians did in the table below.

1= Omar Khayyam 2= Al-Khwarizmi 3= Al-Battani



	Which mathematician – 1, 2 or 3?
1 He calculated the length of a solar year very accurately.	
2 He used mathematics to help with prayer.	
3 He developed a number system using only 10 digits.	
4 He used the word 'algebra'.	
5 He made a very accurate calendar.	
6 He solved a religious issue.	

3 GRAMMAR BUILDER: *clauses of result*

In the listening a speaker said:

*Algebra developed **because** of the need to solve a religious issue.*

We can rephrase this and say:

*There was a need to solve a religious issue **so** algebra developed.*

Or

*There was a need to solve a religious issue. **As a result,** algebra developed.*

Algebra developing is a **result** of the need to solve an issue.

There are other expressions, too.

Therefore (used at the beginning of a sentence, not as a conjunction)

As a consequence (same as *as a result*)

Consequently

a Look at these clauses and make sentences using the expressions on the left. Use a different expression for each one.

- Ashraf studied very hard for years. He was able to pass the exam.
- Yusuf got up late this morning. He was late for school.
- Rasha helped her mother yesterday. Her mother thanked her.
- Safaa doesn't like bananas very much. She doesn't eat them often.
- Waleed is good at maths. He'll probably become a bank worker.

b Read your sentences to the class.

c In pairs, write four similar sentences about yourselves.

d Read some of your sentences to the class.

4 Speaking and writing

a In pairs, brainstorm as much information as you can about a famous scientist or other creative person in Saudi Arabia (past or present).

Think about birthplace / education / work / how he or she is creative / hopes / achievements and other things.

b Individually, write a paragraph about the person including the information you discussed.

c In the same pairs, correct each other's work.

d Read your description to the class. They have to guess who you have described.

Progress test Units 5–8

Grammar 1

(10 marks – half for each part of Q4 and Q5)

1 Complete the following sentences with the correct tense of the verb in brackets.

- 1 A lot of bread _____ (eat) in Saudi Arabia and other countries in the Middle East.
- 2 Books and poetry _____ (discuss) by people who go to literary clubs.
- 3 Oil wells can _____ (find) in many parts of the Middle East.
- 4 Farad _____ his eyes _____ (test) tomorrow morning.
- 5 Last week Mousa _____ his car _____ (repair) at the garage near his house.
- 6 I really wish I _____ (be) better at mathematics.
- 7 Maha wishes she _____ (know) how to speak more languages.
- 8 Nadia hopes she _____ (get) a job as a teacher when she is older.
- 9 If Omar had the opportunity, he _____ (study) in the United States.
- 10 Maryam would visit the British Museum if she _____ (go) to London.

Grammar 2

(10 marks)

2 Make sentences by matching 1–10 with A–J.

- | | |
|--------------------------------------|---|
| 1 Tamim must be rich | A drive his car when he is eighteen. |
| 2 Nada failed the test | B their children from smoking. |
| 3 It might rain | C so she can't be happy. |
| 4 Maher encouraged his son | D to stay up late very often. |
| 5 Nader's father is going to let him | E so her parents bought her a new computer. |
| 6 The teacher made Tariq | F because he's got a really expensive car. |
| 7 I am not allowed | G a lot of people became ill. |
| 8 As a result of the hot weather | H to study harder. |
| 9 Parents should prevent | I because there are a lot of clouds in the sky. |
| 10 Manar did really well in her exam | J do his homework again. |

Vocabulary

(10 marks)

3 Use the words in the box to complete the sentences.

poetry indigestion earn performance miss
salary gain celebration waste temperature

- 1 Hanan had a very high _____ and stayed in bed all day.
- 2 Sharif doesn't _____ enough money to buy a new house.
- 3 Zahed is going to live a long way from his family and will _____ them a lot.
- 4 Wasim has changed his job and now gets a great _____.
- 5 Jamil's _____ in the end of year exam was fantastic.
- 6 I don't want to _____ weight so I'm going to eat less.
- 7 Reading and listening to _____ is what Khaled enjoys doing most.
- 8 Water is very important. We shouldn't _____ it.
- 9 I've had _____ all day. I think it was something I ate.
- 10 When the Al Nasr football team won the competition, the _____ lasted for hours.

Reading 1

(6 marks)

4 Read the text about scientific methods. Then decide if the sentences below are true (T) or false (F).

For hundreds of years people believed the Ancient Greek scientist Aristotle's theory of movement. In his theory, Aristotle said that an object would only move if a force made it move. He also made the statement that a heavy object falls more quickly than a light one because it has a greater pull towards the earth. In those far off days, scientists did not have the scientific knowledge to check their theories properly, so no-one was able to test whether Aristotle's theory of movement was true or not!

It was only in the 16th century that the Italian thinker Galileo started to change the way scientists worked. He was one of the first scientists to form his theories by

actual observation. He demonstrated, by experiment, that Aristotle's theory was wrong. He rolled balls of different weights down a slope. He did this instead of dropping the balls because the speed of the balls was easier to measure on a slope. They moved more slowly than when they fell vertically. The surprising thing that Galileo observed was that heavier and lighter objects moved at the same speed. In this way he showed that Aristotle was wrong. This is easy to observe yourself. Arrange a slope that drops one metre for every ten metres of its length. Roll two balls of different weight together down the slope. You will see that they travel at the same speed.

- | | | |
|---|----------------------------|----------------------------|
| 1 People used to think Aristotle's theory of movement was correct. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 According to Aristotle, all objects fall to earth at the same speed. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Aristotle had his theory checked by other Greek scientists. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 It was not until the 16th century that observation was used to form theories. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 In his experiment, Galileo dropped balls from the same height. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Galileo's experiment with balls is easy for people to do themselves. | T <input type="checkbox"/> | F <input type="checkbox"/> |

Reading 2

(6 marks)

5 Read the text about aspirin and match the headings A–F with paragraphs 1–6.

- A Growing popularity
- B Not only for people
- C Benefits for travellers
- D Some dangerous effects
- E Earliest use of aspirin
- F Who it is used by

Paragraph 1 _____

Aspirin was used in ancient times as a way of helping with headaches, fevers and other health problems. Hippocrates, the famous Greek father of medicine, wrote how he used powder from the bark of willow trees to help people with these problems.

Paragraph 2 _____

In the 19th century aspirin was developed and soon it was used by more and more people. After the Spanish flu pandemic of 1918, even more people used it and now it is used more than ever before, mainly in the fight against heart disease.

Paragraph 3 _____

Many people benefit from aspirin. People with headaches often take aspirin as well as people with toothache or stomach ache. However, it is also taken by people with much more serious problems such as cancer, strokes and heart disease.

Paragraph 4 _____

It has been discovered recently that people on long flights sometimes suffer from Deep Vein Thrombosis (DVT). This is a result of lack of movement. Aspirin can help in cases like this and doctors sometimes recommend it.

Paragraph 5 _____

Aspirin is not recommended for everybody. It can cause problems in the stomach and make the blood lose iron. It can be extremely dangerous if you use too much of it, either a lot in a short time or over a period of time.

Paragraph 6 _____

Aspirin can also be used to relieve pain in animals such as horses. However, people should remember that it is not suitable for all animals and if they have a pet with a problem, they should always see a vet and never give aspirin to their pets themselves.

Listening

(8 marks)



6 Listen to the conversation between Rasha and Salwa and complete the sentences.

38

- 1 Rasha doesn't go shopping _____.
- 2 Rasha used to go shopping with her _____.
- 3 Rasha is very _____ with money.
- 4 If Rasha saw a _____, she might buy it.
- 5 Rasha prefers to buy bags in the _____.
- 6 Both girls agree that markets are more _____.
- 7 Salwa and her family went to the market _____.
- 8 Rasha thinks Salwa's _____ is beautiful as well as cheap.



Writing

(10 marks)

7 Write a short essay about a shopping trip. Write about five or six sentences.

- Explain what you like and dislike about shopping.
- Say what you did the last time you went shopping.
- Describe a perfect shopping trip for you.

Irregular verbs

Infinitive	Past simple	Participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone / been
grow	grew	grown
have	had	had
keep	kept	kept
know	knew	known
let	let	let
lie	lay	lain
lose	lost	lost

Infinitive	Past simple	Participle
make	made	made
meet	met	met
pay	paid	paid
put	put	put
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
set	set	set
shake	shook	shaken
shine	shone	shone
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation

Vowels and diphthongs	
/ɪ/	sit
/e/	get
/æ/	hat
/ɑ/	hot
/ʌ/	but
/ʊ/	good
/ə/	sofa
/u/	annual
/i:/	eat
/ɑ:/	father
/ɔ:/	saw
/u:/	food
/ɜ:/	her
/eɪ/	wait
/aɪ/	buy
/ɔɪ/	boy
/əʊ/	go
/aʊ/	cow
/ʊə/	poor
/eə/	hair
/ɪə/	hear

Consonants	
/b/	bat
/k/	cat
/tʃ/	chair
/d/	dollar
/f/	fat
/g/	girl
/h/	hat
/dʒ/	July
/l/	like
/m/	man
/n/	new
/p/	pen
/kw/	queen
/r/	run
/s/	see
/ʃ/	shirt
/z/	measure
/t/	talk
/ð/	the
/θ/	thin
/v/	voice
/w/	water
/j/	you
/ŋ/	king (as final sound)
/z/	zoo

The alphabet						
/eɪ/	/i/	/e/	/aɪ/	/əʊ/	/u/	/ɑ:/
Aa	Bb	Ff	li	Oo	Qq	Rr
Hh	Cc	Ll	Yy		Uu	
Jj	Dd	Mm			Ww	
Kk	Ee	Nn				
	Gg	Ss				
	Pp	Xx				
	Tt	Zz				
	Vv					

Learner training

1 Grammar terms

This book uses a number of essential grammar terms. It is important to understand these terms because you will need them in class and for self-study with a dictionary or grammar book. You may find it useful to translate these words into your own language.

Grammar word	Meaning	Example	Your example or translation
Noun	person or thing	a book, food	city, woman
Adjective	word to describe a person or thing	a happy man	
Adverb	word to describe an activity	He swims well .	
Auxiliary verb	verb that helps in making questions, negatives, etc.	I don't like fish.	
Pronoun	word used in place of a noun	Jane likes her .	
Past participle	form of the verb used in tenses or as an adjective	I was given this scarf.	
Present participle	<i>ing</i> form of the verb	She was swimming .	

Task 1

Look at the table and examples above. Write your own examples or translation in the final column.

Task 2

Write the words in the box next to the appropriate grammar term.

good	her	excellent	talking	well	be	school	me	favourite	have	
sport	broken	nice	sitting	usually	opened	work	do	he	forgotten	crying

- 1 noun _____
- 2 adjective _____
- 3 adverb _____
- 4 auxiliary verb _____
- 5 pronoun _____
- 6 past participle _____
- 7 present participle _____

2 Learning vocabulary

Here are some ideas to help you learn vocabulary.

- Keep separate notebooks for vocabulary and grammar.
- Write down words in groups – related by theme or topic.
- Make a distinction between active vocabulary (words that you will use) and passive vocabulary (words that you simply need to recognize).
- Make sure you record important information:
 - What type of word is it? e.g. holiday (n) to see (v)
 - Where is the stress? e.g. holiday, fantastic, advertise.
 - Is it one word, or more? e.g. shoes – a pair of shoes.

Task 1

Divide the words in the box into two thematic groups. Name the groups.

airport	aspirin	bus	doctor	trip	clinic	diet	blood	body
medicine	motor	plane	pilot	passenger				

_____	_____
_____	_____
_____	_____
_____	_____

Task 2

Add more words to each group.

Task 3

Read the text and circle any words that you think are for passive recognition only.

The mountaineers climbed up the mountain using klammers on their boots. When they were hungry they ate high protein damnak and drank hot waddadun. Nights were freezing cold and they slept in tents which stopped the bludgening winds. Finally, after four long days, they reached the top.

Learning vocabulary

Task 1

groups: medical / health, travel
 medical / health: aspirin, doctor, clinic, medicine,
 klammers, damnak, waddadun, freezing, tents,
 bludgening, Chanunndrahin, breathtaking
 Many of these words you can guess from the
 context. For example, *breathtaking* is an adjective
 travel: passenger, motor, bus, plane, airport, pilot,
 trip
 Active vocabulary is vocabulary that you can
 understand and use. Passive vocabulary is
 vocabulary that you can understand in context,
 Chanunndrahin.

Grammar terms

Task 2

noun: school, sport, work
 adverb: well, nicely, usually
 adjective: good, excellent, favourite
 auxiliary verb: have, do, be
 pronoun: he, her, me
 past participle: broken, opened, forgotten
 present participle: crying, talking, sitting

but that you cannot use, or do not need to use. Different people will have different answers. The suggested answers are:

Spelling rules

Rule 1: Adverbs of manner

Adverbs of manner tell us how a person or thing does something.

How does she sing? She sings beautifully.

How does the company work? It works efficiently.

This type of adverb is usually formed by adding the letters *ly* to the adjective form.

She is kind. She speaks kindly.

Some adverbs are irregular:

good – well fast – fast

Task 1

Correct the sentences. There is one error related to adjective / adverb use in each sentence.

- | | |
|---------------------------------------|------------------------------|
| He is very efficiently. | <u>He is very efficient.</u> |
| 1 She plays well tennis. | _____ |
| 2 She is a kindly girl. | _____ |
| 3 They run fastly, don't they? | _____ |
| 4 Michael sings beautiful. | _____ |
| 5 I enjoy very much studying English. | _____ |

Rule 2: Affixation

There are two types of affixes: prefixes and suffixes. Prefixes are added to the beginning of a word, suffixes to the end. Sometimes there is a change to the spelling of the original word.

beauty – beautiful

If you understand prefixes and suffixes, you can guess the meaning of words you don't know.

You can also create new words more easily.

Prefixes normally affect the meaning of a word:

*un = not, e.g. He's **un**friendly.*

*re = again, e.g. Please **re**write this essay.*

Suffixes normally affect the word class:

*ness changes an adjective into an abstract noun, e.g. Money can't buy **happi**ness.*

*er / or changes a verb to a noun, e.g. The **work**ers are on strike.*

Task 1

Complete the table.

Noun	Adjective	Negative adjective	Adverb
comfort			comfortably
generosity	generous		
	perfect		perfectly
possibility			possibly

Prefixes have certain meanings. These help you to guess meaning when you see new words.

Prefix	Meaning	Examples	Your examples
under-	not enough	undercooked	
over-	too much	overworked	
non-	not	non-smoking	
un-, in-	not	unhappy, inexact	
im-, il-		impossible, illegal	
ex-	before, not now	ex-employee	

Task 2

Look at the table above and add your own examples.

Task 3 *imperfect*

Make these words negative.

- perfect _____
- 1 polite _____
- 2 literate _____
- 3 happiness _____

Adverbs of manner

- 1 She plays tennis well.
- 2 She is a kind girl.

- 3 They run fast, don't they?
- 4 Michael sings beautifully.

- 5 I enjoy studying English very much.

Affixation

- comfortable; uncomfortable
- ungenerous; generously

- perfection; imperfect
- possible; impossible

Task 2

underfed, underdressed, underestimate

overcooked, overweight, overtired

non-refundable, non-stop, non-violent

uninterested, unimpressed, intolerant, informal

impatient, impersonal, illegible, illiterate

ex-president, ex-governor

Task 3

impolite, illiterate, unhappiness, incorrect,

impatient

Macmillan Education
4 Crinan Street, London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN: 978-0-230-46015-7

Text © Simon Brewster, Paul Davies and Mickey Rogers 2013
Additional text by Nick Mclver and Terry Cook.
Design and illustration © Macmillan Publishers Limited 2013

Published under licence from Editorial Macmillan de Mexico, S.A. de C.V.

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2009
Updated in 2017

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original page layout by ZED
This edition page layout by Alex Tucker
Original cover design by Oliver Design
Cover credit: Thinkstock/Zoonar
Illustration: Matt Ward and Norbert Sipos (Beehive Illustration Agency)

The author and publishers would like to thank the following for permission to reproduce their photographs: **Alamy**/Arctic Images p24(tl), Alamy/Art Directors and Trip pp73(l), 73(r), Alamy/Bon Appetit p52(c), Alamy/Convery Flowers p49(a), Alamy/Gallo Images p21(bl), Alamy/GraphEast p64(b), Alamy/Robert Harding Picture Library p14(t), Alamy/Eric Lafforge p29(tl), Alamy/Yadid Levy p45, Alamy/Lifestyle Pictures p49(b), Alamy/Bill Lyons p14(b), Alamy/Ivan Vdovin p73(m); **Arabian Eye** p39(br), Arabian Eye/Ali Al Mubarak p34; **Art Directors and Trip**/Helene Rogers pp42, 46(l); **Ottmar Bierwagen** p67; **Brand X** pp52(a), 52(f); **Corbis** pp18(a), 18(c), 68, Corbis/Shawn Baldwin p43, Corbis/Bettmann p66(bl), Corbis/Ali Jareki/Reuters p66(a), Corbis/Martin Jones p46(r), Corbis/Ali Al Mubarak p77, Corbis/Mohammed Omar/epa p72, Corbis/Camila Sjodin p10, Corbis/Daryl Visscher/Arabian Eye p29(bl); **Digital Stock** pp25, 26(r); **Digital Vision** p52(d); **Getty Images** p18(b), Getty Images News p24(bl), Getty Images/Arabian Eye p21(br), Getty Images/Future Publishing p24(br), Getty Images/Tim Graham p21(tl), Getty Images/Ionica p11(r), Getty Images/Photographers Choice p11(l), Getty Images/Bibal Qabalan/Stringer pp50(a), 51, 69(t), Getty/STR/Stringer p20; **Glow**/Kanaan Alkhatib p64(t), Glow/GraphEast p53, Glow/National Geographic p21(tr); **Gulf Images** p49(b), Gulf Images/Hi-Brow Arabia p16, Gulf Images/Pankaj & Insy Shah p69(b); **Imagestate** p58; **Macmillan South Africa** p61; **Photoshot**/Imagebrokers p49(f), Photoshot/UPPA p12; **Press Association**/AP/Stringer p26(tr), Press Association/Empics p66(d); **Rex Features**/Garro/Phanie p60(b), Rex Features/ITV News p6, Rex Features/Sonny Meddle p60(t), Rex Features/Monkey Business p44(bag), Rex Features/Sipa Press pp44(inset), 66(c), Rex Features/Ricky Wong; **Science Photo Library**/Ted Kinsman p26(l), Science Photo Library/Zephyr p58; **Shutterstock**/Gulf Eye p55; **Superstock**/Tips p41; **Thinkstock**/George Doyle p49(e), Thinkstock/Hemera pp49(d), 49(c), Thinkstock/Ingram Publishing p52(b), Thinkstock/iStockphoto pp18(d), 62.

Printed and bound in the Kingdom of Saudi Arabia

2021 2020 2019 2018 2017
12 11 10 9 8 7 6 5 4 3