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\*جميع الحقوق محفوظة للقائمين على العمل\*

المملكة العربية السعودية  
Kingdom of Saudi Arabia

رؤية  
VISION 2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



وزارة التعليم  
Ministry of Education

Student's Book  
كتاب الطالب



# Flying High

REVISED  
EDITION

## for Saudi Arabia

Simon Brewster Paul Davies Mickey Rogers

# 3

Secondary Stage  
Credits System  
Compulsory Program  
Level Three

المرحلة الثانوية  
نظام المقررات  
البرنامج المشترك  
المستوى الثالث

The Semester System  
Specialized Pathways  
English Language 3

النظام الفصلي  
المسارات التخصصية  
اللغة الإنجليزية ٣

طبعة ١٤٤٠ / ١٤٤١ هـ 2019 / 2020 Edition

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# 1 Trends

Lesson Link



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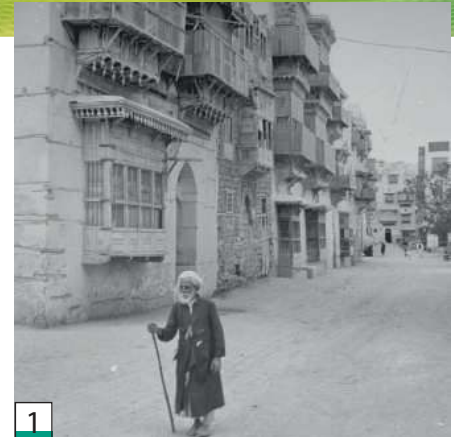
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## 1 Urban development

### 1 Speaking

- a **Work in pairs. Each choose one photo. Describe your photo to your partner using the following questions as a guide:**
- How are people travelling?
  - What is the road like?
  - What are the buildings like?

- b **Together with your partner discuss and make a list of any other differences and similarities between the two photographs. What kind of lifestyle do you think the people have?**



### 2 Listening and speaking



- a **Listen to Trevor Mackay talking about his life in London in the 1970s. Tick (✓) the topics he mentions from the list.**

- |           |                          |          |                          |            |                          |           |                          |                |                          |
|-----------|--------------------------|----------|--------------------------|------------|--------------------------|-----------|--------------------------|----------------|--------------------------|
| 1 museums | <input type="checkbox"/> | 3 food   | <input type="checkbox"/> | 5 studying | <input type="checkbox"/> | 7 traffic | <input type="checkbox"/> | 9 architecture | <input type="checkbox"/> |
| 2 clothes | <input type="checkbox"/> | 4 family | <input type="checkbox"/> | 6 age      | <input type="checkbox"/> | 8 tourism | <input type="checkbox"/> | 10 politics    | <input type="checkbox"/> |



- b **Listen again and choose the correct phrases to complete Trevor's statements and opinions.**

- 1 Trevor *was / wasn't* born in London.
- 2 There was *more / less* traffic in the 1970s.
- 3 London is *more / less* polluted now.
- 4 It often took more time to go somewhere *on foot / by bus*.
- 5 Students in London nowadays probably *can / can't* eat as well as Trevor did.
- 6 In the 1970s there were *no / a few* very tall buildings.
- 7 Student fashion *changes a lot / doesn't change much*.

- c **What are your earliest memories of your home town? Discuss them with a classmate.**

### 3 Pronunciation: linking



- a **Listen to the examples of linking, and match the linked words to the descriptions a–d.**

- |   |   |
|---|---|
| 1 I was <u>born</u> in 1948.                    | a) /r/ to vowel   |
| 2 He's <u>too old</u> to play football.         | b) consonant to vowel   |
| 3 Are you French? Yes, <u>I am</u> .            | c) a 'back' vowel (as in <i>too, now, so</i> )  |
| 4 She's a member <u>of</u> the Student Council. | d) a 'front' vowel (as in <i>I, be, see</i> ) is joined to another vowel by /j/ ( <i>She is French!</i> ) |



- b **Work in pairs. Read sentences 1 and 2 and identify the type of linking (a, b, c, or d from exercise 3a). Then listen and check your pronunciation.**

- 1 When **I** was a teenager, I didn't have my **own** room.
- 2 This **apple is** absolutely delicious.

#### 4 GRAMMAR GUIDE: *making comparisons*

**a** In pairs, look at these sentences based on the listening exercise about how London has changed since the seventies. Which sentences are making comparisons with adjectives and which ones with nouns?

- 1 In the seventies, it was quicker to walk than to catch a bus.
- 2 There were far fewer visitors than there are today.
- 3 The traffic is much better now.
- 4 It was a lot cheaper in the seventies than it is now.
- 5 There's less pollution than there used to be.
- 6 There weren't as many tall buildings as there are now.

**b** Work in pairs. Complete the following sentences so that they have the same meaning as in 4a above. Refer to the Language assistant if you need help

- 1 These days it is \_\_\_\_\_ to catch a bus \_\_\_\_\_ to walk.
- 2 There are far \_\_\_\_\_ visitors now \_\_\_\_\_ there used to be.
- 3 The traffic was much \_\_\_\_\_ in the past \_\_\_\_\_ it is now.
- 4 It is a lot \_\_\_\_\_ expensive now \_\_\_\_\_ it was in the seventies.
- 5 There isn't \_\_\_\_\_ much pollution now \_\_\_\_\_ there was in the seventies.
- 6 There were \_\_\_\_\_ tall buildings in the past \_\_\_\_\_ there are now.

#### Language assistant

- Comparing short adjectives, add *-er*: **tall** becomes **taller**.
- Comparing long adjectives (usually 3 or more syllables) use more or less: *My book is **more** / **less interesting** than yours.*
- Comparing equal things, use *as . . . as*: *My bicycle is **as good as** his.*
- Comparing unequal things, use *not as . . . as*: *Paris is **not as big as** London.*
- Comparing nouns, use *more / less / fewer [noun] than*, and *(not) as much / many [noun] as*:

*There is **more** / **less** oil in Egypt **than** in . . .*

*There are **more** / **fewer** people in India **than** in . . .*

*I haven't got **as much** homework **as** my brother.*

*She hasn't got **as many** sisters **as** Hiba.*

#### 5 Reading, speaking and writing

**a** Work in pairs. Look at three pictures of Riyadh and Al Diriyah. Discuss a possible date for each of the buildings in the pictures.

**b** Read the text. Which picture does it describe?

The historical town of Al Diriyah lies about 15 km northwest of Riyadh. It is located in an oasis of palm groves on the edges of Wadi Hanifa. The first settlements in Al Diriyah appeared over 500 years ago. The town grew and developed into an important urban centre, becoming the residence of al-Saud and the capital of the First Saudi State from 1744 to 1818.

**c** Write a paragraph about each of the other two pictures. What can you see? What changes have taken place?





# 2 Looking good

## 1 Word builder: clothing



**A** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**B** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**C** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**D** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**E** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**F** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**G** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**H** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**I** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**a** Look at the photographs and describe each article of clothing, using words from the three boxes.

plain striped checked faded  
glittering

cotton leather cord denim  
woollen silk linen polyester  
metal

cufflinks sweatshirt jacket  
trousers headband (egal) trainers  
shorts jeans scarf T-shirt suit  
coat socks ghotrah tie shirt

**b** Which items of clothing are not included in the photographs?

**c** Work in pairs. Imagine that you could each pick two items to wear. Which would you choose? Compare ideas with your partner.

## 2 GRAMMAR GUIDE: order of adjectives

**a** Look at the examples.

*a large blue cotton shirt*  
*a small red denim bag*

**Based on these examples, number the usual sequence of adjectives.**

material  colour  size  + noun

**b** Put these phrases in the correct order.

- 1 ugly / red / an / sweater / woollen
- 2 large / a / brown / of / leather / boots / pair
- 3 linen / white / a / jacket / small
- 4 plastic / black / long / raincoat / a

**c** Work in pairs. Look at what your partner is wearing for 30 seconds. Then sit back to back and describe your partner's clothes.

*You're wearing a pair of black jeans, a woollen sweater ...*

### 3 Speaking and reading

- a In groups, talk about your mobile phones. What can they do? What do they look like? What is more important to you, what they can do or how they look?
- b Now read the article. Tick (✓) the sentences below T (true) or F (false).

## Function or fashion

**T**echnologically, mobile phones have reached the point where few improvements can be made. The modern phone does many of the tasks your camera, your camcorder and your computer can do. So how do the manufacturers compete?

The answer lies in the 'look good' factor. Mobile phones stopped being just a useful gadget, and have become an indispensable fashion accessory. The rise of the fashion phone is closely linked to the consumer's desire to be 'different' from other consumers. When buying a new phone the question 'What does it look like?' is just as important as 'What does it do?' at any given price range. The market is driven by the need for personalization. The catch-phrase 'Make it your own' sells not only phones, but also personalized ringtones, wallpapers and decorative cases. Then put a famous designer name – Armani, Gucci, Chanel – on the phone and the cost can increase by hundreds of dollars.

Not surprisingly, innovative engineers are not very happy with this trend. As one said: 'We do all the hard work, and then a celebrity comes along, puts a new, trendy case on the phone, adds his name and takes all the credit!'



- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 We can expect a lot more technological improvements in mobile phones.     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Different mobile phones have very different technological capabilities.   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 What a mobile phone looks like has become as important as what it can do. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Consumers do not like to buy the exact same models as other consumers.    | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 People are making their own mobile phones.                                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Engineers and famous designers work together to create new mobile phones. | T <input type="checkbox"/> | F <input type="checkbox"/> |

**c Discuss these questions in groups of three.**

- In groups of three, discuss other products whose 'image' is as important as, or more important than, their function.
- Compare your list with another group.



# 3 Shop till you drop

## 1 Word builder: shopping items

a Decide which of the four categories is correct for each item in the box.

- 1 men's toiletries      3 jewellery
- 2 computers            4 sports

razor blades	<input type="checkbox"/>	racket	<input type="checkbox"/>
monitor	<input type="checkbox"/>	tennis balls	<input type="checkbox"/>
mouse pad	<input type="checkbox"/>	aftershave	<input type="checkbox"/>
bracelet	<input type="checkbox"/>	watch	<input type="checkbox"/>
deodorant	<input type="checkbox"/>	keyboard	<input type="checkbox"/>
golf club	<input type="checkbox"/>	tracksuit	<input type="checkbox"/>
earrings	<input type="checkbox"/>	shaving cream	<input type="checkbox"/>
laptop	<input type="checkbox"/>	ring	<input type="checkbox"/>

b Make a list of what you bought last time you went shopping. Working in groups of three, compare your lists. Do the items fit into the categories in exercise 1a?

## 2 Listening



a Listen to interviews with four shoppers. Why is each person out shopping?

Sam

Jim

Tony

Derek



b Listen again and write down the articles each person bought.

Name	Articles
Sam	
Jim	
Tony	
Derek	

c Who do you think spent the most and the least money? Why?

## 3 GRAMMAR GUIDE: aspects of quantifiers

a Look at the quantifiers in the box and the two different contexts. In pairs, answer the questions.

(not) any   a lot of   all   a little   a few  
(not) much   (not) many   no   some   most

### Countable nouns

*Most bottles are round.*

### Uncountable nouns

*There isn't much water in the lake.*

- Which quantifiers from the box are used with countable and uncountable nouns?
- Which quantifiers are used only with countable nouns, and which only with uncountable nouns?



**b In pairs, read and match the sentences. Then answer the questions.**

- |                                  |  |
|----------------------------------|--|
| 1 I have three sisters.          | a) All of my trainers are white.       |
| 2 I have two brothers.           | b) Both of my brothers like fast cars. |
| 3 I have two cars.               | c) None of my sisters like cats.       |
| 4 I have four pairs of trainers. | d) Neither of my cars is fast.         |

- Which quantifiers are used for two people / things?
- Which one is followed by a singular verb and which by a plural verb?
- What is the opposite of *all*?

**c Use the words and phrases in the box to complete the sentences.**

none   all   a few   both   a little   neither

- Ed couldn't carry the groceries because \_\_\_\_\_ of his hands were full.
- I've decided that \_\_\_\_\_ of the shirts in any of the shops suit me.
- We've bought two new monitors this week and \_\_\_\_\_ of them works!
- I don't need any new razors because I still have \_\_\_\_\_ left.
- Did you get \_\_\_\_\_ the things from the supermarket that were on your list?
- I have \_\_\_\_\_ money, so I might buy myself that jacket I saw last week.

**4 Reading, speaking and writing****a Read this email. In pairs, answer the questions.**

- Why is Khalid writing the email?
- What problems does he mention?
- What information does he need?

Dear Sir,

I am writing to complain about a recent order I placed with your company.

Almost two months ago, I ordered a flat screen monitor (E-732, 17 inches), a cordless keyboard, and two computer games. Unfortunately, there is a problem with the monitor and neither of the computer games has arrived yet.

The monitor gets extremely hot and turns itself off after 20 minutes of use. It also seems to have problems displaying some colours correctly. I would be grateful if you could tell me how to return the monitor and how soon I could have a replacement.

Could you also let me know when I can expect the computer games to arrive? The website gave a delivery time of 14 days, but I have now been waiting for over seven weeks.

I look forward to hearing from you.

Khalid Rasheed

**b Imagine that you have bought something online. There is a problem with your order and you want to write an email to the manager to complain. In pairs, make notes to answer these questions.**

- What did you order?
- What is the problem with your order?
- What else do you want to mention?
- What do you want to happen now?

**c Write your email. When you have finished, swap your email with a partner and read each other's. Do you think the manager would respond positively or negatively to the emails?**



# Saudi Arabia and the World

## Life in the city and the country

### 1 Speaking and writing

- a Look at the two photos. Which photo shows an urban (town) life and which shows a rural (country) life?
- b Work in pairs. Complete the table with things that you associate with country life and city life. Remember, some modern things can be associated with both city and country life.



City life	Country life
Commuting to work by car	Walking to work
Using mobile phones	Using mobile phones
Shopping in the shopping centre	Raising your own goats/sheep



### 2 Listening and writing

- a Listen to two young people talking about where they live. Who lives in the city and who lives in the country?
- b Listen again. Answer the questions.
- Note one disadvantage the first person gives for living in the city.
  - Note one advantage the second person gives for living in the city.
  - How does each person feel about where they live?

### 3 GRAMMAR GUIDE: giving reasons

#### Language assistant

Often when you explain your point of view you need to say **why** you think that way – or give a reason. You can use *because*, *since* or *as* to introduce reasons.

*I prefer the city **because** you can find work there.*

***Since** the traffic is so appalling, I prefer to live in the country.*

***As** mobile phone and internet connections are much better in the city, I would prefer to live there.*

a In pairs, match the beginning to the end of the sentence.

- It is difficult to reach my house
- I live in Riyadh
- I prefer living in the country
- Because I suffer from asthma
- As land is cheap
- It is difficult to stay in touch

- houses are much larger.
- because the road is very bad.
- since the air is cleaner there.
- since the telephone signal is so bad.
- air quality is very important for me.
- as it is the nearest place where I can study chemical engineering.

**b In pairs, complete the following sentences giving your reasons.**

- 1 I like/don't like the city as \_\_\_\_\_
- 2 I like/don't like the country because \_\_\_\_\_
- 3 I am looking forward to the weekend because \_\_\_\_\_
- 4 When I grow up I would like to study \_\_\_\_\_ because \_\_\_\_\_
- 5 I was late for school today because \_\_\_\_\_
- 6 We need to stay late after school because \_\_\_\_\_



**4 Reading and writing**

Read the talk by Abdurrahman, who lives in the southern Najd. Use *because*, *since*, or *as* to write sentences about Abdurrahman's opinions of living in the country.

Opinion	Reasons given
He lives in the southern Najd ...	<i>because his family has always lived there.</i>
The air is cleaner ...	
He feels free in the country ...	
Abdurrahman often consults his father ...	
His father gave up the Bedouin lifestyle ...	

**G**ood afternoon. My name is Abdurrahman. I am 25 years old. My family and I live in a small village in the southern Najd near the Majami' al-Hadb. We live there because our family has always lived there. The countryside is unspoiled. In my opinion, it is breathtaking. The air and the land are clean – much cleaner than they are in the city – because there is very little traffic. Since there is so much open space, I feel free here.

My father is a farmer and he breeds camels, but he no longer moves around to find new pastures for livestock. He gave up the Bedouin lifestyle because he found that the land was being overgrazed.

I know that it is difficult to find jobs, apart from being a farmer, in the countryside but I managed to find work for the Saudi Wildlife Authority. I am a warden in the protected area and make sure that the plants and animals in the area stay safe. We are trying to reintroduce the ibex and gazelle in the Majami' al-Hadb as they used to live there. I often consult my father since he is so knowledgeable about the land. He knows for example where particular animals like to live, where animals (and humans) have found food and water and how they survive when it is hot. He knows all this information because he watched and learned in his own Bedouin childhood.

**5 Speaking**

- a In groups, brainstorm ideas about the advantages and disadvantages of living in a city.
- b Then complete the table. Make sure you give reasons for your opinions.

Advantages	Reason	Disadvantages	Reason
		housing is expensive	
		There is not much land.	

- c You are going to present to the class. Decide who will speak first, second etc.
- d Give the presentation to the rest of the class.

# 2 Big moments

**Grammar** ▶ Prepositions ▶ Present participles ▶ Imperatives

**Vocabulary** ▶ Life events ▶ Celebrations

**Speaking** ▶ Formal introductions

**Writing** ▶ Advice ▶ Applying for a job ▶ Giving directions

## 1 Personal firsts



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### 1 Speaking

- a** Work in pairs and talk about what's happening in the photographs. Describe how you think the people feel.
- b** Complete your sections of the table, and interview a partner to complete their sections. Use the examples to help you make up your questions.

*When was your first day at school?*

*Who took you?*

*Were there other new children?*

*How did you feel?*

	You	You	Partner	Partner
Your first ...	when / who / what / where?	feelings?	when / who / what / where?	feelings?
day at school				
friend				
big family occasion				
English lesson				
mobile phone or computer				

### 2 Listening

- a** Listen to two people talking about firsts and identify the topics they are talking about.
- b** Listen to the people talking again and answer the questions below. Check your answers in groups of three.

#### Wesley

- 1 What was John like?
- 2 What was he really good at?
- 3 Why couldn't Wesley talk to him?

#### Tom

- 1 What was Tom's job?
- 2 How much did he earn?
- 3 What didn't he like about the job?

- c** How did each of these people feel about their firsts?



### 3 Speaking and reading

- a** In pairs, look at the photograph above and identify the sport. Has anyone you know ever done any extreme sports? Which? Would you like to do any of these sports? Why? / Why not?
- b** Read the text. Identify the sport that is being described and the reason the person wanted to do it.

One evening, my friend Fawwaz and I were chatting over a cup of coffee when we discovered we had both always wanted to jump out of a plane. Before we had a chance to think about it, we'd checked the *Yellow Pages*, found a 'drop zone,' and chosen a date. On the day of the jump we had to sign a form that basically said 'I accept that I might die horribly,' which made me think twice, but it was too late by then. After a one-day class, the plane took off with four 'first-timers' plus the jumpmaster Ibrahim and the pilot.

When the plane reached 4,000 metres, we were ready to go. Ibrahim shouted 'In the door!' and Fawwaz sat in the open door with his legs hanging outside. Ibrahim shouted 'Go!' and Fawwaz jumped out and disappeared. Then it was my turn. I was apprehensive but not terrified. On the word 'Go!' I threw myself out and spread my arms and legs and kept my eyes open as I shouted, 'One thousand, two thousand, three thousand, four thousand, check canopy!' Thankfully, the main parachute was open and I could relax and admire the view.

I landed perfectly near the drop zone but suddenly fell over and discovered I was dizzy. After waiting for the world to stabilize, I walked back to the airport.

The first thing I did was to buy two more jump tickets!

- c** Read the text again. Put the following list of events in the correct order.

- 1 When he jumped, his parachute opened safely.
- 2 He landed safely but didn't feel completely well.
- 3 The writer and Fawwaz took a day's course in parachuting.
- 4 Fawwaz jumped out of the plane first.
- 5 He decided to do another parachute jump.
- 6 He jumped out of the plane and looked around him.
- 7 The writer and Fawwaz found details about parachuting in the *Yellow Pages*.

### 4 Pronunciation: intonation – showing interest



- a** Listen to these two excerpts from the interviews in exercise 2. What do you notice about the intonation of the phrases in italics?

1 **Wesley:** His name was John and he was really smart.

**Shaun:** *He was?*

2 **Tom:** I used to ride about six miles a day.

**Shaun:** *You did?*

- b** Work in pairs. Write a short phrase in each space, and practise reading it out loud.

1 A: I found 100 SAR in the street.

B: \_\_\_\_\_? Lucky you!

2 A: My first day at school was horrible.

B: \_\_\_\_\_? Why?

- c** Change pairs and talk to another person about your firsts in exercise 1.



# 2 The interview

## 1 Speaking and listening

- a** Look at the photographs and guess what the two people are talking about. How are these people feeling? What do you think is the reason for the phone call?



- b** Listen to the conversation and check your ideas.

- c** Work in pairs. Read the conversation and try to put it in the correct order. The first three have been done for you. Then listen again to check your answers.

- Rakan:** Hello, Rakan Alaju speaking.  1
- Ross:** Good morning Mr Alaju. My name is Ross Gregson and I'm calling from Atlanta College in the US.  2
- Rakan:** Ah Atlanta College. Yes, I sent you my application last month.  3
- Ross:** OK, Mr Alaju. That's confirmed for 9:30, Thursday, April 16. Could you kindly email us with your Skype address and we will call you at that time?
- Ross:** Would next Tuesday at 11 be convenient?
- Ross:** Yes, it is. Dr Hudson would like to hold an interview with you on Skype. Would that be possible?
- Rakan:** I see. Is it about my application?
- Rakan:** Of course. When would he like to have the call?
- Ross:** Don't worry. We certainly wouldn't expect you to miss an event like that!
- Rakan:** Thanks, thanks very much. I can make it any other day.
- Ross:** What about, er ... next Thursday at 9:30?
- Ross:** Yes. We received it. I work in the Faculty of English and Dr Hudson, the Head of English, asked me to phone you.
- Rakan:** Yes, that would be fine.
- Rakan:** Yes, no problem. Thank you very much. Goodbye.
- Rakan:** Oh ... I'm afraid that's the one day I can't make. My brother's graduating that day. I'm awfully sorry.

## 2 Speaking and reading

- a** What are the important things to think about when you go for an interview? Work in groups of three and make a list of ideas.
- b** You are going to read some advice on what to do when you go for a university interview. By yourself, tick (✓) whether you agree, slightly agree or disagree with the advice.
- c** In groups of three, compare your opinions. Discuss the reasons for your opinions.

# The perfect university interview



	agree	not sure	disagree
1 Dress extremely smartly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Make sure you tell the interviewer what a great student you are, even if you have to make some of it up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Make sure you know everything about the academic subject for which you are applying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Showing an interest in the academic subject is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Be very, very polite. Call the interviewer 'Sir' or 'Madam'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Make sure that you arrive on time for the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Look at the interviewer when he / she is speaking to you, and when you answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Speak clearly and confidently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 If you don't know an answer to a question, say that you don't know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 At the end of the interview ask the interviewer if you passed the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3 GRAMMAR GUIDE: *expressing obligation and necessity*

**a Look at the examples. Then answer the questions.**

- You don't need to know everything about the subject.*
- You have to show an interest in the subject.*
- You don't have to know all the answers to the questions.*
- You have to speak clearly and confidently.*
- You can't be late for interviews.*

- 1 Which sentences talk about something being unnecessary?
- 2 Which sentences talk about obligations or prohibitions?

**b Change these sentences if they are not true for you or your country.**

- 1 I don't need to tell my parents if I'm coming home late.
- 2 We don't have to go to school in July.
- 3 You have to carry an ID card at all times.
- 4 All adults have to vote in elections.
- 5 You can't drive a car until you are 17 years old.
- 6 I need to study every evening after class.
- 7 18-year-olds have to ask their parents' permission if they want to go out.

### 4 Writing and speaking

**In groups, rewrite the advice for interviewees above. Give advice that you all agree on. Compare your advice with that of other groups.**

#### Language assistant

The opposite of *have to* is *don't have to* or *can't*.

- Imperatives can be used for obligation.

*Always speak English in class.*

*Don't drive so fast.*

- *Don't have to* means you are free from obligation.

A: **Do I have to** wear a suit at the meeting?

B: No, you **don't have to**, but you can if you want to.



# 3 The big day

## 1 Speaking and reading

- a Look at the photographs. Identify the occasions and talk about what is happening.
- b Match the invitations to the occasions in the photographs.

1

Mr Mohammad Ibrahim and Mr Saleh Ahmad have the pleasure of inviting **James O'Brien and family** to the wedding of Abdullah Saleh At the Wilton Hotel On Monday, March 24th at 3:00 pm Reception to follow

2

**Saeed Isma'il** would like to invite **Isma'il Mohammad and family** to his graduation ceremony at **University Hall, Montgomery University** on **Saturday, June 29th at 1:30 pm** RSVP Please take your seats 15 minutes before the ceremony. Please bring this invitation with you.

3

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Adam Subject: Makkah

Hi Khalid,  
My father's just told me the news – you're coming over to Saudi for Hajj. That's great news!  
I hope you haven't made other arrangements, because we'd like to invite you to stay with us.  
Let us know your plane's arrival time and we'll come and meet you at the airport. It's been ages since we last saw you, and we're all looking forward to it.  
See you next month.  
With very best wishes,  
Your cousin,  
Majid  
P.S. What do you think about my English? It's better than when I last saw you!

A



C



B



### c In groups, discuss the following questions.

- 1 Which of these occasions have you attended?
- 2 What are the best occasions that you remember?
- 3 What other important occasions are celebrated in your country?

## 2 Word builder: weddings and graduations

- a Which of the following words do you associate with weddings and which with graduations? Write them under the appropriate headings.

Weddings      Graduations

ceremony	exams	bride
university	ring	groom
scholarship	reception	marry
degree	engagement	diploma
graduate	best man	

- b Can you think of any other words for these occasions? Write two more under each heading.

### 3 Reading and listening

- a Look at the advertisement. What kind of a company is this and what do they organize?


**Weddings Unlimited**

*We help create beautiful wedding memories!  
Let us make your special day more special.  
50 years of experience count!*

\* Cakes \* Catering and menus  
\* Ceremony \* Flowers \* Gifts

\* Invitations \* Limousines \* Photographers  
\* Planning and co-ordination \* Transport  
\* Videographers \* Wedding reception venues

Contact us free on 1-800-387-4936 or  
email us at [weddings@weddingsunlimited.com](mailto:weddings@weddingsunlimited.com)

-  10 b Listen to the conversation about wedding arrangements, and tick the items on the advertisement that you hear mentioned.

### 4 GRAMMAR GUIDE: *prepositions and present participle time expressions*

- a In pairs, ask and answer questions about what you usually do at different times of day, on different days, in different seasons of the year, on different public holidays, etc.

*What do you usually do at the weekend?*

- b Complete the sentences using the words in the box.

since    after    before    while

- 1 \_\_\_\_\_ leaving school, my brother has had three jobs.
  - 2 I met my best friend \_\_\_\_\_ registering for a karate class.
  - 3 \_\_\_\_\_ taking this class, I thought English was impossible for me.
  - 4 Mustafa applied for over a dozen jobs \_\_\_\_\_ graduating from university.
- c Rewrite each sentence using the word in brackets.
- 5 My cousin was at university and then he became a pilot! (*becoming*)
  - 6 Rayyan passed his exams and since then he's been travelling around Europe. (*passing*)
  - 7 I'll leave school and then I'll start working for my father. (*leaving*)

### 5 Writing and speaking

- a Imagine that you have just graduated and you see the following job advertisement. In groups, decide what kind of person might enjoy this job.

#### **WEDDING MANAGER REQUIRED**

*Wanted: young, ambitious person to work in busy wedding company. Are you good at organizing people? Are you good at working within tight deadlines? Write to us, detailing your experience and qualifications, and you could be on your way to a new career!*

Dear Sir/Madam,

I am writing in response to your advertisement for a wedding manager, which appeared recently in a local newspaper. I would like to apply for the position.

I recently graduated with a degree in business studies. On this course, I studied management skills and organized a small research group. I found this very rewarding and would welcome the opportunity to gain more experience in management.

During my time as a student, I also worked as a writer for the university magazine. This involved meeting deadlines every month, as well as arranging interviews and other events. I believe I have the necessary ability to work well under pressure.

I have enclosed my CV. If you would like me to attend an interview or provide references, please do not hesitate to let me know. I look forward to hearing from you.

Sincerely yours,

Mohammed Musa

- b Imagine that you are the ideal person for the job and you are going to write an application letter. Use your imagination to make notes to answer the following questions.

- 1 Why are you writing? Where did you see the advertisement?
- 2 What relevant experience and qualifications do you have?
- 3 What relevant personal qualities do you have?

- c Write a letter applying for the position as a wedding manager using the application letter above as a model. When you have finished, read your classmates' letters and vote on who should get the job.



# Saudi Arabia and the World

## Giving and following directions

### 1 Reading

**a Read the letter. Who has applied for what job?**

Saudi-Invest Ltd.  
King Abdul Aziz Rd – Mina District  
PO Box 749 – 21900  
Saudi Arabia – Makkah

Mrs Shahida Abdullah  
al-Amir Nawwaf – al-Bandariyah District  
PO Box 66500 – 11497  
Saudi Arabia - Riyadh

24 October 2013

Dear Mrs Abdullah,

Thank you for your application for the post of Business Adviser. We would like to invite you for an interview on Wednesday 3 November, 2 pm.

We would like you to prepare a 10-minute presentation showing how you would advise small and medium-size businesses in the area.

Please find attached a small map of Makkah showing where Saudi-Invest Ltd is located. For further directions on how to get to our offices please consult our website at [www.saudi-invest.com](http://www.saudi-invest.com).

We would be grateful if you could phone Mrs Nasser on 050 xxxxxxx or Skype on [fnasser.saudi-invest](mailto:fnasser.saudi-invest) to confirm your attendance for the interview.

We look forward to meeting you.

Yours sincerely,  
*Maryam Fawzi*  
Maryam Fawzi  
Director of Small Businesses

**b Answer the questions.**

- 1 What should Shahida prepare for the interview?
- 2 Where can she find out how to get to Saudi-Invest?
- 3 What should she do to confirm she is coming?
- 4 How do you usually find directions to get to new places?

### 2 Listening



**a Listen to a Skype call from Shahida to Mrs Nasser.**

- 1 What is the best way to get to Saudi-Invest?
- 2 What reason is given for this?



**b Listen again and complete the table. Sometimes no information is given.**

	Journey time	Cost	Description
Train			
Bus			
Taxi			

### 3 GRAMMAR GUIDE: giving directions

**a Read aloud the examples of asking for directions.**

- What is the best way to get to the post office?*  
*How can I get to the train station?*  
*Can you tell me the way to your best friend's house?*

#### Language assistant

Use the imperative form of the verb to give directions.

- Cross** the road when you come out of the station.  
**Don't come** by car.

**b Put the words in the correct order to ask for directions.**

- 1 tell / the way / can / to the library? / you / me
- 2 the market? / how / to / we / can / get
- 3 get / best / what / way / to the shopping centre? / the / to / is



**c Listen to the Skype conversation again between Shahida and Mrs Nasser.**

- 1 Complete the text with the correct verb.
  - (1) \_\_\_\_\_ you come by car because of the congestion.
  - (2) \_\_\_\_\_ the train instead because it is both comfortable and reliable. When you get here,
  - (3) \_\_\_\_\_ the main entrance to the station. (4) \_\_\_\_\_ the road and (5) \_\_\_\_\_ bus stop no 5. From there you can
  - (6) \_\_\_\_\_ bus number 33. They're really frequent.
  - (7) \_\_\_\_\_ the bus driver to tell you to (8) \_\_\_\_\_ opposite the police station. Or
  - (9) \_\_\_\_\_ the map on our website which shows you exactly where we are.
- 2 Identify the verbs that are in the imperative form.

## 4 Speaking

**In pairs, make up a role play.**

Person A: wants to go on Hajj. He is coming from Riyadh. He wants to find out about different transport possibilities.

Person B: advises the person on the best way to get to Makkah for Hajj. Give detailed instructions about how to get to the al-Masjid al-Haram.

## 5 Writing

Imagine that Saudi-Invest wants to place information on its website about how to get to their office. Write directions for how to get there using different forms of transport and for people coming to Makkah for the first time.

## 6 Introducing yourself in formal situations

**a They say that most interviewers decide whether or not they want to employ someone in the first four minutes of an interview so introducing yourself well is crucial. Read the following ways of introducing yourself and grade them from least formal to most formal. Write down the ones that Shahida should use.**

- 1 Hi. Everything OK?
- 2 Good afternoon everyone. Let me introduce myself. I am Shahida. Shahida Abdullah.
- 3 Hello. I'm Mrs Abdullah. Nice to meet you.
- 4 Hi. I'm Shahida. How are you?
- 5 Hello. How do you do? My name's Shahida Abdullah.



**b Listen to the first minute of Shahida's interview and complete the table with the phrases in the correct order.**

Nice to meet you too.  
How do you do?  
My name is Shahida Abdullah.  
Good afternoon.  
Hello.

	Phrase used by Shahida
First phrase	
Second phrase	
Third phrase	
Fourth phrase	
Fifth phrase	

**c What do you notice about the way that Shahida and Mrs Fawzi greet each other?**

## 7 Speaking

**In pairs, practise introducing yourself to the following people.**

- 1 the grandparents of a friend
- 2 the interviewer in a job interview
- 3 a visitor to the school

# 3 Crossing cultures

**Grammar** ▶ Third conditional ▶ Uses of the present simple  
**Vocabulary** ▶ Cultures ▶ Travel ▶ Social roles and conventions  
**Speaking** ▶ Expressing wishes and regrets  
**Writing** ▶ A famous person ▶ A family ceremony

## 1 Evaluating tradition

### 1 Speaking

**a In groups, discuss the following question.**

Which jobs do you think of as being done by men or women? Tick (✓) the jobs M (masculine) or F (feminine).

- |                                |                            |                            |
|--------------------------------|----------------------------|----------------------------|
| company director               | M <input type="checkbox"/> | F <input type="checkbox"/> |
| nurse                          | M <input type="checkbox"/> | F <input type="checkbox"/> |
| librarian                      | M <input type="checkbox"/> | F <input type="checkbox"/> |
| secretary (personal assistant) | M <input type="checkbox"/> | F <input type="checkbox"/> |
| veterinarian                   | M <input type="checkbox"/> | F <input type="checkbox"/> |
| pilot                          | M <input type="checkbox"/> | F <input type="checkbox"/> |
| basketball player              | M <input type="checkbox"/> | F <input type="checkbox"/> |
| primary school teacher         | M <input type="checkbox"/> | F <input type="checkbox"/> |

**b Discuss the following questions in your groups.**

- Which jobs are more highly paid?
- Is the percentage of men and women in traditional 'male' or 'female' jobs changing? Can you give some examples?

### 2 Listening, writing and speaking



**a Listen to two people talking about their working weeks. Where does the conversation take place? Why is Zaki's English so good?**



**b Listen again. Tick (✓) the correct boxes.**

	The same	Different
Time of starting work		
Time of finishing work		
Lunchtime		
Number of days working per week		
Days at work in the week		



**c In pairs, write James's weekly timetable.**

### 3 Reading and speaking

- In pairs, do a class survey. Find out which ONE subject students would choose to study if they went to university.
- Make a list of the most popular subjects.
- Read the list of the ten most popular subjects at British universities. How does this list compare with yours?

#### UK's top 10 university subjects ...

- |                      |                    |
|----------------------|--------------------|
| 1 Law                | 6 Computer Science |
| 2 Design             | 7 English Studies  |
| 3 Psychology         | 8 Medicine         |
| 4 Management Studies | 9 Social Work      |
| 5 Business Studies   | 10 Sports Science  |

**d Did any of the subjects in the British list surprise you? Why?**

## 4 Reading and speaking

Read about a famous 19th century nurse. Discuss the questions in groups.

- 1 Why didn't Florence's parents want her to become a nurse?
- 2 Have attitudes to nursing changed since the mid-19th century?

### THE LADY WITH THE LAMP

Florence Nightingale was named after Florence (Firenze), the Italian city where she was born to rich parents on May 12th 1820. A girl in her position in society was expected to marry a man of similar class and have a family, not to pursue a career.

Florence, however, had other ideas. In 1845 she decided to become a nurse. In those days, nursing was considered an occupation for working-class women and was not highly regarded.

Florence Nightingale started her career looking after poor people in London, but in 1854 she and a team of nurses were sent to Turkey to nurse British soldiers who had been wounded in the Crimean War against Russia. She found conditions in the hospital appallingly unsanitary, and estimated that ten times the number of soldiers died from disease than from their wounds.

She demanded – and achieved – improvements to hospital conditions, and managed to cut the death rate dramatically. She worked tirelessly and became known as 'The Lady with the Lamp' because of her habit of walking round the hospital late in the evening, looking after her patients.

On her return to England, she fought for improved sanitary conditions in hospitals. She was probably the most famous woman in the country apart from Queen Victoria. She died on August 13th 1910, having achieved the reputation of being the founder of modern nursing.



## 5 Writing and speaking

- a Read the notes about a famous Islamic scholar.
- b You are going to write an essay about this person. Base your article on the notes. Use the article about Florence Nightingale as a model. Give your essay a title.

### **Bint al-Shat'l'a**

Name: Aisha Abdul-Rahman

Islamic scholar, intellectual, journalist, professor

Born: November 1913, Damietta (Dumyat), Egypt

Started studying aged 5. Attended Teacher Training School

1929 moved to Cairo. Studied for Bachelor's, Master's Degree and Doctorate at Cairo University

Worked as University lecturer in Cairo, Sudan, Morocco, Lebanon and Saudi Arabia. Also wrote books and newspaper articles

Died: December 1st, 1998 (heart attack)

Respected as Islamic scholar

- c When you have finished, read some of the essays written by your classmates. Finally, read your own essay again and try to find ways in which it could be improved.



# 2 The plane journey

## 1 Reading and speaking

**a** Read the following story and underline all the coincidences you find.



It all happened because of a plane journey. Khalil had just graduated from business school in Atlanta and he had a problem – he didn't know whether to go home to Saudi Arabia or stay and try to find a job in the States. He decided to visit his cousin in Houston and talk it over.

Soon after the plane took off, Khalil heard a voice say, 'You look deep in thought, young man. Cheer up! It may never happen!' It was the man sitting next to him. 'Anything you want to talk about?' he asked. 'Well, yes,' said Khalil. He explained his dilemma to the friendly stranger.

'Yes, I see your problem. Tell me a bit more about yourself.' So Khalil told him about his studies in Atlanta, how much he had enjoyed them, how he was keen to get a job and put his new ideas into practice.

'So where are you from?' asked his fellow passenger. When Khalil said, 'Riyadh,' the man's face lit up with a big smile. 'I know it well,' he said. 'My company has a branch in Riyadh and I go there every few months.' He explained that his company had an apartment there and, amazingly, it was in the same block as Khalil's uncle's apartment. Khalil mentioned his uncle's name.

'Is he tall, with grey hair?' asked the man. 'Then I know him! He was very helpful to me when I first moved to Riyadh.'

So they continued chatting all the way to Houston. As they left the plane, the man turned to Khalil and said, 'Very impressive, young man. Whatever you decide, you've got a great future ahead of you.'

The next morning at breakfast, Khalil's cousin spotted something in his newspaper. 'Hey, look, Khalil. This could be just the job for you!' Khalil looked at the advertisement for an assistant personnel manager's job and agreed. He sent an application letter and CV and, a week later, was invited for interview.

In the interview room sat three men. The familiar man in the middle looked at Khalil and said, 'Jim, Robert, I don't think we need to interview this young man. I think I might have interviewed him already without knowing it!' And, turning to Khalil, he smiled and said, 'May I introduce myself formally. I'm Andrew Smithson. I'm President of this company.'



**b** In pairs, give the story a title which will make people want to read it.

**c** In groups, talk about meetings or other events that have changed your lives.

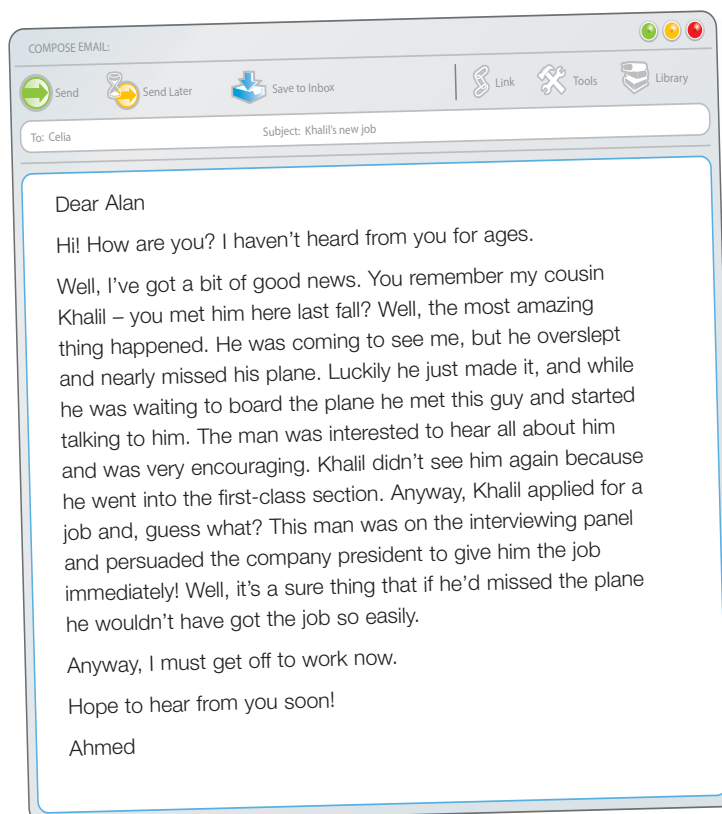
## 2 Listening, reading and writing



14

**a** Listen to the conversation between Khalil and his cousin Ahmed. Why does Ahmed say 'oversleeping can be a good thing sometimes'?

**b** Read the email that Ahmed wrote to a friend. Rewrite it, correcting the factual errors. How many errors did you find?



**3 GRAMMAR GUIDE: *third conditional***

**a Look at the two statements and answer the questions.**

- 1 If Jeff had got up early, he wouldn't have missed the plane.
  - a) Did Jeff get up early?
  - b) Did he miss the plane?
- 2 If Mark hadn't taken a taxi, he would have been late for the meeting.
  - a) Did Mark take a taxi?
  - b) Was he late for the meeting?

**b We use the third conditional to imagine unreal situations in the past. Look at this example. How does the grammatical form change from a real to an unreal situation?**

*Jeff didn't get up early. He missed the plane.  
If he had got up early, he wouldn't have missed it.*

**c Complete these sentences by putting the verbs in brackets into the correct form.**

- 1 I got the job. If I (1) \_\_\_\_\_ (get) it, I (2) \_\_\_\_\_ (apply) for another.
- 2 Bill's car broke down. If it (3) \_\_\_\_\_ (break down), he (4) \_\_\_\_\_ (get) to work on time.
- 3 My doctor gave me some pills. If he (5) \_\_\_\_\_ (give) me them, I (6) \_\_\_\_\_ (get) better.
- 4 I didn't get many votes. If I (7) \_\_\_\_\_ (get) more votes, I (8) \_\_\_\_\_ (win) the election.
- 5 There weren't many people in the restaurant. If there (9) \_\_\_\_\_ (be) more people in the restaurant, I (10) \_\_\_\_\_ (stay).

**d Now change these real situations into unreal ones.**

- 1 Brandon grew up in Hawaii, so he learned to surf.  
*If he hadn't grown up in Hawaii, he wouldn't have learned to surf.*
- 2 Mark didn't tell me about the meeting, so I didn't go.
- 3 I wasn't good in science, so I didn't study medicine.
- 4 We arrived late at the conference, so we didn't hear the opening talk.
- 5 I didn't study, so I failed the maths test.
- 6 Tina was hungry all morning because she missed breakfast.



**4 Pronunciation: sentence stress – conditionals**



**a Listen to the following sentences and underline the stressed words in each clause. Which parts of the conditional structure are stressed in an affirmative clause? Which in a negative clause?**

*I would have gone to the beach if I hadn't had to work.*

- 1 We wouldn't have come if you hadn't called us.
- 2 If I had stayed in Florida, I would have seen the hurricane.
- 3 If you hadn't bought that car, you'd have some money.
- 4 He would have come to the restaurant if he hadn't had to work late.



**b Listen again and practise saying the sentences with the correct intonation.**

**5 Speaking**

**In groups, talk about events which have influenced your lives. How would your lives be different if the events had been different?**

*If I hadn't passed my exams last year, I wouldn't have moved up into this class. But I worked hard and ... here I am!*

*If my father hadn't changed his job, we wouldn't have moved here. But I'm glad he did – I'm very happy here.*



# 3 Listening to advice

## 1 Speaking and reading

- a Every year about 25,000 British Muslims go on Hajj. In pairs, discuss and make notes of any advice that you would give to a British pilgrim who has never been on pilgrimage before.**
- b The British government gives advice to pilgrims. Does your advice agree with theirs? Read the checklist and compare.**
- c Read the email from a British pilgrim to a colleague at work.**
- d Look at the checklist again. Tick (✓) the pieces of advice that Khalid did *not* follow.**

## HAJJ CHECKLIST FOR BRITISH PILGRIMS

A successful pilgrimage requires careful preparation. We have compiled practical tips and advice for pilgrims to accompany the travel checklist.

### Before you go:

- talk to those who have already performed Hajj
- ensure your passport and visa for Saudi Arabia are in good condition and valid
- book travel and accommodation with an agent that is accredited with the Royal Embassy of Saudi Arabia in the UK to comply with Saudi Government regulations
- note the contact details for your tour operator in the UK and their representatives in Makkah
- clearly label your medication and take an adequate amount
- get written details of your trip including cost, room size and distance to the Holy Mosque
- take out adequate travel insurance – Shariah compliant travel insurance is available
- get the required vaccinations for your pilgrimage, and take your vaccination cards with you
- buy good-quality footwear – you may have to walk long distances.

### Healthy travel

Travellers need to protect themselves from the sun, dehydration, exhaustion, foot problems, and respiratory and bronchial illnesses.

You should take:

- an umbrella to protect you from the sun
- a spare pair of sandals
- an adequate supply of medication with a doctor's certificate describing the medication.

COMPOSE EMAIL:

Send Send Later Save to Inbox Link Tools Library

To: Adam Subject: Makkah

Dear Adam

Well, I'm back from Makkah. It was an amazing experience and very moving. I'm so glad I went. They say that two million people go on Hajj every year – I can quite believe it! I've never, never been in such a large crowd. I'll tell you more when I see you back at work.

Just to let you know that it wasn't *all* easy, though. For a start, the heat was incredible – I've never felt anything like it. And I didn't have anything to keep the sun off my head when I arrived in Saudi Arabia. I became quite light-headed at one point – I guess it was mild sunstroke. And then, in the crush, someone stood on my foot and broke the strap on one of my sandals. This meant that walking, or rather hobbling, was extremely difficult and I got agonising blisters! My elder brother (he went two years ago) had tried to give me some advice before I went, but I didn't listen. And my father gave me a government advice sheet for pilgrims before I went – but of course, I didn't read it carefully. I thought I knew better. I wish I'd listened to my family and hadn't been such an idiot.

Of course, it was all for the sake of Allah and I am so happy I have been on pilgrimage.

See you next week.

Best wishes,

Khalid



**2 GRAMMAR GUIDE: *expressing wishes***

**a Look at these examples of wishes. Then answer the questions.**

*I wish I hadn't stayed up and watched TV. I wish I had gone to bed at my usual time.*

- 1 Did he stay up and watch TV?
- 2 Did he go to bed at his usual time?
- 3 What verb tense is used after *wish* to talk about past unreal situations?
- 4 Why is the verb in the first sentence negative (*hadn't told*), but positive in the second sentence (*had kept*)?
- 5 Find more examples of wishes in the texts in exercise 1c. What did Khalid wish that he had done?

**b Complete the table with your own ideas. Then discuss them with your classmates.**

Wish about an unreal situation	Who said it	Real situation
I wish I had brought my umbrella.	I think <i>someone getting wet in the rain</i> said it.	The person didn't bring his/her umbrella.
I wish our team had practised more.		
I wish I had done my revision.		
I wish I hadn't eaten so much at lunchtime.		

**c Write wishes these people might make in these situations.**

- 1 A student. He wasn't prepared when the teacher gave the class an exam.

*I wish he hadn't given us an exam because I wasn't prepared.*

- 2 A man. He is unemployed and regrets leaving his last job.

*I wish \_\_\_\_\_*

- 3 A woman. She bought a new pair of shoes, wore them once, and decided she didn't like them.

*I wish \_\_\_\_\_*

- 4 A student. He didn't study much at university and now he's failed his exams.

*I wish \_\_\_\_\_*

**3 Speaking**

**In groups, talk about things you wish you had or hadn't done in the past. Ideas: opportunities for work or study, friendships, money, etc.**

*I wish I had studied business instead of biology.*

*There are more job opportunities in business.*



# Saudi Arabia and the World

## Cultural ceremonies

### 1 Speaking

In pairs, describe what happens during the following ceremonies in your community.

- 1 Wedding ceremonies
- 2 Funerals

### 2 Reading

Read the following quiz about cultural ceremonies in different countries. Tick (✓) each of the sentences below T if you think it is true, or F if false.

- |          |  |   |
|----------|--|---|
| <b>1</b> | You become an adult at the age of 20 in Japan.   | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>2</b> | West Africans often offer guests a drink of milk when they enter a house.  | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>3</b> | Members of the bridegroom's family blow horns while they carry the bride to the wedding ceremony in China.                                   | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>4</b> | People never refuse gifts when they are first offered in South Korea.  | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>5</b> | The naming ceremony takes place the day after the child is born in Bedouin communities.  | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>6</b> | The bride and groom often kneel while serving tea to their parents and grandparents during the Chinese wedding tea ceremony.                 | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>7</b> | Traditional Malaysian couples usually celebrate their wedding over a week.   | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>8</b> | During the Sallah Durbar in Katsina, Northern Nigeria, groups of horsemen gallop across the town square with swords drawn to greet the Emir. | T <input type="checkbox"/> F <input type="checkbox"/> |
| <b>9</b> | Ghanaians wear brown or black to the funeral of someone who is over the age of seventy.  | T <input type="checkbox"/> F <input type="checkbox"/> |

### 3 GRAMMAR GUIDE: *present simple*

#### a What tense is used in the quiz?

#### Language assistant

Use the present simple to talk about:

- something that is usual or routine  
*Sami plays tennis on Tuesday.*
- a fact or generalization or something the speaker believes to be true  
*People speak Arabic in Saudi Arabia.*
- a timetabled event that you know will happen  
*What time does class begin tomorrow?*

#### b Copy the table and put the following sentences in the correct column.

Repeated or routine action	Fact or generalization	Timetabled future action

- a People speak three languages in Switzerland.
- b Does your father live in Oman?
- c We don't often go on holiday.
- d The plane leaves at 18:00.
- e I don't know the answer to the question.
- f I go to the mosque most days.
- g Jamila works in a bank.
- h When do you get up?
- i I have got a dentist's appointment tomorrow.

c In pairs, ask what happens at a wedding or funeral ceremony in your community. Give lots of detail and make notes.

Name of ceremony	
Where it takes place	
Who attends the ceremony	
What they wear	
What happens during the ceremony	

### 4 Writing

a You are going to write a report about a naming ceremony, a wedding or a funeral. In pairs, copy and complete the first two columns of the table.

What I already know	What I want to know	What I have learnt
Wedding celebrations last for a week.	What ...?	
	When ...?	
	Where ...?	
	How ...?	
	Why ...?	

- b Use the internet or the library to find out the answers to your questions, then write notes in the third column.
- c Write the first draft of your report. Use the checklist to revise your work.
- d Write a final version of your report.

### Checklist for reports

Have you:

- Written a title at the beginning of the report?
- Divided the information into sections. eg what people wear, what they eat?
- Given each section a heading?
- Used the present simple?
- Checked your spelling and punctuation?



# 4 Life's a journey

**Grammar** ▶ Past modals, *would have*, *should have*, *could have*  
**Vocabulary** ▶ Space travel ▶ Extreme experiences  
**Speaking** ▶ Speculating about folk tales ▶ Weak forms of modals  
**Writing** ▶ Landing on the moon

## 1 To the Moon and back

Lesson Link



www.iien.edu.sa

### 1 Reading and writing

a You are going to read a story about a real person. Look at the photographs. What do you think the story is about?

b Now read the magazine story. Did you guess the topic of the story?



**W**hile circling the Moon in the Apollo 15 space craft in 1971, the American astronaut Al Worden was heard to say, 'After The King's training, I feel that I've been here before.'

Back on Earth, in the NASA control center, Florida, the assembled scientists cheered for 'The King', Egyptian-born geologist Farouq al-Baz, secretary of lunar landing site selection and chairman of astronaut training in visual observations and photography.

'Why did they call me "The King"?' joked Dr al-Baz in a recent interview. 'I guess it must have been because I was an Egyptian guy, and the only Egyptian called Farouq that the Americans had heard of in those days was King Farouq!'

And what was it like working on the Apollo Moon landings project? 'It was incredible,' says al-Baz. 'We were all inspired because we knew we were satisfying a dream of mankind. Since early times mankind has looked at the Moon and wondered ... and we were taking a major step to satisfy that wonder.'

**'We knew we were satisfying a dream of mankind.'**

And what exactly was Dr al-Baz's job? He explains: 'I was in charge of choosing sites on the Moon that were not only safe places to land, but also of probable geological interest. I knew that we wouldn't get many landings, so I had to get it right. Then I had to train the astronauts about the Moon, how to photograph it and how to collect scientific samples.'

c Choose the best headline.

**The Man They Called 'The King'**

**A famous Egyptian Scientist**

**The Apollo 15 space mission**

d Look back at the first paragraph of the article about Farouq al-Baz. Complete the table.

<b>Who:</b>	
<b>Nickname:</b>	
<b>Occupation:</b>	Secretary of lunar landing site selection
<b>Where:</b>	
<b>When:</b>	
<b>Nationality:</b>	

**Learning tip**

When you read an English language newspaper, the headline will always give you the main idea of the story. The first paragraph and any photographs will almost always give you the essential information of who, what, when and where. Therefore, you can get a summary of the important news quickly by reading headlines and first paragraphs.

**2 Speaking, writing and reading**

a **Imagine that you are a magazine writer. You have been chosen to be the first journalist to make a Moon landing. Back on Earth, you have to write an article about your experience. Write the first paragraph of your article and give it a headline. Use your imagination!**

**Start:**

*Last week I became the first journalist to ...*

**Describe:** how you felt  
what the Moon was like  
what you did

b **In groups, read your paragraphs. Whose story was the most probable?**

c **Read the paragraph about a real Moon landing. Were there any similarities with your story?**

**Man takes first steps on the Moon**



American Neil Armstrong has become the first man to walk on the Moon. The astronaut stepped onto the Moon's surface nearly 20 minutes after first opening the hatch on the *Eagle* landing craft. As he put his left foot down first, Armstrong declared: 'That's one small step for man, one giant leap for mankind.' Armstrong spent his first few minutes on the Moon taking photographs and soil samples in case the mission had to be aborted suddenly. He described the surface as being like powdered charcoal, and the landing craft left a crater about 60 cm deep.



# 2 A near tragedy

## 1 Speaking and listening

### a Discuss the following questions.

- 1 What could happen on a mountain climbing expedition?
- 2 Why do you think mountain climbers take risks?
- 3 Do you know of any disaster stories about mountain climbers?



### b Listen to the first part of an interview about a mountain climbing attempt. Was the attempt successful?



### c Listen again and write down the three mistakes mentioned.



### d Listen to the second part of the interview. What does Hussein say his group should have done? What shouldn't they have done? Tick (✓) the appropriate boxes in the table. What could have happened?

	Should have	Shouldn't have
checked the weather		
gone in March		
gone in May		
continued after the snow started		
taken Kamal with them		

## 2 GRAMMAR GUIDE: *past modals – would have, should have, could have*

### a Look at sentences 1–3 from the interview in exercise 1. Match them with their meanings, a–c.

- 1 We should have gone down the mountain immediately. \_\_\_\_\_
- 2 He could have died. \_\_\_\_\_
- 3 It would have been our fault for taking him with us! \_\_\_\_\_

- a) an unreal condition in the past (it wasn't the case because the action didn't happen)
- b) a recommendation about a past action (it was the right thing to do, but they didn't do it)
- c) a possibility in the past (it was possible, but it didn't happen)

### Language assistant

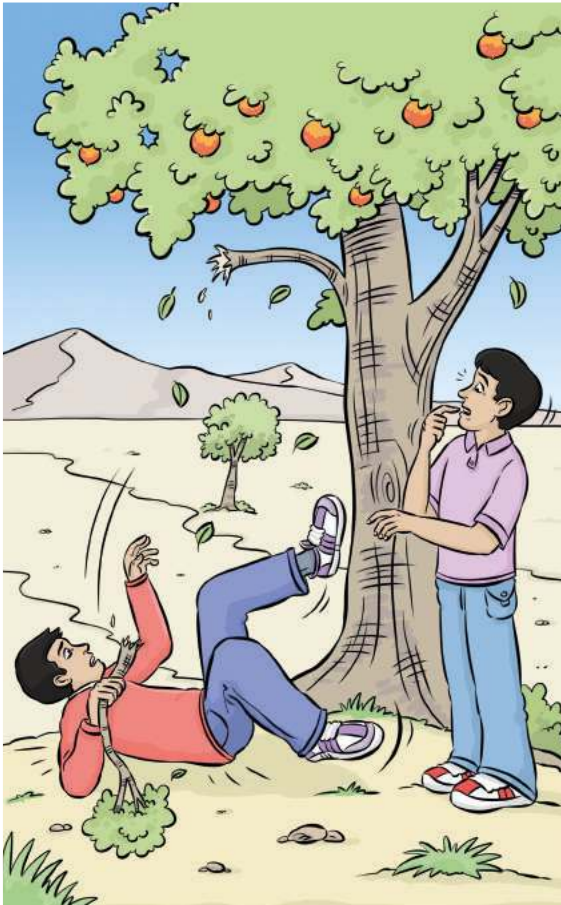
subject	+ modal	+ present perfect
Kamal	could	have died.

### b Complete the sentences using a modal and the verb in brackets in the correct form.

- 1 My friend Anwar had a really bad car crash. It \_\_\_\_\_ (kill) him, but fortunately he wasn't badly hurt.
- 2 It's a good thing Tim didn't hear what you said. He \_\_\_\_\_ (be) really angry!
- 3 Oh no! We're out of petrol. I \_\_\_\_\_ (fill up) before we left.

### c Use the cues to write a response to these sentences.

- 1 A: I called you yesterday at four, but you didn't answer. (*couldn't have*)  
B: *You couldn't have called at that time because the phone didn't ring.*
- 2 A: I got fired from my job. (*shouldn't have*)  
B: \_\_\_\_\_
- 3 A: I'm sorry I'm late. I got lost on the way here. (*would have*)  
B: \_\_\_\_\_
- 4 A: I was at the beach when the hurricane arrived. (*could have*)  
B: \_\_\_\_\_
- 5 A: My family was worried because I got home really late last night. (*would have*)  
B: \_\_\_\_\_



### 3 Pronunciation: weak forms – modals

**a Listen to two people talking about Hashim's experience. Circle the past modals you hear.**

A: Did you hear what happened to Hashim?

B: Yeah, I *would have* / *wouldn't have* been terrified.

A: Me too. I *would have* / *wouldn't have* tried climbing that tree. Hashim *could have* / *couldn't have* been killed.

B: I agree. He *should have* / *shouldn't have* done it. He *should have* / *shouldn't have* been more sensible at his age!

**b Listen again and practise saying the sentences. Notice the reduced forms.**

/wʊdəv/ /wʊdnəv/ /ʃʊd/ /ʃʊdnəv/  
/kʊdəv/ /kʊdnəv/

### 4 Writing and speaking

**a Think of a difficult or dangerous situation in your past, or invent one. Make notes to answer these questions.**

1 Where and when did your story happen?

\_\_\_\_\_

2 What happened in the beginning? How did you / other people feel?

\_\_\_\_\_

3 What happened next? How did you / other people feel?

\_\_\_\_\_

4 Then what happened? How did you / other people feel?

\_\_\_\_\_

5 What happened finally? How did you / other people feel?

\_\_\_\_\_

**b Now write your story.**

**c In groups, read your stories. Say what you would have done, or how you would have felt, in a similar situation.**



# 3 The War of the Worlds

## 1 Listening and reading



**a Listen to excerpts from a radio broadcast from 1938. Then tick (✓) the correct answers to the questions.**

- 1 What type of radio programme does it sound like?
  - a) news
  - b) drama
  - c) educational
- 2 What was the topic of the broadcast?
  - a) a fire in New Jersey
  - b) explosions in space
  - c) the arrival of aliens on Earth
- 3 How does the announcer sound?
  - a) amused
  - b) terrified
  - c) angry

**b Now read the article about the effects of the radio broadcast and then answer these questions.**

- 1 What kind of programme was *The War of the Worlds*?
- 2 What did many people think when they heard the broadcast?
- 3 What was the general result?
- 4 For what three reasons did people think the broadcast was real?

**c What would you have thought if you had heard *The War of the Worlds*?**

## On This Day in History

### The Orson Welles Effect

On the night of October 30, 1938, CBS's New York radio station WABC broadcast Orson Welles' dramatic version of *The War of the Worlds*, a novel by H.G. Wells. The work was introduced as a play, and three times during the broadcast, the station announced that it was fictional.

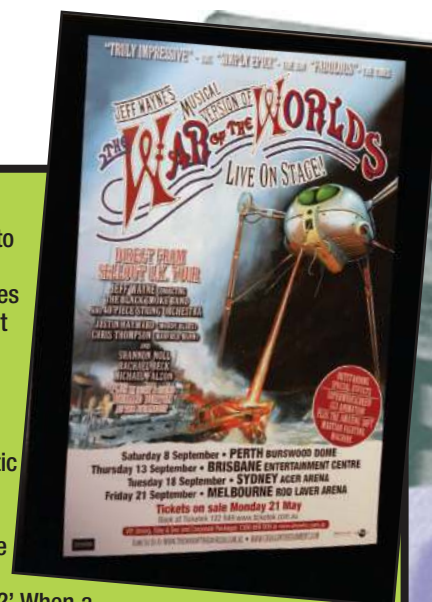
Nevertheless, it sounded like a news broadcast, and a lot of people thought that the Earth was being invaded by Martians! Mass panic resulted. Thousands of people began calling newspapers and radio stations for information about the 'end of the world.' Because part of the radio programme had recommended evacuation, many families left their homes, trying to escape the New York–New Jersey area.

Many people reacted to the panic in ways which today seem very amusing. In Newark, New Jersey,



some families ran into the street with wet towels over their faces because they thought there was a Martian gas attack. The New York Times received 875 calls from frantic citizens. One man called to ask, 'What time will the end of the world be?' When a radio station employee tried to question a caller about the situation, the caller said she didn't have time to talk because 'the world is coming to an end and I have a lot to do.'

What could have caused so many people to believe that Martians were attacking the Earth? Psychologists say that it might have been partly because of the world political climate. Europe was heading toward World War II and there was a general feeling of insecurity. Another factor was the broadcast itself. It was extremely realistic and in the form of news bulletins. It must have sounded like the real thing to a lot of people. Finally, many listeners missed the beginning of the programme, when it was explained that they were going to hear a radio play.



**2 GRAMMAR GUIDE: *past modals – could have, may have, must have, can't have***

**a Read these sentences and match each one to an explanation in the box. You need to use some explanations more than once.**

- 1 Some people *might have panicked* because of other people, not because of the broadcast. \_\_\_\_
- 2 The panic *could have happened* partly because of political insecurity. \_\_\_\_
- 3 The radio station *may not have made* it clear that it was fiction. \_\_\_\_
- 4 The people who thought Martians were invading *must have been* terrified. \_\_\_\_
- 5 Welles *couldn't have imagined* that his drama would cause such panic. \_\_\_\_

- a This expresses a deduction about a possibility in the past.
- b This expresses a definite positive deduction about the past.
- c This expresses a definite negative deduction about the past.

**Language assistant**

*could, can, can't, might, may and must*

The above verbs are used without the auxiliary *have* to make deductions in the present.

*Jalal is late – he **could / might / may** be in a traffic jam.* (possible)

*Hiba has just passed the exam – she **must** be very happy about that.* (definite)

*Faris has failed his driving test again – he **can't** be a very good driver.* (definite negative)

**b Complete the conversation using appropriate past modals with the verbs in brackets.**

A: Did you hear about that plane at Amman airport?

B: Yes. It (1) \_\_\_\_\_ (be) engine failure. I'm sure it was.

A: Well, some people think it (2) \_\_\_\_\_ (be) a sudden gust of wind. The tip of the wing (3) \_\_\_\_\_ (touch) the runway.

B: Well, they were very lucky. They all (4) \_\_\_\_\_ (be killed). And nobody was hurt at all.

A: I say it's thanks to the pilot. He (5) \_\_\_\_\_ (be) very brave ...

B: ... and skillful. It (6) \_\_\_\_\_ (be) easy to do what he did!

**3 Speaking**

**a In Middle Eastern culture, there are many legends and folktales. One of the most famous stories is *Sinbad the Sailor*. In the story, the sailor from Basrah sets out on a series of seven voyages. He sails across the seas east of Africa and in south Asia to magical places, meeting monsters, overcoming supernatural phenomena and becoming fabulously rich.**

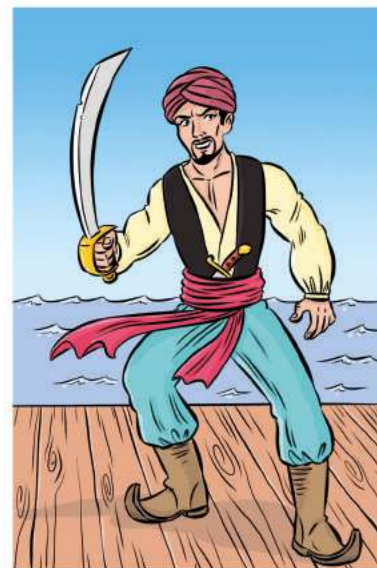
**In groups, think of one of the voyages. Summarize it. Does everyone in the group know the same story?**

**b Legends and folktales must have come from somewhere! Try to think of the origin of *Sinbad the Sailor*. Use the examples to help you.**

*There must have been a historical person who made a fortune from travel ...*

*The story could have been based on a famous sailor with great navigation skills ...*

*He might have lived in the ninth or tenth century ...*





# Saudi Arabia and the World

## Staying in a hotel

### 1 Reading

**a** A family with two children want to go to Abha on holiday. Read about what they want to do then read the website for the hotel. Do you think they will like staying there?

**b** Answer the questions.

- 1 Where would you expect to see this advertisement?
- 2 What would you click on to find out if you can get a discount?
- 3 What would you click on to find out if other people liked staying there?
- 4 Can you think of another facility that you would expect at the hotel?
- 5 Write a list of all the adjectives used to describe the hotel. Do you think they are positive or negative?
- 6 Describe the hotel in one sentence.
- 7 Would you like to stay there? Give reasons for your answer.



## The Asir Royal

Rooms | Reviews | [Special offers](#) | Directions

Check availability and rates

Villas

Dining

Fitness

Reservations

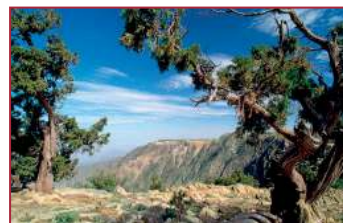
No. of rooms

Dates

GO

This contemporary luxurious hotel offers private villas in the highlands above Abha. Each villa has marble floors, air conditioning, satellite TV and wi-fi. The Asir Royal is set within 6 acres of private gardens at the foot of the Asir National Park and the hotel has unparalleled and spectacular views of the forested slopes and the town below. Facilities include a fitness centre and outdoor pool.

“Escape the heat and enjoy the cool temperatures offered by the mountains.”



## 2 Listening and speaking

The family booked the hotel but they did not hear anything from the hotel. You are going to listen to a conversation between the father and the hotel receptionist.

**a** In pairs, write a list of words or phrases that you think you will hear in the conversation.

**Father:** Hmm. Yes but \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**b** Listen for the first time. Which words did you guess correctly?

**Receptionist:** Thank you. \_\_\_\_\_.  
 May I take your email address again?  
 It seems as if we sent you confirmation  
 but the email address was incorrect.



**c** Listen again. Complete the gaps.

**Receptionist:** Good afternoon, the Asir Royal Hotel.  
 \_\_\_\_\_?

**Father:** Good afternoon. I \_\_\_\_\_  
 for two rooms last week by internet  
 but I have not received confirmation.  
 \_\_\_\_\_?

**Father:** OK. It's sayoub@gmail.com

**Receptionist:** \_\_\_\_\_. That's  
 s - a - y - o - u - b.

**Father:** Yes.

**Receptionist:** Thank you. What name was it?

**Father:** Sami Ayoub

**Receptionist:** Thank you. I'll email confirmation right  
 away.

**Receptionist:** \_\_\_\_\_. \_\_\_\_\_. We have two  
 rooms for you from 1 to 7 July.

**Father:** Thank you.

**Receptionist:** We look forward to seeing you. Goodbye.

## 3 Grammar guide: confirming information / asking for things

**a** When people ask you for things it is important to listen carefully to be accurate so that you give them what they ask for.

- Write down the phrases in the telephone conversation which confirm information.
- How else / what other phrases could you use to confirm information?

**b** Write the words in an appropriate order.

- confirm / Can / reservation / my / I?
- I / address again / take / your email / May?
- Could / guest card / you / this / sign?
- help / Can / you / I?
- to / like / you / check in / Would?
- me / send / to confirm / an email / you / Could?

### Language assistant

May is only used with I and we.

**May I borrow your phone?**

**c** In pairs take turns to ask for the following things.

- Book a room
- Book a table for four in the restaurant
- Book a taxi
- Room service / supper to be brought to the room
- A wake up call

## 4 Speaking

In pairs choose one of the following situations and perform a role play.

**Tourist:** You arrive at the airport at 18h00 and you want to book a taxi to go from the airport to the hotel.  
**Receptionist:** You cannot hear the person very well. Ask them to confirm the time and date.

**Tourist:** You want to check in at a hotel and you have reserved a room with 2 beds for 1 night.  
**Receptionist:** You have a reservation for 1 bed for 2 nights.

**Tourist:** You would like a cup of coffee.  
**Waiter:** Confirm if the person would like milk and if they would like anything else. Your coffee house also has newspapers.

# Progress test Units 1–4

## Grammar

(10 marks)

1 Read the following conversation between Omar and his friend. Choose the correct tense from the options to complete them.

1 **Fawzi:** Hi Omar.

**Omar:** Hi Fawzi. Hey I \_\_\_\_\_ to the shopping centre yesterday.

- a) have gone      b) go      c) went

2 **Fawzi:** Did you? I did too. We \_\_\_\_\_ together!

- a) could have gone      b) can go      c) can have gone

3 **Omar:** I \_\_\_\_\_ a new game.

- a) have bought      b) bought      c) buy

4 **Fawzi:** Did you? \_\_\_\_\_ I have a go?

- a) Would      b) Should      c) Could

5 **Omar:** Yes of course. \_\_\_\_\_ insert the disk?

- a) Would you      b) Should you      c) Could you

6 **Fawzi:** Oh you've got the Xbox® 360.

**Omar:** Yes, it's cool. It has got a sensor so I \_\_\_\_\_ a controller.

- a) can't have      b) don't have to      c) don't need

7 **Fawzi:** I knew I \_\_\_\_\_ an Xbox®.

- a) could buy      b) might have bought      c) should have bought

8 **Omar:** Yes but this is only the 60 gig version. I wish \_\_\_\_\_ the 250 gig version.

- a) I hadn't bought      b) I had bought      c) I would have bought

9 **Fawzi:** Why didn't you get it?

**Omar:** Oh because it was 500 SAR more expensive. If I \_\_\_\_\_ more of my pocket money then I would have bought it.

- a) had saved      b) would have saved      c) had been saved

10 **Fawzi:** Never mind that. What's the game?

**Omar:** It's a car racing game. You \_\_\_\_\_ overtake all the other cars and win the race.

- a) don't have to      b) have to      c) mustn't



## Grammar

(10 marks)

**2 Use your own ideas to complete the sentences.**

- 1 Leila left school early because ...
- 2 My brother, Nader, did his homework before ...
- 3 I would prefer to live in the countryside since ...
- 4 After my history lesson today ...
- 5 As my mother was cross, ...
- 6 I don't want to go on the school trip because ...
- 7 While studying for his English exam, my brother ...
- 8 I don't like walking because ...
- 9 Since the bandwidth is so poor at home ...
- 10 After coming out of the train station ...



## Vocabulary

(10 marks)

**3 Imagine you are giving a big family dinner. You are talking about the arrangements with your friend. Choose the most appropriate word in the box to complete the sentences. Sometimes more than one word is possible or none is required.**

a few of   a lot of   enough   much   many   any   some

**Mousa:** How (1) \_\_\_\_\_ people are coming?

**Adil:** I don't know exactly. About one hundred people.

**Mousa:** That's a lot!

**Adil:** Have you got (2) \_\_\_\_\_ chairs?

**Mousa:** Well I haven't got (3) \_\_\_\_\_ chairs – only 25. So I need to hire (4) \_\_\_\_\_.

**Adil:** Have you got enough plates, knives and forks?

**Mousa:** Yes the family has (5) \_\_\_\_\_ cutlery and we are borrowing the plates from my Auntie.

**Adil:** Have you got (6) \_\_\_\_\_ drinks?

**Mousa:** I have not got (7) \_\_\_\_\_ water but I have (8) \_\_\_\_\_ juices and I think (9) \_\_\_\_\_ people will also drink tea or coffee.

**Mousa:** What are you doing for food?

**Adil:** I have hired a caterer to make several dishes but I am making (10) \_\_\_\_\_ of the snacks myself.

## Reading

(6 marks)

## 4 Read the text about dates then number each of the paragraph headings A–F.

A Business in al-Ahsa \_\_\_\_\_

D Palm grove locations \_\_\_\_\_

B History of the date palm \_\_\_\_\_

E Popular saying about dates \_\_\_\_\_

C Fresh dates \_\_\_\_\_

F Different varieties of dates \_\_\_\_\_

*Dates of Saudi Arabia*

If a person tastes a date then they will quickly become a date lover.

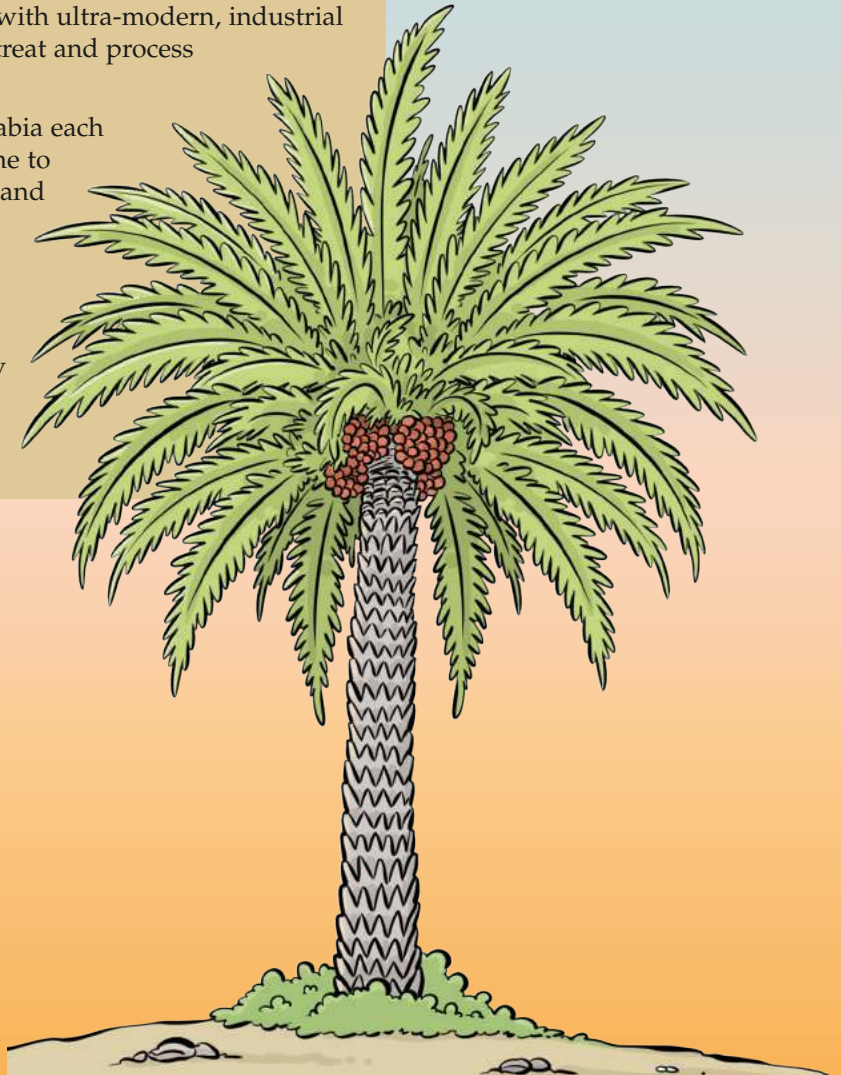
Saudi Arabia is the homeland of the date palm tree and many nations imported the date palm after they saw the beauty of the tree and tasted its delicious fruit. For example, Alexander the Great was the first to introduce palm trees to Pakistan.

The al-Ahsa region is home to approximately 3 million date palms and al-Ahsa's famous water springs and extensive irrigations systems ensure the date palms grow lush and give generous amounts of fruit.

Many agricultural companies are based here with ultra-modern, industrial processing facilities which enable al-Ahsa to treat and process many thousands of tons of dates every year.

There are over 300 types of dates in Saudi Arabia each with its own taste and texture. al-Ahsa is home to nearly all including fresh dates such as Barhi and Hayani, natural dates such as Medjoul and Deglat Nour, and soft dates such as Amari, Halawi, Hadrawi and Deri dates.

With a smooth yellow skin and a clear oval shape the Bahri is a perfect fruit but they only last 5-6 days after picking. Fresh Bahri dates are ideal when eaten chilled. The season lasts from August to October.



## Reading

(6 marks)

### 5 Read the text then answer the questions.

- 1 Where does the story take place?
- 2 Describe the port.
- 3 Describe Hashim's house.
- 4 Describe the weather.
- 5 Would you like to live where Faris and Hashim live? Give one reason why.
- 6 Describe your house and its immediate surroundings or community. Write two sentences.

The boat bobbed up and down on the glittering blue water at the port in Jizan. To the right there was an empty space where another boat had left early this morning to go out fishing. On the wide arm of the bay was a small mosque surrounded by a mud brick wall and spread with shabby mats. Faris approached the port passing through a black metal gate in a hedge of purple bougainvillea.

Hashim the night watchman stood up to greet him. He was so tall that he rose above the thatched palm branches that made the roof of his mud-brick hut. Faris walked down the tiled path which on one side had green lawns. In the middle of the grass lawn was a palm while over to the left was a towering guava tree. The sun's rays beat down, fierce and insistent through the branches that shaded the path.

## Listening

(8 marks)



### 6 Listen to the conversation and complete the sentences.

**Minnah:** (1) \_\_\_\_\_

\_\_\_\_\_ the Al-Masjid Al-Haram from here? We plan to go by car.

**Fadi:** (2) \_\_\_\_\_

\_\_\_\_\_. There are millions of people.

**Minnah:** Oh OK. But then (3) \_\_\_\_\_

**Fadi:** Well you could take a bus. (4) \_\_\_\_\_

\_\_\_\_\_ It will take you to the central station.

**Minnah:** And then?

**Fadi:** When you get off (5) \_\_\_\_\_

**Minnah:** Thank you.

**Fadi:** And to come back (6) \_\_\_\_\_

**Minnah:** OK.

**Fadi:** When you are ready, simply (7) \_\_\_\_\_

\_\_\_\_\_ and a taxi will be with you in five minutes.

**Minnah:** Thank you very much.

**Fadi:** My pleasure. (8) \_\_\_\_\_

\_\_\_\_\_ if you need any more information.

## Writing

(10 marks)

### 7 Write a letter to your friend inviting them to come and stay during a cultural festival. Include points on the following topics.

- talk about what happens during the festival
- talk about who you will meet during the festival
- talk about what you will eat during the festival
- use positive language to make it sound fun

# 5 Stages of life

**Grammar** ▶ Future progressive / simple ▶ Connectives ▶ *Wh-* questions  
**Vocabulary** ▶ Human development ▶ Ambitions ▶ Middle age  
**Speaking** ▶ Word linking  
**Writing** ▶ A day in the life of a child ▶ Higher education

## 1 Learning to be human

Lesson Link



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**c** Listen again and note some of the things children can do at each stage. In groups, compare and discuss your notes.

### 1 Speaking and listening

**a** Look at the three photographs. In pairs, decide:

- approximately how old each child is
- what they probably can and cannot do at that age.



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**b** Jean Piaget (1896–1980) was a very influential developmental psychologist. He identified four main stages in the cognitive development of children. Listen to part of a lecture about Piaget's theory. Then complete the table below with phrases from the box.

'Preoperational' stage	'Sensorimotor' stage
'Formal operational' stage	'Concrete operational' stage

Piaget's stages	Approximate ages
1 <i>Sensorimotor stage</i>	From birth to age ____
2 _____	From age 2 to age ____
3 _____	From age 7 to age ____
4 _____	From age ____ on

### 2 Writing, reading and speaking

**a** On a clean sheet of paper, write a paragraph about a typical day in the life of a child you know well. Don't mention the age of the child.

**b** In groups, read each other's paragraphs. After reading each paragraph, note on the paper your name and the approximate age that you estimate for the child.

**c** Get your own paragraph back. Who has made the best guess of each child's age? Discuss the children, and see how well they match Piaget's stages of development.

### 3 Word builder: people

- a Write the words from the box on the appropriate lines. You can use some words on more than one line. Use a dictionary if you need to.

baby	girl	teenager
infant	man	grown-up
guy	boy	youngster
kid	youth	woman

Child: \_\_\_\_\_

Adolescent: \_\_\_\_\_

Adult: \_\_\_\_\_

- b Tick (✓) the appropriate columns in the table to classify the words.

	Masc.	Fem.	M/F	Inf.	Form.	I/F
SINGULAR						
1	<i>guy</i>					
2	<i>child</i>					
3	<i>kid</i>					
4	<i>adolescent</i>					
5	<i>teenager</i>					
6	<i>youth</i>					
7	<i>mum</i>					
PLURAL						
1	<i>sons</i>					
2	<i>children</i>					
3	<i>parents</i>					
4	<i>fathers</i>					
5	<i>brothers</i>					
6	<i>siblings</i>					

- *Masc.* (always masculine), *Fem.* (always feminine), or *M/F* (masculine or feminine)
- *Inf.* (usually informal), *Form.* (usually formal), or *I/F* (informal or formal)

### 4 Reading and speaking

Read the extract from an anthropology essay. In pairs, discuss the information in the paragraph. Find the answers to these questions.

- 1 Why are human babies born early?
- 2 What are the advantages of our long dependence on our parents?

Human children develop very differently from other mammals. Our childhood is proportionally much longer, extended at both ends, with early birth and late maturity. If the pregnancy period of human mothers were the same as other mammals in proportion to average body weight, it would be more than a year, not nine months. However, at one year, the human child's head would be too big for natural birth.

One thing that makes us human is, literally, our big heads, which grow a lot more than other mammals' heads after birth. On the other hand, we do not become mature adolescents until we are much older than other mammals. We spend a much longer time depending on our parents, and therefore we learn much more from them than other young mammals do. This extended period of early learning is important because, as humans, we will be learning all our lives.



# 2 Goals in life



A



B



C



D

## 1 Reading, writing and speaking

a Read what four teenagers think about their lives. Which comment do you think corresponds to each photograph?

- 1 'What did people do before we had computers? They're just so useful – they help me with my homework, I can keep in touch with friends and family and, if I have time to spare, I can even play games. My dream would be to work in the IT industry, maybe in software development. Then I'll be earning money for something I enjoy doing.'
- 2 'This is Champion with my little sister. Isn't he great? My Dad bought him for me last year as a reward for passing my exams. Unfortunately we can't keep him at home, but I see him most evenings after school and we go out riding every weekend. In fact I'm interested in all animals. When I leave school I'd like to go to Veterinary School and become a vet.'
- 3 'This is a great day. All my life I have dreamt of having my own business. I used to work in interior design. Although I found beautiful things on the internet, I could never find what I wanted in the shops. Last year I put together a business plan for importing furniture and textiles and the banks gave me a loan. Now I can both market my skills as an interior designer and furnish a home beautifully with the best you can get.'
- 4 'A lot of my friends think that I'm too serious ... but I'm not. I really enjoy life! It's just that I find biology and chemistry so interesting. Sometimes my teacher sets us science projects and she says that I have a talent for research. I'm studying hard so that I can go to university. Then I'll become a teacher so that I can share my enthusiasm with other people.'

**2 GRAMMAR GUIDE: *future continuous vs future simple***

**a Look at the sentences. Which ones are about:**

- a complete, defined activity in the future
  - an open-ended activity taking place at a certain time in the future
- 1 She'll be importing furniture and textiles for her business later this year.
  - 2 She'll go to university after she leaves school.
  - 3 She'll be teaching science in a few years time.
  - 4 When he's eighteen he'll apply for a job with a software company.

**b What is the difference in the verb structures in sentences 1–4 in exercise 2a?**

**c Complete the sentences with the more appropriate structure: future continuous or future simple.**

- 1 We \_\_\_\_\_ (*wait*) for you at seven o'clock. Don't be late.
- 2 They \_\_\_\_\_ (*paint*) the house while we are away. They can finish in that time.
- 3 I \_\_\_\_\_ (*pay*) them when we get back.
- 4 In ten years, we \_\_\_\_\_ (*live*) in a bigger house with a nice garden, I hope.
- 5 I \_\_\_\_\_ (*work*) when you arrive, so wait for me in the café across from my office.

**d Complete the sentences, using information about yourself.**

- 1 This time next week, I \_\_\_\_\_.
- 2 When I'm 20, I \_\_\_\_\_.
- 3 At 10 o'clock tomorrow evening, I \_\_\_\_\_.

**3 Pronunciation: linking**



**a How do you normally pronounce the underlined words? Listen and check.**

- 1 Majid will go to university when he leaves school.
- 2 What will he study?
- 3 English will be his first choice.

**b Listen again and repeat.**

**4 Speaking**

**a Complete this table with your expected situation in five and ten years from now.**

	In five years	In ten years
work and / or study		
place of residence / type of accommodation		
family life / social life		
other activities / aspects of your way of life		

**b In pairs, discuss and compare your ideas about your lives in five and ten years from now.**

*In ten years, I hope I'll be earning a lot of money.*



# 3 When I'm 44

## 1 Reading and speaking

**a** Look at the photo and title of the article below. Discuss what you think the article is about.

**b** Match the two parts of these sentences.

- |   |   |
|---|---|
| 1 He will never return to the United States ...       | a) ... when they have finished their undergraduate studies.     |
| 2 He didn't have very much money, ...                 | b) ... he had always dreamed of going to do Hajj.               |
| 3 He got a job with a petrochemical company there ... | c) ... so he decided to travel by bus from Riyadh to Makkah.    |
| 4 Although he had never been to Makkah before, ...    | d) ... because he had worked as a chemical engineer in America. |
| 5 His children will join him ...                      | e) ... unless there is an emergency.                            |
| 6 His parents were Saudi, ...                         | f) ... but they settled in Detroit after finding work there.    |

**c** Read the article and put the sentences you have completed in the appropriate spaces.

**d** Answer the questions.

- |  |                                       |
|--|---------------------------------------|
| 1 How old is Faisal Sameer now?                  | 4 What was his first year away like?  |
| 2 How old was he when he left the United States? | 5 Why does he live in Dammam now?     |
| 3 Why did he leave?                              | 6 Would you do something like Faisal? |



## A new life

*Faisal Sameer is American, but he now lives in Dammam, Saudi Arabia. Ten years ago he lived in Detroit, and had never been out of the United States. (1) \_\_\_\_\_ . He had married in America but then, unexpectedly when he was 44, his wife died.*

*His two children who were at university wanted him to stay in Detroit, but he was not happy with that idea. (2) \_\_\_\_\_ . He had read many books about Hajj and the holy city of Makkah and now he really wanted to go.*

*He told his son and daughter he might stay longer in Saudi Arabia, but they didn't believe him. He sold the family house but they still didn't believe him. One autumn morning he took a plane to Riyadh. (3) \_\_\_\_\_ . But he didn't leave Makkah after Hajj. He was so impressed with Saudi and Arab lifestyle that he decided to travel further in the Gulf.*

*He spent a year zig-zagging his way round the coast, visiting on his way Madinah, Jeddah, Abha, Yemen, Oman, United Arab Emirates and Kuwait. In Kuwait, he began to worry about his diminishing funds. He returned to Dammam and started looking for some kind of work there.*

*(4) \_\_\_\_\_ . Faisal has lived there happily ever since.*

*(5) \_\_\_\_\_ . They realize that Dammam has become Faisal's second home. They have decided to continue with their postgraduate studies in Saudi Arabia, because the University for Science and Technology is so good. Faisal has remarried and bought a house. (6) \_\_\_\_\_ .*

2 GRAMMAR GUIDE: *connectives*

a Complete sentences 1–6 with connectives from the box.

because so only if therefore if unless

- 1 He did not have much money, \_\_\_\_\_ he decided to travel by bus.
- 2 He decided to travel by bus \_\_\_\_\_ he did not have much money.
- 3 He did not have much money. \_\_\_\_\_, he decided to travel by bus.
- 4 He will return to the United States \_\_\_\_\_ there is a family emergency.
- 5 \_\_\_\_\_ there is not a family emergency he will not return to the United States.
- 6 He will not return to the United States \_\_\_\_\_ there is a family emergency.

b Complete sentences 1–3 with *but*, *although*, *however*. In pairs discuss the differences between the three words.

- 1 He did not have much money, \_\_\_\_\_ he wanted to travel.
- 2 \_\_\_\_\_ he did not have much money, he wanted to travel.
- 3 He did not have much money. \_\_\_\_\_, he wanted to travel.

c Finish the following sentences.

- 1 Although my grandmother is 92, she ...
- 2 I was offered a place to study at King Abdullah University of Science and Technology (KAUST) but ...
- 3 Travelling when you are young is exciting, but ...
- 4 Although many girls get good grades, ...
- 5 My friend worked very hard to get into university. However ...
- 6 Riyadh is very modern. However ...
- 7 Although I never go to the health centre, I ...
- 8 We want to take the bus to town. However ...

Language assistant

*However, but, although* are connectives that **contrast** the two parts of the sentence. *I would like to study for a Masters; **however** I need to earn some money.*  
***Although** I didn't get a very good grade in English, I want to study it at university.*

3 Reading a description

Read the description.

- Underline all the sentences with connectives showing contrast.
- Underline all the adjectives used to describe the person. Which are positive, which are negative and which are neutral?
- Discuss how you think the author feels about his / her grandmother.



What someone looks like

**My grandmother**

My grandmother is 92 but she is still very active for a woman of her age. She is short and has long gray hair. She lives with my family in Riyadh since my grandfather died 12 years ago. However she says that she still misses the smell of the sea and the town where she grew up and lived all her life – Jeddah. Although my grandmother often sleeps in the afternoon, she is nearly always the first to get up. She usually makes breakfast.

Where someone lives

What someone does every day

Although she can be forgetful, she is very entertaining. She always has wonderful stories about the past to tell. It seems as if she had a wonderful childhood with many brothers and sisters – although the family was very poor.

She is a very caring woman and even manages to find the time some days to prepare pastries to take to the neighbours. But that is only when she is feeling well. I admire my grandmother and I feel very close to her, but I don't want to do the same things she did in her life. However, this is not because she has not had a happy life. On reflection, I would say that she has lived a happy life surrounded by those she loves, it is just that we live in different times.

What their personality is like



# Saudi Arabia and the World

## Scholarships

### 1 Speaking and writing

- a In pairs, discuss what you know about applying for scholarships. Add ideas to column 1 of the table below.
- b Write questions you want to ask about scholarships and complete column 2.
- c Choose two or three questions each and find out the answers to them on the internet.

What I know	What I want to know	What I have learnt
There is a lot of competition for each scholarship.	What countries can I go to?	

- d Read the following text and in pairs discuss the options. What would you prefer to do?



Firas Ahmed is 22 and has just graduated in biology with a first class degree. He has considered three main options for next year:

Option	Cost
a one-year trip travelling around the world	\$25,000
a job as an assistant in a local agricultural research institute	Earn salary of \$25,000
a Master's programme in the US to study Plant Science	Total costs including tuition and accommodation \$25,000

- e Write sentences.

*I would really like to do a trip around the world, but I haven't got enough money.*

**2 GRAMMAR GUIDE: questions and question words**

**a Read the following sentences. What happens to the verb and the subject?**

*I can study medicine and any science subject.*

**What subjects can I study?**

**b Match the question to the correct answer.**

**Question**

- 1 Where do you study?
- 2 How did you get your scholarship?
- 3 When did you apply?
- 4 Who do they give scholarships to?
- 5 What do you know about the King Abdullah Scholarship Programme (KASP)?
- 6 What can you study?

**Answer**

- a There are two types of scholarships. One is for brilliant students, the second is for brilliant but needy students or those who cannot afford the fees.
- b At undergraduate level it is limited to medicine and Health Sciences.
- c At Trinity College Dublin.
- d After finishing school.
- e I went to the Ministry of Higher Education website and clicked on the KASP scholarships tab. I downloaded the application form and filled it in.
- f It provides funding for 125,000 students.

**c Make up answers to the following questions and look at the explanation.**

1 Who saw Fahdi?

2 Who did Fahdi see?

**Language assistant**

Who as object

Who as subject

Fahdi saw **Tariq**.

**Somebody** saw Fahdi.

Who did Fahdi see?

Who saw Fahdi?

If *Who*, *What* or *Which* is the subject then the verb follows the question word.

*The United States, Canada and Saudi Arabia offer scholarships.*

**Which countries offer scholarships?**

**d Make questions.**

- 1 A university offered me a scholarship  
→ *Who offered you a scholarship?*
- 2 I got \$20,000 as a scholarship.
- 3 I want to study Arabic.
- 4 I want to do a Masters.
- 5 My father told me to apply for a scholarship.
- 6 I am worried I will fail my exams.

**e Write as many questions as you can about the following.**

- 1 studying abroad
- 2 your school

**3 Listening and writing**



**a Scholarship applicants are usually required to have an interview. Listen to the interview Firas had for a scholarship for Washington State University. Copy and complete the table.**

<b>Name</b>	Firas Ahmed
<b>Applied to</b>	Washington State University
<b>Reasons for studying there</b>	
<b>Reasons for studying Plant Science</b>	
<b>Reasons for wanting to do a Masters</b>	

**b Write a paragraph on how these studies would contribute to his objectives.**

**4 Listening and speaking**



**a With a partner, write a list of questions you anticipate you would be asked in an interview.**

**b Listen again to the interview. Add the interviewer's questions to your list.**

**c Listen a third time and note what Firas says about:**

- 1 his interest in Washington State University
- 2 the subject he is interested in and his reasons
- 3 his English
- 4 his reason for going directly from an undergraduate degree to a Master's degree

**d Using the questions you wrote for a) and b), role play an interview with your partner. Get ready to go for a scholarship yourself.**

# 6 The future

Lesson Link



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**Grammar** ▶ Future perfect / review of future ▶ *so that / to*  
**Vocabulary** ▶ Future developments ▶ Personal goals ▶ Gadgets  
**Speaking** ▶ Intonation to express emotions  
**Writing** ▶ A book review ▶ Instructions

## 1 Looking back at 2001

### 1 Reading

You are going to take a quiz about a science fiction production called *2001: A Space Odyssey*. Scan the article to find the answers to the quiz as quickly as possible. The winner is the person who finds all the correct answers first!

## The 21st century, past and present

In the late 1960s, the 21st century still seemed a long way in the future. Computers were just beginning to have widespread applications, and people did not have personal computers in their homes. However, some people were beginning to imagine, and sometimes to fear, the central role that computers would take in our lives in the future.

Director Stanley Kubrick's 1968 production *2001: A Space Odyssey* was not a typical sci-fi story about wars with space aliens. It had much more complicated themes, one of which was the role of machines in our lives. In Kubrick's vision of 2001, computers had many capabilities, which would lead to a fight for dominance between man and machine.

The setting is the space ship *Discovery*, which travels to different galaxies. The ship is controlled and operated by a computer called HAL 9000. Kubrick's futuristic computer could see, hear and speak. It was able to process all types of information and use this as a basis to make 'decisions'. Finally, it seemed to form its own opinions.

During the mission, HAL 'decides' that the humans on the *Discovery* will not carry out the mission properly, and it begins to kill the members of the crew. Finally, the remaining crew members decide that HAL must be disconnected. If not, in a short time, it will have killed all the humans on board and it will have taken over the mission. With that decision, the struggle between man and machine begins. In the end, man triumphs and the computer is disconnected in a strange and emotional scene. As HAL's circuits are gradually shut down, its faculties diminish, in a way that looks like what sometimes happens to the human brain. The once brilliant HAL ends up repeating the same phrase over and over, more and more slowly, until at last there is silence.



## QUIZ QUIZ QUIZ QUIZ QUIZ QUIZ

- 1 The production was made in the**
  - a) 1960s
  - b) 1970s
  - c) 1980s
- 2 It was directed by**
  - a) Robert Altman
  - b) Steven Spielberg
  - c) Stanley Kubrick
- 3 The name of the space ship was**
  - a) *Discovery*
  - b) *Voyager*
  - c) *Explorer*
- 4 The computer in the story was called**
  - a) SAM
  - b) HAL
  - c) ED
- 5 The computer had the ability to**
  - a) see, hear and talk
  - b) make 'decisions'
  - c) a) and b) plus seemed to form opinions
- 6 The computer was disconnected because**
  - a) it started to make mistakes
  - b) it began to kill people
  - c) it used too much power
- 7 When the computer was disconnected, it**
  - a) gave a warning
  - b) repeated words
  - c) immediately became silent

## 2 Listening and speaking



**a Listen to a conversation between a computer and its user. Then answer the questions.**

- 1 Does the computer sound as human as the man?
- 2 How does the computer feel?
- 3 What arguments does the computer use to avoid being disconnected?
- 4 How did the scene make you feel?

**b In groups, discuss the following questions.**

- 1 Have you read any science fiction books? Which ones?
- 2 Do you think science fiction can actually give us a preview of life in the future? Why or why not?
- 3 In your opinion, could computers ever become as 'human' as HAL in 2001?



## 3 Speaking and writing

**a Stanley Kubrick commissioned several companies to predict what they might be selling in the year 2001, and to design the objects. Which description matches the object in the photograph on the left? Are any of the objects described below similar to things which now exist?**

- 1 'Robo Pen' by Parker  
A voice-operated pen with buttons to control handwriting, margins, ink colour and language.
- 2 Attaché case by Honeywell  
This worked like a mini-computer.
- 3 Picture phone by Bell Telephone  
Bell actually made a set of these, and Kubrick used them to call his daughter.
- 4 Charge card identifier  
Automatically checked the owner and the credit status of the card.

**b In pairs, design an object on paper which you think will have been invented 30 years from now. Write a description of the object and how it will be used.**

**c Present your invention to the class.**

*Today we would like to present the ... to you. The ... will ...*



# 2 Tomorrow's world

## 1 Speaking

a In pairs, decide which of the following things have been achieved.

Technology	Medicine	Ecology
artificial intelligence	a vaccine against polio	weather control
domestic robots	a cure for cancer	protection of endangered species
voice-operated cars	artificial eyes	alternative energy sources
internet access for all	longer lives	recycling of nearly all waste

b Compare your list with another pair's list. Which of the things do you think will be achieved or perfected in your lifetime?

## 2 Reading and speaking

a Scan the article quickly. Which of the things in the list in exercise 1a are mentioned?



### Centuries of change

The 19th century was the era of industrialization, and the 20th century was the era of communications technology. The invention of the television in 1926 started a revolution in communications which would change the world. And by the end of the



century, advanced computer technology meant that people could send and receive information instantly via the internet.

The 20th century also saw major advances in other areas. For example, in medicine, antibiotics and a vaccine for polio were developed. Organs were successfully transplanted, and in some cases artificial organs were implanted. There were also advances in ecology. A number of international organisations now work to protect endangered species and to clean up and protect the environment. Alternative energy sources like wind and solar power were developed.

At the start of the 21st century, in many countries, people are living better



and longer lives. Here in Saudi Arabia, average life expectancy has risen from 66 years to 74 years. Looking towards the future, the Kingdom's Vision for 2030 aims to increase this further to 80 years. This ambitious vision also foresees improvements in other areas, such as increased recycling facilities, more and better nature reserves, reducing infectious and chronic diseases, and becoming a world leader in the digital economy, giving 90% of houses in cities access to high-speed broadband.

b What aims from *Saudi Vision 2030* are mentioned in the last paragraph of the article? Write them under these headings:

- Technology
- Health
- Environment

In what other areas might improvements be seen by the year 2030?

**3 GRAMMAR GUIDE: future perfect**

**a Look at the example. Which of sentences 1–3 means the same thing as the example?**

*In 30 years, we will have found a cure for all types of cancer.*

- 1 It took 30 years, but we now have a cure for all types of cancer.
- 2 Thirty years from now, we will find a cure.
- 3 We will find a cure sometime in the next 30 years.

**b In the following text, circle the correct form of the verb.**

Sometimes I think about how the world (1) *changes / will change* in my lifetime. I'm 30, and I (2) *have seen / will have seen* a lot of changes. For example, 20 years ago, people (3) *didn't know / hadn't known* how the internet would affect everything! So what (4) *has happened / will happen* in the next 30 years? Well, I think we (5) *have stopped / will have stopped* using petrol and we (6) *drive / will drive* electric cars. In ten years, we (7) *are inventing / will have invented* new energy sources. By the time I'm 60, we (8) *will solve / will have solved* a lot of problems!

**c Use these prompts to make predictions about the future.**

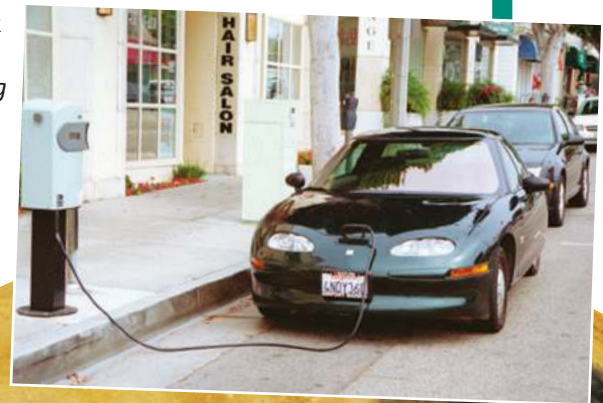
- 1 2020 / return to / the Moon  
*In 2020, I think we will have returned to the Moon.*
- 2 2025 / discover a cure / all types of cancer
- 3 2030 / colonize / Mars
- 4 2050 / invent / time travel

Language assistant

The future perfect is for actions which will be completed at or by a specific time in the future.

*In two years, I will have graduated from university.*

*By 2013, I will have been learning English for many years.*



**4 Listening and speaking**



**a Listen to the conversation about the future. In the second column of the table, mark the predictions D (David believes), A (Ali believes), or B (they both believe).**

**b Now mark the predictions Y (yes) or N (no) according to your opinions.**

**c In groups, discuss your opinions. Write two more predictions about things that will and will not have happened 20 years from now and share them with your class.**

Predictions for the world in the year 2025	The conversation	Your opinions
1 Children will study at home, by computer.		
2 Computer transactions will have replaced money.		
3 Medical advances won't have increased people's life spans.		
4 We'll download all books from the internet.		
5 We won't have colonized space.		



# 3 Your future

## GRAMMAR REVIEW: future forms

### a Read the conversation quickly. What is the conversation about?

**Salman:** So, Youssef, when do you finish school?

**Youssef:** (1) \_\_\_\_\_.

**Salman:** Great! (2) \_\_\_\_\_ right away.

**Youssef:** Uh, not exactly, Grandpa. I think I'll probably do some travelling.

**Salman:** Ah, excellent. Check out job opportunities in other cities, right?

**Youssef:** Uh, no, not really. When I graduate, (3) \_\_\_\_\_. (4) \_\_\_\_\_, so I'd like to take a break first.

**Salman:** Oh, I see. Well, a short break is probably a good idea. (5) \_\_\_\_\_, I guess.

**Youssef:** Actually, in September, I will have just started my trip. I plan to take a year to backpack from Toronto to Buenos Aires.

**Salman:** Oh! Well, it's not what we did in my day. Still, you'll be seeing a lot of different places and things on your trip. (6) \_\_\_\_\_, I'm sure.

### b Now complete the conversation with the phrases below.

- You'll be looking for a job in the autumn then
- I will have been in school for 18 years
- I'll be working for the rest of my life
- I graduate in June
- It will be very educational
- I suppose you'll want to get a job

### c Find an example of each of the following meanings in the conversation.

- a prediction
- a definite, scheduled event in the future
- an action which will be completed at a point in the future
- an action which will be in progress at some point in the future

## 2 Pronunciation: intonation and emotion



### a People use intonation to express emotions like surprise, anger, etc. This is true in all languages, but the way it is done varies between languages. Listen to these excerpts from the conversation. In each case, tick (✓) how the people feel.

- |                   |                          |                 |                          |                 |                          |
|-------------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|
| 1 a) excited      | <input type="checkbox"/> | b) embarrassed  | <input type="checkbox"/> | c) angry        | <input type="checkbox"/> |
| 2 a) unconvinced  | <input type="checkbox"/> | b) convinced    | <input type="checkbox"/> | c) angry        | <input type="checkbox"/> |
| 3 a) happy        | <input type="checkbox"/> | b) surprised    | <input type="checkbox"/> | c) embarrassed  | <input type="checkbox"/> |
| 4 a) enthusiastic | <input type="checkbox"/> | b) bored        | <input type="checkbox"/> | c) embarrassed  | <input type="checkbox"/> |
| 5 a) surprised    | <input type="checkbox"/> | b) disappointed | <input type="checkbox"/> | c) enthusiastic | <input type="checkbox"/> |

### b Now practise saying the following sentences as indicated.

- I'm going to a conference. (excited)
- I'm going to a conference. (bored)
- Emily got the best marks. (happy)
- Emily got the best marks. (disappointed)
- I forgot your name. (surprised)
- I forgot your name. (embarrassed)

## 3 Reading, speaking and listening

### a Read the following profile. With a partner, make predictions about the person's future.

This person is 19 years old, and a student at the University of Texas. He is an expert with computers and enjoys anything related to computer technology. However, he doesn't like being a university student very much. As a first-year student, he has to take many required courses like English and history which have nothing to do with computers. He feels that maybe university is not for him.

- Will he graduate from university?
- Will he become successful?
- What will he be doing in five years?



**b** The profile you read was of a real person. Listen to what happened to the young man and compare his story with your predictions.



#### 4 Reading, writing and speaking

- a** In groups, discuss ways in which you can continue to develop your English in the future. Make a list together.
- read magazines in English
- b** Read this extract from a plan for continuing to develop English. Does the writer mention any of the ideas you discussed?
- c** Write your own plan for continuing to develop your English. When you have finished, swap plans with a partner and read each other's. Is the plan realistic? Do you believe your partner will be able to do it?

● Another thing I intend to do is use the internet more. The internet will become an even bigger part of our lives in the future, and the majority of it is in English. The practice I get from reading information online should help to keep my level of English up.

● Apart from that, I think it would be a good idea to try to read a newspaper or a magazine in English once a week. I'm really interested in sports, so it might be a good idea to read a sports magazine, although the language might be a little limited.

#### 5 GRAMMAR GUIDE: other uses of will

**a** Read the sentences and decide what the function of each one is. Match the sentences 1–4 to the functions A–D.

- 1 'I'll definitely do it this time – trust me!'
- 2 'Don't worry, I'll do it for you.'
- 3 'I'm really busy – will you do it for me?'
- 4 'Don't do that – you'll hurt yourself!'

- A offering
- B requesting
- C warning
- D promising

**b** Check your answers with a partner.

**c** Now, in pairs, read the following sentences and write down what the people might have said.

*Example: Khaled warned Tariq not to drive too fast.*

Khaled said 'Don't drive too fast – you'll have an accident.'

- 1 Dunya offered to help her mother to cook dinner.

Dunya said '\_\_\_\_\_.'

- 2 Waleed promised his friend Firas that he would not be late.

Waleed said '\_\_\_\_\_.'

- 3 Faris asked his brother Ahmed to lend him some money.

Faris said '\_\_\_\_\_.'

- 4 Moussa warned his little brother not to touch the sharp knife.

Moussa said '\_\_\_\_\_.'

**d** With a partner, think of offers, requests, warnings and promises you have made recently. How could you say these things in English?



# Saudi Arabia and the World

## Food and kitchen gadgets

### 1 Reading and writing

a Can you name the food in the photograph? Read the article and check your answer.

b Read the texts and find words or phrases that mean the same as these definitions.

- 1 food, cookery \_\_\_\_\_
- 2 different, remarkable \_\_\_\_\_
- 3 the remains of a fire \_\_\_\_\_
- 4 regular, basic \_\_\_\_\_

### 2 Speaking

Many gadgets can be found in modern kitchens. In pairs, number the following gadgets in order of importance from 1 = 'Can't do without' to 8 = 'Never use'?

- |                                      |   |
|--------------------------------------|---|
| Bread maker <input type="checkbox"/> | Sandwich maker <input type="checkbox"/> |
| Blender <input type="checkbox"/>     | Juicer <input type="checkbox"/>         |
| Kettle <input type="checkbox"/>      | Microwave <input type="checkbox"/>      |
|                                      | Rice Cooker <input type="checkbox"/>    |
|                                      | Toaster <input type="checkbox"/>        |



### Saudi Arabian cuisine



Saudi Arabia is well known for its variety of traditional dishes. Most contain meat, rice, vegetables and, of course, the spices that produce the food's distinctive flavor. Meat is cooked in many different ways. A popular method is called al-Mandi. Al-Mandi is an ancient technique, and it involves barbecuing a lamb or chicken in a deep hole in the ground. Another culinary technique is al-Mathbi. Here, spiced chicken or lamb is grilled on flat stones which have been placed on hot ashes. Al-Kabsa is one of the Saudi Arabia's most popular dishes. It is made of spiced meat or chicken cooked in a pot with rice. It is usually accompanied by salad dishes and is considered a staple part of the diet throughout the Kingdom. Saudis are by nature sociable people, and there is nothing they enjoy more than visiting their friends' houses for a traditional feast.

## 1 Grammar guide: clauses of purpose

**a In pairs, read the example then discuss what each gadget is used for.**

*I use the microwave to heat up my lunch.*

### Language assistant

To talk about the *purpose* of an action you use

- *to + infinitive.*  
*I use the kettle **to boil** water.*
- *Or so that.*  
*I prepared lunch early **so that I could** get to my lesson on time.*

**b Write sentences using *so that* or *to*. You may need to make changes to the verb.**

*We ate fresh food every day. We wanted to be healthy.*

→ *We ate fresh food every day **so that** we could be healthy.*

- I took out a knife. I wanted to chop some onions.
- I have taken Home Economics. I want to learn how to cook.
- I put all the dishes in the dishwasher. I didn't want to do the washing up.
- I shut the door. I didn't want my sister to see the cake I had made for her.
- I have a recipe app on my phone. I want to know how to make a meal wherever I am.
- I watched food programmes on the TV. I wanted to get inspiration for some new meals.

## 4 Reading and writing

**a A blender is a common item in the kitchen. Where do you think the following text is taken from?**



### Using your blender

- Place the blender jar with the blade unit attached on the motor unit (1) and turn the jar until you hear a click (2).
- Turn the control knob to the correct speed. Do not let the appliance run for more than 3 minutes at a time.
- Always switch off the appliance by setting the control knob to OFF before you open the lid.

### After using the blender

- Unscrew the blade unit from the bottom of the blender jar.
- Always clean the blender parts immediately after use.

### Tip

- Cut meat or solid ingredients into smaller pieces before putting them in the blender jar.

### Warning!

Never reach into the blender jar with your fingers or an object like a spoon while the appliance is running



**b Answer the questions.**

- What should you do with your blender after using it?
- How should you process meat?
- List two things you should not do with your blender.
- Why do you think you should not reach into the blender with your fingers?
- Give two things you would use a blender for.

### Language assistant

Use the imperative form to give instructions.

**Put** the ingredients in the blender jar.

**Don't** put too much meat in the blender at the same time.

Make your instructions stronger by using *always* and *never*.

**Always** clean the blender after using it.

**Never** put your fingers into the blender while it is running.

## 5 Writing and speaking: giving instructions

- In pairs make a set of instructions for how to use a microwave. Include a warning.
- Give your instructions to another pair.
- Ask them if your instructions were clear.

# 7 The 20th century

Grammar ▶ Connectors ▶ Sequencing ▶ Collocations ▶ Past time clauses  
 Vocabulary ▶ Major events ▶ Famous figures ▶ The environment  
 Speaking ▶ Group discussion: the benefits of change  
 Writing ▶ An essay on change ▶ A biography ▶ A report

## 1 Changes



### 1 Speaking, writing and reading

a We are now in a new millennium: the 20th century is recent history. But the 20th century was a period of massive innovation. In your opinion, what were the most important inventions or developments of the 20th century? Write in the table below.

The most important developments in ...	First choice	Second choice
medicine		
transport		
architecture		
household facilities		
communications		

b In groups, compare your choices. Be prepared to give your reasons.



### 2 Speaking and listening

a Match these people with the photographs. In pairs, discuss your answers and what you know and think about these people and their role in the 20th century.

- 1 Bill Gates
- 2 John F. Kennedy
- 3 Mahatma Gandhi



b Listen to a radio discussion programme. What does the professor consider to be the two most important developments in the 20th century? Take notes then compare your answers in pairs.



- c Listen again and take notes on the following ideas.
- 1 three areas on which changes in transport have had major effects
  - 2 the result of the development of the internet and the mobile phone
  - 3 the disadvantages of globalization and two other problems caused by these changes

### 3 Pronunciation: word stress



a Listen to part of the programme. What do you notice about the word *record*?

b Listen to the pronunciation of the underlined words in A and B. Do the nouns or verbs in these examples have the stress on the first syllable?

A

- 1 The coach is going to record the team's statistics.
- 2 They export a lot of computer software.
- 3 Some advertisements insult our intelligence.
- 4 Technology will continue to progress rapidly.

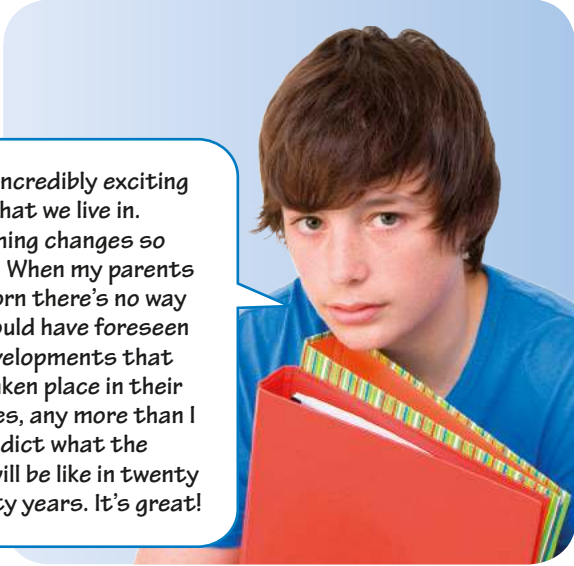
B

- He keeps a record of all his expenses.  
 Cars are a major export of the US.  
 Most advertisements are an insult to our intelligence.  
 The students have made great progress in English.


c Practise saying the sentences, stressing the underlined words correctly.

### 4 Reading, speaking and writing

a Read these statements about attitudes to change. Which one do you agree with and why?



It's an incredibly exciting world that we live in. Everything changes so quickly. When my parents were born there's no way they could have foreseen the developments that have taken place in their lifetimes, any more than I can predict what the world will be like in twenty or thirty years. It's great!



I know a lot of changes that have taken place in the last fifty years have produced massive benefits to humanity – but aren't things changing too quickly? I sometimes think that people are too ready to accept change, regardless of the effects it may have on our traditions. We need to preserve these for future generations.

b Discuss your opinions in groups. Take notes on the ideas of all group members.

c Imagine that a magazine has invited young people from around the world to write a paragraph on the following subject:

WORLD NEWS

## Change – for better or for worse?

Use your notes from exercise 4b to write a brief paragraph for the magazine.



# 2 History

## 1 Speaking

- a Can you identify this 20th century scene? How do you feel about it?
- b Match these major 20th century events with dates from the box.

1971	1914–18	1917–21	1936
1939–45	1945+	1969	

- Foundation of the United Nations 1945
- Oil discovered in Saudi Arabia \_\_\_\_\_
- World War II \_\_\_\_\_
- Foundation of the UAE \_\_\_\_\_
- First man on the moon \_\_\_\_\_
- World War I \_\_\_\_\_
- Russian Revolution \_\_\_\_\_



## 2 Listening and speaking

- 32 a Listen to a lecture in a university. What two things (aside from revolutions and wars) does the lecturer consider extremely significant in the 20th century?
- 32 b Read these incomplete class notes. Then listen again and complete them.
- c Do you agree with the lecturer about the most important changes of the 20th century?

(1) \_\_\_\_\_ and \_\_\_\_\_ are 'business as usual' in history.

World population:

(2) \_\_\_\_\_ in 1900, (3) \_\_\_\_\_ in 2005 – enormous impact on

(4) \_\_\_\_\_ and \_\_\_\_\_, and \_\_\_\_\_ and \_\_\_\_\_.

Technology speeded up transport and communications, main elements in (5) \_\_\_\_\_.

# A MYSTERY UNCOVERED

In the early 1980s a group of researchers used radar and remote-sensing satellite imagery to scan the deserts in Saudi Arabia and Oman for the lost city of Iram-Ubar.

Iram of the Pillars is mentioned in the Qur'an but was thought to be non-existent by historians. However, in 1973, another lost city, Ebla, was excavated in Syria. In its library was a record of all the cities with which it had traded. On the list was the city of Iram.

According to Bedouin belief, Iram of the Pillars was a large prehistoric metropolis built five generations after the great flood by a race of giants, the Ahd al-Jann, in the Rub-al-Khali desert. The Adites, or successors of Noah's people, were supposedly remarkably skilled architects and

builders who were able to raise great stone columns or pillars.

Moreover, Iram was said to be fabulously wealthy because of its trade in olibanum (frankincense), which was prized for making expensive perfumes.

The city was also said to be the centre for magic and devil worship. So, Allah inflicted a drought, and then caused a disastrous sandstorm. Eventually, the whirlwind engulfed the entire city which vanished without trace beneath the sands.

Then, in the early 1980s, an oasis city called Iram-Ubar was excavated in Oman. Large amounts of frankincense were discovered at the site. However, it seems that the disappearance of the city was actually due to lack of water. Historians think



that the water table fell, leaving the water cavern dry, and the walls of the cavern then collapsed. Without water, the oasis in the desert was swallowed by the sand.

### 3 GRAMMAR GUIDE: connectors

**a Find the words on the left in the article and underline them. Then match them with the pairs of words or phrases with similar meanings on the right.**

- |              |                           |
|--------------|---------------------------|
| 1 moreover   | a) as a result, therefore |
| 2 then       | b) but, although          |
| 3 eventually | c) after, after that      |
| 4 however    | d) as well as, also       |
| 5 so         | e) in the end, finally    |

**b Connectors can have similar meanings, but are used in different grammatical contexts and with different punctuation. Complete these sentences with connectors from the boxes. More than one answer may be possible.**

- 1 a) The Adites were known as skilled builders. \_\_\_\_\_, the city became wealthy through trade of frankincense.  
 b) \_\_\_\_\_ having skilled builders, the city became wealthy through trade of frankincense.  
 c) The Adites were known as skilled builders and \_\_\_\_\_ as successful traders.
- 2 a) The water cavern ran dry, \_\_\_\_\_ collapsed.  
 b) \_\_\_\_\_ the water cavern ran dry, the cavern collapsed.  
 c) The water cavern ran dry. \_\_\_\_\_, the walls of the cavern collapsed.

as well as  
moreover  
also

after  
after that  
then

### 4 Reading and Writing

**a Read the article and put these events into the correct order.**

- 1 They traded frankincense.
- 2 The city was consumed by the desert.
- 3 The city was discovered in the 1980s.
- 4 The water table fell.
- 5 The city of Iram was built by the Ahd al-Jann.
- 6 The water cavern collapsed.
- 7 Many stories existed about where it lay buried.

**b Write a paragraph describing the events in the correct order. Use connectors.**



# 3 World figures

## 1 Speaking

In groups, identify these 20th century figures. What do you know about them?



## 2 Speaking and reading

a In pairs, write down as many things as you can about Nelson Mandela, e.g.

- his nationality
- the reason for his political struggle
- the length of his imprisonment
- why he shared the Nobel Peace Prize with another man
- his racial philosophy

b Read the biography and check your ideas.

c An important skill in reading is inferring meaning or 'reading between the lines.' Check your ability to do this by answering these questions.

- 1 Did white children attend Mandela's school?
- 2 Why was the new Youth League more active than the old ANC?
- 3 Why was Mandela continually arrested in the 1950s?
- 4 Why was Mandela an activist for 17 years before turning to violence?
- 5 Were Botha and de Klerk black or white?

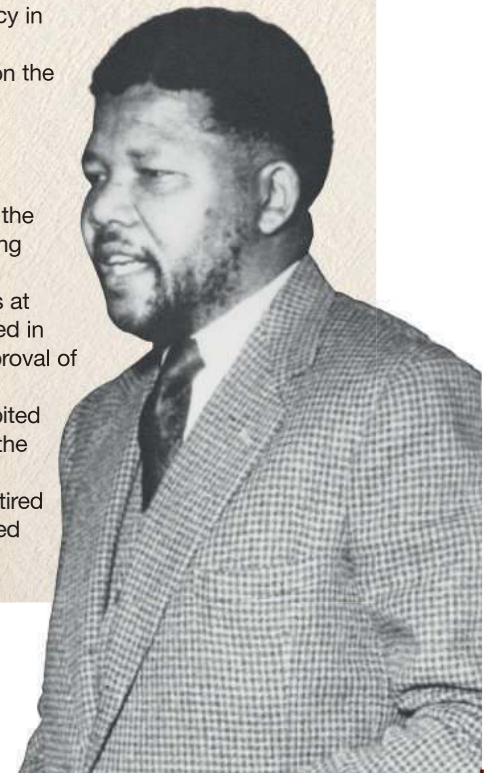
1 **Nelson Rolihlahla Mandela**, South Africa's first black President, was born in 1918 into the royal family of the Tembu Tribe. Like other black children fortunate enough to get a basic education, he went to a British missionary school. While he was studying at Fort Hare University, he organized a boycott and was expelled. He eventually obtained a law degree from the University of South Africa and set up South Africa's first black law firm with Oliver Tambo.

10 In 1944, Walter Sisulu, Mandela and Tambo formed the African National Congress Youth League to fight more actively for black rights than the old ANC did. Mandela was arrested continually during the late 1950s and eventually tried in 1961. When the trial ended with his acquittal, he formed the ANC's military wing, Umkhonto we Sizwe (Spear of the Nation). He was arrested again and sentenced in 1964 to life in prison for sabotage. Mandela spent the next 27 years in prison, but managed to maintain contact with the ANC and remain its leading figure.

15 Slowly, the government began to realize it would be impossible for the white minority to continue dominating the black majority through 'apartheid' indefinitely, and Mandela met with President P.W. Botha in July 1989, and his successor, President F.W. de Klerk, in December of that year. Mandela was released in 1990.

20 After he had consulted with the ANC leadership, Mandela went on a world tour to persuade Western leaders to maintain economic sanctions against South Africa and to raise funds to help the ANC function as a political party. Negotiations with the ruling National Party led to the ANC's decision to suspend its armed struggle after nearly 30 years, and then to agreements on an interim government with both parties as partners for five years. Further talks in 1993 led to the establishment of a majority-rule constitution. In December of that year, Mandela and de Klerk received Nobel Peace Prizes for their promotion of democracy in South Africa.

25 In 1994, the ANC won the country's first all-race elections and Mandela became President. He consistently urged reconciliation between the races, in spite of his long struggle under white dictatorship. His efforts at reconciliation culminated in May 1995 with the approval of a new South African constitution that prohibited discrimination against the country's minorities, including whites. He retired in 1999, having achieved his goal.



3 Word builder: strategies for understanding words

a Underline the following words and phrases in the biography. Did you already know? How many did you guess from context? How many are you still uncertain about?

- 1 expelled (line 7)
- 2 set up (line 8)
- 3 Youth League (line 11)
- 4 acquittal (line 15)
- 5 sentenced (line 17)
- 6 apartheid (line 23)
- 7 released (line 27)
- 8 raise funds (line 31)

b Check the words you aren't sure of in a dictionary. What information about the meanings or uses of the words is new for you?

4 GRAMMAR GUIDE: past time clauses

a Complete the sentences with appropriate verb structures.

- 1 While he \_\_\_\_\_ (study) at Fort Hare University, he \_\_\_\_\_ (organize) a boycott.
- 2 When the trial \_\_\_\_\_ (end), he \_\_\_\_\_ (form) the ANC's military wing.
- 3 He \_\_\_\_\_ (follow) political events all the time while he \_\_\_\_\_ (serve) his long prison sentence.
- 4 After he \_\_\_\_\_ (consult) with the ANC leadership, he \_\_\_\_\_ (go) on a world tour.
- 5 By the time he \_\_\_\_\_ (form) the ANC's military wing, Mandela \_\_\_\_\_ (fight) for black rights for many years.

b Check in pairs. Why have you chosen past simple, past continuous, past perfect or past progressive? Are there sometimes different options? Would you use similar structures in your language?

c Complete these sentences with information about yourself. Then trade them with a partner and ask and answer questions about each other's past.

- 1 When I \_\_\_\_\_, I \_\_\_\_\_.
- 2 While I \_\_\_\_\_, I \_\_\_\_\_.
- 3 After I \_\_\_\_\_, I \_\_\_\_\_.
- 4 By the time I \_\_\_\_\_, I \_\_\_\_\_.

d Complete these sentences using the verbs provided. Notice the use of the time clauses and for in these sentences.

- 1 By the time Farouk was sixteen, he \_\_\_\_\_ (study) English for five years.
- 2 When they finally arrived at the airport, they \_\_\_\_\_ (sit) in the taxi for two hours.
- 3 At eleven o'clock last night Dunya \_\_\_\_\_ (read) for a long time.

Language assistant

We use the past perfect progressive tense when we describe an activity that has been going on for a stated amount of time at a point of time in the past. We can use it with *by the time*, *at* and *when*. We can say all of the following:

**By the time / when** we left the restaurant, we **had been eating** for two hours.

**At ten o'clock** we **had been eating** for two hours.

5 Speaking, writing and reading

a Match each of these people to the correct biographical detail.

Joseph Stalin  
John F. Kennedy  
Mohammad Yunus

- born May 29, 1917
- assassinated in Dallas, Texas
- 35th President
- born in 1879
- general secretary of the Soviet Communist Party
- introduced new economic policies in the 1920s
- born in 1940
- famous for giving small loans to very poor people
- awarded the Nobel Peace Prize in 2006

b In pairs, choose one of the people to write about. Use an encyclopedia or the internet to get more information about the person. Don't share this information with your partner.

c Write between 120 and 180 words about this person. Then trade your biographies and check which details you have or haven't included. Talk about similarities and differences.



# Saudi Arabia and the World

## Protecting habitats

### 1 Speaking

In small groups discuss what you know about the following environmental issues in Saudi Arabia.

- Water
- Land
- Plants
- Sea
- Animals
- People

### 2 Word builder: collocations

a Collocations are two words which often go together, for example *climate change*.

Make collocations by adding words from the box to the words below.

b In pairs guess the meaning of each word.

- \_\_\_\_\_ sources
- \_\_\_\_\_ powered
- \_\_\_\_\_ species
- \_\_\_\_\_ consumption
- \_\_\_\_\_ plant
- \_\_\_\_\_ area

Protected	Endangered
Desalination	Solar
Water	Energy

Sometimes, more than one word in the box will work.

### 3 Listening



a Listen to three people talking about environmental issues in Saudi Arabia. What does each one talk about?



b Listen again and answer the questions.

- 1 What has happened to the Arabian Oryx?
- 2 What has happened to underground water resources in Saudi Arabia?
- 3 What is Saudi Arabia doing to make sure it has enough water?
- 4 Describe the population of Saudi Arabia since 2003.
- 5 Why do you think energy consumption is increasing?

### 4 GRAMMAR GUIDE: *present continuous and present perfect*

#### Language assistant

Use the present continuous to talk about things that are happening now. 'Now' can mean this minute, but can also mean generally today, or this month, or this year. Using the present continuous shows you are in the process of doing the action.

*Saudi Arabia is investing in water desalination plants.*

*I am not playing on the computer at the moment.*

**Are you using less water?**

Use the present perfect to talk about things that started in the past and are still happening. We often use present perfect with expressions beginning with *since* (a date) and *for* (a long time).

The population of Saudi Arabia **has increased since** 2003.

a Choose the most suitable tense to complete the gap.

- 1 In the last twenty years, the number of Houbara Bustards in Saudi Arabia \_\_\_\_\_ dramatically.  
a is decreasing   b has decreased   c decreases
- 2 The Wildlife Authority \_\_\_\_\_ Houbara Bustards to the Mahazat as-Sayd protected area since 1991.  
a is reintroducing   b has reintroduced   c reintroduces
- 3 The Wildlife Authority \_\_\_\_\_ the Houbara Bustards using solar-powered radio transmitters which are fitted to the birds.  
a has tracked   b is tracking   c don't track
- 4 Now the number of Houbara Bustards \_\_\_\_\_.  
a has increased   b is increasing   c increases



b In pairs, first make notes and then tell each other about the subjects you are studying at the moment. Follow the example.

A: What are you studying at the moment?

B: Well I chose history and we are studying the expansion of the Muslim Empire at the moment.

### 5 Reading

a Read the passage about the Dugong. What type of text is it and where would you expect to read it?

b Answer the questions.

- 1 Where would you click on the page if you wanted to
  - give money to the foundation
  - join an expedition
- 2 Explain why it is important to protect sea grass meadows near to the Farasan Islands.
- 3 Summarize in one sentence what you would do on the expedition.
- 4 Do you agree that the expedition would be an 'Experience of a lifetime'? Give one reason for your answer.

### 6 Writing

Write a report on what Saudi Arabia is doing to protect its wildlife. Organize your report in the way described in the table.

First paragraph:	what your country is doing
Second paragraph:	give an example of how they are protecting one animal
Third paragraph:	why they are doing this

## DUGONG FOUNDATION

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**Studying dugongs in the bays around the Farasan Islands**

This conservation work expedition will take you off the coast of Saudi Arabia to the Farasan Islands to study dugongs. You will photograph the dugongs and record what they do as part of a long-term scientific survey. Your work is part of an effort to find out a dugong's life history, as well as identifying the location of seagrass meadows near to the Farasan Islands.

**Fact Box**

Dugongs have existed in bays around the Farasan Islands for many years. The Living Oceans Foundation has been studying them since 2005. Dugongs are mammals that live in shallow seas and can grow up to 3 metres in length. They can live for up to 70 years. Dugongs are also known as 'sea cows' because they only eat the sea grasses which form in underwater meadows in shallow waters. Seagrass habitats, essential for the dugong, are rare in the Red Sea where coral reefs dominate. This is why it is critical that we protect the seagrass habitats around the Farasan Islands.



**Expedition contribution**  
**PRICE = 4000 SAR**

**Dates**  
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Check availability & sign up

**Awards**

**Ecotourist Award for Responsible Tourism**

**Best for Protection of Endangered Species**

# 8 People and technology

Lesson Link



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**Grammar** ▶ Phrasal verbs and word order ▶ *Whoever* etc. ▶ The imperative  
**Vocabulary** ▶ Technology and dependence ▶ Jobs ▶ Abstract nouns  
**Speaking** ▶ Stress and phrasal verbs ▶ A presentation  
**Writing** ▶ An essay on nuclear energy ▶ Instructions for a practical task

## 1 Living with machines



Mariam



Laura

### 1 Speaking

- a** In pairs, talk about what you think are the differences between Mariam's and Laura's lifestyles. Explain which lifestyle is more like your own.
- b** Which of the items below would you consider to be essential (1), useful (2), or unnecessary (3) for your home? Write 1, 2, or 3. Discuss your answers in groups of three and give reasons for your answers.

#### communication

- mobile phone
- land-line phone
- home computer
- laptop
- electronic organizer

#### domestic appliances

- microwave
- dishwasher
- washing machine

### 2 Speaking and reading

- a** Which of the features below do you expect to find in many cars by 2020?

- satellite-guided navigation system
- non-petrol engine
- crash prevention radar
- top speed of 300 kph
- ability to fly
- automatic pilot
- computer joystick for steering

- b** Read the article opposite and tick (✓) which features above are mentioned.

- c** Read the article again and answer these questions.

- 1 Where does the electricity for the house and car come from?
- 2 What does the car have instead of a steering wheel and pedals?
- 3 Why is it almost impossible to crash the car?
- 4 What happens if the driver becomes sleepy?
- 5 How can the car reach a destination if the driver is sleeping?
- 6 Which features have already been tried out?

# DRIVEN BY CARS



**I**t's 2020, and one American passion has withstood the test of time: we like to drive. You decide to hit the road. First, you unplug your car from your house. That's right – your car's fuel cells (those hydrogen-powered devices) generate enough electricity to power your home and your car.

You settle into the driver's seat and grasp the joystick (steering wheels and pedals are history). All movements of the car – accelerating, turning, braking – are controlled by a joystick familiar to anyone brought up on computer games. You drive in traffic, whatever the weather, with absolute confidence. Your car is programmed with radar to sense a crash whenever it's about to happen and activate the brakes. An alarm sounds. The sensor in the instrument panel has checked the pupils of your eyes and decided you are getting sleepy. You pull over into the 'sleep lane.' You lay a course on your satellite-guided navigation system, climb into the back seat for a nap, and let the autopilot take you

wherever you want to go. The car, reading computer chips in the road, takes over the driving. It might be difficult to take in all these technical details, but it's not science fiction. Manufacturers are spending billions carrying out research into all these futuristic features. General Motors has tried out an 'intelligent motorway' in California that allows cars to drive on autopilot. Daimler Chrysler fits prototype cars with joysticks, and many drivers operate them better than steering wheels. Every car manufacturer is rushing to replace the internal combustion engine with fuel cells. Satellite navigation systems are already on the road. Whoever said the age of the car was over?

### 3 Word builder: phrasal verbs

**a Match the following phrasal verbs from the article with the words or phrases on the right.**

- |   |                   |
|---|-------------------|
| 1 carry out (research)                  | a) raise          |
| 2 bring up (children on computer games) | b) understand     |
| 3 take in (technical details)           | c) test           |
| 4 take over (the driving)               | d) do, perform    |
| 5 try out (an 'intelligent motorway')   | e) take charge of |

**b Replace the words or phrases in *italics>* with appropriate phrasal verbs from the box. Use a dictionary if necessary.**

come across	keep on	get back	get to
give up	put up with	set out	take off
take over	take up	turn out	try out

Randolph Kenny (1) *started* flying at 70. After he retired, he bought a ranch and (2) *found* an old Cessna in a field. A mechanic helped him fix it up whenever he had the time. Then a friend who had been a pilot came to stay and (3) *tested* the plane. It was fine. Randolph went up with him and (4) *took charge of* the controls several times. Soon Randolph learned how to (5) *leave the ground* and land. He (6) *proved* to be a natural at flying – whatever it is that makes a good pilot. After his friend left, Randolph (7) *continued* practising daily. Then he had a mild heart attack and did not fly for a while. But once he had (8) *regained* his strength, he was back in the air. One day, he decided to fly to his pilot friend's ranch 300 kilometres away. He (9) *left* early one morning, but he got lost in the clouds and his chest began to hurt. He (10) *tolerated* the pain, found his way out of the clouds, and managed to (11) *reach* his own ranch again. He (12) *stopped* flying that day.



### 4 Speaking and listening

**a In which situations can a mobile phone be a big help or a big nuisance?**



**b Listen to a short scene depicting a situation. In groups, decide where it is and what happened.**

**c Do you know of any stories connected with mobile phones?**



# 2 Modern science

## 1 Speaking



Developments in modern medicine have been extraordinary. Illnesses such as diabetes, which were a death sentence a hundred years ago, are now easily treatable.



But the same science that has benefited humanity has also led to the development of very much less beneficial phenomena – for instance, nuclear bombs, pollution and global warming.

**In pairs, discuss these questions.**

- 1 On balance, have scientific developments over the last hundred years been beneficial or harmful?
- 2 Modern medicine has largely taken over from traditional cures and remedies. Is this a good or a bad thing?

## 2 Reading and speaking

**a Read the article and find the following.**

- a definition of the human genome
- the relationship between genes and DNA
- the length of the human genome document

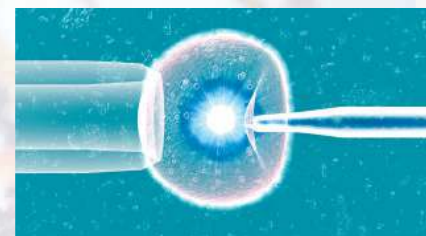
### Science Journal

## The beginning of real biology

On June 26, 2000, Francis Collins, head of the Human Genome Project, and Craig Venter, head of Celera Genomics, jointly announced that they had completed the reading of a 'rough draft' of the human genome – the complete set of human DNA. This was the beginning of a whole new way of understanding human biology. Whatever we discover from the genome about how our bodies work, it will be infinitely more than everything we knew before.

It was also the end to a great detective story. In 1860, Gregor Mendel made the unexpected discovery that inheritance comes in tiny particles called genes. In 1953, James Watson and Francis Crick made the even more unexpected discovery that those particles are digital messages written along strands of DNA in a four-letter chemical code. In 1961, Marshall Nirenberg and Johann Matthaei cracked the first 'word' in that code, revealing how DNA instructs the cell to build proteins. It was then inevitable that one day we would read all the genetic messages that a human body inherits.

Of course, the genome announcement was



just a beginning. If the human genome document was compiled in book form it would fill 200 volumes of a 1000-page telephone book – and it would take one person 9.5 years to read it aloud without stopping! The majority of the contents of the document is almost entirely mysterious. Whoever makes sense of large parts of it will become famous. We stand on the shore of a continent of new knowledge. But most people simply hoped it would help cure cancer and speculated about customized medicine, with medicines designed for the individual, not the population. Or they worried about possible spin-offs. For instance, would medical insurance still be available to people known to have high medical risks?

**b Read the article again and, in pairs, answer these questions.**

- 1 When was the first version of the human genome completed?
- 2 What was Mendel's great discovery?
- 3 Why didn't the human genome have immediate applications after it was 'read'?
- 4 Name one possible benefit and one possible disadvantage that might arise from our knowledge of the human genome?

**3 GRAMMAR GUIDE: *whoever, whatever, whenever, wherever***

**a Complete these sentences with *whoever, whatever, whenever, or wherever*.**

- 1 I feel absolutely amazed \_\_\_\_\_ I read about modern science and technology.
- 2 \_\_\_\_\_ makes sense of the genome will become famous.
- 3 I don't think we'll ever completely eliminate disease, \_\_\_\_\_ some scientists say.
- 4 \_\_\_\_\_ you go in the world nowadays, you can see the benefits of modern medicine.

**b Complete the sentences below with your own ideas. Then compare them in groups.**

- 1 Whenever \_\_\_\_\_, I feel really happy.
- 2 Whoever thought of \_\_\_\_\_ was a genius.
- 3 I always take \_\_\_\_\_ wherever I go.
- 4 Whatever you do, never \_\_\_\_\_.
- 5 I will eternally admire whoever \_\_\_\_\_.

**Language assistant**

These *wh-ever* words mean 'It does not matter who / what / when / where.'

'Whenever' can often be expressed as 'always ... when,' e.g. 'I enjoy myself whenever I travel' means 'I always enjoy myself when I travel.'

**4 Listening and speaking**



**a An important subject for debate nowadays is the subject of nuclear energy. Listen to two young people talking about nuclear energy. Who is more positive about it and who is more negative, Fred or Jack?**



**b Listen again and complete these notes.**

**Advantages of nuclear energy.**

It doesn't produce greenhouse (1) \_\_\_\_\_.  
It can supply the world with all its (2) \_\_\_\_\_ needs.

**Disadvantages of nuclear energy.**

If isotopes escape they can be very (3) \_\_\_\_\_ and kill a large proportion of the population, and the (4) \_\_\_\_\_ from a nuclear reactor remains (5) \_\_\_\_\_ for a very long time.

**c In groups, discuss Fred's and Jack's arguments and your own ideas about nuclear and other forms of energy production.**



**5 Writing, reading and speaking**

**a Copy the following table into your notebook. In groups, write two or more ideas for each side.**

Don't play with danger	Let science help us
If nuclear energy went wrong it would create serious disasters.	Going nuclear will provide the whole planet – rich and poor – with energy.

**b Read and discuss the ideas. Then vote for or against the free development of nuclear energy production.**

**c Use the notes and the paragraph outline below to write an essay about nuclear energy.**

Outline

- Paragraph 1: introduce the subject – a brief explanation of what genetic engineering is
- Paragraph 2: arguments in favour
- Paragraph 3: arguments against
- Paragraph 4: conclusion – personal opinion

Your teacher will give your essay a number (so don't write your name!) and put all the essays on the wall. Read all the essays and vote for the best one.



- A The objects (noun or pronoun) of non-separable verbs always go after the phrasal verb. \_\_\_\_\_  
 B Noun objects of separable verbs can go after the phrasal verb or in the middle of it. \_\_\_\_\_  
 C Pronoun objects of separable verbs always go in the middle of the phrasal verb. \_\_\_\_\_

**c Write the words and phrases in an appropriate order.**

- 1 in a field / across / an old plane / came / he
- 2 up / a mechanic / helped / him / it / fix
- 3 was / adventurous / his father / and / he / after / him / took
- 4 out / a pilot friend / the plane / tried
- 5 stands / the acronym / 'kilometres per hour' / for / kph

**3 Pronunciation: stress with separable phrasal verbs**

**36** a Listen to these sentences. Notice that noun objects are frequently stressed, but with pronoun objects, the adverb particle (e.g. *on*, *off*) is usually stressed.

- 1 She turned the **lights** on. When she left, she forgot to turn them **off**.
- 2 A noise woke me **up**. It was my wife turning the **light** out.

**37** b Practise saying the sentences in exercise 3a and the sentences below. Underline the stressed words; then listen and check.

- 1 I asked him to turn the volume down. Later, he turned it up again.
- 2 Why don't you try the job out? If you're OK, you could take it over next month.

**4 Speaking, listening and writing**

a Look at the photograph of New York one night in 1977. What do you think is happening? Why?

**38** b Listen to the news item and check your ideas. What other problems do you think there were, for example in hospitals?

**38** c Listen again. This time, complete the notes about the details of the New York blackout.



The 1977 blackout was caused by (1) \_\_\_\_\_ damaging power lines. A previous blackout had occurred in (2) \_\_\_\_\_, during which people managed to remain (3) \_\_\_\_\_. This time, (4) \_\_\_\_\_ were started and merchandise was stolen. Police arrested (5) \_\_\_\_\_ people, and it was estimated that (6) \_\_\_\_\_ of damage had been caused.

d In groups, choose one of the following scenarios. Prepare a presentation on the probability of the problem actually occurring and the possible consequences. Give your presentations group by group.

- Collapse of the internet, e.g. because of a powerful virus or technical problems.
- An extended traffic and factory shut-down in a major city because of massive air pollution.
- The explosion of an atomic power plant.



# Saudi Arabia and the World

## Getting a job


### 1 Speaking


In pairs look at the photos of jobs. What qualities do you think you need for each of these jobs?

punctuality   enthusiasm   cooperation   accuracy   organizational skills  
 commitment   flexibility   patience   willingness to work hard



### 2 Listening

 a Listen to three young people.  
 39 What job would each one like to do?

 b Listen again and complete the table.  
 39

Person	Job they want to do	Reasons given
1		
2		
3		

### 3 Speaking

In groups of four prepare a short speech talking about a job you would like to do. Make sure you talk about relevant qualities you think you have for the job.

## 4 Reading

a Read the advertisement. Who is the website for?

### Middle East jobs market

Over 1,200 Live Jobs  
Jobsite for junior and mid-level professionals

Home	Browse Gulf Jobs	Upload your CV	Get jobs by email	Careers Advice	About us
------	------------------	----------------	-------------------	----------------	----------

How do I add the CV to the database?

- 1) Make sure your CV is up to date.
- 2) Check your CV is well presented:
  - ✓ use bullet points
  - ✓ organize your CV into clearly defined sections *or*
  - ✓ use our CV template.
  - ✓ order your work experience from most recent to least recent.
  - ✓ keep it short. A good CV should not be longer than 2 pages.
  - ✓ reread your CV to check for spelling mistakes. Employers are more likely to dismiss your application if you can't spell correctly.
  - ✓ don't lie. Companies employ people to check information.
- 3) Click register.
- 4) Fill in your details. Remember to include a telephone number where you can be easily contacted and your email address.
- 5) Click 'upload your CV' in the window that opens.
- 6) Navigate to your CV file.
- 7) Make sure that it is the right version.
- 8) Click 'OK.'

- b
- 1 What would you click on to
    - look for jobs
    - find tips on how to get a job
  - 2 What tips are given for how to prepare a good CV?
  - 3 List the things you need to do to upload your CV.
  - 4 Give two reasons why you would register with Middle East Jobs Market.
  - 5 Add a further tip of your own for how to prepare a good CV.

## 5 GRAMMAR GUIDE: *instructions for professional use*

### Language assistant

Instructions often use the **imperative** form, which is made by using the **infinitive**.

**Upload your CV.**

Sometimes instructions, especially when you speak, can be quite forceful.

**Don't do that!**

Sometimes instructions can be tips or suggestions.

**Let's go to the internet café.**

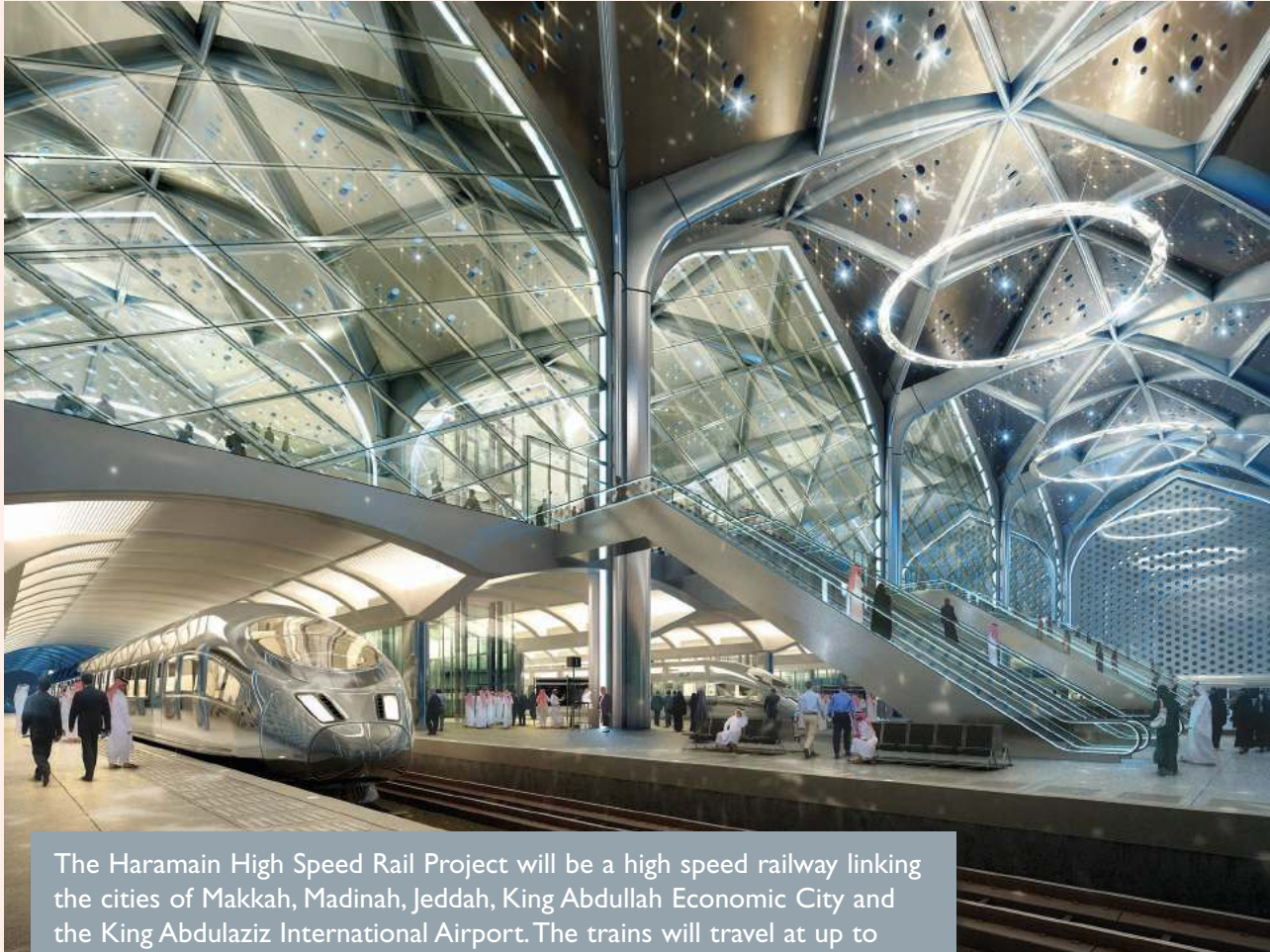
- a
- 1 Find and list all the imperatives on the *Middle East Jobs Market* website.
  - 2 What tone do you think the instructions have? Do you think they sound too strong or rude?
- b **In pairs, discuss if you think the following instructions are rude or not.**
- 1 Type your CV on your computer.
  - 2 Don't take lots of books. Take the Kindle instead.
  - 3 Download the document to your computer.
  - 4 Highlight the text you wish to copy.
  - 5 Use PowerPoint when you want to give a presentation.
  - 6 Don't make your CV too long.
  - 7 Don't forget to use a different password for your email address.
  - 8 Don't make your document too heavy.
  - 9 Stop doing that now.
  - 10 Don't touch the screen.
- c **Write six instructions or tips for ONE of the following:**
- How to download a book to an e-reader / Kindle.
  - Tips for how to write a CV.
  - Tips for an interview for a job.

# Progress test Units 5–8

## Grammar

(10 marks)

1a Read the following text about the Haramain High Speed Rail Project.



The Haramain High Speed Rail Project will be a high speed railway linking the cities of Makkah, Madinah, Jeddah, King Abdullah Economic City and the King Abdulaziz International Airport. The trains will travel at up to 300km per hour. This means it will take less than half an hour to travel between Jeddah and Makkah.

By 2018  
By 2020  
By 2040

I we  
passengers

reach buy  
lay test  
travel  
install use build

the stations  
the tracks  
the trains  
the service  
the signaling  
from Jeddah to Makkah

**b** Then use the words in the clouds and your own ideas to write sentences like in the example, about what will have happened in the next ten years. You should write 10 sentences.

*By 2018 we will have laid all the tracks. By 2020 I will have travelled on the train.*

**Grammar**

(10 marks)

**1a Read the following text about the Haramain High Speed Rail Project.****b Then use the words in the clouds and your own ideas to write sentences like in the example, about what will have happened in the next ten years. You should write 10 sentences.***By 2018 we will have laid all the tracks. By 2020 I will have travelled on the train.***Grammar**

(10 marks)

**2 Complete the text with phrasal verbs from the box. Change the tense of the verb if necessary.**

run away from   get to   turn off   turn out   set out   pick on  
 bend down   stand up to   look forward to   bump into

Suhail *woke up*. He (1) \_\_\_\_\_ his alarm, which was beeping at him. He then quickly washed, got dressed and prayed. He (2) \_\_\_\_\_ today because he had his best subjects – Arabic and English.

He (3) \_\_\_\_\_ to walk to school. He suddenly saw something glinting. He (4) \_\_\_\_\_ and picked up an old coin lying on the pavement.

Then he met his friend, Fahd, and together they walked to school. It would take them about another 5 minutes to (5) \_\_\_\_\_ school. They were in the middle of discussing the coin when they turned the corner and (6) \_\_\_\_\_ the school bully, who (7) \_\_\_\_\_ the smaller boys. Suhail looked at his friend. Were they going to (8) \_\_\_\_\_ him, or (9) \_\_\_\_\_ him as fast as they could? Suhail felt the coin in his pocket. What if it (10) \_\_\_\_\_ to be valuable? He didn't want the bully to get it that was for sure.

**Vocabulary**

(10 marks)

**3 What would you use to do the following things?**

- 1 I want to mix tomatoes with onions to make a sauce.
- 2 I want to boil some water.
- 3 I want to heat up my supper quickly.
- 4 I want to watch a DVD.
- 5 I want to text someone

**4 Match the word to the correct description.****Description**

- 1 Able to wait for a long time without getting angry.
- 2 On time
- 3 Making things fun and enjoyable for others
- 4 Willing to work with others
- 5 Very interested in something

**Word**

- A entertaining
- B patient
- C cooperative
- D enthusiastic
- E punctual

**Reading**

(6 marks)

**5** Read the text about solar eclipses and match the headings A–F with the paragraphs.



- A What to wear during a partial eclipse
- B What happens during a total eclipse
- C Why eclipses are rare
- D The last eclipse in Saudi Arabia
- E What is a solar eclipse?
- F How often do total eclipses take place?

A solar eclipse happens when the Moon passes between the Earth and the Sun. If the Moon's shadow happens to fall on the Earth at that time, we are able to see that a portion of the Sun's disc is covered, or eclipsed, by the Moon. \_\_\_\_

You might think that as the Moon orbits the Earth once a month that we would see an eclipse once a month. But this does not happen because the Moon's shadow does not always hit Earth. \_\_\_\_

In fact we usually see partial eclipses about twice a year. Partial eclipses are dangerous because the un-eclipsed part of the Sun is still very bright. You must use special glasses to safely watch a partial eclipse of the Sun. \_\_\_\_

Total eclipses happen only every one or two years and very rarely in the same place. The total phase of a solar eclipse is very brief – it rarely lasts more than five minutes. \_\_\_\_

During a total eclipse the sky becomes dark as the Sun's face is replaced by the dark face of the Moon. Surrounding the Moon is the halo of the Sun's light – a ring of fire called the solar corona. \_\_\_\_

In 2010 Saudi Arabia saw a partial eclipse of the Sun that lasted approximately 11 minutes. It was the longest solar eclipse in this millennium and was visible in Jeddah. \_\_\_\_

## Reading

(6 marks)

**6 Read the story about a girl waiting for her father to come home, and answer the questions.**

Rinad would put down her homework when she spotted him from the upstairs window. Her father's ghutra and bisht billowed out behind him in the soft wind that came down from the mountain at this time of year. He would cross the bed of the wadi, and then, finally, look up and wave at her.

When Yasser entered the garden, he would open his arms. Rinad would walk, then finally run, to him, and he would catch her under the arms and throw her up into the air. Up in the air, Rinad would see her father's upturned face below her, his neatly trimmed moustache, his black hair, his bushy eyebrows, his white teeth in a perfect wide smile.

She liked his lemony perfume and she liked that no matter the weather he always wore a freshly washed, crisp, white thobe with beautiful pearly buttons for his visit – and cuff links too. Over the top, he wore his bisht. He always wore it, even if he was just going out to the market. The cuffs were sewn with tiny gold threads and Rinad thought it made her father look elegant.

- 1 What would Rinad do when her father came home?
- 2 What would Yasser do to Rinad when he first arrived home?
- 3 What did Yasser wear on his trips home?
- 4 How do you think Rinad feels about her father? Why do you say that?
- 5 Give one word to describe Yasser's character. Give a reason for your thinking.
- 6 Describe your relationship with your father, or the relationship of someone you know with their father.

## Listening

(8 marks)

**7 Listen to the news report on obesity by the Saudi Diabetes and Endocrinology Society and answer the questions.**

obesity = when someone is too fat so that it is dangerous for their health

- 1 Listen a first time. Why have obesity rates risen? Give three things that the report mentions.
- 2 Give one way in which our diet has changed in the last 30 years according to Dr Fota.
- 3 Listen a second and perhaps third time. Complete the table.

<b>Obesity rate in Saudi Arabia</b>	_____
<b>Obesity rate middle-aged men</b>	_____
<b>Obesity rate middle-aged women</b>	_____
<b>Obesity rate pre-school children</b>	_____

**8 Write two sentences giving your opinion about fast food restaurants.**

## Writing

(10 marks)

**9 Look back at exercise 2. Imagine what happens next between the bully, Fahd and Suhail. Don't forget to think about the following.**

- Where you are
- What the bully looks like
- What the bully does and says
- What you do
- How you feel afterwards

# Irregular verbs

Infinitive	Past simple	Participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
deal	dealt	dealt
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
leave	left	left

Infinitive	Past simple	Participle
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
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

# Pronunciation

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

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

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

# Learner training

## 1 Vocabulary: being a good learner – knowing a word

Knowing a word means being able to:

- use it in a sentence – knowing the words it goes together with
- pronounce / stress it correctly
- understand the difference between this word and other similar ones.

You will see from this book that there are different ways of organizing new words.

These are designed to help you remember the words and important information about them. You should have a separate vocabulary notebook where you write new words and important information about them.

## 2 Word building

It can be useful to notice patterns across different types of word (word class):

*discuss – discussion*

### Task 1

Complete the table.

Noun	Verb	Adjective	Negative adjective
decision	_____	_____	indecisive
_____	to appreciate	_____	_____
_____	_____	polluting	_____

### Notice that:

- nouns may be formed from verbs by adding suffixes: *sion / tion*, etc.
- negative prefixes are common in English: *in / un / im*, etc.
- prefixes tend to affect meaning, suffixes tend to affect word class.

## 3 Collocation

In this book you have seen exercises on collocation – words that go together.

This applies to all kinds of words:

*You play tennis.* (verb + noun) *a rainy day* (adjective + noun) *You speak English fluently.* (verb + adverb)

Write down collocations when you learn new words.

### Task 2

Match the words from each column to make a collocation.

- |               |   |             |
|---------------|---|-------------|
| 1 strong      | → | a) story    |
| 2 make        | → | b) coffee   |
| 3 loyal       |   | c) friend   |
| 4 native      |   | d) need     |
| 5 desperately |   | e) speaker  |
| 6 true        |   | f) an error |

## 4 Connotation

Now that your vocabulary has grown, you have more words for the same things. Often there is a difference between the words: connotation is the impression a word gives apart from its essential meaning. The words in brackets below express the connotation of the examples:

*a guy: a man* (informal)

*an adult: a grown up* (this is the word that is often used by children)

It is important to record this kind of information with new words so that you can use them.

### Task 3

**Match the words that are similar in meaning.**

- |                |                           |
|----------------|---------------------------|
| 1 sibling      | a) to become more / go up |
| 2 to tolerate  | b) so                     |
| 3 therefore    | c) nervous                |
| 4 to increase  | d) to say no              |
| 5 to refuse    | e) to put up with         |
| 6 apprehensive | f) brother or sister      |

**Which column has the formal words, which the informal?**

### Task 4

**Write sentences to show the difference in connotation between the following word pairs. Use your dictionary if you want to.**

*to enquire – to ask*

*mum – mother*

- Notice that Latinate words tend to be more formal.

<p><b>Task 1</b> Word building Answers</p> <p><b>Noun</b> decision appreciation pollution</p> <p><b>Verb</b> to decide to appreciate to pollute</p> <p><b>Adjective</b> decisive appreciative polluting</p> <p><b>Negative adjective</b> indecisive unappreciative non-polluting</p>	<p><b>Task 2</b> Collocation</p> <p>2 make an error 3 loyal friend 4 native speaker 5 desperately need 6 true story</p>	<p><b>Task 3</b> Connotation</p> <p>1 sibling: brother or sister 2 to tolerate: to put up with 3 therefore: so 4 to increase: to become more / go up 5 to refuse: to say no 6 apprehensive: nervous</p> <p>The first column has the formal words.</p>	<p><b>Task 4</b> Suggested answers:</p> <p><i>He enquired about the train times.</i> <i>She asked her friend if she was free that evening.</i> <i>I'm taking my mum some flowers.</i> <i>A mother falcon protects and feeds her young.</i></p>
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# Spelling rules

## Rule 1: Spelling of plural endings

- Words ending in *ch, sh, s, x* or *z*: add *es*.  
This is often pronounced /ɪz/:  
*bus – buses*
- Some words ending in *o* add *es*, others simply add *s*.  
*tomato – tomatoes, potato – potatoes, radio – radios*
- Words ending in *f* or *fe* changes to *ves*.  
*wife – wives*

### Task 1

#### Write the plurals.

- |                       |                |
|-----------------------|----------------|
| knife – <u>knives</u> | 3 hero – _____ |
| 1 brush – _____       | 4 box – _____  |
| 2 match – _____       | 5 boss – _____ |

### Task 2

#### Correct the text.

George is such a heroe. He spent all day putting up shelves in my bedroom so I could display my photoes. I also put some boxis up there. It looks great. I'm going to buy him a watche for a thank you presente.

## Rule 2: Doubling of consonants

- Words of one syllable ending in one vowel and one consonant double the consonant when the word gets longer:  
*put – putting, thin – thinnest, fit – fitted*
- Words ending in a vowel + *y, w* or *x* do not double and simply add endings (*ing, er, est, ed*):  
*play – played, show – showing*
- Longer words (two or more syllables) ending in one vowel and one consonant double only when the stress is on the last syllable:  
*begin – beginning, refer – referring, but visit – visiting*

### Task 3

#### Complete the sentences with the correct form of the word in brackets.

- 1 He (*stay*) \_\_\_\_\_ for a coffee after class yesterday.
- 2 She is a good (*listen*) \_\_\_\_\_.
- 3 They are (*plan*) \_\_\_\_\_ a summer wedding.
- 4 John is much (*tall*) \_\_\_\_\_ than Carl.
- 5 He (*drop*) \_\_\_\_\_ the book on my foot.
- 6 He (*show*) \_\_\_\_\_ us where we were on the map.

**Task 4****Correct the text. There are ten spelling errors.**

Bob had a terrible arguement with James in the offise. Bob toled him he was lazy and James was really angrie. It was very embarassing because their manajer and his secratary heard everything. James isn't coming to work tommorrow and Bob is definitely responsible.

**Rule 3: Final y and i**

- Final *y* usually changes to *i* when the word gets longer:  
*easy – easier marry – marriage baby – babies*
- This change does not happen before endings starting with *i*:  
*try – trying pray – praying*
- Nor does this change happen if the *y* comes immediately after a vowel:  
*stay – stayed buy – buying*  
Note: exceptions are: *say – said, pay – paid*
- Final *ie* changes to *y* before *ing*  
*lie – lying*

**Task 5****Correct the text. There are ten spelling errors.**

I hurried to the bank because I had to paie a bill. When I arrived they were clozing the doors. I was furyous and I tried to push the door open craiyng, 'This is not good busyness.' 'This is Fridai,' sayed the manager. 'Enjoi your weekend. Come back and tri again on Monday.'

**Answers****Task 1**

2 brushes, 3 matches, 4 heroes, 5 boxes, 6 bosses

**Task 2**

... hero ... shelves ... photos ... boxes ... watch ... present

**Task 3**

1 stayed, 2 listener, 3 planning, 4 taller, 5 dropped, 6 showed

**Task 4**

terrible ... argument ... office ... told ... angry ... embarrassing ... manager ... secretary ... tomorrow ... responsible

**Task 5**

... hurried ... pay ... closing ... furious ... crying ... business ... Friday ... said ... enjoy ... try

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