

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education



Student's Book
كتاب الطالب

Flying High

for Saudi Arabia

REVISED
EDITION

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4

Secondary Stage
Credits System
Compulsory Program
Level Four

المرحلة الثانوية
نظام المقررات
البرنامج المشترك
المستوى الرابع

The Semester System
Specialized Pathways
English Language 4

النظام الفصلي
المسارات التخصصية
اللغة الإنجليزية ٤

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1 Family, friends and colleagues

Grammar ▶ Verb + infinitive / gerund ▶ *Used to / would* with the past
Vocabulary ▶ Families ▶ Friendship ▶ Gesture, posture, voice
Speaking ▶ Giving personal details ▶ Good communication
Writing ▶ What life was like for our grandparents

1 Brothers and sisters

1 Speaking and reading

- a** What do you know about the Wright brothers? Look at the title of the article below and discuss what you understand.
- b** Read the article quickly. Do you think that Orville would have been surprised by developments in his lifetime?
- c** Work in pairs, A and B. Read the article again. Student A, fill in 1 to 4 in the chart; Student B, fill in 5 to 8. Then ask questions to complete your chart.

Wright fact chart

- 1 First brother to be born: _____
- 2 Year of opening bicycle repair shop: _____
- 3 Difference between the Wrights and other early would-be fliers: _____
- 4 Brother who made the longest flight: _____
- 5 Less well-behaved brother as a child: _____
- 6 Brother who started printing business: _____
- 7 Brother who made the first flight: _____
- 8 Longest living brother: _____

Brothers in flight

When the Wright brothers were children, few people could have guessed that, one day, these two Americans would become household names, renowned for inventing and building the world's first successful airplane and for making the first controlled, powered human flight.

Wilbur and Orville were born in 1867 and 1871 respectively. Neither showed any great potential as children – Wilbur seems to have been a responsible, respectable child while his brother was more mischievous, once even being expelled from elementary school. Neither received a school diploma and, after dropping out of high school in 1889, Orville started a printing business in which he was joined by his brother.

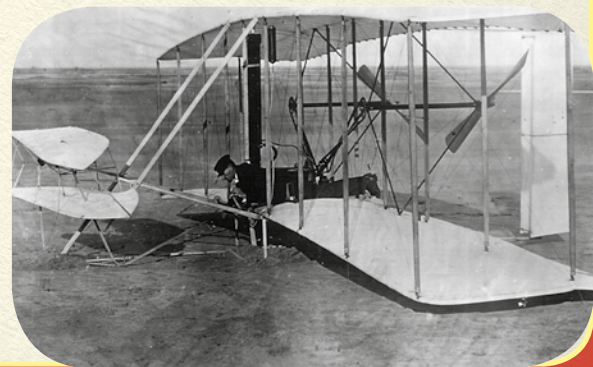
Three years later the brothers opened a bicycle repair and sales shop, all the while becoming more interested in the developments in human flight that were taking place in Europe and the USA.

While other potential fliers were obsessed with developing the actual flying machine and its engine, the Wrights (probably because of their experience with bicycles) realized that piloting skills were key to any successful attempt not just to get off, but to stay off the ground for any period of time. They spent three years of extensive tests with manned and unmanned gliders before they finally

considered that they were ready for the final push. After weeks of frustrating mechanical problems, the brothers were ready to go with their flying machine *Wright Flyer 1*. At Kitty Hawk in North Carolina, on December 17th 1903, Orville achieved a flight of 37 metres in twelve seconds. The brothers made four flights that day, with Wilbur, on the fourth flight, staying airborne for 59 seconds and covering 260 metres.

Thus the Wright brothers took the human race on the first hesitant steps into the era of flight.

Wilbur died of typhoid fever in 1912. Orville, on the other hand, was born in the age of horse-drawn vehicles and died in 1948 after the invention of supersonic flight.



2 Word builder: suffixes

a The adjectives *respectable* and *responsible* come from the verbs *respect* and *respond*: the suffixes *-able* and *-ible* make them into adjectives. Use these suffixes to make adjectives from the list of words: *-able, -ate, -ful, -ible*.

like	agree	care	sense	consider	thought
depend	rely	affection	social	knowledge	play


<i>-able</i>	<i>-ate</i>	<i>-ful</i>	<i>-ible</i>

b Work in groups of three. Say which of the adjectives apply to you and which definitely don't.

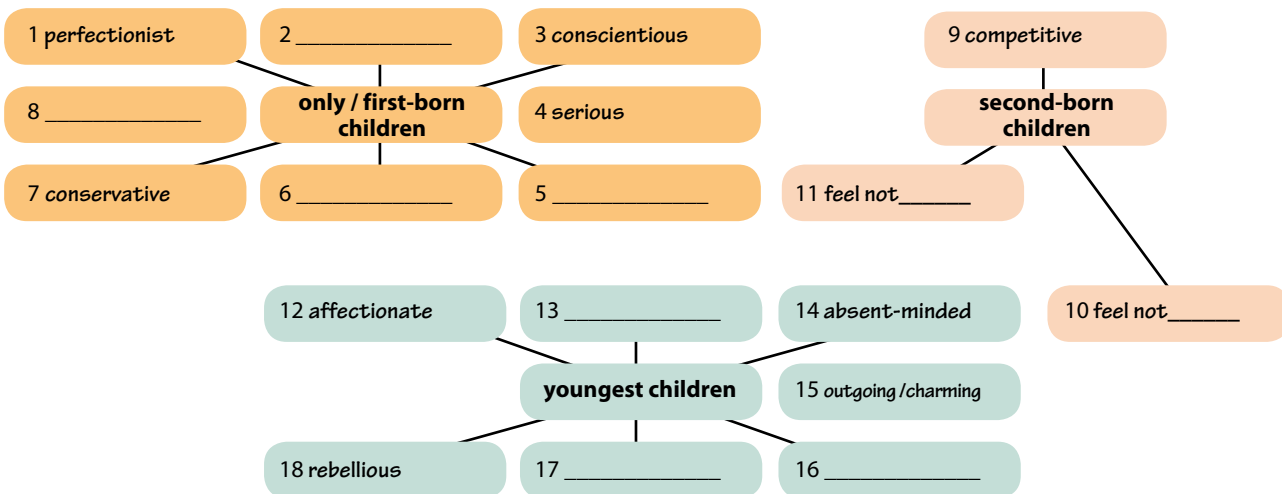
3 Speaking and listening

a Discuss these questions in pairs.

- Are you an only child, or do you have any brothers or sisters?
- If you are one of several children, are you the oldest, middle, or youngest child?
- Do you think your personality has anything to do with being the oldest, middle, or youngest child in your family?

 b Listen to the first part of an interview with a family expert, and note why Dr Wong thinks birth order is so important.

 c Listen to the interview again and write the missing adjectives in the mind maps.



d In groups, look back at exercise 3a. Have you changed your ideas after listening to the interview? What other factors do you think can influence children's personalities? Make a list and compare your ideas with your group.

Learning tip

In English we often use prefixes and suffixes to create new words: *satisfy* – *satisfactory* – *unsatisfactory*. Using prefixes and suffixes is a good way to expand your vocabulary. How many words can you make from the base words *attract* and *practice*?



2 A friend in need



1 Speaking

'A friend in need is a friend indeed.' In groups, discuss the meaning of this saying. Do you agree?

2 Listening and speaking



a Listen to the conversation between two brothers, Sami and Jasim, and match the opinion with the correct person.

- 1 Jasim is a) cynical about friendship.
- 2 Sami is b) in favour of friendship.



b Listen to the conversation again and note Jasim and Sami's arguments for and against friendship.

c Think about your friends. In groups, discuss the qualities that make them your friends.

3 GRAMMAR GUIDE: *present tenses and time – general uses and special cases*

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

- 1 Jasim lives in Jeddah with his wife and two children. b
- 2 I play both football and basketball pretty well.
- 3 Water boils at 100 degrees Centigrade.
- 4 Take your umbrella – it's raining!
- 5 Our flight leaves early Tuesday morning.
- 6 Why are you two always arguing? It really gets on my nerves.
- 7 She's seeing her doctor tomorrow for a check-up.
- 8 I take the kids to school in the morning and pick them up again at three.
- 9 We're staying at the Grand Central Hotel in Riyadh until Saturday.

- a) habits and routines
- b) permanent situations
- c) the future in regard to schedules
- d) general (scientific) truths and facts
- e) annoying habits (with *always*)
- f) temporary actions or situations
- g) planned future events
- h) actions in progress at the time of speaking
- i) general abilities or talents

Language assistant

Remember, the present perfect, not the present simple, is used in reference to the past up to the present moment, e.g. *I've lived here since 1995 / for 14 years*, not *I live here since 1995 / for 14 years*.

Language assistant

Some verbs ('stative' verbs) are not normally used in the continuous form because they describe thoughts, feelings, or appearance rather than actions, e.g. *I like cheese*, not *I'm liking cheese*. Some can be used in the continuous form, but the meaning changes, e.g. *I think you're wrong* (an opinion) and *I am thinking of someone*. *Guess who!* (a picture in my mind).

Note: With *hear*, *see* and *smell* we often use *can* to describe what is happening now, e.g. *I can see a light*.

b Now look at these 'special cases.' Each one is incorrect. Correct the sentences individually and then discuss why they are incorrect as a group.

- 1 I am smelling something burning. Is the oven on?

- 2 We are liking rally racing, but it's a little bit loud.

- 3 I thought he'd left the country! I must see things!

- 4 That man is looking just like my father – the one over there who looks at his watch.

- 5 Can you turn the light on? I don't see.

According to research, similarity increases happiness in almost all important areas of a friendship. These areas are the following:

Talking about beliefs

These include beliefs about the need for privacy **1** _____ philosophy of life as well as social issues.

Decision-making

In general, the **2** _____ important issue in a friendship is that both friends feel that the decisions being made are in **3** _____ best interests and lead to their overall happiness (win-win outcomes). A situation in **4** _____ both people feel they get their way in conflicts about half the time contributes to both people's happiness.

Communication

Research shows **5** _____ similar communication beliefs and styles tend to cause people to make firmer friendships. **6** _____ people are better communicators and listeners **7** _____ others. Honest, open, positive expression of feelings and thoughts on a regular basis creates a trust between friends that is **8** _____ important.

Interests

Generally, the **9** _____ similar the interests (especially those directly related to the friendship) the happier people are. **10** _____ may be recreation interests, career interests and achievements, skills and abilities, shared likes and dislikes and so on.

4 Exam Success: Use of English – cloze activities

This is a cloze activity. Complete the text by filling in each gap with one word.

EXAM SUCCESS

Look at the words just before and after the gap and make sure you understand the whole sentence. The gaps in cloze activities will often be for prepositions, articles, pronouns (*and*, *but*, *that*, etc.).

EXAM SUCCESS ▶ page 82

5 Reading and speaking

a Read the article again and answer the questions.

- 1 What do you think 'win-win outcomes' means?
- 2 How might a friend feel if he or she always loses arguments?
- 3 What's the best way of creating trust within a friendship?
- 4 What types of shared interests strengthen friendships?
- 5 What is the main point of the article?

b In groups, talk about friendships you know (not your own) and say why you think they are successful or unsuccessful.

3 Working relations

1 Word builder: words for gesture, posture and voice

a Put the words in the appropriate column (or columns) in the table. Do the words convey a positive, negative or neutral meaning? Some columns will have more than three words.

frown wave shout point laugh slouch smile grin stare nod yawn lean glare shake whisper

Body	Voice	Face	Hands	Head

b Choose the best word or phrase in each sentence.

- The committee members *nodded* / *shook* their heads in agreement.
- My boss *glared* / *grinned* at me when I accidentally spilled coffee all over his new suit.
- Stop *leaning* / *slouching* and sit up straight! Everyone will think you're really bored!
- The team members didn't seem to understand the proposal since most of them were *staring* / *frowning*.
- During the manager's speech, Jamal *shouted* / *whispered* to me that he was hungry.

2 Speaking, writing and listening

a In groups, discuss what kinds of factors interfere with effective communication at work, e.g. how you feel about the person who is speaking to you, or the means of communication – email, phone, face to face. Write down your ideas.



b Listen to a training session on communication. Number these points in the order that they are mentioned. Check your lists in pairs.

- Different perceptions of a problem or topic
- Use or absence of non-verbal communication
- Distrust of the person giving the message
- Emotional reactions
- Language differences
- Specialized terms



c Listen to the session again and answer the questions.

- Why can people interpret the same information in different ways?
- Why can language be a problem in effective communication?
- Which solutions are suggested for the problems of noise?
- How can emotional reactions affect communication?
- Which four non-verbal types of communication are mentioned by the speaker?



3 GRAMMAR GUIDE: *verb complementation – verb + infinitive / gerund*

a Complete the following sentences with the correct form of the verb in brackets. Which verb can be followed by the infinitive or gerund without a significant change in meaning? Can you think of other similar verbs?

- 1 Fouad threatened _____ (*resign*) unless he received an apology from his supervisor.
- 2 Would you consider _____ (*work*) in the private sector if it meant a higher salary?
- 3 During the meeting I started _____ (*feel*) really tired and almost fell asleep.
- 4 My colleagues and I tend _____ (*agree*) that we are underpaid for the work we do.
- 5 Do you mind _____ (*type*) these proposals for me? I'm rather busy at the moment.

b Some verbs can be followed by the gerund or the infinitive, but the meaning changes significantly. In pairs, match each of the following options to the infinitive or gerund.

- 1 We stopped *to listen / listening to* the boss when he started talking about sales figures.
 - a) We suddenly became interested in what the boss was saying.
 - b) We ended up not listening to what the boss was saying.
- 2 'Shall we try *to open / opening* the window?' suggested Karim.
 - a) Karim thought that the window might be difficult to open.
 - b) Karim thought that opening the window was a good idea.

Language assistant

Note that some verbs are followed by a preposition + verb + *-ing* (*apologize for, insist on, think / dream of, look forward to, be / get used to*), e.g. *Ibrahim still hasn't **got used to getting up** at 6 am for work.*

4 Reading and speaking

a Take the survey and then check your answers.

How good a communicator are you?

- 1 **When you are having a conversation with someone, do you**
 - a) pay close attention to every word?
 - b) begin to get a bit distracted after a while?
 - c) tend to let your mind wander and say 'Hmmm, yes, right!'?
- 2 **While someone is speaking to you, do you normally**
 - a) avoid interrupting?
 - b) sometimes interrupt to clarify points?
 - c) constantly interrupt whenever you disagree or want to say something?
- 3 **While you listen to someone, do you**
 - a) keep an open mind, because everyone is entitled to his or her opinion?
 - b) make some judgments about what he or she is saying?
 - c) immediately decide if he or she is talking nonsense?
- 4 **During a conversation do you**
 - a) maintain eye contact with the speaker or listener?
 - b) occasionally look at other things?
 - c) make sure you look at anything interesting that's happening around you?
- 5 **When you talk to someone, do you normally**
 - a) say what you honestly think?
 - b) sometimes change your views if you think someone won't like them?
 - c) say whatever you think the other person wants to hear?



Scores

Mostly As:

You are a highly effective communicator and a good listener.

Mostly Bs:

You communicate well, but there's room for improvement.

Mostly Cs:

Communication isn't your strong point. Take a course in communication as soon as possible!

b Compare your answers in pairs or small groups. Do you think your answers are an accurate reflection of your ability to communicate?

Saudi Arabia and the World

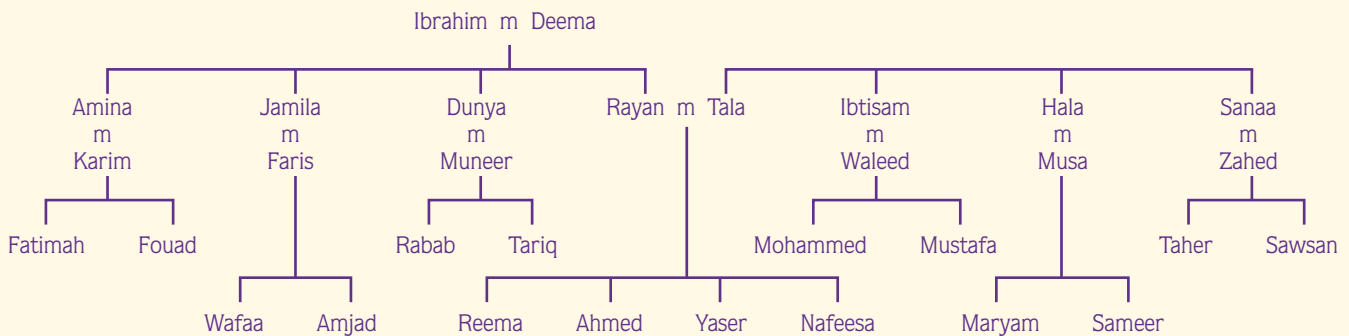
Family relations

1 Family trees

Look at the family tree. Imagine you are Reema or Ahmed. In pairs, take turns to point to different people on the tree and say how that person is related to you. Use the words in the box to help you.

How is this person related to you?
Tariq is my cousin.

cousin grandmother grandparent
grandchild stepbrother
paternal aunt maternal uncle
on my mother's / father's side close family
extended family



2 Speaking

In pairs, talk about your family. Make sure you include your close family and your extended family. The phrases in the box may help you.

There are five members in my close family ...
There are many / few members in my extended family ...
My maternal aunt is ...
My paternal uncle is ...



b Now listen to a 70-year-old woman talk about her life as she was growing up. Where and when did she grow up?



c Listen again. Complete the table with notes about her life.



3 Listening and speaking

a In small groups, discuss what you think life was like in Saudi Arabia for your grandparents, or growing up in the 1950s.

What do you think people did in the 1950s for:

- housing
- shopping
- transport
- entertainment
- household chores (e.g. washing, cooking)

Family	House	Electricity / water
lived with parents and grandparents		
Household chores		Entertainment

4 Reading

Now read an extract from the woman's autobiography where she continues to describe her life in the 1950s. Complete the table with notes.

Learning tip

Notes are not sentences. They are key words to help you remember information.

Transport	Shopping	Entertainment	Days out
No car / used to walk			

We used to walk to school – our family didn't have enough money to buy a car. So my mother and my grandfather used to walk us to school. If we wanted to go anywhere else we would take the bus – but there were not many roads and not many places to go. It's all very different now.

We would go to the market to buy everything, from sheets, to buckets and pans, to scrubbing brushes and soaps and all the cloth you could ever want to make your clothes. There were also of course the delicious-smelling fruit and vegetables, meat and spices. In fact to my young eyes it was all lights and glitter – there was such a huge array of stalls and shops!

The feeling of community was wonderful. The neighbours were very caring and they used to often come to ask if we were doing well. We loved inviting them to our house for cakes and pastries.

On Fridays we also used to go to the Grand Mosque – and as a special treat we used to get ice cream afterwards. I remember it as being utterly beautiful: white, cool, dim, vast and with a delicious breeze which flowed through the building which I loved. We all liked going there and found comfort and hope there.

5 GRAMMAR GUIDE: *used to and would for the past*

a Match the beginning to the end of each sentence.

- | | |
|--|--|
| 1 We used to have power cuts, | a) but he is retired now. |
| 2 We didn't use to travel much because the roads were bad, | b) but now children like playing computer games. |
| 3 My father used to bring many colleagues home to dinner, | c) and we still do so now. |
| 4 We used to play clapping games, | d) but now we travel regularly. |
| 5 We used to invite our neighbours for cakes and pastries | e) but now we go to the supermarket. |
| 6 We used to buy everything from the market, | f) but luckily we don't have them any more. |

b In pairs, tell each other about things you would do when you were little.

I used to watch cartoons but now I watch the news and documentaries.

Language assistant

Use *used to* to talk about something that happened regularly in the past but no longer happens, e.g. *We used to wash our clothes by hand but now we put everything in the washing machine.*

We use *would* in a similar way, e.g. *We would use ceiling fans to keep cool but now we have AC.*

6 Speaking and writing

a Talk to your grandparents. Ask them about what their life was like when they were young.

- First think about the questions that you would like to ask. Use the words in the box.

What ... ?	Where ... ?	When ... ?
Who ... ?	Why ... ?	How ... ?

- Make notes while your grandparents speak.

b Write 150–200 words describing what life was like for your grandparents. You can organize your report like this:

- people
- housing
- chores
- entertainment
- transport

Learning tip

You need to ask questions using the past simple, e.g. *Where did you live?*

2 The best of the past

Grammar ▶ The past ▶ Using / not using ▶ The causative
Vocabulary ▶ City life then and now ▶ Heroes of the past
Speaking ▶ Shopping then and now ▶ Heroes of Saudi Arabia
Writing ▶ Story: a hero ▶ Article: A city 100 years ago

1 Local shop versus supermarket

1 Speaking

Discuss these questions.

- 1 Where do you, or members of your family, go to buy bread, cheese, meat and fruit and vegetables?
- 2 If you had asked your parents the same question twenty-five years ago, would their answer have been the same?
- 3 Do you think that changes in shopping habits have been beneficial, or not? Why?



The local shop – is it too late?

In many cities the small food shop is rapidly becoming a thing of the past. Where is the baker, the butcher, the fruit shop, the cheese shop? Indeed, many young urban dwellers scarcely know the meaning of these words. Why?

Because, faced with rivalry from the major supermarket chains and other factors, these small retail outlets just cannot compete. They have gone out of business, their premises being taken over by other fast food chains and international coffee shops.

In the United Kingdom it is estimated that 2,000 independent shops are closing every year under pressure from unfair competition from supermarkets, rising business rates and rents, and extortionate parking charges that drive customers out of town centres – or into the free car parks provided by large chain stores. And it's not just the small food retailers that are threatened – in 2008 over 62 per cent of shoppers regularly used supermarkets for non-food items compared with 45 per cent five years previously.

There is an argument that says that consumers will only realize how good it is to have a variety of different shops on the main street, and the choice they provide, when all these shops have disappeared. However, there is already a small, but growing consumer backlash against the supermarket, and people are beginning to complain about the reduction in choice as cities become dominated by national and international chains.

It is said that you can never go back. But, with support from local and central government, we may yet be able to put a halt to the inexorable decline of the small local shop.



2 Reading and speaking

a Sentences 1–5 are paraphrases of central ideas in the article on the left. Some of the paraphrases contain factual errors. Read the article and correct the errors.

Paragraph 1:

1 Many modern children are not taught about shopping.

Paragraph 2:

2 Small shopkeepers are diversifying into other areas, such as selling coffee.

Paragraph 3:

3 Other, non-food retailers are closing.

Paragraph 4:

4 In towns and cities where small shops have disappeared, people are beginning to complain.

Paragraph 5:

5 It is probably too late to save small shops.

b Discuss the situation in Saudi Arabia.

- To what extent are supermarket chains taking over from small shops in large towns and cities?
- Do you think that government should take steps to prevent this?
- How have shops in rural communities been affected?

3 Exam Success: Listening – multiple-choice

EXAM SUCCESS

In multiple-choice activities, read the questions before you listen. The questions are usually in the order that you hear them in the recording.

EXAM SUCCESS ▶ page 82



a This is a multiple-choice listening activity. Listen to the recording and choose the correct answer a, b or c for each question. Draw a circle around the correct letter.

Example: What is Dr Haynes?

(a) sociologist b psychologist c biologist

1 What is Dr Haynes's book about?

a revolutions b shopping c business

2 When did supermarkets first become popular?

a 1940s b 1950s c 1960s

3 What time did shops close in the past?

a 5 o'clock b 9 o'clock c 11 o'clock

4 What does Dr Haynes like most about supermarkets?

a opening times b prices c choice



5 How does Dr Haynes usually shop?

a in small shops b online c in supermarkets

4 Speaking and writing

a In pairs, devise a questionnaire about the shopping habits of other students and their families – small shops, supermarkets, internet shopping, etc.

b Conduct your questionnaire with other students in your class.

c Write up your results as a formal survey.

2 Heroes past and present

1 Reading and listening



a Read and listen to this excerpt from a poem by Longfellow, a famous American poet. It is about Paul Revere. Who was he? Why did he become a legend of the American Revolution?

b Read the text and check your answers to exercise 1a.

Paul Revere's Ride

by Henry Wadsworth Longfellow

*Listen my children and you shall hear
Of the midnight ride of Paul Revere.
On the eighteenth of April, in seventy-five,
Hardly a man is now alive
Who remembers that famous day and year
He said to his friend, 'If the British march
By land or sea from the town tonight,
Hang a lantern
One if by land and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm.'*

It was a dark night in Boston on April 18, 1775, and (1) there was tension and fear in the air. (2) The American colonies were fighting the British for their independence, and there was a rumor that the British were going to attack that night. Paul Revere – artist, silversmith and revolutionary – was waiting for information about whether the British would attack by land or by sea so that he could warn revolutionary leaders. Suddenly, there were two lanterns glowing from the tower, a sign that the enemy would arrive by water, across the Charles River. (3) Revere leaped on his horse and galloped through the countryside at full speed, slowing at each house along the way to shout, 'The British are

coming!' Revere was arrested by British soldiers, but (4) not before he had warned the leaders and prevented a surprise attack on American troops near Boston. Boston was the center of the American Revolution, and if Paul Revere hadn't made his courageous ride, (5) the outcome of the revolution might have been very different. Every culture reveres its heroic freedom fighters. In the Arab world, for instance, the name of King Abdul-Aziz bin Abdul Rahman al-Saud will always be remembered for re-establishing and uniting the Kingdom as a modern state. We tend to think of such heroes as people who fought to free their countries from oppressive regimes in previous

centuries, but in more recent history there have been people who fought for other causes. Martin Luther King Jr became a symbol in the fight for racial equality in the United States in the 1950s and 60s. Rigoberta Menchú has spent years of her life supporting the rights of indigenous people in Central America. Other people have fought for causes like peace, the rights of animals and environmental protection. We think of heroes as people who risk their lives, but they may also be people who risk their jobs or who put good causes before personal gain or comfort. These people may fight smaller, quieter revolutions, but they are revolutions all the same.

c Find sentences or phrases in the text that support these statements, i.e. that prove that these statements are correct.

- 1 It wasn't certain that the British were going to attack that night.
- 2 Revere helped the American soldiers.
- 3 People associate revolutionaries with the past.
- 4 Revolutionaries don't always fight for freedom of a country.

2 GRAMMAR GUIDE: *the past*

Look at some of the ways we use tenses to describe the past. Then look at the phrases in blue in the text in exercise 1b. Match each phrase (numbered) with one of the functions below.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- 1 To describe a setting, we often use
 - a) the past simple: *The night **was** dark and the town slept peacefully.*
 - b) the past continuous: *An old man **was watching** the moon rise from his window.*
 - c) *there was / were: **There were** thousands of stars and **there wasn't** a cloud in the sky.*
- 2 To describe actions or events, we often use
 - a) the past simple: *A child **started** to cry.*
 - b) the past perfect: *The man **had checked** the locks before he went to bed.*
 - c) the past continuous: *He **was getting** into bed when he heard a noise.*
- 3 To talk with different degrees of certainty about a person or situation in the past, we often use
 - a) *must have: He **must have** been frightened.*
 - b) *may / might have: The noise **may have** been an animal.*
 - c) *couldn't have: It **couldn't have** been an animal because it came from inside the house.*

3 Speaking, writing and reading

a In groups, talk about heroes from the past in Saudi Arabia. Why are they considered heroes? Are there any modern heroes? Who do you admire in Saudi Arabia or other countries, and why?

b Imagine that a history magazine is running a competition for the best 150-word story about a real or imagined heroic event from the past. You have decided to enter the competition. First of all, you need to think about the details of your story. Answer the following questions and write notes.

- 1 Where and when is your story set? (year? country? period of history?)
- 2 Who is the hero of your story? (soldier? ordinary man? leader?)
- 3 What are the details of the heroic event? (people involved? what happened?)
- 4 What was the outcome of the heroism? (people survived? happier?)

c In pairs, discuss your ideas for your story. Ask and answer questions about the plot and the characters. Offer suggestions for ways you think the story could be improved. Refer to the learning tip below for some important suggestions for writing a story.

d Write your story for the competition, but don't write your name. Your teacher will put all the stories on the wall. Read them and vote on the one you think most likely to win the competition. Give reasons for your choice.

Learning tip

Keep the plot simple! – don't include too much action.

Make the story interesting – use descriptive language.

Use appropriate past tenses – refer to the Grammar builder!

3 Viewpoint

1 Listening

a You are going to listen to a lecture. Look at the photographs. What do you think the lecture is about?



b Listen to the lecture and check your answer. Does the lecturer think life was probably better or worse in the past than it is today?



c Listen again and complete the table.

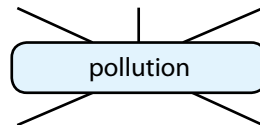
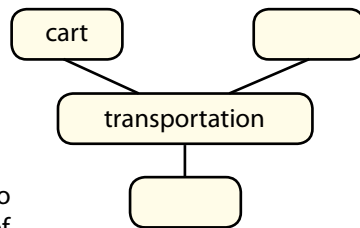


Traffic	terrible – lots of horse-drawn carriages, etc.
Cleanliness	
Pollution	
Health	

2 Word builder: recording vocabulary

a Here are three different techniques for recording vocabulary.

1 Mind maps
Some people like to make mind maps of words with related meanings. Complete the mind maps with words from the box.



cholera cart diphtheria waste emissions carriage smoke
tuberculosis sewage wagon carbon monoxide typhoid

2 Contexts
Other people think of vocabulary in sentences or groups of words that go together. Complete these phrases with words from the box.

carriage	respiratory problems
atmosphere	traffic

- stuck in rush hour _____
- a horse-drawn _____
- people suffered from _____
- cleaner _____

3 Translations
Other people like to translate words into their own language. Write translations of the words that are different from your language.

Learning tip

Try different ways of organizing and studying vocabulary to find the way that works best for you.

b Which of these techniques did you like? Which didn't you like? Which have you never tried?

3 GRAMMAR GUIDE: *the definite article, the: use and non-use*

Language assistant

The 'definite article' is used to talk about specific things that are known to the listener or reader. Compare *Have you seen the laptop?* (you know which laptop I am talking about) to *Laptops are getting cheaper all the time* (laptops in general).

a Match the following uses of the definite article to their definitions.

- 1 Have you ever been to *the* French Alps?
 - 2 I disagree that *the* police should be allowed to carry guns.
 - 3 Is there anything on *the* television tonight?
 - 4 A vaccine for polio was invented in *the* 1950s.
 - 5 Did you remember to lock *the* car?
- a) certain countries, regions, or mountain ranges
 - b) periods of history
 - c) when the listener / reader knows which thing we are talking about
 - d) forms of entertainment (see *Note)
 - e) certain groups of people or nationalities; before adjectives

b Read and complete with *the* where appropriate. Leave the gap empty if the article is not necessary.

Naguib Mahfouz was (1) _____ winner of (2) _____ Nobel Prize for Literature in 1988. He was born in (3) _____ Egypt in 1911 and died in 2006. He is considered one of (4) _____ greatest Egyptian writers, and certainly one of (5) _____ finest writers of contemporary Arabic literature.

He was born and grew up in a lower middle-class family in (6) _____ Gamaleyya and el-Abbaseyya neighborhood of Cairo. Both (7) _____ districts served as a backdrop for Mahfouz's writings, (8) _____ most famous of which is his Cairo Trilogy. He won the Nobel Prize for his realistic and rich picture of (9) _____ life in Cairo and for 'forming an Arabian narrative art that applies to all mankind.'

Language assistant

The is not used to talk about: things in general, e.g. *I'm studying maths / medicine, etc., in London.*

places or areas in general, e.g. *She is at home / college, etc. He is in prison / bed, etc.*

most cities / countries / mountains, e.g. *Have you ever been to New York / Egypt?*

meals, e.g. *What are you having for lunch / supper?*

*Note: Both *radio* and *TV* are used with the article when you are talking about the object itself, e.g. *What's on the radio / the TV?* When you are referring to radio and TV in general, the article isn't used, e.g. *He writes for radio and television.*

4 Writing and speaking

- a You have been asked to write a paragraph for an article in a student magazine about life in your capital city 100 years ago. Write about what you think life must have been like and whether you think life was better or worse than it is today. Look back at the table in exercise 1c for ideas.
- b In pairs, read each other's paragraphs. Talk about which aspects of life in the past were better and which were worse. Give reasons for your choices.

Saudi Arabia and the World

Al-Hijr

1 Vocabulary

a Match these words to their definitions.

- | | |
|-----------------------|--|
| 1 World Heritage Site | a) kept without changing anything |
| 2 conserved | b) very old |
| 3 preserved | c) something admired for its importance in history |
| 4 protect | d) place that UNESCO lists as of international special cultural or physical significance |
| 5 monument | e) keep safe often through laws or rules |
| 6 historic | f) famous or important in history |
| 7 significant | g) used and kept wisely without damage |
| 8 ancient | h) important |

b Complete the text about Al-Hijr, using the words from a above. Sometimes more than one word is possible.

Al-Hijr is the first (1) _____ in Saudi Arabia and is the largest (2) _____ site of the civilization of the Nabataeans. It is (3) _____ because of its position as an important town on an (4) _____ trade route that linked the Southern Arabian area to the Eastern Mediterranean. It includes a large collection of well-(5) _____ monuments with the decoration cut directly into the sandstone, dating from the 1st century BCE to the 1st century CE.



2 Reading

a Skim the texts about two more UNESCO World Heritage Sites. What types of sites are listed as World Heritage Sites?

b Reread the texts and answer the questions.

- 1 Give two reasons why the Rio Platano is listed as a World Heritage Site.
- 2 Give two reasons why Al-Hijr is listed as a World Heritage Site.
- 3 Give one reason why you think the work of UNESCO is important.



UNESCO is an international organization that preserves heritage sites around the world. The places on the UNESCO World Heritage List range from endangered wilderness areas to historical sites or outstanding modern buildings.

Río Plátano Biosphere Reserve, Honduras

Reasons for designation: One of few remaining rainforests in Central America. A wide variety of animal and plant life. Over 2,000 indigenous people still live in the forest.

Problems: Destruction of forest by timber industry. Uncontrolled hunting of animals. Needs better park management. Potential hydroelectric project may have negative effects.

3 GRAMMAR GUIDE: *causative*

a Imagine a family moves into an ancient house. The house has no roof, water or electricity. Use the words in the table to make sentences.

They had the electricity installed last month. They are having the roof repaired at the moment.

Subject	Have	Object	Past participle	Time
I	had	the roof	taken	last month.
We	has had	the electricity	installed	recently.
They	have had	the walls	made	at the moment.
Rania and Leila	is having	the AC	repaired	after the work was finished.
Fahad	are having	the bathroom	cleaned	
Taher and his father		the plumbing	painted	
		a photo		
		the curtains		
		the house		

b Complete the sentences using the causative and the words in brackets.

- We _____ (car / service) today.
- I _____ (hair / cut) last week.
- We _____ (apartment / clean) every day.
- My clothes are dirty. I must _____ (them / clean).
- Yara _____ (ears / pierce) when she was born.
- Your hair looks different. _____? (you / hair / cut)

Language assistant

Use the causative when you arrange for someone else to do work for you.

Fawzi had the house painted yesterday.

This means that Fawzi asked someone else to do the work for him. Fawzi did not paint the house himself.



4 Writing

a Imagine you are in charge of conserving Al-Hijr, or another UNESCO World Heritage Site. Work in pairs to prepare a report about the site.

- Reread the text about Al-Hijr or go to the UNESCO internet site and find more information about your chosen site. List two reasons why your site is important to world heritage.
- Brainstorm things you think might damage your site. Think about:
 - tourists • the weather
 - conservation • modernization
- Give three examples of things that you would do to conserve your site.

b Now write a 150-word report. Write three paragraphs.

Did you know the old city of Sana'a and the historic town of Zabid, both in Yemen, are UNESCO World Heritage Sites? They are both under threat of damage because people knock down old houses to build modern houses or extend original buildings using concrete and iron sheeting.

3 Into the future

Grammar ▶ Synonyms ▶ *both, either, neither, none* ▶ Reported speech
Vocabulary ▶ Technology in the future ▶ Making resolutions
Speaking ▶ Expressing feelings ▶ Living in a biosphere
Writing ▶ Report: A dive in the Red Sea

1 Future shock

1 Listening

In 1970, Alvin Toffler wrote a best-seller called **Future Shock** in which he predicted the effects that technology would have on our future. Listen to an excerpt from a university literature class and answer these questions.

- 1 According to Alvin Toffler, what is future shock?
- 2 What effects did he think technology would have on people? Do you think he was correct?
- 3 What technological differences between the 1970s and now do the speakers mention?

2 Speaking and reading

a Discuss the following questions.

- 1 Look at the three photos of cities. Where do you think they are, and what do you think joins them together? Make a note of your guesses.
- 2 Would you like to live in a city like this? Why / Why not?

b Read the introduction to the article and answer these questions.

- 1 What does it say about the year 2030?
- 2 What definite prediction does it make?
- 3 What do you think the rest of the article will be about?



A Vision for 2030

- 1 The year 2030 may seem a long way off, but in fact (at the time of writing this), it's only about a decade away. Or, to put it another way, if you're 16 now, you'll still be in your twenties in 2030. So, what will life be like by then? There are a lot of predictions, and they often contradict each other, but there is a clear consensus that, whatever else happens, most people will be living in cities. Already, the world's 750 biggest
- 5 cities produce about 57% of global economic output, and it's predicted that by 2030, this could rise to over 60% (an amazing 80 trillion U.S. dollars).

c Now read the rest of the article and answer the questions.

- 1 In the first paragraph, what point is the author making by mentioning London?
- 2 What examples of negative aspects of megacities are given in the second paragraph? Can you think of any others?

Geographers and urban planners talk about ‘megacities’, which are officially defined as having populations of 10 million or more. For comparative purposes, even the largest city in the world in 1900 – London – did not qualify as a megacity, whereas today there are nearly 40 megacities. Currently, the largest of these is Tokyo in Japan, and it is expected to retain its position in 2030, joined in the top three by Mumbai (India) and Mexico City.

Managing urban populations like these will present enormous challenges, with potential problems including homelessness, traffic congestion, pollution and pressure on energy and other resources. It’s easy to imagine living in such places as a nightmare, but there are more optimistic predictions that paint a picture of modern high-tech cities that are actually pleasant places to live. What is needed is vision and planning. Saudi Arabia’s *Vision 2030* promises ‘to ensure high quality services such as water, electricity, public transport and roads are properly provided. Open and landscaped areas will also be developed further, to meet the recreational needs of individuals and families.’



Language assistant

Try to work out the meaning of a word from context before using your dictionary. You can try these strategies for find out the meaning of a word or phrase.

- 1 What does the context around the word or phrase tell you?
- 2 If the word or phrase is repeated, do new contexts give you more clues?
- 3 Look at the grammar of the word, e.g. noun, verb. Look at prefixes or suffixes.

3 Word builder: synonyms

a The words on the left below are underlined in the article on pages 22 and 23. Match them with their synonyms. In each case, indicate how you arrived at the answer.

1 = I already knew the word. 2 = I worked it out from the context.
3 = I looked it up. 4 = Other (specify).

- | | | |
|---------------------|-------|--------------|
| 1 <u>put</u> | _____ | a) hopeful |
| 2 <u>consensus</u> | _____ | b) keep |
| 3 <u>currently</u> | _____ | c) bad dream |
| 4 <u>retain</u> | _____ | d) express |
| 5 <u>enormous</u> | _____ | e) now |
| 6 <u>congestion</u> | _____ | f) huge |
| 7 <u>nightmare</u> | _____ | g) jams |
| 8 <u>optimistic</u> | _____ | h) agreement |

b Now look back at the article and work out the meaning of these words: global (line 5), urban (line 7), potential (line 15) and high-tech (line 18). In groups, discuss your answers and, most importantly, how you arrived at them.

4 Closing discussion

- a Look back at what you guessed about the three photos. How close were your guesses?
- b Saudi Arabia’s *Vision 2030* states this goal, ‘To have three Saudi cities be recognized in the top-ranked 100 cities in the world’. Which three cities do you think they could be?

2 The best intentions

GRAMMAR GUIDE: *future tense and time*

a In English, there are many ways to talk about the future, depending on how the speaker sees the situation. Match the sentences with their meanings.

- | | |
|---|--|
| 1 Dinner at Luigi's restaurant? That'll be good.
It always is. | a) a promise |
| 2 The bus leaves in two hours. | b) a plan or intention |
| 3 I'm going to stay at home and rest tonight. | c) an event that has been arranged |
| 4 By Thursday, I will have written my paper. | d) a prediction based on past experience |
| 5 I like this shirt. I think I'll buy it. | e) a decision that has just been made |
| 6 It's much colder today. I think it's going to snow. | f) a situation that will be true at a certain point in the future |
| 7 I'm having dinner with my parents tonight. | g) a scheduled event |
| 8 This time next week, I'll be (living) in Najran. | h) a possibility at some point in the future |
| 9 They may buy a new car next year. | i) something that will be finished by a certain time in the future |
| 10 I'll call you tomorrow. | j) a prediction based on present evidence |

b Read the conversation and complete it with appropriate future forms.

- A: I hope all goes well with your exam.
 B: Thanks. I (1) _____ (*finish*) it by 4.00. I (2) _____ (*call*) you then.
 A: Oh, don't forget that the Johnsons (3) _____ (*come*) for dinner tonight at 8.00.
 B: Yeah, that (4) _____ (*be*) fun. But is it OK if I get there about 9.30?
 A: That's too late. We (5) _____ (*start*) dinner before then. What about 9.00?
 B: Uh, let's see. Yes, there's a train at 8.30 that (6) _____ (*get*) there at 8.50.
 A: Fine. I (7) _____ (*see*) you later.
 B: Yes. I (8) _____ (*enjoy*) tonight after finishing this exam!

2 Pronunciation: expressing feelings



a Listen to each of these sentences repeated twice from the conversation in exercise 1b and underline the words that the speaker stresses.

- Speaker 1: Yeah, that will be fun. _____
 Speaker 2: Yeah, that will be fun. _____
 Speaker 1: Fine. I will see you later. _____
 Speaker 2: Fine. I will see you later. _____
 Speaker 1: Oh, don't forget that the Johnsons are coming for dinner tonight at 8.00. _____
 Speaker 2: Oh, don't forget that the Johnsons are coming for dinner tonight at 8.00. _____

b Listen again and match one of the adjectives from the box to the feeling that the person conveys.

critical	enthusiastic
sarcastic	annoyed
insistent	bored



c Listen again and say the sentences. Try to copy the intonation.

3 Speaking and reading

a Have you ever made any resolutions? Did you stick to them? Why? / Why not?

I was going to read more in English, but ...

b Read this article about resolutions and take the test. What are some factors that are necessary for sticking to a resolution?

Sticking to those resolutions!

How many people make resolutions or other promises, but fail to stick to them? Most resolutions don't survive more than a few weeks after people make them – if people even start them at all! That's because some of us have unrealistic expectations.

So what's the secret to sticking with plans and making them work? Here's a little test: read the three cases below. Which of the people do you think stuck to his or her resolution and why? Why do you think both of the others failed?



Martin: I'm going to lose fifteen kilos by my graduation day in March. I'm going to run five kilometres every day. If I go on

an 800-calorie-a-day diet, I'll lose about one and a half kilos a week. I will have lost the fifteen kilos in ten weeks!



Tom: I'm going to practise football for eight hours a day. I am already a good player. I'm going to make it on the national team and I'm going to be the next David Beckham!



Sam: I'm going to save money so I can buy a camera when I leave school. I can work part-time two days a week and on Saturdays, so I can earn about \$400 a month. My parents said that if I save \$200 a month, they'll help me with the rest.

4 Exam Success: Use of English – word formation cloze

a Complete the text by filling the gaps. Use the word to the right of the text but in the right word class. Look at the example first.

Did you guess correctly?

The successful person was Sam. This was because he made a **1** _____ plan for saving money based on how much he could **2** _____ in his free time. He was also **3** _____ by his parents' offer to give him financial **4** _____ and he was content to achieve his goal **5** _____ but surely.

Neither Martin nor Tom, however, were **6** _____ to have much success. They both had **7** _____ higher than what they could achieve. Martin wanted to **8** _____ his calorie intake to almost dangerous levels and he planned an overly **9** _____ exercise routine. Of course, he didn't stick to either of them! Tom should have thought more **10** _____ about the amount of time he has available for football training. It takes years to become a **11** _____ footballer, and it takes a lot of **12** _____.

- SUCCESS
- REAL
- EARNINGS
- MOTIVATION
- ASSIST
- SLOW
- LIKE
- EXPECT
- REDUCTION
- AMBITION
- CARE
- PROFESSION
- DETERMINE

EXAM SUCCESS

Check the meaning of the whole sentence. What kind of word is needed? Add suffix, e.g. *-ion*, for a noun, or *-ly* for an adverb; add a prefix, e.g. *im-* or *re-*, to change the meaning.

EXAM SUCCESS ▶ page 82

5 Writing and speaking

a Write a resolution on a piece of paper. Explain how you plan to put your resolution into practice, and set a deadline for the results.

I'm going to lose weight. I'll stop eating sweets. I will have lost three kilos by next month.

b In groups, talk about each person's resolution. Is it realistic? Is there a good plan for carrying it out? Do you think the person will stick to it?

3 Biosphere

1 Speaking and listening

a Look at the photograph before you listen to an interview. In your opinion, what is Biosphere 2? What is its purpose?



b Now listen to the interview and answer these questions.

- 1 What is a biosphere?
- 2 What is the present purpose of Biosphere 2?
- 3 What was the purpose of the biosphere from 1991 to 1993?
- 4 What did the scientists say they had learned during that time?

2 Reading and speaking

a In pairs, talk about some of the skills or abilities that you think a person would need to survive for a year in a biosphere.

They'll need to be able to stay calm.

Yes, and they're going to need to know something about science or environmental issues.

b In groups, read the information and choose three people to live in a closed biosphere for a year.

c Find examples in the text that refer to two, or more than two, people.

... neither of them lives at home.



Century 21 Biosphere



Aim: To see how well people will adjust to living in a self-sufficient, closed environment, away from family, friends and conveniences for one year. The research will be important in relation to colonizing space in the future.

Situation: One year in a biosphere of temperate climate. Participants will produce their own food, maintain and repair life support and telecommunications systems. They will all have to build their own separate living quarters and solve all problems related to biosphere operations.

Candidates

1 Dan Shaw, 45, medical doctor. Hobbies are gardening and playing golf. Married. Has two sons – neither of them lives at home.



2 Fahad Salman, 21, college student. Is studying computer science. Has lots of friends – they all call him 'Genius.' Both of his parents are disabled – he takes care of them both.



3 Professor David Wright, 52, botany professor. Wife died last year and he says he wants a change. Hobbies are reading and car mechanics.



4 Dr Andrew Hamlin, 50, biochemist specializing in nutrition and food science. Hobby is learning French. Insulin-dependent diabetic. None of his family wants him to enter the biosphere.



5 Greg Peterson, 29, carpenter, no college education. Currently working as architect's apprentice. Hobby is designing and building furniture. Slightly claustrophobic.



6 Alan White, 33, author, especially interested in effects of humorous literature on stress management. Hobbies are story-telling and carpentry. Has two children.



3 GRAMMAR GUIDE: *expressing present wishes, future hopes*

a Read the rules in the box and match them to the examples in the Biosphere text.

Language assistant

Both / both of

Use *both* or *both of* to join two subjects. *Both* takes a plural verb.

Both my parents / Both of my parents are doctors.

You need to use *both of* before *us / you / them*.

Both of us are from Riyadh.

But you need to use *both* after *us / you / them*.

He takes care of them both.

Either of / Neither of

Use *either of / neither of* for two things. *Either of* and *neither of* take a singular verb.

Either of the medical candidates is a good choice.

Neither of them is a good choice.

Note: *Both / neither / either + of* is always followed by *the / these / our / us, etc.*

None

Use *none* when there are more than two subjects. *None* takes a singular verb.

None of my family wants me to go into the biosphere.

None of them lives in Dammam.

Neither ... nor

Use *neither ... nor* to join two subjects when the verb is negative. *Neither ... nor* takes a singular verb.

Neither my mother nor my father knows I am in the Biosphere.

Either ... or

Either ... or joins two subjects when the verb is positive.

Either Fahad or Andrew is the best candidate.

b Rewrite the following sentences so that the meaning stays the same. Use the words in bold and use between two and five words.

1 Ali has two blue cars. **of**
_____ are blue.

2 Saad and Mohammed were invited to attend the meeting. **of them**

3 I don't have any friends who smoke. **None**
_____ smoke.

4 My parents couldn't make it to my graduation ceremony. **Neither**

5 Laith and Shahid are not coming today. **Neither ... nor**
_____ today.

6 No students know the answer. **None**
_____ the answer.

7 The front and the back sides of the house are made of glass. **Both**
_____ of glass.

8 You are not old enough to enter the Biosphere. Nasser isn't either. **Neither ... nor**
_____ to enter the Biosphere.

c Complete the sentences with your own words.

1 Both my mother and my father _____.

2 None of my friends _____.

3 Both of our neighbours _____.

4 Neither the maths teacher nor the Arabic teacher _____.

4 Writing and speaking

a The project managers want to add a fourth person to the biosphere team. Write a paragraph saying why you think you would be a good addition to the team. Start like this:

I believe that my skills and interests make me an excellent candidate for the biosphere team. I am ...

Think about:

- **skills, e.g.** *I am good at organizing and ...*
- **interests and hobbies, e.g.** *I enjoy gardening ...*

b Present your arguments to the class.

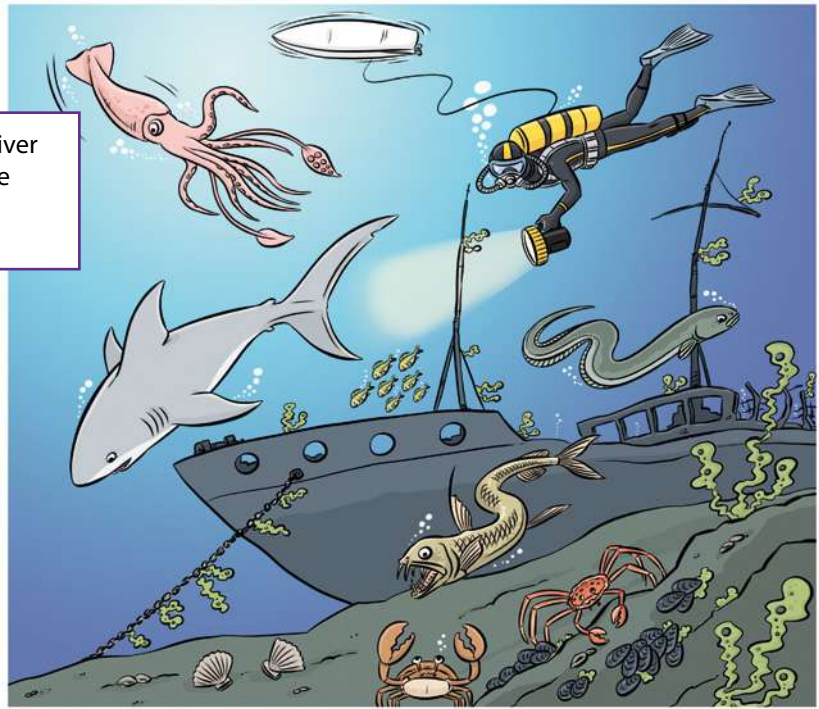
Saudi Arabia and the World

Exploration of the Red Sea

1 Vocabulary

Match the words to the picture.

flippers wetsuit goggles diver
ocean floor oxygen tank cable
crab seaweed shark eel
squid viper fish shipwreck



2 Speaking

Did you know that much of the Red Sea is unexplored? What do you think you would find if you explored the deepest part of the Red Sea?

a In pairs, make a list of the things you might find. Think about:

- minerals
- animals
- objects

b In groups, discuss your lists. Sort the things into the three categories.

3 Listening



12

Listen to five people talk about Red Sea exploration. What does each person want to find? Complete the first column of the table.

Name	What they want to find	Reason given
Hashim	oil	
Shirin		
Rayyan		
Tala		
Adel		



12

b Listen again. What reason does each person give for exploring the Red Sea? Complete the last column of the table.

4 GRAMMAR GUIDE: *reported speech*



Firas

Direct speech: 'I hope to find oil.'

Reported speech: Firas said **he hoped** to find oil.

a Change the sentences from direct to reported speech.

- 1 Shirin said, 'I think we will find lots of shipwrecks.'
Shirin said that she thought they would find lots of shipwrecks.
- 2 Rayyan said, 'I am keen to find new deep-sea animals.'
- 3 'I know there is lots of gas in the Red Sea,' said Tala.
- 4 'It is incorrect to think there is nothing in the sea,' said Adel.
- 5 Saeed said, 'I have never seen an octopus before.'
- 6 Deema told me, 'I can't dive. I'm too scared.'
- 7 'I don't know what we will find,' admitted Khadija.
- 8 Firas added, 'I'm going to tell my parents all about it.'

Language assistant

In reported speech the tense of the verb changes.

present → past
 present perfect → past perfect
 present continuous → past continuous
 past simple → past simple
can → *could* *will* → *would*
 Pronouns change: *I* → *he / she*;
we → *they*

There are no speech marks in reported speech.

b Use reported speech to write four sentences about what your friend told you.

My friend told me he went to the Mosque yesterday evening.

5 Reading and writing

a Read an extract from a radio programme about exploration in the Red Sea. What does the company hope to find?

Interviewer: Good morning. Today we are talking to Khaled who is the Chief engineer with Red Sea Exploration. Welcome Khaled. So, let us start with where you have been exploring.

Khaled: We are exploring the deepest part of the Red Sea between Saudi Arabia and Sudan.

Interviewer: Why are you exploring there?

Khaled: Well, 30 years ago they found gold and silver there. But it was impossible to collect the minerals.

Interviewer: And what has happened since then?

Khaled: Now we have new technology which allows us to collect the minerals and bring them to the surface.

Interviewer: Have you found anything else?

Khaled: Well, we also know there are large deposits of natural gas and oil.

Interviewer: What happens now?

Khaled: It will take five years to drill and get the minerals, but the project is going well.

Interviewer: What about employment? Do you think you will take on new people?

Khaled: We have already taken on engineers and geologists and we are interviewing for marketing and communications roles at the moment.

b Read the dialogue again. What does Khaled say about the following? Use reported speech.

- 1 What happened 30 years ago?

Khaled said that they found gold and silver 30 years ago, but it was impossible to collect the minerals.

- 2 What changes have happened since then?
- 3 How long will it take to collect the minerals?
- 4 What people is the company employing?

6 Writing

Imagine you have been on a dive. Write a 200-word report of your experience. Include the following information.

Paragraph 1: why you wanted to do the dive

Paragraph 2: what you wore

Paragraph 3: what happened going down

Paragraph 4: what you saw at the bottom

4 The world of sports

Grammar ▶ Types of relative clauses ▶ Contact clauses
Vocabulary ▶ The body ▶ Sports ▶ Fitness and health
Speaking ▶ Debate: banning boxing ▶ Role plays: at the gym
Writing ▶ Article: An inspiring person

1 Your view



1 Speaking

a Survey. Find people in the class who ...

- play a competitive sport (not just do exercise) every week
- have competed in a regional, national, or international sports competition
- almost never play any competitive sports, but often watch them
- are not interested in either playing or watching sports

- think sports can cause many problems (aggression, injuries, etc.)

Language assistant

Look at these questions about sports: *Do you play any sports? Do you play tennis (football, etc.)? Do you swim (skip, etc.)?* Note that *practise* is normally used only for specific training or preparation: *I practise tennis (skipping, etc.) every day.*

b In groups, discuss the results of your survey.

- 1 Is the class generally pro-sports, anti-sports, or divided?
- 2 Are there more sports participants or spectators?

2 Speaking and reading

a In pairs, discuss how you feel about the sports in the photographs.



b Read the first paragraph of an article below. Which of the three sports in the photographs is it about?

c Read the rest of the article. In pairs, discuss whether you agree in general with Dr O'Neill or with Dr Warburton.

d In pairs, list arguments for and against boxing. As a whole class, have a debate on whether or not to ban boxing. Elect a chairperson to chair the debate and give everyone the opportunity to express his or her opinion. Then vote and see if the majority is for or against a ban on boxing.

'It is the only major sport where the intention is to inflict serious injury on your opponent, and we feel that we must have a total ban. For as long as the head is a valid target, brain injuries are going to occur,' said Dr O'Neill. 'None of the safety measures introduced over the last ten to twenty years has had any significant impact on the brain injury and eye damage that occur.'

The British Medical Association (BMA) has been campaigning for a ban on all forms of boxing since 1985. It has sponsored legislation in Parliament to try to get the sport abolished. In 1996 the BMA also commissioned a 60-second advertisement that won three awards.

However, the organization's policy has been criticized by some in the medical world. Dr Nigel Warburton, a professor of philosophy, argued in the *Journal of Medical Ethics* that the policy is 'inconsistent, paternalistic and too weak to justify a change to criminal law.' He said that between 1986 and 1992, boxing accounted for three deaths in England and Wales, compared with 77 deaths from motor sports, 69 from air sports, 54 from mountain climbing, 40 from ball games and 28 from horseback riding.

The BMA responded by claiming that Dr Warburton's article underplayed the 'chronic brain damage caused by boxing, a factor that is not generally present in other sports.'

3 Word builder: the body and sports

a In pairs, identify the parts of the body in the box and match them with the photograph. Use a dictionary if necessary.

ankle	calf	elbow	heel
jaw	knee	neck	rib
shoulder	thigh	toe	wrist

b Which of the parts of the body above, and others, might you break or fracture, twist or sprain, dislocate or bruise? Have you had any sports injuries of these kinds?

c What parts of the body do you use to catch, dribble, hit, hold, jump, kick, row and throw with?

You row a boat with your arms.

Learning tip

When learning new words, note the contexts they are used in – the other words around them and the grammar, e.g. *sprain*: I **sprained** my ankle when I fell; or *break*: He **broke** his arm playing football (injury + possessive + part of body). This helps you remember the word and its appropriate use. Write three sentences combining words from exercises 3a, b and c above.

4 Listening and speaking

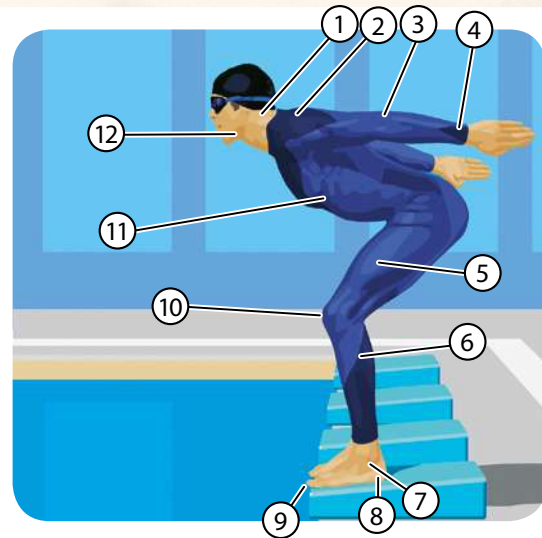


a You are going to hear a TV show called **What's my Sport?** Contestants ask the athletes (hidden and with disguised voices) up to twelve yes / no questions to guess their sports. Listen to the first eight questions. Try to guess the sport and the person.



b Listen to the answers.

c Play *What's my Sport?*



5 Exam Success: Planning a for-and-against essay

a Using information from the reading text above and your own knowledge, plan (only notes) an essay about whether boxing should be banned. Work with a partner. You already have arguments from 2d above. Discuss how you will structure your essay.

Introduction	
FOR	AGAINST
Argument 1 reason	Argument 1 reason
Argument 2 reason	Argument 2 reason
Argument 3 reason	Argument 3 reason
Conclusion	

b Explain your structure to the class as a whole.

EXAM SUCCESS

See the Exam success section for useful advice on planning for-and-against essays.

EXAM SUCCESS ► page 82

2 The business view

Shaq moves to Miami Heat for 23 million!

Alex Rodriguez leaves the Rangers for the Yankees!

Figo moves from Barcelona to Madrid rivals for \$54 million!

1 Speaking

a What do these headlines have in common?

What is your reaction to them?

b Can you name the following? If you can't, try to find the answers from other people.

- 1 the sports Shaquille O'Neal, Luis Figo and Alex Rodriguez play
- 2 the American city where the Yankees are based
- 3 the Spanish team Luis Figo moved to
- 4 the sport that pays top players the most

2 Reading and speaking

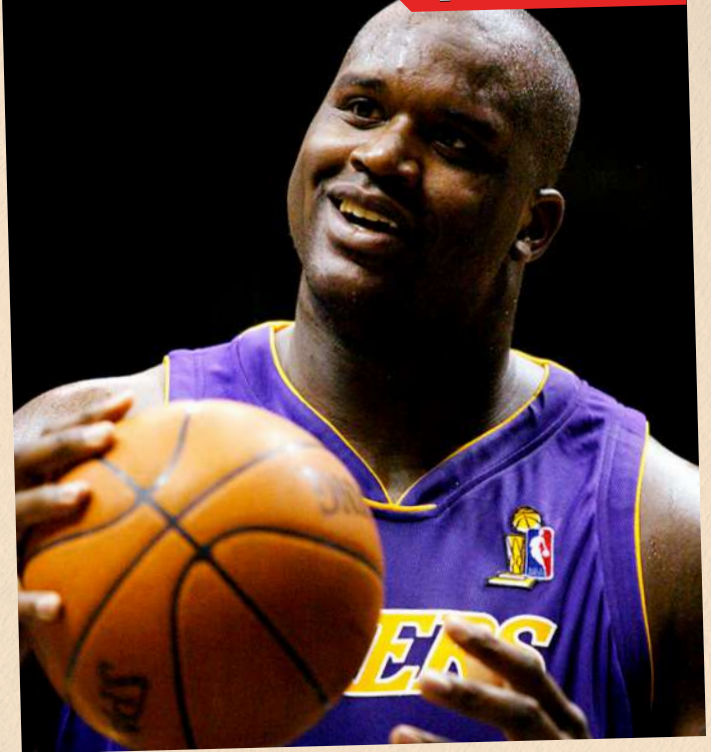
a Read the article and answer the questions. Discuss your answers in pairs.

- 1 According to economists, are top athletes worth the millions they earn?
- 2 What is so special about Shaquille O'Neal?
- 3 Is the income of NBA teams increasing much?
- 4 Why can NBA teams calculate their costs better than most businesses?

b Find expressions in the article that mean the same as:

- | | |
|------------------------|-----------------------|
| 1 score a basket | 4 market forces |
| 2 make more money | 5 outstanding players |
| 3 top limit on payroll | 6 salary expenses |

c In groups, discuss whether anyone (sports star, president, etc.) should make \$30 million a year, and whether other people (doctors, teachers, etc.) should make more than they usually do.



Are they — — worth it?

In 2004, Shaquille O'Neal signed a record-breaking deal with the *Miami Heat* for \$23 million. Can anyone be worth that much to put a ball through a hoop? The answer is yes ... the way economists keep score. It's a simple case of supply and demand.

For example, the supply of 2-metre, 135-kilo giants is extremely limited, especially ones like Shaq, who can move with extraordinary agility for his size. On the other hand, the money provided by television networks and ticket buyers is expanding fast, and good teams get a bigger piece of the pie. Team quality generates demand, and demand determines ticket prices. The better the team, the more intense the demand for a fixed number of seats. And that's why stars are worth so much, says economist and sports expert Roger Noll of Stanford University.

The whole NBA takes in more than \$3 billion annually, and it is becoming as popular in places like Zagreb, Croatia, as it is in Chicago. More important, unlike many businesses, basketball team owners know what their costs will be over the next few years. The players get 48% of the league's basketball-related income, and each team has a salary cap of \$35.5 million. So a team that brings in \$70 million has plenty of money left after 'labour costs'.

3 GRAMMAR GUIDE: *post-modification of nouns*

a Using words or phrases from the box, complete sentence 1 and sentence 2 in different ways but with the same meaning.

who is wearing	that cause	wearing
causing	dressed in	
responsible for	in	

- The man _____ red is the champion. (4 different ways)
- Sports _____ serious injuries should be banned. (3 different ways)

Can nouns be modified in similar ways in your language?

b Circle the correct form to complete each sentence.

- The player *wears / wearing / worn* number seven is really good.
- Morris, *trades / trading / traded* last year by Real Madrid, now plays for a French team.
- The uniforms *chooses / choosing / chosen* for this season are blue and white.
- Hockey is a game *plays / playing / played* mostly in colder climates.

c Complete the second sentences in a different way from the the first sentences, but with the same meanings.

- The new player who was bought by United is only 16.
The new player bought by United is only 16.
- Racquetball is a game that was intended to be played indoors.
Racquetball is a game _____ to be played indoors
- The sports equipment that Coach Miller ordered will be here next week.
The sports equipment _____ will be here next week.
- The stadium that is shown in the photograph was built for the Olympic® Games.
The stadium _____ was built for the Olympic® Games.
- The Italian who is now managing Rangers is very experienced.
The Italian _____ is very experienced.

4 Pronunciation: weak form of *that*



a Listen to the sentences below. Practise the weak *that* and the flow of the 'noun + *that* + verb' phrase.

*Baseball is **the sport that pays the most.***
*Football's **a game that's played everywhere.***
*He was **the player that made them champions.***

b In pairs, give your choice for each of the following.

- someone who is a good example for young people
- someone who is a disgrace
- a sport that should be prohibited

I think boxing is a sport that ...

5 Speaking and writing

a Think of someone you admire and why you admire him or her. It might be someone famous or simply someone you know personally. Write notes for the headings below; then tell another student about the person and explain why you admire him or her.

- General information about the person
- Why you admire him or her

b Now write a short article of two paragraphs for your school magazine about your favourite Middle Eastern star.

3 The career view

1 Reading and speaking

a Read this letter to a magazine. In pairs, discuss each example the writer gives about the difficulty of being successful as a professional athlete.

b Discuss these questions in groups.

- 1 Who are the most successful professional athletes in Saudi Arabia?
- 2 Do they all make a lot of money?
- 3 Are there other athletes who have been famous but have had serious problems?

Dear Sir,

Don Flynn's article 'The Money Game' gives an inaccurate picture of the professional sports world. For every star earning \$ 1 million, there are hundreds or thousands playing full-time for little money, or part-time for less. The same may be true for coaches, referees and other sports workers, but it is worse for players, who only have a job for a decade or so. Young talents hoping to become rich and famous should consider other occupations if they have a good mind. Of the 19 youngsters I coached for a famous football team ten years ago, only four are still playing, and only two on the first team, both as reserves. Professional sports offer most players a strenuous, disappointing, poorly paid and short professional career, often even shorter because of injury.

Incidentally, I am now a qualified football referee. I work mostly in semi-professional leagues, which have a low stress level, not in fully professional football, where stress is high. I earn enough to provide decently for myself and my family, and a colleague is still refereeing at age 61.

Yours,
James Sinclair

2 GRAMMAR GUIDE: types of relative clauses

a Look at the following sentences and answer the questions.

- 1 Shaquille O'Neal is a giant who *moves with extraordinary agility*.
 - 2 He's the player *the Lakers bought for \$123 million*.
 - 3 Real Madrid is the team *to which Michael Owen moved*.
 - 4 Real Madrid is the team Michael Owen *moved to*.
- a) Can *who* be omitted in sentence 1?
 - b) Which relative pronouns (three possibilities) could be inserted after *the player* in sentence 2? Do you think that inserting a pronoun would make the sentence more or less formal?
 - c) Which do you think is more formal, sentence 3 or 4? What has happened to *to which* in sentence 4?

Language assistant

1 Defining relative clauses give a definition or specify which person or thing we are talking about. In these clauses we may use the relative pronouns *who*, *which*, or *that*.

NBA players who earn a lot of money are often criticized.

NBA players that earn a lot of money are often criticized.

2 Non-defining relative clauses give additional information that is separated from the rest of the sentence by commas. In these clauses only the relative pronouns *who* or *which* may be used, and not *that*.

NBA players, who earn a lot of money, often open restaurants or clothes stores of their own.

Some players endorse athletic shoes and clothing, which makes them very popular.

Language assistant: **contact clauses**

Sometimes the relative pronouns *whom*, *which*, or *that* can be omitted from a sentence. When the relative pronoun is omitted, the modifying clause comes into contact with the noun it modifies. These kinds of clauses are called contact clauses. Look at the examples.

*Maria is a **girl** (whom) I know very well.*

*This is the **car** (that) I bought last year.*

*Tony said **something** (that) I thought was very funny.*

b Write sentences with the ideas below, using contact clauses whenever possible.

- 1 Iraq is the country _____ (Nashat Akram comes from Iraq).
- 2 Rodriguez is the player _____ (The Rangers paid \$252 million for Rodriguez).
- 3 Sanchez is the player _____ (I always cheer most for Sanchez).
- 4 Basketball is a sport _____ (People all over the world love to watch basketball).
- 5 Phil Jackson was the coach _____ (Jackson led the team to the playoffs).
- 6 The Bulls are the first professional team _____ (Michael Jordan signed with the Bulls).

c In pairs, decide whether sentence 1 or sentence 2 below can have the relative clause omitted and still be a complete, logical sentence.

- 1 It is worse for players, who only have a job for a short time, than for referees or coaches.
- 2 It is worse for players that only have a job for a short time than for those with a long career.

d Convert the pairs of sentences into single sentences, type 1 or 2, using the pronouns in brackets.

- 1 I play football whenever I can. It's my favourite sport. (*which*)
- 2 This is the boy. He is my partner in tennis. (*who*)
- 3 The team is at the bottom of the league. It beat us last week. (*that*)
- 4 The Spartans won the game. They practise a lot. (*who*)
- 5 Refereeing is a profession. It can bring in enough money. (*that*)

3 Speaking and listening

16

- a Harvey Bates is an exciting, new, young Formula 1 racing driver. Listen to a radio interview with him. In pairs, do you think that sudden wealth has affected Harvey? For the better or for the worse? Does the interviewer approve or disapprove?**
- b Imagine you have a child who shows extraordinary talent at a sport and has the potential of becoming very rich at an early age. Discuss what you would do.**



Saudi Arabia and the World

Talking about fitness and health

1 Vocabulary

In pairs, discuss the following questions.

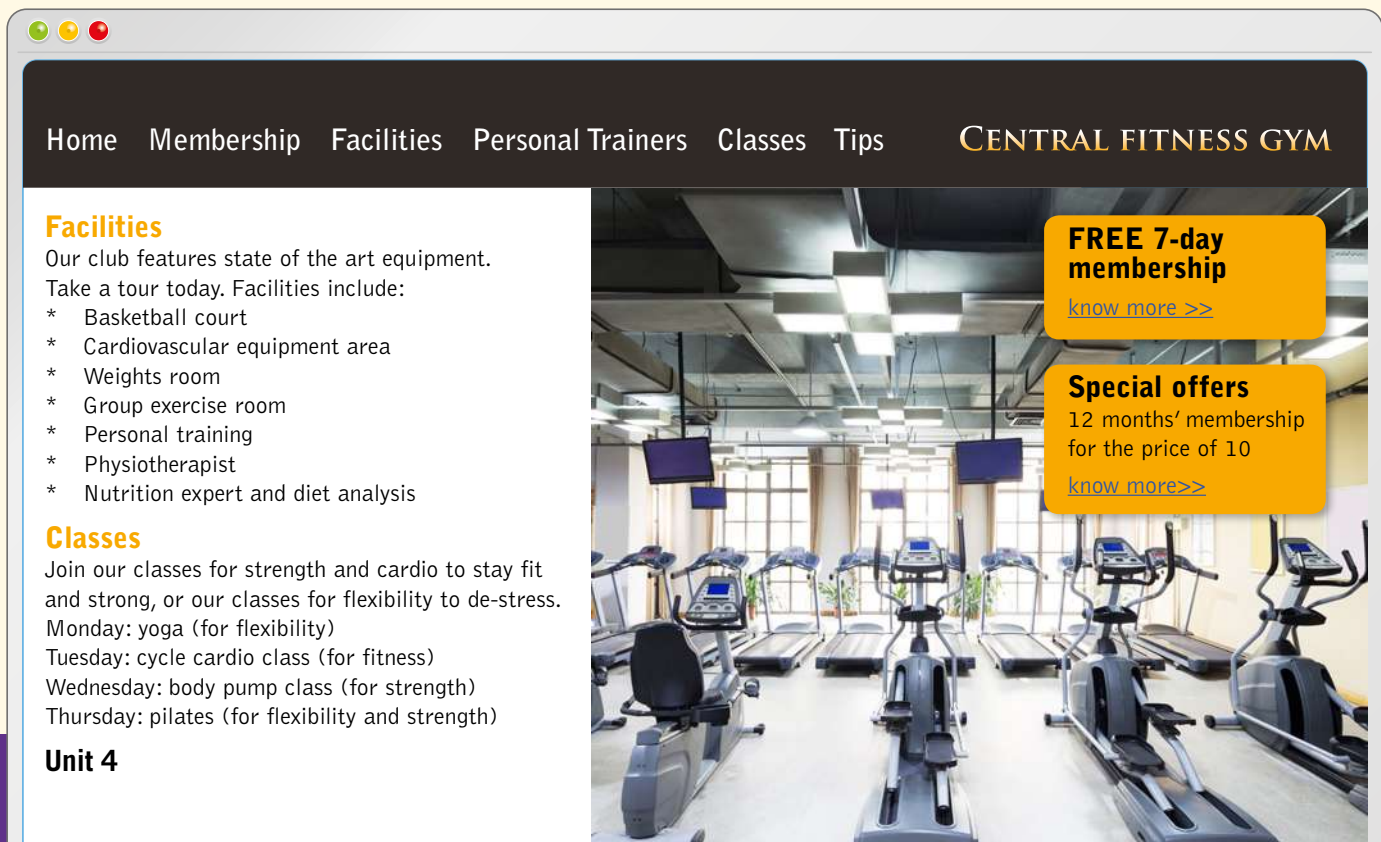
- 1 What do the photos show?
- 2 Where would you find them?
- 3 What else might you find there?



2 Reading: join the gym

Read the website advert for a gym and answer the questions.

- 1 What would you click on if you wanted to join the gym for:
 - a few days to find out if you like it
 - a year
 - three months.
- 2 What class would you join to get fit?
- 3 What would you click on if you wanted suggestions for how to combine exercise and diet to lose weight?
- 4 Who would you talk to if your knee hurt when you ran?
- 5 What do you think is in the Cardiovascular area?
- 6 You want to join a gym to get fit and you would like to go swimming every week. Is Central fitness gym suitable for you? Why or why not?
- 7 Think of three reasons for joining a gym.



Home Membership Facilities Personal Trainers Classes Tips **CENTRAL FITNESS GYM**

Facilities

Our club features state of the art equipment. Take a tour today. Facilities include:

- * Basketball court
- * Cardiovascular equipment area
- * Weights room
- * Group exercise room
- * Personal training
- * Physiotherapist
- * Nutrition expert and diet analysis

Classes

Join our classes for strength and cardio to stay fit and strong, or our classes for flexibility to de-stress.

Monday: yoga (for flexibility)
Tuesday: cycle cardio class (for fitness)
Wednesday: body pump class (for strength)
Thursday: pilates (for flexibility and strength)

FREE 7-day membership
[know more >>](#)

Special offers
12 months' membership for the price of 10
[know more>>](#)



3 Speaking: role plays

In pairs, do role plays.

Person B is a client at the gym. He chooses one of the situations below and explains it to the trainer.

Person A is the trainer. He suggests two different options.

Person B chooses the better option.

Situation 1: You have put on a lot of weight recently and eat fast food three times per week.

You could see our nutrition expert or ...

Situation 2: You want to come to the gym but usually lose interest after four weeks.

Situation 3: You have a heart condition but want to stay fit.

Situation 4: You don't know if you want to join a gym – this is your first time.

Situation 5: You want to get fit in time to go on a walking tour in the summer.

Situation 6: You want to prepare for a 10k race you are doing for charity in six months' time.

Language assistant

Could is a polite way of making a suggestion.

You **could** do a cycling class or you **could** do a weights class.

I would rather or *I'd rather* are polite ways of saying what you want.

I'd rather take a three-month membership than an annual membership.

4 Listening



a Listen to the conversation between Waseem and his friend, Mustafa. What has happened to Mustafa?

b Read the questions. Listen again and answer the questions.

- 1 What reason does Waseem give for joining the gym?
- 2 What reason does Mustafa give for joining the gym?
- 3 What is Mustafa's opinion of the gym? Give the reason why he thinks so.
- 4 Why is Waseem interested in the cycle class?
- 5 What do Waseem and Mustafa arrange to do?

5 Speaking: giving a presentation

Work in groups. Imagine you are the manager of a gym. You are going to give a presentation to persuade people to join your gym.

- 1 Write notes about why people might join a gym. Think about what problems they might have, and how a gym might help them to solve their problems.
- 2 Decide what your gym offers. Each person in the group talks about one of these topics.
 - facilities
 - equipment
 - classes
 - other services
- 3 Practise your presentation. Give your presentation to the rest of the class. Award marks for the best presentation.

Learning tip

Giving a good presentation

- Give reasons for joining your gym.
- Learn your presentation by heart.
- Look at the audience.

Progress test Units 1–4

Grammar

(20 marks)

1 Complete the sentences with the correct form of the verb.

- 1 Recently Maha has started _____ more healthily. (*eat*)
- 2 She doesn't mind _____ fast food. (*give up*)
- 3 But Maha tends _____ hungry in the middle of the day. (*get*)
- 4 She has considered _____ some snacks with her to school. (*take*)
- 5 Her mother threatened _____ no pastries but luckily she was joking! (*make*)
- 6 Her mother also suggested _____ the salads at school. (*try*)
- 7 Maha misses _____ fried food at the school canteen. (*eat*)
- 8 I promised _____ Maha and eat salad together with her at lunchtime. (*help*)
- 9 We enjoy _____ whilst we eat together. (*chat*)
- 10 Both of us have managed _____ five kilos now. (*lose*)

2 Majed and Mohammed are talking about resolutions. Write what each person said. Use reported speech.

- 1 'I am going to save money to buy a computer,' said Majed.
- 2 'Last year I lost 15 kilos by graduation day,' added Mohammed.
- 3 Majed said, 'I will work part-time to save some money.'
- 4 Mohammed said sadly, 'I don't know what else I want to do.'
- 5 'My parents might help me,' Majed added.

3 Read the conversation and complete it with an appropriate phrase using the verb in brackets to help you.

Yara: What (1) _____ this weekend? (*do*)

Layan: I don't know. I think (2) _____ television and rest this evening. (*watch*)

Yara: On Friday (3) _____ a family meal with my aunts and uncles on my mother's side. (*have*)
They're coming from Qatar.

Layan: When do they arrive?

Yara: The plane (4) _____ at 9 pm this evening. (*land*)

Layan: What about your history homework?

Yara: That's OK, it's not due until Tuesday. I (5) _____ it by then. (*finish*)

Vocabulary

(10 marks)

4 Add suffixes to the nouns in brackets to form adjectives. You may need to change the words to write the correct spelling.




- 1 This couch is not _____. It sags in the middle. (*comfort*)
- 2 Siham is so _____. She knows The Holy Qur'an by heart. (*knowledge*)
- 3 Be _____ when you are out at night. (*care*)
- 4 Omar gets on well with lots of people. He is very _____. (*social*)
- 5 The trains are very _____. They always arrive on time. (*rely*)
- 6 If you speak the language then many aspects of a culture are more _____. (*access*)
- 7 My middle sister is very _____ (*competition*). She always wants to win!

5 Choose three of the words and make your own sentences.

- 1 _____
- 2 _____
- 3 _____

Listening

(8 marks)

-  6 a Listen to the school announcements and complete the second column of the table with the main information from the message (What happened or is going to happen?).
-  18 b Listen again and complete the third and fourth columns with the details. There may be no information for some boxes.
-  18 c Listen again to check your answers.

What	Main message	Date / Time	Any other info
Clubs	Start 15 minutes late because of teachers' meeting		
Science trip			
Arabic club			
Under-17s basketball team			

Reading

(12 marks)

7 Read the text about a festival and match the headings A–F with the paragraphs.

- A The purpose of the Al-Janadriyah festival
- B KAUST and the Al-Janadriyah festival
- C What happened during the opening ceremony
- D What happens during the Al-Janadriyah festival
- E Who opened this year's Al-Janadriyah festival
- F What someone thinks about Al-Janadriyah

1 **Osama Mahmoud:** 'Al-Janadriyah is the revival of our heritage from all regions of the Kingdom.'



- 2 The Custodian of the Two Holy Mosques, the late King Abdullah bin Abdul-Aziz al-Saud, opened the 26th Al-Janadriyah festival for heritage and culture today. The late King Abdullah received visiting Bahraini King Hamad bin Isa al-Khalifa.
- 3 The Al-Janadriyah festival opened with the Saudi and the Bahraini national anthems and a recitation of verses from the Qur'an. Then the Grand Camel Race began with 570 racers, followed by an awards ceremony for the winners.
- 4 The Al-Janadriyah festival is an annual cultural festival held in Riyadh City. Al-Janadriyah is a celebration of the culture of Saudi Arabia including its heritage and history.
- 5 Approximately half a million people visit the festival every year.
- 6 The festival highlights folklore and has exhibitions of carpet weaving, pottery and woodcarving from the different regions of the kingdom. Al-Janadriyah also has several tents representing the different regions of the kingdom.
- 7 This year the King Abdullah University of Science and Technology has an exhibition in the Ministry of Education Pavilion with multi-touch tables and interactive walls to find out about its areas of study including applied mathematics, computer science, materials science and engineering, bioscience and engineering and energy and environment.

8 Read the story about Saleh and answer the questions.

- 1 Name four facilities the local sports club had.
- 2 Give two things Saleh would ask his brothers.
- 3 How does Saleh compare to his classmates at football?
- 4 What did Saleh think and hope?
- 5 How does Saleh feel today?
- 6 Write two sentences saying what you think will happen next.

Birth of a football star?

Saleh had joined the local sports club when he was six. The sports club had a swimming pool, an outside stadium, a basketball court, indoor tennis courts ... It had a state-of-the-art weights room. But Saleh was only interested in one thing – the football pitches.

Ever since Saleh was six years old he would spend every spare minute playing football. He pestered his brothers to play with him.

‘Can you be goalkeeper? I want to practise scoring goals.’

‘Can you kick it to me so that I can practise heading?’

Ten years later he could outrun and dribble past all the boys in his class at school. He had already scored 15 goals this season playing for his school’s team. He knew he wanted to go further. He thought to himself, ‘I think I can play for a local team.’ He allowed himself to hope, ‘Maybe I can play for my country.’

Last year Saleh was spotted by a regional sports coach who asked him to play for the Under-16s for Al-Qadisiyah. Today Al-Qadisiyah under-16s was playing Al-Shoalah. Saleh had been picked to play in attack. He strapped on his shin guards and pulled on his football socks with a dry feeling in his mouth and his heart pounding. Now, finally, was time for Saleh to show what he could do.

**Writing***(10 marks)***9 Write a 200-word article for your school magazine talking about what life was like for your grandmother or grandfather 50 years ago. You can include information on the following.**

- house
- chores
- transport
- health
- entertainment

5 Knowing the market

Grammar ▶ Different passive forms ▶ The active and the passive
Vocabulary ▶ Fashion ▶ Marketing and advertising
Speaking ▶ Intonation in questions ▶ Starting a conversation
Writing ▶ Email to a friend: having a garment made

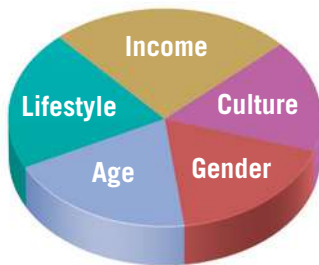
1 Marketing

1 Listening



Listen to a radio interview with a marketing expert and answer these questions.

- 1 What are the four Ps?
More and more people are buying certain goods online.
- 2 Which P is this?
Some PCs are much more expensive than others – but then they are more powerful.



2 Word builder: marketing

Complete the sentences with words from the box.

accessories	consumers	fundamentals
outlets	target market	

- 1 Food items are mainly sold at _____ such as supermarkets.
- 2 Handbags, designer watches and jewellery are all fashion _____.
- 3 Parents are the _____ for children's clothes.
- 4 The four Ps are the _____ of marketing.
- 5 Marketers often refer to customers as _____.

3 Reading and speaking

a Read the definition of market segmentation.

Marketers find it useful to divide the population into different groups of people or 'segments' who have something in common. Segmenting the market makes it easier to identify groups of people with the same consumer needs and wants. There are various criteria used in segmentation but the most basic is to divide consumers according to age, gender, culture, income and lifestyle.

b In pairs, label each sentence with one of the criteria from the box.

age	gender	culture
income	lifestyle	

- 1 A young professional may want to drive a sports car. A married couple with children will need a larger car. _____
- 2 Do-it-yourself equipment is largely targeted at men, whereas cosmetics are largely targeted at women. _____
- 3 The population can be divided according to the stages of life, e.g. schoolchild, teenager, parent, pensioner. Pensioners are more likely to have similar needs, but different needs to those of a teenager. _____
- 4 People have different needs according to their social customs, language and dietary habits. _____
- 5 Different segments have different disposable incomes, i.e. the amount of money that is left after essentials have been paid for. _____

4 Reading and speaking

a In small groups, look at the excerpts from a holiday brochure. Which holiday suits each of these people best?

- a A family with small children
- b A retired couple
- c A young, single professional person
- d A university or college student

1

Enjoy the peace and quiet of the English countryside in one of our Country House Hotels. Five-star dining, five-star service, five-star accommodation. Our staff are there to cater for your every need. Guided tours to places of historic interest are included in the price of all our hotels.



2

Do you want a holiday but can't afford it? Then try one of our working holidays. We have hotels all over the country and are looking for summer staff. Come and give us a try. We guarantee that

- you'll meet interesting people.
- you'll have free food and accommodation.
- you'll have plenty of time off to relax and have a good time.
- and, when you go home, you'll have money in your pocket.

Phone us now for an application form.



3

Come to Central Park for the holiday of a lifetime. Fun for you and all the family.



- Explore the wildlife park. See the exotic animals at close range.
- Visit the Sci-Fi Museum.
- Have the time of your life at the Central Park Funfair.
- Relax in the evening in the knowledge that our fully-qualified baby-sitting staff are at your service.

4

Worked hard all year?

Had enough of the stress and strain of the office?

Looking for a break?

Well, look no further. We can offer the perfect holiday solution in any of a number of Mediterranean locations. Try your hand at hang gliding, sailing, horseback riding or any number of other outdoor activities. Or, if it's all been just too much, look no further than the sun, the beach and the sea.



b Which holiday would you choose? Why?

5 Exam Success: Speaking – talking about photos

a In pairs, make some questions about two of the pictures from the holiday brochures to ask another pair. Use the language in the Exam Success box to help you.

EXAM SUCCESS

Talking about photos – describing and contrasting
 In this picture, there is / are ...
 In the foreground / background / middle we can see ...
 Both photos show ...
 The first picture shows ... whereas the second one ...
 One / another difference is ...

EXAM SUCCESS ▶ page 83

b Now form different pairs and ask each other the questions you have made about the pictures.

2 In fashion

1 Word builder: fashion

a Complete the text with phrases from the box.

haute couture	mass market
ready-to-wear	

There are three main categories of fashion design:

1 _____: the type of fashion design which was most influential until the 1950s was 'made-to-measure' or _____, (French for high-fashion). The term made-to-measure can also be used for any garment that is created for an individual client.

2 _____: these clothes are not made for individual customers, but great care is taken in the choice and cut of the fabric. Clothes are made in small quantities to guarantee exclusivity, so they are rather expensive.

3 _____: nowadays the fashion industry relies more on _____ sales. The _____ caters for a wide range of customers, producing clothes in large quantities and standard sizes. Cheap materials, creatively used, produce affordable fashion. Designers often adapt the designs created by the famous names in fashion.



b Complete the text with words from the box. Use a dictionary if necessary.

fitting	suit	measured
shade	sketch	studio
fabric	linen	

Last year my cousin won first prize in a competition. Guess what? It was a made-to-measure suit from one of the most famous designers in the country.

He was so excited! His first visit was to be (1) _____, to look at some sample designs, and to choose the (2) _____. He decided on a (3) _____ made of (4) _____ in a (5) _____ of dark blue. The designer made a (6) _____ of his idea of the finished clothing and, when my cousin agreed, he and his team went to work. My cousin had to make several other trips to the designer's (7) _____, and last week I went with him for the final (8) _____. He looked fabulous!

2 Speaking and writing

a In groups, find someone who has had clothes made specially for him / her. What did he / she have made? What would you choose if you had the opportunity?

b Imagine you've been invited to a special event and need a new garment, which you are having specially made. Write an email to a friend describing the event and your new garment, giving details of fabric and colour. Start your email 'I've been invited ... We've been asked to wear ...'

Learning tip

To understand and learn vocabulary, you often need to use several strategies together, e.g. noting context, and checking in your dictionary. Sometimes, for instance, you may think you know the meaning of a word only to find that, in context, it has a different meaning. Compare the word *market* in these sentences:

*I bought some eggs on the **market**.*

*We're going to **market** the new product next year.*

*The fashion industry relies on mass **market** sales.*

3 Reading and speaking



a Read the article and complete it with numbers from the box.

20th	17th	300
\$450	1848	

b Calvin Klein – Jeans

In pairs, think of manufacturers of other top-of-the-market products (e.g. watches, cars). Say the names of the manufacturers to another pair and they must answer with the products.

Nowadays, jeans are a fashion statement.

Designer jeans such as those made by *Calvin Klein* and *Versace* have become acceptable in the work place, and can thus be worn both for work and for leisure.

But this is a recent development. Over (1) _____ years ago the people of Genoa in northern Italy wore cotton clothes, and the word 'jeans' derives from the city. Although jeans were made

in the USA as early as the (2) _____ century, they really took off after gold had been discovered in California in (3) _____, and the miners created a demand for cheap but hard-wearing trousers. For decades after this jeans were associated with manual labourers. Who would have thought that, by the end of the (4) _____ century, a pair of designer jeans could easily cost (5) _____ and be worn on the most stylish occasions?

4 GRAMMAR GUIDE: *different passive forms*

a In pairs, write as many different sentences as you can using the underlined words in the example, a different verb tense, and a phrase from the box.

next year	last year	so far this year
around the world at this very moment		
before mass market clothes became popular		

Many new haute couture fashions are created every year.

b Complete the sentences below using the correct forms of the words in brackets.

- 1 Designer jeans _____ (*can / wear*) in most situations.
- 2 Hasn't Martha had her exam results yet? Surely she _____ (*should / tell*) by now.
- 3 Why are you holding that book so close to your face? You really _____ (*must / your eyes / tested*) soon.
- 4 You _____ (*can / your trousers / alter*) if you think they're too long.
- 5 I think I _____ (*should / my hair / cut*). It keeps getting in my eyes.

Language assistant

Remember that the passive puts the focus on the **receiver** of the action.

The dress was made by a famous designer.

The active, on the other hand, puts the focus on the **doer** of the action.

A famous designer made the dress.

Note also the *have + past participle* structure related to the passive:

She had the dress designed for her.

3 Selling the image

1 Speaking

a Examine these advertisements. In pairs, discuss the different strategies used to try to get people to buy each product.


b Discuss these questions.


- 1 What specific advertisements can you remember (e.g. from magazines, TV, billboards)?
- 2 Why do you remember them?
- 3 Do you buy any of the products they promote?

2 Listening and speaking

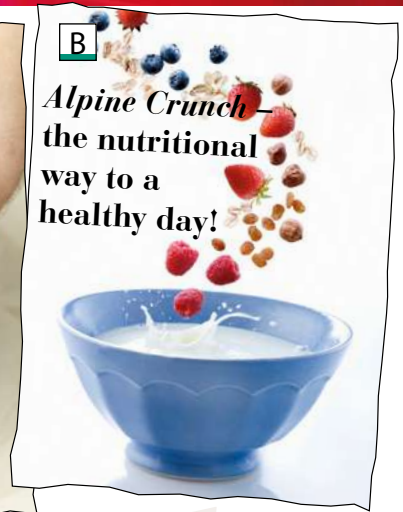
a You are going to hear the beginning of a lecture about changes in advertising. Before you listen, decide if you think these statements are true (T) or false (F).

- 1 Advertising is a fairly modern invention. T F
- 2 Advertising became big business in the 20th century. T F
- 3 In the 20th century advertisements were mainly targeted at rich and famous people. T F
- 4 Sports stars were used to promote products. T F
- 5 Modern advertising largely ignores concerns about the environment and health. T F

 **b** Look up the word *subtle* in a dictionary. Listen and check your answers to exercise 2a.

 **c** Listen again and discuss these questions in groups.

- 1 What does the man mean by 'It wasn't until the 20th century that it became the "image industry"'?
- 2 Why does he say that advertising is changing?



3 Pronunciation: intonation – questions



21

a Listen to the questions. Does the intonation go up or down on the underlined syllable? Mark each main intonation change ↑ or ↓

- 1 Who's your favourite sports star?
- 2 Does he appear in advertisements?
- 3 Why is advertising changing?
- 4 Are the changes good or bad?

b Which questions go up and which go down: those beginning with question words (e.g. who, what, why) or those beginning with verbs (e.g. does, has, are)?



21

c Listen again and copy the intonation. Then ask each other the questions.

4 GRAMMAR GUIDE: *use of active and passive*

Read the memo about a product promotion. Complete the text with the appropriate forms, active or passive, of the verbs in brackets.

From: Jack Halstrom
 To: Graham Martin
 Subject: *Alpine Crunch* promotion

Hi, Graham. I (1) _____ (*almost finish*) the promotion report. I (2) _____ (*send*) it to you at least an hour before the meeting tomorrow. For your information, the main points (3) _____ (*summarize*) below.

Last week, Hal Thomson (4) _____ (*employ*) to make a series of five new TV commercials. ProMo Studios (5) _____ (*have*) them ready for next month. These commercials (6) _____ (*show*) on all major channels in the afternoon right through the autumn, winter and spring. Stills from the commercials (7) _____ (*use*) in new magazine advertisements. New packaging for *Alpine Crunch* (8) _____ (*design*) at the moment.

It (9) _____ (*go*) into production next month, and it (10) _____ (*be*) in the shops just before the TV campaign (11) _____ (*begin*) in the autumn. The retail price of *Alpine Crunch* (12) _____ (*reduce*) by 10% to coincide with the beginning of the TV campaign. Sales (13) _____ (*expect*) to rise by at least 25% during the campaign, and the increase should (14) _____ (*sustain*) for a good period after that.

Jack

Language assistant

Remember that the passive is used more often in formal language, especially writing, than in informal language and speech. However, speakers do have the option of using either active or passive, except when the 'doer' is not known, in which case the passive is preferred. For example, in the sentence, *Mohammad Ali is included in that number*, we don't know who exactly includes him (who the 'doer' is), so we use the passive.

5 Listening

a Companies often sell their products by making special offers. Which of these phrases for special offers do you know? In pairs, think of other special offers.

- Down in price!
- Three for the price of two



Learning tip

When you listen to announcements you have to listen carefully for details.



b Listen to the announcements for special offers in the supermarket. Complete the first two columns of the table.

	What	Offer	Price
1	olives	30 per cent off	5 SAR a pot
2			
3			
4			
5			



c Listen again. What reason does the announcer give for buying:

- 1 olives
- 2 pomegranates
- 3 Zing

Saudi Arabia and the World

Building a conversation

1 Starting a conversation

a Which of the following do you think are good ways to start a conversation with someone you know? Order them from most suitable (1) to least suitable (10).

- 1 Hello. Isn't it hot today? I wonder if we can ask for the AC to be turned up?
- 2 Hi. Did you see *Gulf Voices* last night?
- 3 Bye. See you later.
- 4 Hi there. I thought what you said in class just now was really good.
- 5 Hi. How are you? My name is Ali Mohammed.
- 6 Hello. Have you read the next chapter of the book by Ahmed Shawqi – the one for homework?
- 7 I haven't seen you in ages. What have you been doing recently?
- 8 I don't like what we're doing. It's really boring.
- 9 It was very nice meeting you.
- 10 Hello.

Language assistant

Talking about the weather is a common way of starting a conversation in Britain.



2 Speaking and reading: building a conversation using questions

a In pairs, read aloud this conversation.

- Jamil:** Hi. Did you see *The Interview* last night?
Hadi: Yes. I watch it every week. Last night I watched it with my father and uncle. They like the interviewer.
Jamil: Yes, he is polite and listens to what his guest says.
Hadi: And he doesn't interrupt. Did you see it when he had to stop the other guest interrupting?
Jamil: Yes, I thought he handled it really well. And he always asks interesting people to come on the show.
Hadi: Yes, I agree. Who would you like him to interview?
Jamil: One day I hope he will interview Majed Abdullah.
Hadi: I don't know him. Who is he?
Jamil: He was voted as the best football player in Saudi Arabia. What else do you watch?
Hadi: Me – well I do like *Khawater* ...




Language assistant

Asking questions is a useful way of:

- opening a conversation
- building a conversation by asking a question back.

b Reread the conversation. Write a list of the questions that are asked.

3 Listening

-  a Listen to five conversations. What is each one about?
 23
-  b Listen again and write down the questions asked in each conversation.
 23
-  c Listen again. What does the person who replies say?
 23

Language assistant

In English it is polite and keeps the conversation going to agree with the speaker, or repeat what the speaker says in your own words. Only then give your own opinion.

*'I really like the poems of Shawqi.'
 'I agree. But I don't always understand them.'*

4 Speaking

In pairs, take turns to open and build a two-minute conversation on three of the following subjects.

- | | |
|------------------------------|------------------------|
| Computer games | Recent news at school |
| Recent homework | The latest recitations |
| Recent fashion | Recent sports events |
| Recent television programmes | |

Learning tip

Don't forget, you need to listen carefully because you have to repeat back to the speaker what they think – using your own words.



6 Looking forward

Grammar ▶ Suffixes to form verbs ▶ Conditionals ▶ Reported speech: questions

Vocabulary ▶ Weather ▶ Hypothetical situations ▶ Air travel

Speaking ▶ Intonation of lists ▶ Role play: a job interview

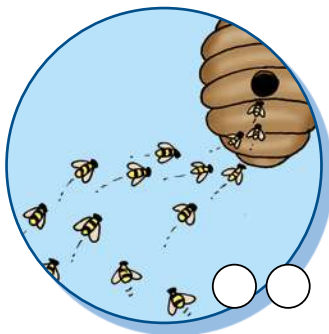
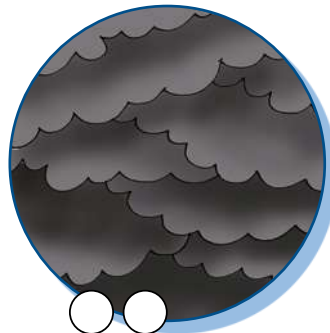
Writing ▶ Report: an incident during an air journey

1 And the weather tomorrow ...

1 Speaking and reading

Nowadays we rely very much on science for our knowledge of the world. But does science provide all the answers? Do you believe that our grandparents' generation understood much about the world before the development of modern technology? Discuss your ideas in groups and then read the definition.

old wives' tale *n.* folklore, traditional as opposed to scientific wisdom



2 Listening and speaking



a Listen to the interview and tick (✓) the items in the first circles that the speaker mentions. Are they predictions of good or bad weather? Write G or B in the second circles.

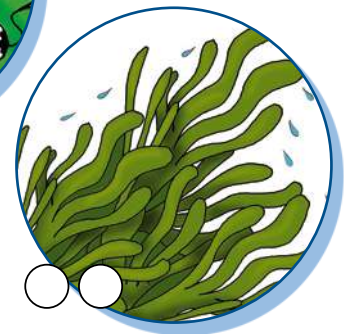
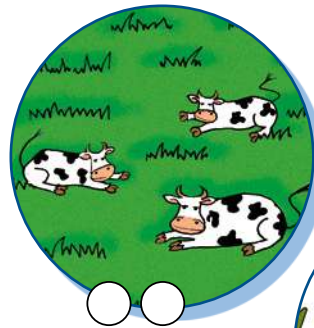


b Listen to the interview again and answer the questions.

- 1 How did people develop their traditional wisdom about the weather?
- 2 Are traditional methods of weather forecasting always accurate?
- 3 What causes the sky to turn red in the evening?
- 4 What happens to seaweed when there is no rain coming?

c Here are some other traditional weather predictions. Discuss them in small groups and decide if there is something similar in Saudi Arabia. If you know any other traditional ways of predicting the weather, describe them to the group.

- If goats eat with their heads towards the wind, it means good weather is on its way.
- If there is red sky in the morning, look out for bad weather.



3 Word builder: suffixes

Some suffixes can be used to form verbs from other words.

energy – **energize**, sweet – **sweeten**,
alien – **alienate**, different – **differentiate**

Write an appropriate verb in each sentence. Use the word in bold and one of the suffixes above.

- My pencil's broken.
I need to _____ it. **sharp**
- The company needs to _____ its operations to compete. **computer**
- Some people who are partially colour-blind cannot _____ the colours green and gray. **different**
- Political rivals tried to _____ the opposition's name. **black**

4 Pronunciation: intonation – lists



25

a Listen to this list of bad weather forecasts and notice the intonation.

Bees returning to their hives ↑, cows lying down in fields ↑ and seaweed turning wet ↓, all these things can predict bad weather.



26

b Say these sentences and mark the intonation on them. Then listen and check your answers. Practise the intonation.

- When I went to the shops I got a sweater, two books and a pen.
- It was a great lunch: we had soup, salmon, salad and apple pie.
- Fouad's hobbies include playing football, horseback riding and writing poetry.

5 Reading and speaking

a Read the article and match these main ideas with the paragraphs.

- Some traditional methods of prediction still work.
- Futurologists are not always correct.
- The desire to know about the future is not a new phenomenon.

Looking to the future

- Throughout history mankind has sought to discover what lies in the future, and has often used extremely strange methods of prediction. In ancient Rome, for example, 'wise men' would sacrifice animals and examine their internal organs before advising generals to go into battle. Did these predictions work? Well, your guess is as good as mine ... though their frequent 'success' just might have had something to do with the fact that the Roman army was normally considerably stronger than its enemies!
- Nowadays, prediction of future events is more prosaic, limiting itself to the weather and financial trends. Modern developments in science have made weather forecasting supposedly much more accurate. But there are still country folk who can accurately tell you tomorrow's weather by looking at the colour of the evening sky, or by examining the wetness or otherwise of seaweed. Sociologists and economists are forever making depressing projections into the future based on trends up to the present. You know what I mean? For example, 'Inflation may reach a five-year high by the end of the year and property prices could well fall by up to 25%'.
- Note the use of the verbs *may* and *could*. Futurologists are keen to steer clear of words like *will*, *won't* and *definitely*. Then no-one can blame them if their prediction fails to take place. So when you next read of imminent catastrophe? Well, my advice is ... cheer up! It may never happen.

b The following items are about inference: things that are implied by the writer, but not directly stated in the text. In pairs, choose the best phrases (a–c) to complete the sentences based on what the writer implies.

- Ancient methods of telling the future were
 - fairly reliable.
 - sometimes reliable.
 - totally unreliable.
- Traditional weather forecasting methods are
 - sometimes as accurate as modern methods.
 - more accurate than modern methods.
 - never as accurate as modern methods.
- Futurologists
 - sometimes get things wrong.
 - aren't very good writers.
 - are experts at predicting the future.

2 Optimism versus pessimism

1 Speaking

- a Discuss the sayings below in groups of three. Are they optimistic or pessimistic?**

Look on the bright side. Life isn't fair.
 You can't beat the system. Don't worry, be happy.
 It never rains but it pours. Tomorrow is another day.

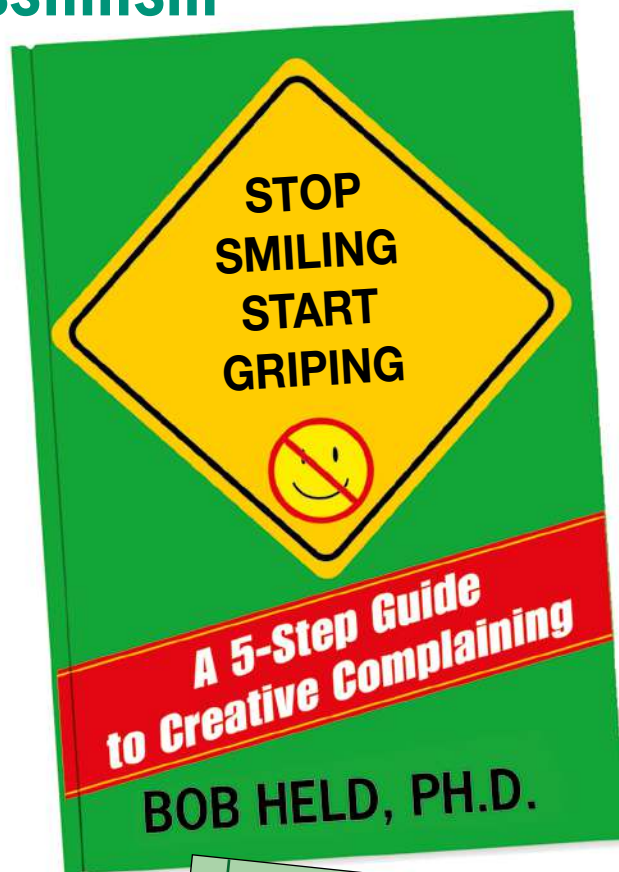
- b Which two do you think reflect your philosophy best?**

2 Reading

- a Read the two texts quickly and answer the question. What kind of text is each one: a story, an advertisement, a newspaper article, or a report?**

- b Read the texts again. Which text does each statement reflect, A, B, or both?**

- 1 Too much pressure on people to be happy may be negative. _____
- 2 It is important to complain sometimes. _____
- 3 A lot of self-help books try to make us feel optimistic. _____
- 4 Self-help books don't work all the time. _____
- 5 Being pessimistic can help us deal with difficult situations. _____



B

Always looking on the bright side can damage your health, American psychologists believe. Meeting at their annual conference, they attacked what they termed 'the tyranny of the positive attitude': the kind of relentless optimism preached by American self-help gurus and business managers. A symposium at the American Psychological Association conference decided to recommend 'the overlooked virtues of negativity.'

A growing band of psychologists believes that the pressure to be cheerful glosses over a person's need for a good moan every so often and may make some people depressed.

Dr J. Norem, a social psychologist at Wellesley College in Massachusetts, has produced a study on 'defensive pessimism.' This involves people setting absurdly low expectations for themselves to help master difficult situations. Preparing for an interview, for example, the optimist imagines only the best outcome, whereas the defensive pessimist thinks of tripping over the carpet, spilling the coffee, garbling answers. If he or she fears the worst, the pessimist devises means to avoid it: by wearing low shoes rather than heels, by refusing coffee when offered, and being thoroughly prepared with answers.

A

If you are tired of being told: 'Cheer up! Things could be worse.' 'Smile - look on the bright side.' 'Stop complaining - it's not that bad.' If you have ever said to yourself: 'What's to stop things from getting worse?' 'The bright side isn't that bright.' 'Why should I stop complaining? It is pretty bad.' then you need to assert your inalienable right to gripe (complain) - and this book will show you how.

Self-help books abound. And virtually every one of them pushes us to look on the bright side - to be ever more optimistic, cheerful, positive, happy. If this 'don't worry, be happy' approach to life worked, would we need so many of these self-help books? Aren't there times when you feel miserable about something and just want to complain about it?

PUBLISHER: St Martin's Griffin
 ISBN: 0-312-28351-2 © 2001
 Price: \$9.95



Language assistant

Notice the order of the clauses and the punctuation.

***If** I'm late, I'll call you.*

*I'll call you **if** I'm late.*

Notice that modals often occur in conditional sentences.

*If you want, I **can** help you with your homework.*

*I **should** exercise more if I really want to lose weight.*

*You **must** work harder if you want to pass your exam.*

3 GRAMMAR GUIDE: *conditionals – future, present and past*

a Talking about the future – first and second conditionals. Look at the examples and answer the questions.

- 1 *If I make a lot of money, I will buy an expensive watch.*
- 2 *If I made a lot of money, I would buy an expensive watch.*

- a) In which sentence does the speaker think making a lot of money is more likely? How do you know?
- b) In which sentence does the speaker sound more like an optimist? How do you know?

b Talking about the present – zero and second conditionals. Look at the examples and answer the questions.

- 1 *If I have money, I spend it.*
- 2 *If I had money, I would save it.*

- a) In which sentence is the speaker talking about his or her regular behaviour?
- b) In which sentence is the speaker imagining a situation that is not true right now?
- c) In which sentence can you replace the 'if' with 'whenever' without changing the meaning?

c Talking about the past – third conditional. Look at the example and answer the questions.

If I had studied, I would have passed the test.

Which of the following are true about this sentence?

- I studied a lot.
- I didn't study.
- I passed the test.
- I didn't pass the test.

d Answer the questions.

- 1 What do you do if you feel tired during the day?
- 2 Which country would you go to if you could choose?
- 3 If you won a lot of money, what would be the first thing you would buy?
- 4 If you have some free time in the evening this week, what will you do?
- 5 If you could change one thing about yourself, what would it be?
- 6 How do you feel if you don't have breakfast in the morning?
- 7 If you had more free time, how would you spend it?
- 8 What career would you choose if you could do anything at all?
- 9 When you have a little extra money, what do you do with it?
- 10 What would you have done differently in your life, knowing what you know now?
- 11 If you had been born in a different era, which would it have been?

3 What if ...?



1 Speaking and listening

a Look at the scenes and try to guess what happened and what caused the problems.



b Listen to people talking about each incident and match the descriptions with the photographs.

1 _____ 2 _____ 3 _____



c Listen again to the people and answer the questions.

- 1 What do you think feeling 'under the weather' means?
- 2 What was Jake's big mistake?
- 3 Why was Paul late leaving for the airport?
- 4 What happened to Andrew's computer?
- 5 What happened as a result?



d Listen again. Can you complete the missing final sentence in each incident? Listen and check your answers.

- 1 If I _____.
- 2 If I _____.
- 3 I would have _____.

2 GRAMMAR GUIDE: *mixed conditionals – if and unless*

a It is often possible to mix the tenses in conditional sentences, i.e. to use tense combinations other than the traditional conditional types. Look at these examples.

- 1 *If I were you, I wouldn't have said that.*
- 2 *If he didn't like the meal, he wouldn't have eaten it.*
- 3 *I'd be feeling better if I hadn't gone to bed so late last night.*

b Complete the sentences with the correct form of the verbs in brackets.

- 1 If Omar hasn't arrived yet, he probably _____ (*not come*) at all.
- 2 If Yaser was at the game last night, I _____ (*not see*) him.
- 3 If you hadn't knocked on my door, I _____ (*still be*) asleep.
- 4 I still wouldn't know about their problems if you _____ (*not tell*) me.

c In some sentences it is possible to use *unless* in place of *if ... not*. Look at these examples.

- 1 *She'll be here **if** she's **not** too busy.*
- 2 *She'll be here **unless** she's too busy.*
- 3 *I'll call you when I get there, **if** it's **not** too late.*
- 4 *I'll call you when I get there, **unless** it's too late.*

d Rephrase the sentences using the words given, without changing the meaning.

- Unless it rains, we're going to the beach on Saturday. (*if*)

- If you don't write to me, I'll be angry with you! (*unless*)

- If Mustafa can't play in this week's game, our team will probably lose. (*unless*)

- Anis will be upset unless we invite him to join us for dinner. (*if*)



Near Disaster on Jumbo Jet

- _____ A British Airways Boeing 747 was flying from London to Colombia over the Atlantic Ocean. Then suddenly a deranged passenger, Juan Martinez, burst into the cockpit and tried to take over the controls.
- _____ And it was during the struggle that Martinez managed to turn off the autopilot. The plane plummeted 4,000 metres, causing panic among the 379 passengers on board.
- _____ Then, the co-pilot Richard Webb controlled the aircraft and got it back on course. The two pilots forced Martinez, 27, a Colombian, into an upper-deck compartment, where he was handcuffed.
- _____ This meant he had to be examined by doctors before leaving on holiday with his wife and two children, who were also on board during the incident.
- _____ The pilots have suggested that he might have been stopped at check-in if more trained ground staff had been available to talk to passengers.
- _____ These include passenger screening on all flights, locked flight deck doors and on-board security guards.

- Extra security measures are already being suggested.
- Everything was apparently normal.
- The flight arrived safely in Colombia.
- During the struggle, fifty-three year old Hagan had been bitten on the ear.
- The intruder struggled with Captain William Hagan.
- Martinez is now being assessed by a Colombian mental hospital.
- Hagan finally managed to overpower Martinez.

3 Exam Success: Reading – missing sentence activities

- Read the text and choose from the sentences A-G the one which fits each gap. There is one extra sentence which you do not need to use.

EXAM SUCCESS

See the Exam success section for useful advice on tackling missing sentence activities.

EXAM SUCCESS ▶ page 83

- Check your answers with a partner.

4 Writing, reading and speaking

- Work in groups of three. Imagine that you were one of the people on the plane (e.g. the co-pilot, the captain's wife, one of the passengers, a flight attendant). Discuss what happened from your point of view.
- The police have asked everyone on board for a full report. Write a report of the incident, giving as much detail as possible.
- Exchange your report with another student. Take turns imagining that you work for the police and you are reviewing the report. Read it carefully. Is the information clearly presented? Is there anything you don't understand? Is there anything missing? Ask for more details.
- Revise your reports to include the new information.

Saudi Arabia and the World

Career choices

1 Speaking: asking about life after school

In pairs, ask and answer the following questions. Make notes – you will need them to tell someone what your partner said.

- 1 What plans do you have for your future?
- 2 What subjects do you like most?
- 3 What jobs do you think you would prefer?
- 4 How do you find out information about the jobs you want?
- 5 Can you speak any foreign languages?
- 6 Have you got any work experience?
What job did you do? How long did you do it for?
- 7 Do you plan to go to university?



2 GRAMMAR GUIDE: reported speech – questions

Language assistant

In reported questions:

- the verb changes to the past
- word order is subject + verb
- personal pronouns change

Mrs Abaidi asked, 'What plans do you have for your future?'

She asked me what plans I had for my future.

When there is no *Wh ... ?* question word or the question starts with the following words, use *if* or *whether*.

- Can
- Do
- Did
- Have

Sahar asked, 'Have you got any work experience?'

Sahar asked me if I had (got) any work experience.

a Reorder the words to make correct sentences.

- 1 as a volunteer. / if / had / He asked me / worked / I
- 2 if / had / Sultan asked me / done / an aptitude test. / I
- 3 one of my skills. / was / Laila asked me / accuracy / if
- 4 I / applied / why / Basim asked me / for the job. / had
- 5 for work. / I / arrive / could / what time / Shadi asked me

b Write all the questions that your partner asked you in exercise 1.

c Now find another partner. Tell that person what your partner told you about his / her future.

3 Reading

a Read the career planning document. Make a list of your strengths.

b Read the document again and find the words 1–10. Use the context to match the words to the meanings.

- | | |
|-------------------------------|--|
| 1 assess | a) things / skills that are needed for a job |
| 2 input | b) full of |
| 3 requirements | c) natural ability |
| 4 working conditions | d) seeing how someone does something |
| 5 projected growth | e) how much you expect your salary to increase based on the experience of others |
| 6 saturated with | f) consider the quality of |
| 7 possible openings | g) from personal experience |
| 8 aptitude | h) the hours and the environment in which you do a job |
| 9 first-hand | i) various ways you can get into a job or a company |
| 10 seeing something in action | j) contribution from others |

Career Choices

1 Assess your strengths: make a list of your strongest skills and abilities. Ask your family and friends for their input. Remember that there are many kinds of intelligence. Are you good with words or figures? Are you skillful at building or fixing things? Maybe you have an artistic gift or a natural ability to help people.

2 Gather career data: try to find out information about different types of jobs, their pay, training and skill requirements, working conditions, schedules, advancement opportunities and projected growth.

3 Tap into your network: find out about the day-to-day realities of different occupations. Consider scheduling an 'informational interview' with a professional in your field of interest. Discuss working conditions (alone / with others), the salary, training, promotion, and the best and worst parts of the job.

4 Research your labour market: sometimes students will get a degree, only to discover their community is already saturated with qualified workers in their field. Check with companies or institutions in your field to see how many people they employ in your area, possible openings and expected growth or decline.

5 Take career tests: many schools, universities and companies offer career guidance testing. Aptitude, interest and personality-style tests help you discover which careers would be most satisfying for you.

6 Job shadow or volunteer: get first-hand knowledge by seeing the job in action. Through job shadowing, you can spend a day observing someone working in a job you're interested in. Or get actual work experience through volunteer work. Volunteering looks good on your résumé and often leads to a job offer.

4 Speaking

Work in pairs. Role play an interview for a job.

- 1 Choose two jobs from the box below.

teacher	engineer	waiter	carpenter	shop assistant
physiotherapist	lawyer	marketing assistant	warden	

- 2 Think of skills that would be useful for each job.
 3 Think of at least three questions you might be asked for each job.
 4 Think of how you would answer the questions.
 5 Do the role play. Take turns being the interviewer.

5 Writing

Write down three questions you were asked, using reported speech.

7 Free time

Grammar ▶ Adverbs and adverbials ▶ Question tags ▶ Agreeing / disagreeing

Vocabulary ▶ A day at the races ▶ Games of skill

Speaking ▶ Discussion: free time

Writing ▶ Instructions for a game ▶ A book report

1 A day at the races

1 Writing and reading

- a What is the sport in the photograph? How much do you know about it?
- b In pairs, write down any information you know about this sport. Then read the text quickly and add any new facts to your list.



HORSE RACING AND SAUDI ARABIA

Horse racing is one of the most ancient sports in the world, dating back about 6,500 years to the time when Asian nomadic tribesmen domesticated the horse.

Many of the world's highest quality race horses are bred in Saudi Arabia and the Gulf. Why is this? In fact, the tradition of horse breeding and horsemanship flourishes in Saudi Arabia because it is home to a special breed of horse: the Arabian horse. Arabian horses are thought to be the oldest of pure breed horses and are famous for their speed, endurance and intelligence. They were first used by the tribes of the Najd plateau and are highly adapted for desert conditions.

Horse breeding is backed by the royal family of Saudi Arabia, and the late King Abdullah bin Abdul-Aziz al-Saud owns over 1,000 horses across several stables. He owns thoroughbreds and Arabian

horses bred for horse racing, horse shows and horse jumping.

Some owners of pure bred Arabian horses can recount to you the bloodline of their horse for hundreds of years, but the Arriyadh Equestrian Club in Riyadh is the authority for the written registration of pure Arabian horses, and heads research into the breeding of pure Arabian horses.

Horse racing is also synonymous with the culture and tradition of Saudi Arabia and the Gulf – particularly the flat race. This is a race where the horses and jockeys do not have to jump fences.

Traditionally, jockeys in some races rode bareback and barefoot, but now a saddle and shoes are compulsory for all races. The new track at Janadriyah, just outside Riyadh, accommodates 5,000 racegoers and the high point in the racing calendar in Saudi Arabia is the *King's Cup*.

- c Write questions to match these answers about the text. In pairs, compare your questions and make any necessary corrections.

- 1 _____?
For 6,500 years.
- 2 _____?
In Saudi Arabia and the Gulf.
- 3 _____?
Because it is the home of the Arabian horse.
- 4 _____?
Their speed, endurance and intelligence.
- 5 _____?
Approximately 1,000 horses.
- 6 _____?
It keeps a written register of pure breed Arabian horses, and heads research into the breeding of Arabian horses.
- 7 _____?
They rode bareback and barefoot.
- 8 _____?
The King's Cup.

2 Word builder: phrases giving opinion and agreeing or disagreeing

a Look at the list of phrases and place them in the most appropriate category.

1 I think ...	5 Absolutely!	9 You're right!	13 Are you serious?
2 You must be joking!	6 If you ask me ...	10 Do you really think so?	14 I don't think so.
3 In my opinion ...	7 I disagree.	11 I'm not sure about that.	
4 I agree.	8 You're wrong!	12 Nonsense!	

Agree	Disagree	Giving an opinion	Strongly agree	Strongly disagree

b It's important to use these phrases in the right context. For example, you wouldn't say 'Nonsense!' to your teacher because it's not only very informal, but also rather strong. Decide if the phrases above are formal and polite (F) or informal and rather strong (IN).

3 Listening and speaking



a Listen to a conversation. How do the two people feel at the beginning and end of the conversation?



b Listen to the conversation again and take notes on the arguments for and against the Grand National, a famous, but controversial horse race in Britain.

c In groups, discuss who you agree with, Dave or Alan. Why? Give your arguments to your group. Try to use some of the expressions from exercise 2a.

4 Pronunciation: homophones

a Homophones are words with the same pronunciation but different meanings and / or spellings. Look at these sentences. Which words are homophones?

No horses got killed this time.

I know that there's an element of danger in it.



b Look at the homophones. Listen and decide which word in each pair is used.

- pair / pear
- stair / stare
- mail / male
- peace / piece
- heal / heel
- sail / sale

5 Speaking and writing

a Now work with a new group and discuss the topic of horse racing. What is your opinion? Are you for or against it? Make a list of three reasons that support your opinion.

b Imagine that you recently read the article about horse racing in an international English-language newspaper. The editor of the newspaper invites letters from readers who want to express their opinions about articles they have read. Write a letter to the editor outlining the reasons why you support or are opposed to horse racing. Use the sample to guide you.

Dear Sir,

I am writing in response to the article you recently published on horse racing. I would like to outline the reasons why I think racing should / shouldn't be banned.

In the first place, ...

Second, ...

Finally, ...

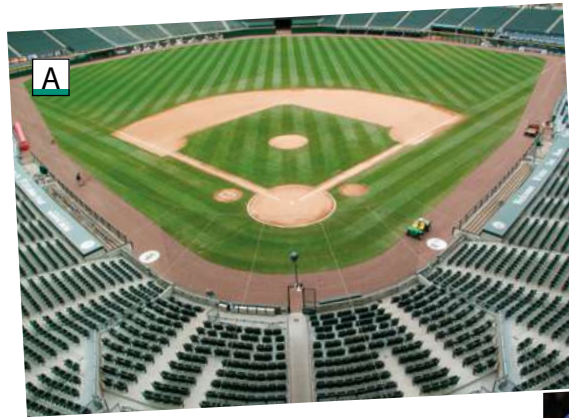
I hope that other people will be convinced by these arguments.

Sincerely,

2 Games of skill

1 Speaking

In groups, look at these photographs of world sports. Can you name them? Do you know how they are played?



2 Exam Success: Listening – true / false



a This is a true / false listening activity. Listen to the recording and tick ✓ the statements T (True) or F (False).

- 1 No one person invented baseball. T F
- 2 Baseball is the same as the English game rounders. T F
- 3 Nobody played baseball before the New York Knickerbockers. T F
- 4 In 1867 baseball was played all over the USA. T F
- 5 Only people from Cincinnati played in the Red Stockings. T F
- 6 There are four 'bases' on a baseball field. T F
- 7 The 'pitcher' tries to hit the ball. T F
- 8 The interviewer doesn't understand Bill's explanation. T F



EXAM SUCCESS

See the *Exam success* section for useful advice on true/false listening activities.

EXAM SUCCESS ▶ page 83

b Check your answers with a partner.

3 GRAMMAR GUIDE: instructions

Instructions can be expressed in different forms. Look at these instructions from the rules of football and write the numbers in the correct column.

- 1 The teams change ends after half time.
- 2 If the referee shows you a red card, leave the field immediately.
- 3 You have to obey the referee at all times.
- 4 When the ball is in play, never touch it with your hands (unless you are the goalkeeper).
- 5 The captains decide who kicks the ball first to start the game.
- 6 Only tackle a player if he is in possession of the ball.
- 7 Goalkeepers are not allowed to run the length of the field holding the ball.
- 8 No player may assist the goalkeeper when there is a penalty kick.

What you should / must do in the game	What you shouldn't / mustn't do in the game

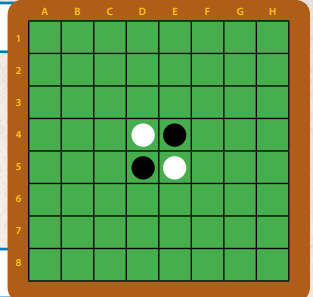
4 Reading, speaking and writing

- a In pairs, read the instructions for the game Othello.
- b In pairs, discuss another game you know. Together, try to create instructions about how to play this game.
- c What kinds of instructions do you have to give or follow at home or at school? For example, these might include instructions for turning on a computer, playing a computer game, or a list of regulations at your sports centre. Think of one example and write instructions for someone else to follow. Do not say what the instructions are for. Let the other person guess.

2 Players

TO START:

Players pick black or white and set up their discs on the board as shown in the picture. The board has 64 squares, and the discs are double-sided: black on one side, white on the other.

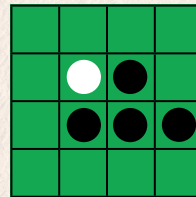
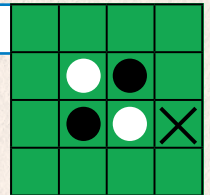


OBJECT:

The object of the game is to have more discs of your own colour at the end of the game.

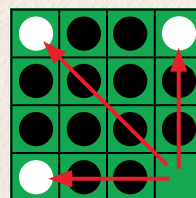
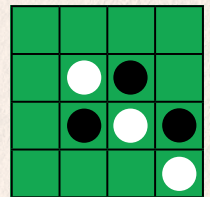
GAMEPLAY:

Players take turns placing a single disc of their own colour on the board. Black plays first, and must place a black disc so that a white disc is sandwiched between two black discs. The diagram shows a possible move.

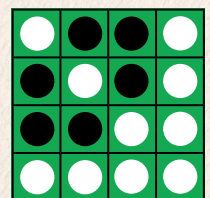


The white disc is captured, and is turned over so that it becomes black.

White then plays and must capture a black disc. Discs can be captured diagonally, as in the diagram.

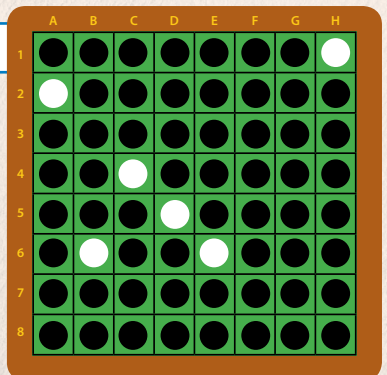


One or more rows of discs can be captured in a single turn, in different directions. The diagrams show a white move that captures six black discs in one turn!



WINNING:

Players continue placing discs until the board is full. The winner is the player with more discs.



3 Let's get together

1 Listening and speaking

a Look at the picture. Why do you think the Romans liked going to baths? You are now going to listen to a presentation. What do you think it is about?



b Tick (✓) the words you expect to hear in the presentation. Then listen. Did you tick the correct words?

- central heating gladiator
- bathers shampoo
- fee cool
- exercise hops
- philosophy libraries
- coffee snacks
- forum cleanest



c Work in pairs. Listen to the talk again and complete the fact table.



1 Features of ancient Roman baths	Running water, baths, _____ and _____.
2 Number of baths in Rome in the 4th century C.E	Public _____ Private _____
3 Date the bath of Diocletian was built	305 C.E.
4 Number of bathers the bath of Diocletian could accommodate	_____
5 Different types of baths	Hot, _____ and _____.
6 Facilities	_____, barbers, _____, restaurants and _____.
7 Common activities in Roman baths	Bathe and talk, do _____, meet friends, do _____ and get the latest news.
8 Times Romans went to the baths	Men _____

d Did anything surprise you about the Romans and their baths?

2 GRAMMAR GUIDE: *aspects of adverbs and adverbials*

a Look at the examples of adverbs and adverbials. Notice what they describe and where they can occur in the sentences.

- 1 frequency: usually, often, rarely, generally, occasionally, sometimes, etc.
 - a) I **generally** do my shopping on Thursday.
 - b) We go out to a restaurant **occasionally**, but we **usually** just cook at home.
- 2 time: all day, all night, every day, every night, last week, next month, after class, afterwards, etc.
 - a) Sorry, I can't join you Wednesday because I'll be working at the hospital **all night**.
 - b) John is busy until seven, but he can meet us **afterwards**.
- 3 manner: badly, quickly, suddenly, rudely, well, etc.
 - a) The teacher was in the middle of an explanation when she was **rudely** interrupted by a ringing mobile phone.
 - b) If you ask me, my brother speaks English very **badly**.
- 4 degree: deeply, excessively, lightly, superficially, truly, etc.
 - a) I thought **deeply** before coming to my decision.
 - b) David is an **extraordinarily** accomplished athlete for his age.
- 5 place: downstairs, upstairs, far away, etc.
 - a) Let's move this big, old chair **downstairs** so it's not so crowded in here.
 - b) If you really do move to Australia, you'll be so **far away**.

b Write a sentence of your own for each of the types of adverbials above.

c Where does it seem that many adverbials typically occur in sentences?

Learning tip

When you read or listen to a text, it's very important to try to predict what is going to come up in the text. Use clues like the title or pictures to help you. Think about what you know about the topic. For example, an article entitled 'Man inherits Millions' would suggest you're going to read about money, buying things and changes of lifestyle.

3 Speaking, reading and writing

- a Look at the photograph. Don't read the article yet. What does the photograph tell you about the article?
- b Work in groups. Write down some things you know about coffee, such as its history, how it is produced, and how it is consumed around the world today. Then read the article quickly to see how many of your facts appear.

THE coffee TRADITION

Coffee has long been one of the most popular drinks in the world. In 9th-century Arabia it was first recorded that people drank coffee. Planting of coffee first started in Yemen, in the Middle East, in the 15th century, and it was forbidden to take coffee plants out of the country. However, plants were smuggled to India and Europe. The first coffeehouse in London opened in the 1680s, and soon they were all over the city. Coffeehouses were known as 'penny universities' because you could buy a cup of coffee for a penny and learn more at the coffeehouse than in class!

In 1690, the Dutch introduced coffee cultivation to their colonies in Indonesia. Coffee arrived in Latin America several decades later, when the French brought a coffee plant to the island of Martinique. When a rare plant disease devastated the coffee plantations in Southeast Asia in the mid-19th century, Brazil emerged as the world's foremost coffee producer, which it still is today. The first espresso machine was made in France in 1822, and instant coffee was first marketed in 1909.

To give you an idea of the popularity of coffee, Starbucks™ Coffee opened in 1971 and today has 3,300 locations in ten countries. Why is coffee drinking so popular? People believe that coffee has stimulating properties so it helps you concentrate or work. It also tastes good, and everyone has his or her favourite type of coffee: cappuccino, espresso, iced, mocha.



- c Group survey. Work in groups of four. Prepare a questionnaire: find out how many cups of coffee people drink a day, what type of coffee they prefer, when and why they drink coffee. If anyone doesn't drink coffee, find out why. Compare your results with another group.

Saudi Arabia and the World

Free time

1 Reading and speaking

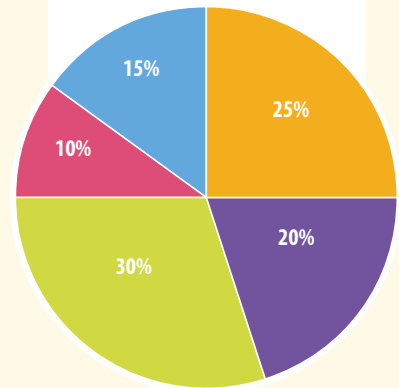
a Read the pie charts about how young people in a city in the Eastern Province spend their free time. Name one thing that both boys and girls do.

b Answer the questions.

- 1 What percentage of girls shop on the internet at the weekend?
- 2 What percentage of boys shop at the shopping centre at the weekend?
- 3 Write three things that girls do that boys do not.
- 4 Write three things that boys do that girls do not.
- 5 Do you think the pie charts are accurate? Give reasons for your answer.
- 6 Think about your weekend. What do you do in your free time? Write a list of the activities.

How girls spend their free time

reading
family and friends
watching TV
shopping on the internet
going for a walk in the park with family



2 Speaking: What do people do in their free time?

a As a class brainstorm all the activities that people do in their free time. List the activities in your exercise book.

b Interview ten people in the class. Ask questions about what they do in their free time. Tick the things that people do against the list of activities. Use the question words in the box.

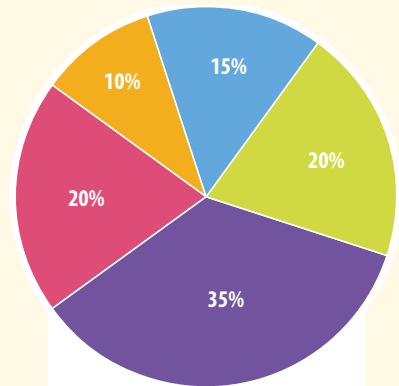
What ... ? When ... ? Where ... ? How often ... ? Why ... ?

3 Listening

a Listen to four people talk about what they do in their free time. What does each person like doing?

b Listen again and complete the table.

Who	What	When	Any other information
Sameera	Watch TV	After dinner	
Adib			
Salwa			
Saif			



How boys spend their free time

reading
family and friends
playing computer games
doing sport
shopping at the shopping centre

4 GRAMMAR GUIDE: question tags and short answers

a Match the sentence halves.

- | | |
|--|--------------------|
| 1 Sameera enjoys watching television | a)... has he? |
| 2 Saif hasn't studied for a long time | b)... can't it? |
| 3 Salwa will go to university | c)... shouldn't I? |
| 4 You're not serious | d)... isn't he? |
| 5 Shawqi's a poet | e)... doesn't she? |
| 6 Internet shopping can be very useful | f)... won't she? |
| 7 I should listen to the new recitations | g)... haven't you? |
| 8 You've been to the new library | h)... are you? |

b Write a short answer to each question.

1 Sameera enjoys watching television, doesn't she? Yes, she does.

c Play a game. Write four things that you do in your spare time on a piece of paper. Give it to the teacher and take a different piece of paper. Read your new list. Go round the class, trying to find that person by asking tag questions. Answer other students' questions using short answers.

*You like making model aeroplanes, don't you?
No, I don't. / Yes, I do.*

Language assistant

Question tags are used to keep the conversation going and ask for an answer from the listener.

positive statement + negative tag
negative statement + positive tag

Use the auxiliary verb (*be, do, have* or the modal verbs) for the question tag.

*You watch Khawater regularly, don't you?
You've got a Kindle, haven't you?
Auntie is coming next week, isn't she?
Adib mustn't play too long on the computer, must he?*

Short answers

Use the auxiliary verb in the short answer.

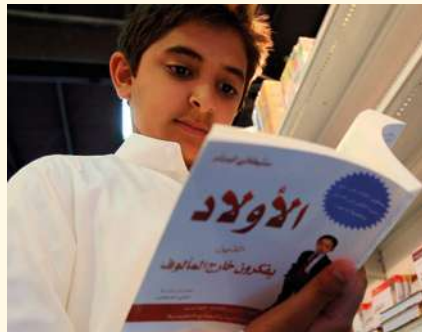
You've got a car, haven't you? Yes, I have.

5 Writing

a Book report. Write the names of four books you have read recently. Say whether they are fiction or non-fiction.

My name is Red by Orhan Pamuk, novel, fiction
Encyclopaedia of the Arab Empire, non-fiction

b Choose the book you enjoyed the most. Copy and complete the book report with the information about your book.



For fiction

- Where does the story take place?
- Who are the main characters?
- What happens?
- What happens in the end?

For non-fiction

- What is the main subject(s) the author covers?
- What are his / her conclusions?

- What are the strengths and weaknesses of the book?
- What do you think of the book?
Make sure you say why you think so.

Name of book _____

Author _____

Genre / type of book _____

Summary of story / book _____

My opinions _____

8 The animal kingdom

Grammar ▶ Verbs with *wish* ▶ verb + object + to + infinitive ▶ *while, whereas, instead of*
 Vocabulary ▶ Animals ▶ Animal rights ▶ Therapeutic animals ▶ Conservation
 Speaking ▶ Debate: zoos and preservation ▶ Discussion: using animal therapy
 Writing ▶ Report: An endangered animal in Saudi Arabia

1 Preservation or extinction?

1 Word builder: similes

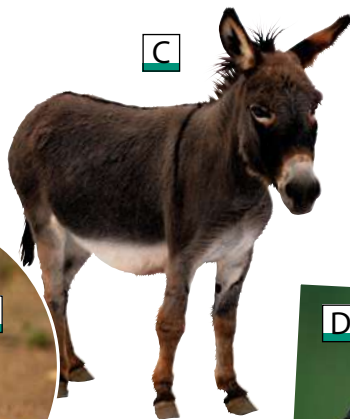
- a Do you know the names of these animals in English? Write them under the photographs.



A



B



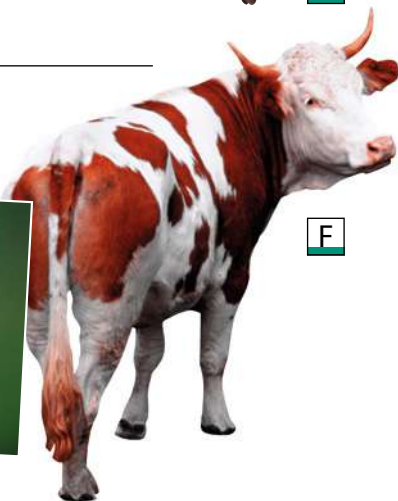
C



D



E



F

- b In pairs, try to complete the similes with the correct animals from the photographs above.

- 1 He's as strong as _____.
- 2 She's as quiet as _____.
- 3 I'm as free as _____.
- 4 She's as smart as _____.
- 5 He's as slow as _____.
- 6 You're as stubborn as _____.

Language assistant

One way of describing things or people is to use similes – phrases of comparison. In English, some similes are formed with *as ... as*: *Before the storm, the sky was as black as night*. Many similes use animals as their point of comparison.

- c Do you have any expressions like these in your language? Discuss them in groups.

2 Pronunciation: weak forms and linking

- a In spoken English, words frequently become joined, or linked together and pronounced as one word. Look at this example and notice the linking.

He's as slow as a tortoise.



33

- Listen to how the words are linked and to the pronunciation of *as* and *a*.



34

- b Practise saying the similes in exercise 1b, linking the appropriate words. Then listen and compare your pronunciation with that on the CD.

- c Discuss whether any of the similes apply to people you know.

My brother is as slow as a tortoise. We always have to tell him to hurry up!

3 Reading

Read the article (opposite) about zoos and complete these statements.

- 1 The first paragraph is
 - a) an attack on zoos
 - b) an argument in favour of zoos
 - c) a general warning.
- 2 The second paragraph is ... zoos.
 - a) a factual account of
 - b) an argument in favour of
 - c) a history of
- 3 The third paragraph is ... zoos.
 - a) a factual account of
 - b) a balanced view of
 - c) an argument against
- 4 In your opinion, is the author's general attitude toward zoos
 - a) positive?
 - b) negative?
 - c) neutral?

4 Reading, writing and speaking

a Read the list of arguments about zoos. Mark each one F (for) or A (against).

- 1 We should allow species to evolve or disappear naturally.
- 2 Humans have an obligation to stop the destruction of species any way they can.
- 3 If species disappear, the balance of nature will be disrupted.
- 4 It is often not possible to re-introduce animals to the wild.
- 5 Animals should be seen in their natural environment or not at all.
- 6 Zoos can be controlled and limited to endangered animals.

The ethics of preservation



We've all heard and used phrases like 'hungry as a bear' or 'smart as a fox.' These phrases grew out of people's long association and familiarity with animals. But try to imagine a world where these were just abstract phrases because there were no more bears or foxes on earth. Many conservationists feel that if radical steps are not taken to preserve animal species and their habitats, that world could soon become reality.

One method of species preservation is the zoo. Many conservationists claim that while wild animals are in zoos they are safe from extinction, safe from poachers and safe from the destruction of their natural habitats. And, if the animals can be bred in captivity, there is always the possibility that they can be re-introduced into the wild when their numbers are prolific enough. At the same time they allow us, the public, who would normally have no opportunity to travel to exotic places, to come into contact with the diverse creatures with which we share the planet.



On the other hand is it humane to keep wild animals as captives in zoos to provide a fun day out for all the family? There are those who would argue that it is better that a species should die out than that it should exist unnaturally in cages to be gawked at by inquisitive humans. Create wildlife parks, create nature reserves by all means, but at least allow these creatures to live out their days in as normal a fashion as possible and, if it is the way of the world, to become extinct.

b In pairs, write a short paragraph for or against zoos. The phrases in the box may help you.

In our opinion, ...	Above all, ...	First, ...	Therefore, ...
Furthermore, ...	Finally, ...		

Zoos must be abolished. They are ...

Without zoos, many species would already ...

c Work with a pair of students who have the opposite opinion from yours. Use the arguments in your paragraph and any other arguments you can think of to try to change their opinion.

2 Beasts of burden

1 Reading and speaking

- a Read the advertisement at the bottom of the page for an animal protection society. Do you have similar organizations in Saudi Arabia?
- b Do you have laws which govern the treatment of animals?

2 Listening

- a Listen to a radio interview with an animal welfare activist.
- b Listen again. Are these statements true (T) or false (F)?

35

- 1 Mark does not think that donkeys should be made to work.
- 2 He thinks that the Mediterranean island is part of a civilized country.
- 3 The local authorities usually punish people who ill-treat donkeys.
- 4 He is sure that his work has a major effect on the situation.

3 GRAMMAR GUIDE: *wish + past verb vs wish + would + verb*

- a Look at the groups of sentences. Which ones refer to present or past situations or actions that the speaker would like to change but cannot? Which refer to actions or habits that the speaker would like to be different? What is the difference in form?
 - 1 I wish donkeys were better treated.
 - 2 I wish people would be kinder to donkeys.
 - 3 I wish I hadn't caught a cold.
 - 4 I wish the neighbours would make less noise.
 - 5 I wish you didn't smoke.
 - 6 I wish you wouldn't smoke indoors.
- b Complete each sentence with a wish.
 - 1 I don't have enough money. *I wish ...*
 - 2 Thomas really needs to get his hair cut. *I wish ...*
 - 3 My father doesn't speak English very well. *I wish ...*
 - 4 I'm sorry I didn't go out with my friends last night. *I wish ...*

The screenshot shows a web browser window with the following elements:

- Address Bar:** Empty.
- Navigation:** Back, Forward, Refresh, Home, Stop buttons.
- Tools:** Mail, Tools, Library icons.
- Page Content:**
 - Logo:** A donkey inside a red circular frame.
 - Title:** "The Donkey Sanctuary"
 - Description:** "The Donkey Sanctuary is a UK-based charity working worldwide to improve conditions for donkeys and mules."
 - Text:** "Since 1969 we have taken over 12,000 donkeys into our care in the UK and Ireland and have over 45 welfare officers who can follow up reports of cruelty to or neglect of donkeys, quickly and efficiently. We also have core overseas projects in Egypt, Ethiopia, India, Kenya and Mexico – bringing urgent veterinary assistance to working donkeys in distress. Further projects exist in Europe where many more donkeys need our help."
 - Image:** A photograph of a white donkey standing in a field with other donkeys in the background.

4 Reading and speaking

- a Look at, but do not read, the two texts. One is a newspaper article, the other an extract from a children's encyclopaedia. In pairs, decide which is the article and which is the extract.**
- b What factors influenced your decision?**
- c Now read the two texts. What other differences can you notice in the style? Make a list.**

Newspaper article	Encyclopaedia
more descriptive adjectives	fewer descriptive adjectives

DID YOU KNOW – THE AUSTRALIAN CAMEL?

The largest herd of feral (wild) camels in the world lives in Australia. There are estimated to be between 500,000 and one million Australian camels. The population can double in ten years.

Camels were considered to be the ideal animal for exploring and working in the vast, dry interior of Australia. Between 1840 and 1907, thousands of camels were imported, mainly from India.

The first camel to arrive in Australia was called 'Harry'. The unfortunate Harry, while on an expedition in South

Australia, proved himself to be rather badly behaved. He bit a member of the expedition, killed a goat by picking it up by its neck, and ate a bag of flour. Then he bumped into his owner, John Horrocks, who was loading his gun. The gun exploded, Horrocks lost two fingers and some teeth and ordered that Harry be shot. Horrocks then died from his wounds a few weeks later.

Camels compete with cattle and sheep for scarce vegetation and other sources of food. The Australian government is considering killing large numbers to keep the population down.



Many Australian camels are sold to Saudi Arabia as racing camels.

CAMEL CONTEST HELD IN THE UNITED ARAB EMIRATES



Ten thousand camels had the grooming of their lives before a unique international contest held in the United Arab Emirates.

The contest in Abu Dhabi was one of the richest and biggest events of

its kind, with more than \$9m and 100 cars in available prizes.

The contest featured camels or 'ships of the desert' from Bahrain, Kuwait, Oman, Qatar and Saudi Arabia. The organizers hoped it would remind Emiratis of traditional desert values.

The contest was part of the Mazayin Dhafra festival, held annually in April, and organizers said it was the biggest contest of its kind to be staged in the Gulf.

A panel of camel experts chose the best animals for each age group. Entry was open to anyone who could prove ownership of a pedigree camel,

and the animals had to be free from contagious diseases.

The ruler of Abu Dhabi, Sheikh Khalifa bin Zayed, sponsored the event. It is said he wants Emiratis to help preserve their national identity through the respect of an animal central to Arab culture.

Camel racing remains a popular sport in the region, and long before the oil industry moved in, the Bedouin tribes prized the animal known as the 'ship of the desert'.

Camels used to be the main measurement of wealth, along with horses and falcons.

3 Animals as healers and teachers

1 Speaking

a Does having a pet help people in any way? Discuss your ideas in groups. Look carefully at these photographs. Discuss what you think is going on in them and what the role of the animals might be.



2 Exam Success: Reading – matching headings and paragraphs.

a Read the article and match the headings A-F with the paragraphs 1-5. There is one extra heading which you do not need to use.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

- A Animal educators
- B How to get involved
- C A useful discovery
- D How animals benefit human health
- E Teaching parrots to talk
- F Help for an emotionally disturbed child

b Check your answers with a partner.



EXAM SUCCESS

See the *Exam success* section for useful advice on matching headings and paragraphs.

EXAM SUCCESS ► page 83

Animal HELPERS

¹ In today's world of high-tech science and medicine, a very low-tech healer has been discovered – animal companionship. It is now well documented that people with certain problems such as heart disease or cancer live longer and have a better recovery rate if they have pets.

² Contact with pets lowers blood pressure and reduces stress. Animals are increasingly important in therapy for people with Alzheimer's disease, autism and cerebral palsy. These people frequently suffer from frustration and depression, as well as physical problems. Activities with animals help them with physical coordination and also give them joy, entertainment and loving companionship.

³ Here is a case that illustrates the therapeutic qualities of animals. John was a six-year-old elective mute: he simply didn't want to talk. His older cousin, Ned, had a parrot called Sally, and John used to visit it. When he arrived Ned used to

say 'Hi, John!' We all know that parrots copy often-repeated phrases. After a few visits, Sally began saying 'Hi, John!' when John came into the room. Then, one day, John turned to the parrot and replied 'Hi, Sally!' Contact with the parrot encouraged John to begin talking.

⁴ Another growing use for animal companions is in schools. In some cases, animals are used to help children with physical or emotional problems. In others, they are used to encourage children to socialize and learn to share, or simply to teach children about animals.

⁵ If you would like to know more about animal therapy and companion programmes, you can contact organizations like Riding for the Disabled (RDA,) or do a search under 'animal therapy' on the internet. You don't have to be an animal trainer or a therapist to get involved, especially in animal companion programmes in schools, hospitals, or homes for the elderly.

3 GRAMMAR GUIDE: *want / allow / encourage / force, etc. + object + to + infinitive*

a Look at this sentence. Notice the order of the words that follow the main verb (in bold).

Visiting the parrot	encouraged	John	to	Speak
subject	verb	object	to	infinitive

b How would the sentence above be expressed in your language?

Language assistant

Notice that certain verbs such as *let* and *make* cannot be followed by *to*:

He **allowed** his brother **to ride** his horse. vs He **let** his brother **ride** his horse.

My father **forced** me **to clean** the garage. vs My father **made** me **clean** the garage.

Note that the verb *help* can be used with or without *to*: Sami **helped** me **to study** for the final exam or Mark **helped** me **study** for the final exam.

c In pairs, use the prompts below to compare how Rashed's parents and Mohammad's parents treat their son.

Rashed's parents	Mohammad's parents
allow / stay up late	expect / study every night
<i>They allow him to stay up late.</i>	<i>They expect him to study every night.</i>
encourage / have fun	make / practise French for an hour
let / have friends to visit	force / train hard every weekend
want / be happy	want / be the best at everything

d Tell your partner which parents sound more like your own parents, and make up a few more sentences about your upbringing.

My parents never let me ...
They encouraged me to ...
They didn't expect me to ...
They wanted me to ...

e In pairs, complete the sentences with your own ideas. Make sure each verb is followed by an object.

*It's important to encourage **children to be independent.***

- Schools should allow ...
- Most parents want ...
- I think it's wrong to force ...
- You can't make ...
- Communicating with children helps ...

4 Listening



a Some friends want to become involved in animal companion activities. Listen to their discussion. What type of activity do they decide on?



b Listen again and answer the questions.

- What three groups of people do the friends think about working with?
- What are the problems with the first two types?
- What type of animals is the group going to work with?
- What three topics are they going to offer?

5 Speaking

In groups, discuss the following.

- Which of your own animals? What do you have?
- Do you think that it's good for a child's development to have contact with animals? Give your reasons.

Saudi Arabia and the World

Endangered animals

1 Vocabulary

Put the following words in order, from animals that no longer exist to animals with large numbers.

Extinct Threatened
Vulnerable Endangered
Least concern
Critically endangered

2 Reading

a **Skim the text, and in pairs, discuss where you would find information on the following.**

- what a lappet-faced vulture looks like
- what people are doing to make sure the vultures don't become extinct
- what lappet-faced vultures eat
- why the numbers of lappet-faced vultures are going down
- where lappet-faced vultures live

b **Read the text again and answer these questions.**

- 1 Describe the lappet-faced vulture in two sentences.
- 2 What do you think 'hides and flesh' means?
- 3 Give one unusual fact about lappet-faced vultures.
- 4 Why are the numbers of lappet-faced vultures going down?
- 5 Describe two things that Saudi Arabia is doing to protect this bird.
- 6 What is the reputation of vultures in your community? Do you think this reputation is correct?

The Lappet-faced vulture

FACT FILE

Bird of prey

Size: 78–115 cm

Weight: 4.4–8.5 kg

Also known as Nubian vulture



Introduction

The lappet-faced vulture is the largest vulture in Africa. This impressive bird has a large beak capable of tearing off the hides and flesh of its prey. The lappet-faced vulture is easily recognized because of its size, its bare, pink-skinned head and the folds of skin which hang on either side of its neck.

Hunting

The lappet-faced vulture is a scavenger and feeds on the carcasses of smaller animals such as gazelles and hares. Unusually for a vulture, this species also hunts live prey, including small mammals and birds such as flamingos.

Habitat

In the Middle East, the lappet-faced vulture breeds in Saudi Arabia, the United Arab Emirates, Oman and Yemen. It lives in dry savannah or desert areas. Although open habitat is ideal for hunting, trees are essential for roosting and nesting.

Status

The lappet-faced vulture is classified as 'vulnerable' by the International Union for the Conservation of Nature.

Threats

The remaining small population suffers from a variety of threats, but is declining mostly due to accidental poisoning. This occurs when the vultures feed on poisoned bait that farmers leave out to kill other animals.

Conservation

The lappet-faced vulture is being bred in a number of protected areas including the Al-Khunfah Reserve near Tabuk, where the birds are also being studied. There is also a farmer awareness programme, and it is hoped this will help to stop accidental poisoning and the taking of eggs from nests.

3 GRAMMAR GUIDE: *connectives while, whereas, instead of*

a Match the beginning to the end of the sentence.

- | | |
|--|--|
| 1 Why don't we go to the Al-Khunfah reserve | a) whereas my sister likes the desert. |
| 2 Vultures do not attack cows, sheep and goats, | b) we should do something. |
| 3 I like the sea, | c) instead of waiting for tomorrow? |
| 4 Instead of waiting for the vulture to become extinct | d) whereas foxes and wolves do. |
| 5 Can't we do something today, | e) instead of going to the beach? |
| 6 While Saudi Arabia has made many reserves, | f) Yemen has very few. |

b Finish these sentences with your own ideas.

- I heard about the diminishing numbers of vultures on the radio, *whereas* ...
- We could have a family dinner to celebrate your birthday, *instead of* ...
- While I like watching TV, ...
- Instead of going on Thursday, ...

Language assistant

Make your sentences more interesting by joining sentences to show different ideas.

While the vulture usually eats dead animals, it sometimes kills live animals.

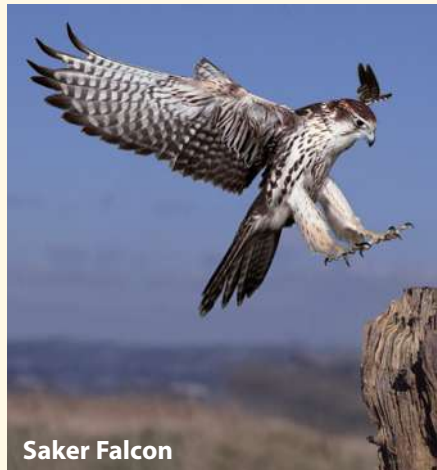
The Wildlife Society try to protect the lappet-faced vulture, **whereas** the farmers try to kill it.

People try to kill the vulture **instead of** trying to protect it.

4 Writing

Write a 200-word report about an endangered animal in Saudi Arabia.

- As a class, make a list of animals that are endangered. Try to be specific.
I think the hawksbill turtle is endangered.
- On your own choose one animal. Use the internet or the library to find out about your chosen animal.
- Make notes under the following headings.
 - What it looks like
 - Hunting
 - Habitat
 - Threats
 - Conservation
- Write a draft. Try to join your sentences using connectives like *instead of, whereas, although, because, if, etc.*
- Write or type your final copy.



Saker Falcon



Asiatic Wild Donkey



Sociable Lapwing



Hawksbill Turtle

Progress test Units 5–8

Grammar

1 Complete the text with the correct forms of the verbs in brackets.

(10 marks)

Maymunah didn't like (1) _____ (go) shopping but she did not have much choice. Her mother had sent her to find a present for her sister who (2) _____ (graduate) from school the following week.

She browsed the jewellery shops. She knew her sister would like a necklace or earrings. Then she saw it! Instead of (3) _____ (buy) a necklace she could buy a watch. It was beautiful. The face of the watch (4) _____ (set) with diamonds. The strap (5) _____ (make) of metal links. Maymunah thought the watch could (6) _____ (wear) for many different occasions. She went inside.

She asked how much the watch (7) _____ (cost). The shop assistant told her a price that made her heart sink and she came out sighing. She wished she (8) _____ (have) enough money to buy the watch. Then she had a brainwave. If she (9) _____ (ask) her aunts and uncles to contribute, they (10) _____ (can buy) the watch together.



2 Read the following sentences and circle the correct form to complete them.

(10 marks)

- My parents encourage me ... hard at everything I do.
a) to try b) trying c) try
- If I ... more training, I could have won the race.
a) would have done b) had done c) did
- The garden ... by my brother, Adel.
a) planted b) made planted c) has been planted
- ... we want to go to Indonesia on holiday.
a) Last year b) Today c) Next year
- I wish I ... more attention in class, then I would be able to answer this question.
a) had paid b) would pay c) would have paid
- ... you complete the form giving permission, you won't be able to go on the school trip.
a) If b) However c) Unless
- The guest on the show was ... interrupted.
a) slowly b) rudely c) terribly
- We all want to go, ...?
a) won't we b) aren't we c) don't we
- If Talal manages to finish his homework early, he ... you.
a) call b) will call c) would call
- The interviewer asked me if ... any work experience.
a) had I b) I have c) I had

Vocabulary

(10 marks)

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

computerized textile weather forecast product extinction work experience
 advertisements endangered target market working conditions

- The Saker Falcon is a(n) _____ species in Saudi Arabia.
- The _____ industry makes silk and cotton fabrics in the Middle East.
- The marketing company placed 2,500 _____ all over the Hejaz.
- How will you sell your _____?
- Do you think that the _____ is always accurate?
- The _____ for this phone will be the under twenties.
- I like my job but the _____ are very bad.
- I got some _____ by volunteering at the local hospital.
- To save some species from _____, it is necessary to breed them in zoos and then release them into the wild.
- Our school has only just _____ its accounts.

Reading

(12 marks)

4 Read the text and answer the questions below.

THE KING ABDULLAH INTERNATIONAL GARDENS

Talked of as one of the new 'seven wonders of the world', the King Abdullah International Gardens (KAIG) in Riyadh is a vast, futuristic botanical garden and leisure complex that is being constructed in the desert just outside the Saudi capital. It is a gift from the city of Riyadh to the King.

The gardens, which cover 160 hectares, aim to recreate the 400 million-year-old history of the Earth's plants, trees and flowers. The hope for the gardens is that people will go for a day out with their families and relax there.

The gardens are designed in the shape of two interlocking crescents. There will be four types of gardens – scientific gardens, water gardens, international gardens and paleobotanic gardens, which recreate the history of plants.

The project takes place in the middle of an arid desert, but three million years ago the same place was totally different. The land around Riyadh was covered with forests then.

The paleobotanic gardens contrast the desert environment of today with the green, verdant and lush place of times past. For example, 300 million years ago there were swamps in Saudi Arabia;



during the Jurassic period the environment changed to lush woodlands. Of course, this section also underlines how climate change can affect plant development.

The final garden of this section, the Garden of Choices, warns us what might happen to the Earth as a result of different possible scenarios of human activity.

Renewable energy is being used to keep the gardens cool in the 45–50°C temperatures of the desert.

- 1 Where is the King Abdullah International Gardens?
- 2 Describe what the King Abdullah International Gardens is like.
- 3 What did Saudi Arabia look like in times past?
- 4 Give two things you think you might see in the paleobotanic section of the gardens.
- 5 Has the environment been taken into consideration in the King Abdullah International Gardens? Give one reason for your opinion.
- 6 Imagine you are going to the King Abdullah International Gardens for a day out. What would you do?

5 Read the advert and answer the questions below.

ELECTRONICS WORLD GREATEST SALE EVER PRICES SLASHED

<h3 style="color: teal; margin: 0;">BukReader</h3> <p style="margin: 0;">6" eReader</p> <p style="margin: 0;">The new BukReader features built in Wi-Fi, allowing you to download a book in 60 seconds, and weighs less than 200 grams.</p> <div style="text-align: center; margin-top: 20px;"> <p style="color: white; font-weight: bold; font-size: small;">Originally 500 SAR</p> <p style="color: white; font-weight: bold; font-size: large;">Now 400 SAR</p> </div>	<h3 style="color: teal; margin: 0;">NotePad Tablet</h3> <p style="margin: 0;">64GB 7" tablet</p> <p style="margin: 0;">Ideal for browsing online, viewing videos, reading books and playing games.</p> <div style="text-align: center; margin-top: 20px;"> <p style="color: white; font-weight: bold; font-size: small;">Save 150 SAR</p> <p style="color: white; font-weight: bold; font-size: large;">Now 500 SAR</p> </div>	<h3 style="color: teal; margin: 0;">XL Gameplayer Tablet</h3> <p style="margin: 0;">32GB 7" tablet</p> <p style="margin: 0;">With a quad-core processor, meaning everything is fast, game play is smooth and it's easy to run multiple apps.</p> <div style="text-align: center; margin-top: 20px;"> <p style="color: white; font-weight: bold; font-size: small;">100 SAR off</p> <p style="color: white; font-weight: bold; font-size: large;">Now 1,200 SAR</p> </div>
---	--	---

- 1 Which item(s) allow you to play games?
- 2 Which item(s) allow you to read books?
- 3 Rasha likes watching TV programmes. Which item would you advise her to buy?
- 4 Which item do you think is most powerful? Give a reason for your answer.
- 5 Which item offers the most money off?
- 6 Which item would you buy? Give a reason for your answer.

Listening

(8 marks)



6 Saif is describing his English speaking exam to his mother. Listen to the conversation and answer the questions.



- 1 What is the first question Saif's mother asks?
- 2 What was the first question the examiner asked?
- 3 Give another question that the examiner asked.
- 4 Describe where Saif lived before.
- 5 How does Saif and his mother think the speaking exam went?
- 6 What differences do you think there would be between where Saif lives now and where he lived before?

Writing

(10 marks)

7 Complete the career plan for yourself.

Name: _____

Interests: _____

Personality: _____

Skills: _____

Example of when you use your skills: _____

Work experience: _____

Your preferred job(s) _____

Reason why you would like to do this job: _____

Irregular verbs

Infinitive	Past simple	Participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
can	could	could
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known

Infinitive	Past simple	Participle
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
show	showed	shown
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
spill	spilt	spilt
stand	stood	stood
stick	stuck	stuck
strike	struck	struck
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written
understand	understood	understood

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

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					
	Vv					
	Zz					

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

Learner training

1 Using a dictionary

A monolingual (English / English) dictionary can greatly improve your reading skills and increase your vocabulary if you learn to use it efficiently. This typical entry shows what it can tell you. Add circled numbers (see example) to link the descriptions to the items in the entry.

1 the definition

2 the phonetic transcription

3 related expressions using the word

4 the stress mark

5 the example

6 information about whether the word is countable or uncountable

7 the part of speech

8 the head word



language / ˈlæŋgwɪdʒ / n 1 [U] the system of communication used by people to express ideas, thoughts and feelings, consisting of sounds and words: *It is fascinating to watch the development of language in young children.* 2 [C] the language system used by the people of a country: *He speaks four foreign languages as well as his own language.*

bad language offensive language, swearing: *Don't use such bad language.*

speak the same language to have similar opinions and / or attitudes: *I think we can do business; we speak the same language.*

Does your dictionary have any or all of the following? If you can't find many of these features, it may be time to buy a new dictionary!

phonemic alphabet / irregular verb table / information about grammar / information about affixation (word-building) / information about punctuation / information about spelling rules / information about parts of speech / differences between British and American English / 'false friends' (words/phrases which appear very similar in your language and English but in fact have a different meaning)

2 More ways of recording vocabulary

To help you succeed, record your vocabulary systematically as you learn English. Review what you have recorded regularly, e.g. once a week. Always record as much information as you can. This will not only help you to use the word or phrase accurately but also help to fix it in your memory.

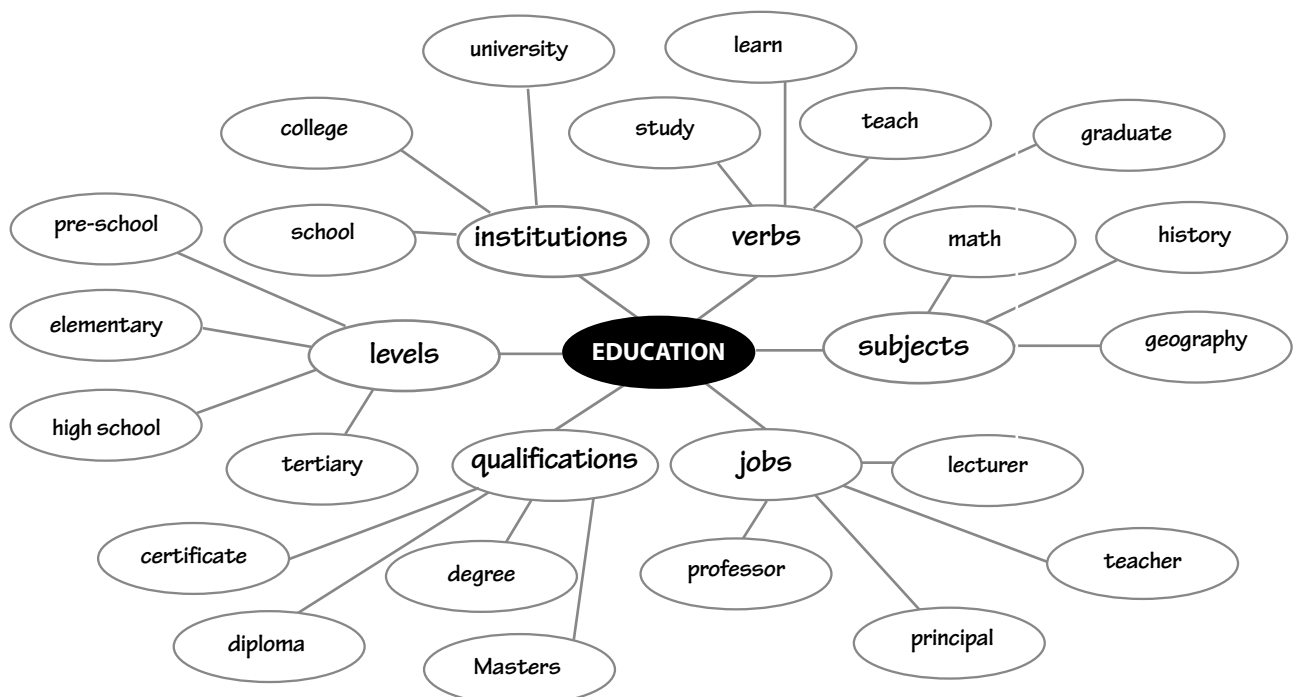
Include:

- a definition, translation or example to illustrate the meaning (or a combination of these)
- the part of speech
- phrases to show which words / type of word it regularly collocates (combines) with
- something about the pronunciation, especially word stress

Record these words and phrases, including some of the features mentioned above.

astronomical prices disapprove commiserate hideous overview

You can record a lot of new vocabulary with a spidergram. This works particularly well with lexical sets: words or phrases about a topic, which are related in meaning. We are more likely to remember things in associated groups than in isolation. Here is an example:



Spelling rules

Rule 1: Sound and spelling relationships

It's a challenge that English doesn't always look the way it sounds. It's good to develop the habit of phonetic transcription: often that's the only way to be sure you learn the right pronunciation.

The letters *-ough*, for example, can be pronounced in different ways. Write some examples in your vocabulary notes.

English also has many silent letters, such as the *b* at the end of *lamb*. In the box, circle the silent letter(s) in each of the words.

thumb	should	half	wrong
knife	castle	psychology	scene
scissors	although	walk	knock
whisper	resign	hour	

English also has homophones: words which sound the same but are spelt differently, such as *meet* and *meat* (see page 59). Can you find a homophone for each of the words below? Use a dictionary if you need to.

mourning *morning* / threw / break / way / aloud / road / air / guest / pray

Rule 2: Multi-word verbs

Multi-word verbs in English can be quite difficult to understand and even more difficult to use. They consist of a verb + an adverb / preposition, or a combination of these. There are several different types.

1 Intransitive verbs + adverb

She saw the blood and passed out.

This type has no object.

3 Transitive verb + preposition

They looked after the children / them.

The two parts cannot be separated by an object.

2 Transitive verbs + adverb

She put the dinner things / them away.

She put away the dinner things.

This type can be separated by the object.

4 Transitive verb + adverb + preposition

She gets along well with her sister.

The three parts cannot be separated by an object.

Rewrite these sentences using a suitable multi-word verb. Which type does each belong to?

Write 1, 2, 4 or 4 next to your answer.

I really can't tolerate this noise any longer. I really can't put up with this noise any longer.

1 I tried to find it in the dictionary.

2 The fire alarm rang at 8.30.

3 He robbed a bank and escaped without punishment.

4 I just can't seem to recover from this terrible flu.

5 That dress really matches your jacket.

Answers
 Examples: cough / thorough / bough / enough
 thumb (knife scissors whisper should castle although)
 resign half psychology walk (hour wrong scene knock)
 1 through 2 brake 3 weigh 4 allowed 5 rowed / rode 6 heir
 7 guessed 8 prey
 1 I tried to look it up in the dictionary. (Type 2)
 2 The fire alarm went off at 8:30. (Type 1)
 3 He robbed a bank and got away with it. (Type 4)
 4 I just can't seem to get over this terrible flu. (Type 4)
 5 That dress really goes with your jacket. (Type 3)

Unit 1

▶ USE OF ENGLISH: Cloze activities

In this type of activity, you have a text with gaps. You must fill each gap in the text with a word which is grammatically correct and makes sense in context.

- Step 1:** Get an idea of the text by skimming through it. It doesn't matter if you don't understand it all yet. Don't think about the gaps yet.
- Step 2:** Now read the text in more detail. Look at the words around the gap. Try to work out what kind of word is needed a noun, and article, a preposition?
- Step 3:** Fill in the gap with your best guess. Read the sentence again and see if it makes sense.
- Step 4:** Check your answers by reading the text and making sure you haven't left any gaps unfilled. It's always better to put in a guess than to leave an empty gap – you might well have guessed right!

Unit 2

▶ LISTENING: Multiple-choice

In this type of activity, you hear a recording and must answer questions, choosing the right one from three or four possible answers. Usually you hear the recording twice and the questions are in the same order as the answers appear in the text.

- Step 1:** Read the questions and possible answers before you hear the recording. They can give you an idea of what the recording is about and the kind of vocabulary you need to listen for.
- Step 2:** The information in the recording might be given using words that are a bit different from those in the question or the possible answers. You may also hear words from one of the possible answers, but don't automatically think this means that is the right answer. This is to make sure you focus on the meaning of what you hear and what you read.
- Step 3:** You will listen to the recording twice. Don't worry if you don't understand first time. If you're not sure about one question, don't waste time trying to remember what was said, but leave it until the second time and focus on the next question.
- Step 4:** Use the second listening to check your answers and focus on the questions you couldn't answer the first time.
- Step 5:** Make sure all questions are answered – a guess is better than no answer at all.

Unit 3

▶ WRITING: Planning a for-and-against essay

In this type of activity, you have to fill in the gaps in a text. For each gap, a word in capitals is provided, but it will need to be altered to make sure it's in the word class the gap requires – this could be a noun, and adjective, an adverb, a verb, etc.

- Step 1:** First, get an idea of the text by skimming through it. It doesn't matter if you don't understand it all yet. Don't worry about the gaps for now.
- Step 2:** Now read it in more detail. Look at the words around the gap and try to work out what kind of word is needed: is it a noun, a verb, an adverb? Will it need to agree, or to have an ending or a prefix or suffix, such as *-ion* to make a noun or *-ly* to make an adverb?
- Step 3:** Make sure you understand the meaning of the whole sentence. Do you need to adjust the meaning of the word in capitals, for example by adding *un-* to make it negative?
- Step 4:** Read through the whole text to make sure it makes sense throughout, and to check you haven't left any gaps unfilled.

Unit 4

▶ WRITING: Planning a for-and-against essay

In this type of activity, you are presenting reasons for and against an argument.

- Step 1:** You should note down several points you want to make. Make two lists, one for each side of the argument.
- Step 2:** Think of examples for each point you want to make.
- Step 3:** Is there a word limit? Make sure you have the right amount of material.
- Step 4:** Use a formal style of writing. Make sure you link your ideas in a logical and coherent way.
- Step 5:** The important part of this task is to express ideas well.
- Step 6:** For the main body of the essay, remember that you are giving two sides to an argument, and you need to express both well.
- Step 7:** It's a good idea to end with saying what you think, but make sure you are fair if you disagree with one side of the argument.

Unit 5

▶ SPEAKING: Talking about photos

In this type of activity, you have to speak about one or two photos, answering questions about them and discussing them.

- Step 1:** Make sure you follow the examiner's instructions. If you don't, you will probably lose marks.
- Step 2:** With two photos it is important to discuss them together by comparing them – there is usually a thematic link between them.
- Step 3:** Practise speaking for the correct amount of time – you can do this with a timer at home.
- Step 4:** Give your opinion, but when you do, make sure you have reasons to support it.
- Step 5:** Don't worry about making mistakes. Examiners are more concerned with communication than accuracy.

Unit 6

▶ READING: Missing sentence activities

In this kind of activity you have to put sentences, and sometimes clauses or phrases, in the right part of the text. The sentences are often but not always the first in the paragraph.

- Step 1:** Skim through the whole text to get a general idea of the topic and meaning. Don't worry if you do not understand some of it at this stage.
- Step 2:** Read the sentences to get the important information. Do they relate to parts of the text you have read? If you think so, check more closely for detail.
- Step 3:** Check the sentences before and after the missing sentence. Does the sentence you have chosen fit?
- Step 4:** Fill in the easy gaps first and then the more difficult ones.
- Step 5:** Check that the whole text makes logical sense.
- Step 6:** Don't leave any gaps. Make intelligent guesses if you need to.

Unit 7

▶ LISTENING: True/false

In this type of activity, you hear a recording and must decide if a statement about the text is true or false. Usually you hear the recording twice. The questions are in the same order as you will hear the information in the recording.

- Step 1:** Read the statements to give you an idea of what the recording is about.
- Step 2:** If you don't hear the information for a particular statement, listen for the next one. You will hear the recording twice so don't worry if you don't understand first time.
- Step 3:** If you aren't sure about one of the questions, don't waste time trying to remember what you heard. Focus on the next question.
- Step 4:** The second time, check your answers and answer the questions you weren't sure of the first time.
- Step 5:** Make sure all questions are answered – a guess is better than no answer at all.

Unit 8

▶ READING: Matching headings and paragraphs

In this type of activity, you read a text containing several paragraphs and you have to match the headings given with the paragraphs.

- Step 1:** Skim through the text to get a general idea of the topic and meaning. Don't worry if there are words you do not understand.
- Step 2:** Look carefully at the vocabulary in the headings and in the paragraphs. The words in the headings will have a similar meaning to words used in the paragraphs, but it's likely that they will be different.
- Step 3:** Read the paragraphs in more detail and choose the best heading for each one. Start with the ones you find easiest.
- Step 4:** If one of the paragraphs is more difficult, re-read it carefully and look at the headings you've not yet used to see if there are ideas in common.
- Step 5:** Make sure you use all the headings. It's far better to make a guess than to leave a blank.
- Step 6:** Read the whole text through again to check for sense.

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