

English Language اللغة الإنجليزية
Intermediate Stage المرحلة المتوسطة
Third Intermediate Grade الصف الثالث المتوسط
First Semester الفصل الدراسي الأول

Full Blast 5

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KSA Edition

كتاب الطالب
Student's Book

شامل كتاب التمارين والقواعد

**Including Workbook
and Grammar Book**

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Student's Book

Modules	Vocabulary	Structures	Functions
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الأنشطة والتمارين غير المقررة على مدارس تحفيظ القرآن الكريم

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1

Teen trends



Discuss

- What are the most popular free-time activities in your country?
- Do you like following new trends in fashion?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- learn to talk about the present and past
- learn to talk about past habits
- learn to make plans and future arrangements
- learn to make comparisons
- talk about what you like and dislike
- learn to write an email introducing yourself
- learn to describe clothes
- discuss sports, arts and crafts and fashion
- describe people's personality
- talk about friends and friendship
- learn to link your ideas with and, but, so, because and or
- learn to write a description of a person

2

Standing out



Discuss

- What usually makes a person stand out?
- Is there anything that your town/city is famous for?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- learn to define people, places and things by using relative pronouns and adverbs
- learn common units of measurement
- learn to write a postcard
- learn to talk about conditions and their results
- learn to form nouns from verbs
- talk about cities and places
- learn to write a description of a place

3

Broaden your mind



Discuss

- What do you think broadens a person's mind?
- How do you think learning a language helps broaden the mind?
- Do you get excited about new experiences?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- talk about experiences you have had
- learn to link the past with the present
- talk about school experiences and language learning
- learn to write an article
- talk about food and recipes
- learn to write an email giving news

4

Nature



Discuss

- Have you ever experienced extreme weather conditions?
- Do you like watching nature documentaries? Have you ever learnt anything interesting?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- talk about nature
- learn to use question tags
- talk about the weather and natural disasters
- learn to narrate past events
- learn to distinguish between the past simple and the past progressive
- learn to use the past perfect
- learn to describe your feelings
- learn to write a story

1

Teen trends



Discuss:

Playing football and basketball

- ▶ What are the most popular free-time activities in your country?
- ▶ Do you like following new trends in fashion? **Yes, I do**

Where can you find the following in this module? Go through the module and find the pictures.



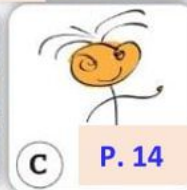
A

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B

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C

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D

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E

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In this module you will...

- ▶ learn to talk about the present and past
- ▶ learn to talk about past habits
- ▶ learn to make plans and future arrangements
- ▶ learn to make comparisons
- ▶ talk about what you like and dislike
- ▶ learn to write an email introducing yourself
- ▶ learn to describe clothes
- ▶ discuss sports, arts and crafts and fashion
- ▶ describe people's personality
- ▶ talk about friends and friendship
- ▶ learn to link your ideas with *and*, *but*, *so*, *because* and *or*
- ▶ learn to write a description of a person

1a

Let's meet up

About our school, homework and friends



Yes, I do

- Do you talk with your friends on the phone a lot?
- What do you talk about?
- Do you think having a mobile helps you make plans when going out?

Yes, I do



Bill Hello, Ali!
Ali Hi, how's it going?
Bill Fine.
Ali Do you want to do something? Maybe come round my house or...
Bill Sorry, I'm a bit busy with my ICT project at the moment.
Ali I finished mine yesterday. What are you doing tonight?
Bill Nothing much, why?
Ali Let's go to the park. We rarely go there and it's beautiful.
Bill Sure, why not? Let's ring Tom and ask him to come along.
Ali I can't get hold of him.
Bill What do you mean?
Ali Well, I called but he isn't answering.
Bill That's strange. Oh well, let me try his landline.

B. Look at the pictures and guess. What do you think is happening? Listen to the dialogues and check your answers. Then read them out in groups.



Tom Hello?
Bill Hi Tom, what are you up to?
Tom I'm looking for my mobile.
Bill Now I get it. That's why you aren't answering your phone.
Tom Yeah, I can't find it. I think it's in my brother's car, but he broke his phone so I can't reach him.
Bill You lost your phone and your brother broke his. What are you two like?
Tom I know.
Bill Listen, do you fancy going to the park later tonight?
Tom That would be great. How about asking Ali?
Bill Yes, he's coming. I just talked to him.
Tom OK, let's meet there at eight o'clock.

C. Look at the expressions 1-6 from the dialogues and match them with the meanings a-f.

- | | |
|------------------------|--------------------------------------|
| 1. How's it going? | a. What's wrong with you? |
| 2. come along | b. contact or find somebody |
| 3. get hold of | c. What are you doing at the moment? |
| 4. What are you up to? | d. How are you? |
| 5. I get it. | e. I understand. |
| 6. What are you like? | f. go somewhere with somebody |



Lesson Link



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D. Read the dialogues again and write T for True or F for False.

1. Ali has finished his ICT project. **T**
2. Bill doesn't want to go out later. **F**
3. The boys don't often go to the park. **T**

4. Ali tried to ring Tom on his mobile. **T**
5. Tom broke his mobile. **F**
6. Tom told Bill to meet him at the park. **T**

2 Grammar

Present Simple vs Present Progressive

- When my friends **come** round to my house, we usually **play** computer games. But today, we're **playing** football in the garden.
- A: Are you **coming** with us to the stadium tomorrow? The match **starts** at 3:00.
B: No, sorry, I **don't want** to come. I **hate** football.

NOTE **STATIVE VERBS** (see, like, love, hate, want, need, understand, know, etc.) are **not** usually used in the present progressive.

Complete with the present simple or the present progressive of the verbs in brackets.

1. Gavin rarely **uses** (use) his computer to surf the Net. He usually **plays** (play) computer games. He **is playing** (play) a basketball game at the moment. He **loves** (love) basketball.
2. A: Excuse me, Mr Salman. Can you help me with this Maths question? I **don't understand** (not understand) it.
B: In a minute. I **am helping** (help) Ameer now.
3. A: Hasna and I **are going** (go) shopping tomorrow. What time **does** that shoe shop on Olaya Street **open** (open)?
B: At 9 o'clock. And it **closes** (close) at 5:30.

Go to pages 134-137 for extra grammar practice.

3 Listen

Listen to three dialogues and answer the questions. Choose a or b.

1. What is Rob doing on Thursday?

- a. He's watching a football match.
- b. He's playing in a football match.



2. What does Sally need to buy?

- a. a jacket
- b. shoes

3. Why isn't Lee going with Harry?

- a. He has other plans.
- b. He doesn't like going to the park.



4 Speak

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use the ideas given and some of the phrases in the boxes.

sports park documentary on TV meal shopping

Do you want to...?
Do you fancy...?
How about...?
Let's...

Hi. How's it going?
Not bad.
What are you up to?
Nothing much.
Do you want to...?

Sure, why not?
Of course. I'd love to.
Sounds brilliant!
That would be great.
How could I say no?

Sorry, I have other plans.
I'm afraid I'm busy.
Maybe some other time.
No, thanks.
I'd like to come but...
I'm afraid I can't make it because...

4

- Hi, how is it going?
- Not bad
- What are you up to?
- Nothing much
- Do you want to have a meal with me in a restaurant?
- Sorry, I have other plans.
- Ok

1b

Try something new

Lesson Link



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1 Vocabulary

Match the pictures with the words. Then listen and check your answers. Have you ever tried any of these activities? Would you like to try any of them? Why/Why not?



- | | | | |
|--------------|---|-----------------|---|
| snowboarding | 3 | mountain biking | 5 |
| karate | 8 | skysurfing | 1 |
| aerobics | 6 | athletics | 4 |
| jogging | 2 | table tennis | 7 |

2 Read

A. Below is an Internet forum. Listen and read. What does Ollie decide to do in the end?

EXTREME SPORTS FORUM

I want to try something new and exciting. Any ideas?
I'm a great skateboarder and I can do some brilliant tricks, but I need a change.

posted 11:22

comments	
<p>Snowboy</p>	<p>How about snowboarding? It's like skateboarding but on snow. It's more exciting and it's faster, too. I live in Austria and my friends and I go snowboarding every weekend. It's great fun!</p> <p>posted 11:33</p>
<p>Backflipper</p>	<p>If that's a bit extreme for you or if there's no snow in your area, take up rollerblading instead. It doesn't sound as exciting as snowboarding but it's easy. You can learn to do cool tricks on rollerblades, too!</p> <p>posted 12:14</p>
<p>Wipeout</p>	<p>I disagree. That's boring! Do you like water sports? I go surfing with my mates a lot and it's brilliant! It's the oldest board sport and for me the best!</p> <p>posted 12:45</p>
<p>Freefaller</p>	<p>I agree surfing is cool. But can you imagine surfing in the sky? Try the most exciting sport of all. Go skysurfing!</p> <p>posted 14:19</p>
<p>Ollie</p>	<p>Sounds cool but I need something that isn't as dangerous as that.</p> <p>posted 14:35</p>
<p>Snowboy</p>	<p>I've got another idea. You can try trampboarding.</p> <p>posted 15:01</p>
<p>Backflipper</p>	<p>????????? 😊</p> <p>posted 15:10</p>
<p>Wipeout</p>	<p>???? 😊</p> <p>posted 15:14</p>
<p>Freefaller</p>	<p>I've tried it. All you need is a skateboard without wheels and a trampoline. You can do all kinds of tricks in the air and it's great because with the trampoline you can jump higher.</p> <p>posted 15:53</p>
<p>Ollie</p>	<p>Wow, now that's something I'd like to try! Thanks, guys.</p> <p>posted 16:33</p>

3 Vocabulary

Complete the table by ticking the correct boxes.

play	go	do	
✓			team sports
		✓	aerobics
	✓		snowboarding
✓			in/for a team
	✓		surfing
		✓	athletics
	✓		mountain biking
✓			table tennis
✓			water sports
		✓	karate
	✓		jogging

4 Grammar

Comparison of adjectives and adverbs

Comparative forms

- Rollerblading is **safer than** windsurfing.
- Hassan can run **faster than** Ameen.
- Snowboarding is **more dangerous than** skateboarding.

Superlative forms

- Surfing is **the oldest** board sport.
- Basketball is **the most popular** sport at my school.

(not) as... as

- I can draw **as well as** my brother.
- Bowling **isn't as boring as** table tennis.

Complete the sentences with the correct form of the adjectives or adverbs in brackets.

1. This is one of the **most modern** (modern) buildings in the city.
2. Exercise B is **more difficult** (difficult) than exercise A.
3. Tom is the **rudest** (rude) player in the team.
4. Steve did **worse** (bad) than I did in the skateboarding competition.
5. The blue backpack is as **expensive** (expensive) as the red one.
6. Khaled doesn't get up as **early** (early) as Omar.
7. Table tennis is **easier** (easy) than tennis.

Go to pages 138-141 for extra grammar practice.

5 Speak & Write

A. Talk in pairs. What do you think about the activities below? Choose a pair of activities and compare them using the phrases and adjectives in the boxes.

I think...
I believe...
In my opinion...
I agree...
I don't know
about that...
I'm not sure...
I disagree...

surfing-
skateboarding

mountain biking-
cycling

karate-aerobics

skiing-
snowboarding

safe
dangerous
exciting
boring
difficult
easy
popular
tiring

B. Read again and answer the questions.

1. Why is Ollie asking for ideas?
2. How often does Snowboy go snowboarding?
3. What does Snowboy think of skateboarding?
4. What does Backflipper think of rollerblading?
5. What does Wipeout think is boring?
6. Which is the oldest board sport?
7. Why doesn't Ollie want to try skysurfing?
8. Who knows what trampboarding is?

*I think surfing is
more dangerous than
skateboarding.*

*I disagree. I think that it's a
safe sport and...*

TIP! When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. I agree, I don't know about that).

B. Choose a pair of activities from above and write a paragraph comparing them.

B

1 Because he needs a change

2 Every weekend

3 It's less exciting and slower than snowboarding

4 it's easy

5 Rollerblading

6 Surfing

7 Because it's dangerous

8 Free faller

5

A

- I think mountain biking is more difficult than cycling.

But it's more exciting.

- I agree with you

5

B

Karate and aerobics are both exciting sports. I think Karate is more dangerous than aerobics but it is more exciting . In my opinion aerobics is more popular and it's easier than karate.

1c

Be creative!

Lesson Link



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1 Warm-up

Discuss. Rug making and pottery

- Which of these arts and crafts are you familiar with?
- Are they popular in your country? **Yes, they are**

pottery patchwork sewing carpentry
jewellery making rug making calligraphy collage

2 Read Pottery, rug making and carpentry

A. Look at the pictures below. What kind of arts and crafts do these people like? Listen, read and check your answers.

Talented youths



Hi, I'm Brian and I'm from NYC. I started making pottery at the age of six and I am still a big fan of the craft. I don't want to do anything else in my free time. I make plates, bowls and vases and then paint some of them with bright colours. One day, I hope to sell my work in many countries around the world.

Brian, New York City

I am Sandhya and I love making rugs. My grandmother is into rug making, so I learnt everything there is to know about the craft from her. I am fond of rugs which have nice colours and patterns because I think they create a nice atmosphere in the house.

My favourite rugs are the traditional Arabic rugs, which you can find anywhere in the world, because they are very popular. We have a small collection at home.

Right now I'm making a beautiful rug with sixteen different colours.

Sandhya, India



My name's Darren and my dream is to become a professional carpenter when I grow up. I'm very enthusiastic about this craft, because I love working with wood. The feeling of creating something with your hands is out of this world. My father is a carpenter, he taught me everything, and I help him out at his shop all the time. When I am older, I want to own a shop, too.

Darren, Manchester



B. Read again and write B for Brian, S for Sandhya or D for Darren.

- | | |
|--|--|
| 1. One of my parents is doing what I want to do in the future. (D) | 4. I learnt this art from a member of my family. (S D) |
| 2. I learnt this craft at a very young age. (B) | 5. I help my father at work. (D) |
| 3. I use colour in my work. (S D) | 6. I want to make a business out of my hobby. (B D) |

3 Vocabulary

Read the sentences. Which of the phrases in bold mean *like* and which *dislike*? Use these phrases to make your own sentences.

Like
Dislike
Like
Like
Dislike
Like

1. Muna **is a big fan of** pottery. She's got a big collection at home.
2. Oliver **can't stand** listening to the news. It gives him a headache.
3. Aisha **is interested in** sewing. She wants to learn how to make it.
4. Mary **is fond of** chocolate. She sometimes eats a bit too much.
5. Yusef **finds** magazines **boring**. He rarely reads them.
6. My sister and I **are** really **into** reading. We've got hundreds of books.

I'm a big fan of football
I can't stand talking on the phone
My brother is interested in history
My sister is fond of sewing
I find reading is boring
My friend is really into basketball

4 Grammar

Some / Any / No / Every and their compounds

- *Someone* must go to the supermarket. We need *some* milk.
- I haven't got *any* new magazines. Is there a newsstand *anywhere* near here?
- There are *no* good games on this computer. So, there's *nothing* to play.
- *Every* student is coming to the meeting. *Everybody's* going to be there.

Circle the correct words.

1. A: I'm worried about my presentation tomorrow. **Something** / **Anything** is going to go wrong.
B: Don't worry. **Nobody** / **Nothing** will go wrong. **Everybody** / **Everything** feels stressed before presentations. You'll be fine.
2. **Someone** / **No one** wants to play sports any more. **Anyone** / **Everyone** wants to hang out at the shopping centre.
3. A: I can't find my mobile phone **nowhere** / **anywhere**. Have you seen it?
B: I tidied up earlier and put **everything** / **everywhere** in that box. Have a look there.

Go to pages 142-144 for extra grammar practice.

6 Write

A. Read the plan below. Can you think of a few more phrases for each part?

When you're writing a letter or an email to a new penfriend/e-pal to introduce yourself, follow the plan below.

GREETING

Give information about how you found the person's name and address. Use phrases like:

- Dear Abdullah,
- Hi Fatima,

OPENING PARAGRAPH

Give information about how you found the person's name and address. Use phrases like:

- I found your name and address in ... magazine.
- ... gave me your name and address.

MAIN PART (2-3 paragraphs)

- Give information about yourself (name, age, nationality, appearance, family, where you live, friends, school, interests/hobbies, likes/dislikes).
- Ask questions to find out about your new penfriend/e-pal.

CLOSING PARAGRAPH

Ask the person to write back. Use phrases like:

- Waiting for your letter/email.
- That's all about me for now. Write back soon.

SIGNING OFF

Use a signature ending and your first name below it.

- Bye for now, Saleh
- Best wishes, Reema

5 Listen

Listen to four people and match them with the arts and crafts they do. There are two extra arts and crafts which you do not need to use.

- Eddie → collage
Sandra → pottery
Tony → carpentry
Mandy → rug making
 → jewellery making
 → calligraphy

B. Imagine you saw the following advertisement in a teenage magazine. Write an email to Greg introducing yourself. Follow the plan above.

E-PAL WANTED

My name is Greg and I'm 15 years old. I live in London and I'm into arts and crafts. Please write to: greg99a@myemail.com

6

B

Dear Greg

How are you

I find your name and address in a teenage magazine.

My name's Ahmad. I'm 15 years old. I'm Saudi. I'm tall and slim. I

live with my family in Riyadh. I've got two brothers and one sister.

I've got a lot of friends. We are at the same school . I'm interested in

football and skateboarding. I can't stand doing crafts and arts. What

about you? What are you interested in? Would you like to be my pen

friend?

That's all about me for now. Write back soon.

Best wishes,

Ahmad

1d

In fashion

1 Warm-up

Discuss.

- Do you like to follow trends in fashion?
- Have you changed your style lately?

Yes I do
Yes I have

2 Vocabulary

Match the clothes in the pictures with the phrases below. Then listen and check your answers.



baggy trousers 1

checked shirt 5

striped shirt 2

sparkly dress 3

spotted dress 4

3 Speak

GROUP SURVEY: Do you wear...?
Go to page 61.

4 Read

A. What do you know about the history of jeans? Listen, read and find out more.

JEANS

Jeans are trousers made of denim and they come in all shapes, colours and sizes. Most people have at least one pair, and in the USA an average person has seven pairs.

The word *jeans* comes from the French *bleu de Gènes*, which means the 'blue of Genoa'. This is because denim came from Genoa and, in the 16th century, sailors used to wear baggy denim trousers.

In the 1850s, a German merchant started selling jeans to mine workers in California. They became popular because denim is a very strong material. However, some parts, like the pockets, used to rip a lot. The solution to this problem was copper rivets, which made jeans stronger. Jeans have changed very little since then.

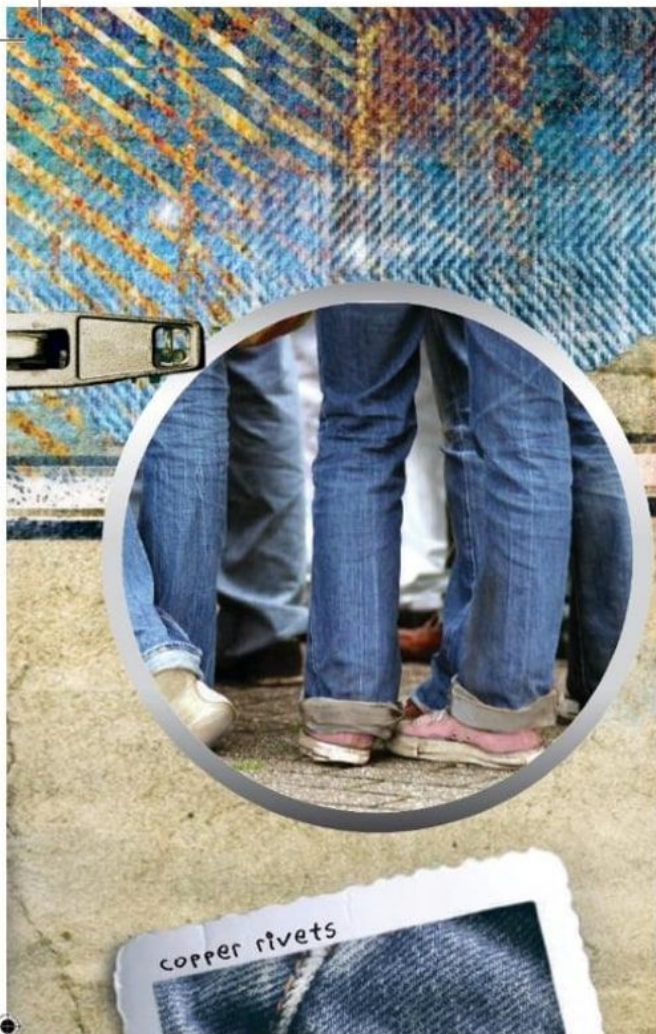
Jeans became a symbol of youth in the 50s and 60s. After that, more and more designs and styles came out, like baggy jeans and even stonewashed jeans that looked old. Today, almost all fashion designers make their own jeans and they're very popular.

Jeans are an amazing item of clothing. They match everything and they can be casual or formal wear. Other clothes go in and out of fashion, but jeans are here to stay.

Lesson Link



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B. I like jeans very much. They are in fashion. I got them from clothing stores. I used to like baggy trousers but I don't like them any more, because I like to follow trends in fashion.

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Most Americans have more than one pair of jeans. T
2. The sailors in Genoa used to wear stonewashed jeans in the 16th century. F
3. A merchant sold jeans to German workers. F
4. Jeans sell more than any other clothes today. NM
5. Stonewashed jeans are not difficult to make. NM
6. Fashion designers' jeans are quite expensive. NM

5 Grammar

Past Simple

A: What **did** you **wear** to Peter's house last night?
B: Well, I **wanted** to wear my new shirt, but I **didn't wear** it in the end. It **was** too cold, so I **wore** a pair of jeans and a jumper.

The verb used to

I **used to** collect stamps when I was a child.
(= I don't collect stamps any more.)
My dad **didn't use to** work at the weekend.
(= Now he works at the weekend.)

Did Faisal **use to** play football? → Yes, he did.
→ No, he didn't.

Complete the sentences below. Use the correct form of **used to** and the words in brackets.

1. Jack **didn't use to go** (not go) to the youth centre, but now he goes every day.
2. A: **Did you use to live** (you / live) in Jeddah when you were young?
B: No, I **used to live** (live) in Riyadh.
3. Mohammed **used to drive** (drive) to work, but now he takes the bus.
4. Aminah and I **used to hang out** (hang out) after school, but now we only hang out on Thursdays.
5. A: **Did Julie use to have** (Julie / have) long hair?
B: Yes, she did.

Go to pages 145-147 for extra grammar practice.

6 Pronunciation

A. Listen and repeat. What's the difference between a and b?

- a. French b. fridge

B. Listen and tick (✓) the sound you hear.

	jeans	age	checked	teenager	match	century	imagine
French /tʃ/			✓		✓	✓	
fridge /dʒ/	✓	✓		✓			✓

7 Speak & Write

A. Discuss in pairs or small groups.

My favourite clothes are jeans. They are in fashion

- What are your favourite clothes? Are they in fashion?
- Where did you get them from? **I get them from clothing stores**
- What clothes did you use to like when you were younger?
- Why don't you like them any more?

B. Use the ideas from activity 7A to write a paragraph about your clothes.

I used to like baggy trousers

Because I like to follow trends in fashion

1e

Being a friend

Lesson Link



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1 Vocabulary

Read the sentences below and match the words in bold with the definitions a-h. Then listen and check your answers.

1. I can't talk to Ron about anything. Within minutes, he's shouting at me. He's so **quick-tempered**.
2. Andy is very **bossy**. He annoys everyone by telling them what to do and what not to do.
3. Kareem is a **confident** person so he's never nervous about anything.
4. Eric never follows other people's advice. He's very **stubborn**.
5. Tommy! Don't be **selfish**. Share your things with the other kids and don't fight.
6. Salman is very **outgoing**. He makes friends easily.
7. I couldn't find my mobile so a **kind** man gave me his to call my parents.
8. I love hanging out with my best friend because he's **easy-going**. We never argue about what to do.

g

d

h

b

c

a

f

e

- a. friendly, enjoying meeting other people
- b. not changing your opinion easily
- c. not thinking about other people's feelings or needs
- d. fond of telling people what to do
- e. relaxed and happy without worrying or becoming angry
- f. helpful and friendly
- g. becoming angry easily and without having a good reason
- h. feeling sure about what you can do

TIP! Learn new words in context (in sentences describing situations). This way, it's easier to remember them.

2 Speak

CLASS DISCUSSION
Discuss the following. Use the prompts in the box.

- ▶ What are your friends like?
- ▶ Do you always get along with them?
- ▶ Do you think you are a good friend?
- ▶ What do you think an ideal friend should be like?

My friends are...
We usually get along fine, but we sometimes
I think/believe I am / am not a good friend because
The ideal friend should be...

3 Listen

A. Listen to three people talking about their friends. Match the people with the adjectives below. There is one extra adjective that you do not need to use.

1. Eric → a. outgoing
2. Frank → b. quick-tempered
3. Mark → c. shy
- d. bossy

B. Listen again and write T for True or F for False.

1. Eric likes playing sports. ☒
2. Frank goes to the youth centre every day. ☒
3. Frank likes playing video games. ☒
4. Mark often has arguments with his friends. ☒
5. People don't like Mark when they first meet him. ☒

4 Speak & Write

A. Matt has written about his new friend, Jake. Read the description and tick the topics he has mentioned.

1. The qualities he likes about Jake. ☒
2. How he feels about Jake. ☒
3. The qualities he doesn't like about Jake. ☒
4. The things he does that annoy Jake. ☐
5. How he met Jake. ☒
6. Jake's interests. ☒
7. What they do together. ☒
8. What they don't do together. ☐

2

My friends are outgoing, helpful and funny. We usually get along fine, but sometimes we argue about the games we want to play. I think I'm a good friend because I help my friends a lot. The ideal friend should be helpful, friendly and outgoing.

B. Think about a person you've recently met. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Who is this person?

... **My new neighbour Maher**

What is he/she like?

He is outgoing and kind but sometimes bossy

What do you like about him/her?

I like his energy and kindness

What do you dislike about him/her?

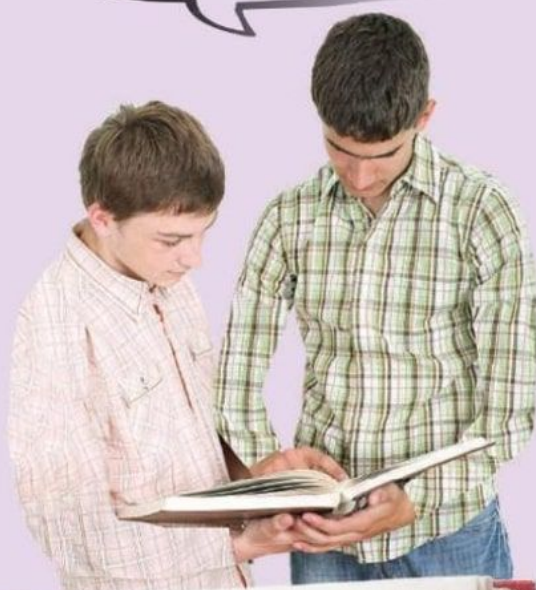
I dislike when he tells me what to do

What are his/her hobbies and interests?

He likes painting, collage and football

What do you do together?

We play and paint together



A new FRIENDSHIP

I met Jake two months ago when he moved next door. He's my age and we go to the same school.

Jake's got a great sense of humour so he makes me laugh all the time. He's also very kind. He's the one I turn to when I'm upset because he always tries to cheer me up. However, Jake can be annoying sometimes. The most annoying thing about him is that he's stubborn. When he makes a decision, he never changes his mind.

Jake and I spend our free time together because we have the same interests. We are both into sports and we love reading books. Jake is also good at writing poetry.

I like hanging out with Jake because we get along well and have lots of fun together. He isn't perfect but I know I can always rely on him.

C. Read and complete with *and*, *or*, *but*, *so* or *because*.

Linking words

- **and**
Ali is confident and outgoing.
- **or**
We usually go to the park or hang out at the shopping centre at the weekend.
- **but**
Faisal likes chicken but I don't.
- **so**
We both like basketball so we usually play together after school.
- **because**
I can't stand him because he's really selfish.

1. Saud can play football **but** he can't snowboard very well.
2. We don't like documentaries **so** we never watch any.
3. My best friend is easy-going **and** funny.
4. I don't like hanging out with Paul **because** he's quite rude.
5. Her favourite hobbies are pottery **and** drawing.
6. My friends and I usually go out to eat **or** play computer games on Fridays.

D. Write a description of a person you've recently met. Use your notes from activity B and follow the plan below. **First, go to the workbook p.129 and complete the writing plan.**

When you're writing **a description of a person**, organise the information according to the plan below.

INTRODUCTION

- ▶ Give some general information about the person (name, relationship to you).

MAIN PART (2 PARAGRAPHS)

- 1 **Describe his/her personality. Mention good and bad qualities. Use phrases like:**
 - *He/She is very / really / quite / a bit...*
 - *He/She is the one who...*
 - *The best/worst thing about him/her is that he/she...*
 - *He/She is also...*
- 2 **Describe his/her hobbies/interests and what you do together.**
 - *We're both interested in...*
 - *His/Her favourite hobby is...*
 - *He/She is into / fond of...*

CONCLUSION

- ▶ Give your general opinion of this person.

TIP! Do not write very short sentences. Use linking words (*and*, *or*, *but*, *so*, *because*) to join your ideas.

D

My friend's name is Maher. He is my new neighbour. He is really kind and outgoing, and he accepts others' opinions. The worst thing about him is that he is very bossy. He always tells others what to do.

He is interested in painting and collage, and he is fond of football. We play football after school. I usually go to his house and we paint together.

I really like him although he isn't perfect, but we get along well.

1

Round-up

Lesson Link



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Vocabulary

A. Circle the correct words.

- Those jeans are too **spotted** / **baggy**. I think you should get a smaller size.
- Danny **goes** / **does** aerobics on Mondays and Wednesdays.
- Andy's got a huge **collection** / **patchwork** of stamps.
- Ali **agrees** / **disagrees** with Hassan, so he's trying to change his mind.
- Steve is very **kind** / **selfish**. He never thinks about other people.
- In my **style** / **opinion**, doing athletics is boring.

Score: / 6

B. Complete the sentences with prepositions.

- You can rely **on** me for help. All you have to do is ask.
- Paul wants to take **up** pottery lessons.
- My neighbour is very fond **of** cats. He's got ten!
- Mark and I are really **into** snowboarding.
- Let's go cheer John **up**. He looks very upset.

Score: / 5

Grammar

C. Complete with the present simple or the present progressive of the verbs in brackets.

- Abdullah and I **are playing** (play) football at the local stadium tomorrow.
- A: **Do** you **fight** (fight) with your brother?
B: Yes, a lot. He's very stubborn and he **doesn't listen** (not listen) to me.
- Look! Jack **isn't sharing** (not share) his toys again. He **hates** (hate) playing with other kids.
- My younger sister often **copies** (copy) me. She **wants** (want) to be just like me.

most quick-tempered

Score: / 7

D. Complete with the correct form of the words in brackets.

- Peter is the **most quick-tempered** (quick-tempered) student in the class. Nobody likes hanging out with him.
- Skateboarding is **more boring** (boring) than snowboarding.
- Cycling isn't as **extreme** (extreme) as mountain biking.
- Mark didn't study as **much** (much) as Keith did for the exam, so he didn't do as **good** (good) as Keith did.

Score: / 5

E. Circle the correct words.

- There are **no** / **nothing** formal clothes in this shop.
- Everyone** / **Someone** rang for you last night. I can't remember his name, though.
- I've got **anything** / **nothing** to wear. All my clothes are too small.
- Everyone** / **Everywhere** in my class likes History. We love it.
- Have you seen my mobile **somewhere** / **anywhere**?
- I'm looking for **someone** / **everyone** to help me with my homework.
- Don't forget to buy **some** / **any** cheese tomorrow.

Score: / 7

F. Circle the correct words.

- When I was young, I **used to** / **used** make model planes but now I don't.
- A: Did you **use to visit** / **visit** your grandparents last weekend?
B: No. I **used to visit** / **visited** them yesterday.
- My sister didn't **use** / **used** to watch documentaries, but now she does.
- A: Did your parents **used** / **use** to travel abroad in the past?
B: Yes, they did.

Score: / 5

Communication

G. Complete the dialogue with the sentences a-e. Then listen and check your answers.

- That would be great.
- I can't make it.
- What are you up to?
- How's it going?
- Do you want to come along?

- Rob Hey Tom. (1) **d**
- Tom Great! (2) **c**
- Rob Nothing much. I'm going to play basketball with Jeff. (3) **e**
- Tom Sure, why not? I used to play basketball every day.
- Rob Yeah, I remember. Why don't you play any more?
- Tom Well, I started a pottery course and I've been very busy. I've made lots of things. Why don't you come round and see my works of art on Thursday afternoon?
- Rob (4) **b** I have other plans.
- Tom How about on Friday afternoon?
- Rob (5) **a**

Score: / 10

Speak and write:

I usually get up late at the weekends but this weekend I get up early
 I usually go bike riding at weekends but this weekend I'm going camel riding
 I usually play video games at the weekends but this weekend I'm playing golf
 I usually take a walk at weekends but this weekend I'm taking a nap in the afternoon

get up late / early
 go bike riding / camel riding
 play video games / golf
 take a walk / nap in the afternoon



I usually get up...
 This weekend...

Score: / 5

Write

Write about what you usually do at the weekend and what you are doing this weekend during your camping holiday in the desert. Use your ideas from the speaking activity.

I usually...
 This weekend...

Score: / 5

TOTAL SCORE: / 55

Now I can...

- ▶ talk about the present and past ☒
- ▶ talk about past habits ☒
- ▶ make plans and future arrangements ☒
- ▶ make comparisons ☒
- ▶ talk about my likes and dislikes ☒
- ▶ talk about sports, arts and crafts and fashion ☒
- ▶ write an email introducing myself ☒
- ▶ describe clothes ☒
- ▶ describe people's personality and write a description of a person ☒
- ▶ use *and, but, so, because, or* ☒

Rhyming Corner

Complete the rhyme with the words in the box. Then listen and check your answers.




extreme great agree jogging along fancy

Let's take up a sport

One, two, three, four
 (1) fancy taking up a sport?
 Five, six, seven, eight
 Sure, why not? That would be (2) great!
 Lots to choose from, come (3) along
 Exercise will make you strong
 We need to stay fit, I think you'll (4) agree.
 Let's take up a sport, come with me!
 Football, (5) jogging is nothing new
 But I have another idea, just for you!
 Do you want something (6) extreme?
 Skysurfing will be a dream!

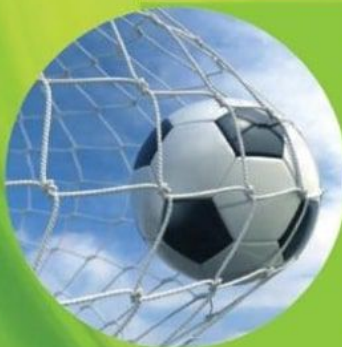


A. What do you know or can you guess about youth centres? Listen, read and check your answers. 

I think they are places where young people can do sports or other mental activities

Youth Centres

Many UK schools, universities and communities offer students the opportunity to spend their free time in a creative way at a youth centre. Youth centres usually offer many different activities and they exist to help young people learn new skills and make friends. Here are some popular things you can get involved in at a youth centre.



Sports activities: These can be tennis, baseball, hockey, swimming, football, golf, cricket, or even skateboarding.

Community activities: Through these activities, young people help the community by cleaning the streets, helping older people or helping out at hospitals.

Hobbies: You can take up arts and crafts, pottery, model making, painting, and carpentry. You can also start a collection.

Media: Youth centres usually have their own newspaper, so kids can write stories, interview people or find information on the Internet for it.

Youth centres give young people the opportunity to do something to help themselves and others. What is more, youth centres help young people exercise not only their body but also their mind.



B. Read again and answer the questions.

1. Why do youth centres exist?

To offer students the opportunity to spend their free time in a creative way

2. What are some community activities?

Cleaning the streets, helping older people or helping out at hospitals

3. What can young people do for a youth centre's newspaper?

They can write stories, interview people or find information on the internet for them

4. What can a youth centre help someone exercise?

They help young people exercise not only their body but also their mind

2

Standing out



Discuss:

His achievements

- ▶ What usually makes a person stand out?
- ▶ Is there anything that your town/city is famous for?

Yes, there is

In this module you will...

- ▶ learn to define people, places and things by using relative pronouns and adverbs
- ▶ learn common units of measurement
- ▶ learn to write a postcard
- ▶ learn to talk about conditions and their results
- ▶ learn to form nouns from verbs
- ▶ talk about cities and places
- ▶ learn to write a description of a place

Where can you find the following in this module?
Go through the module and find the pictures.



2a

Landmarks

Lesson Link



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QUIZ

1 Read

A. Discuss. **Yes, Eiffel Tower and the Pyramid**

- Do you know of any famous landmarks?
- Would you like to visit them? **Yes, I do**
- Are there any famous landmarks in your country?

B. Do the quiz and test your knowledge. Then check your answers with your teacher.

Yes, there is the Makkah Clock Tower

FAMOUS LANDMARKS



The Makkah Clock Tower in Saudi Arabia is a building complex which has the world's tallest clock tower and the largest floor space of any building of its kind. But how large is it?

a 500,000 m²
b 1,500,000 m²
 c 2,000,000 m²

1



Visit Chichen Itza in Mexico and you'll see something quite amazing. It's the place where you can see one of the most beautiful pyramids in the world. But who built it?

a The Aztecs
b The Mayans
 c The Incas

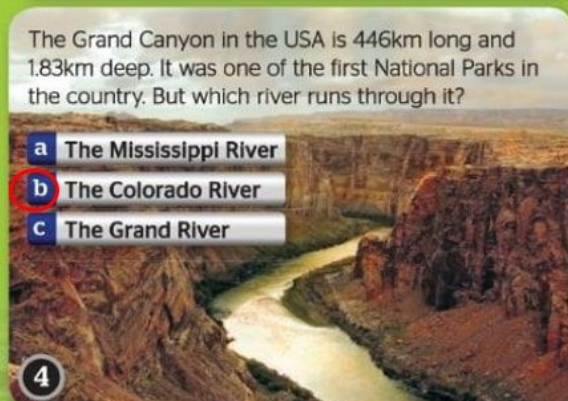
2



There is a very famous tower that stands in the centre of Paris. It's 320 metres tall. It's a metal tower and weighs 10,000 tonnes. But what's its name?

a Paris Tower
 b Sky Tower
c Eiffel Tower

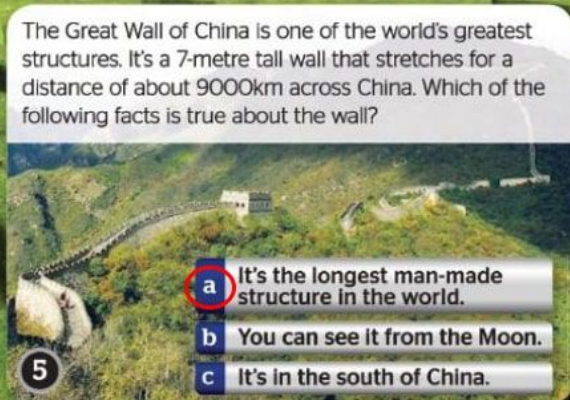
3



The Grand Canyon in the USA is 446km long and 1.83km deep. It was one of the first National Parks in the country. But which river runs through it?

a The Mississippi River
b The Colorado River
 c The Grand River

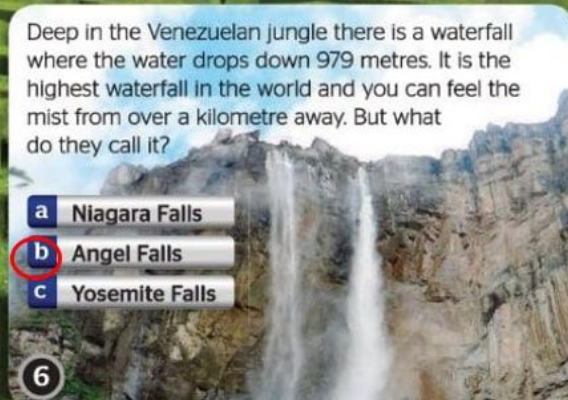
4



The Great Wall of China is one of the world's greatest structures. It's a 7-metre tall wall that stretches for a distance of about 9000km across China. Which of the following facts is true about the wall?

a It's the longest man-made structure in the world.
 b You can see it from the Moon.
 c It's in the south of China.

5



Deep in the Venezuelan jungle there is a waterfall where the water drops down 979 metres. It is the highest waterfall in the world and you can feel the mist from over a kilometre away. But what do they call it?

a Niagara Falls
b Angel Falls
 c Yosemite Falls

6

2 Vocabulary

Listen and read. Then complete the sentences.

Units of Measurement

Length: centimetre (cm)

metre (m)

kilometre (km)

Weight: gram (g)

kilogram, kilo (kg)

tonne (t)

Liquids: millilitre (ml)

litre (l)



1. An elephant weighs around 3 t.
2. A ruler is about 30 cm long.
3. A can of lemonade contains 330 ml of lemonade.
4. The distance between Riyadh and Dammam is about 400 km.
5. A baby weighs around 3 kg when it is born.
6. The Kingdom Centre is a building that is over 300 m tall.

3 Grammar

Relative Pronouns: who / which / that
Relative Adverb: where

PEOPLE	THINGS/ ANIMALS/IDEAS	PLACE
who / that	which / that	where

- Raymond Moriyama is the man **who/that** designed the National Museum of Saudi Arabia.
- There's the girl (**who/that**) we met yesterday.
- Last winter I bought a jacket **which/that** was really warm.
- The building (**which/that**) I visited was 350m tall.
- The restaurant **where** my cousin works is really expensive.

Complete the postcard with **who, which, that** or **where**. If they can be omitted, put them in brackets.



Hi Jules,

Greetings from Rome! I'm visiting Italy. (1) where my cousin lives. You remember Mark, right? He's the guy (2) who/that was staying at my house last July. Mark's house is in an area (3) which/that has all the best places to visit. Yesterday we visited the Colosseum; that's the place (4) (which) gladiators used to fight. Tomorrow Mark's taking me to a shopping centre (5) which/that is huge!

The picture on the postcard is a beautiful square (6) (which/that) we visited today. Hey, what's the Italian team (7) (which/that) you like? Is it Lazio or Roma? Anyway, we're watching a game tomorrow night! See you soon,

Lee

Go to pages 150-153 for extra grammar practice.

4 Listen

Listen to a tour guide talking about Uluru and complete the facts.

Name: Uluru or Ayers (1) rock
Country: (2) Australia
Nearest town: Alice Springs
Distance from nearest town:
(3) 450km
Height: (4) 348m
Visitors per year: (5) 350,000 people



5 Speak

INFORMATION GAP
Student A go to page 61.
Student B go to page 62.

6 Write

A. Read the information below and find examples of the three tenses in the postcard in activity 3.

When you're writing a postcard to someone while you're on a trip, use:

- a greeting and a signature ending (see page 11)
- relative pronouns/adverbs
- the following tenses:

PRESENT PROGRESSIVE

- Tomorrow I'm visiting the National Museum.

PRESENT SIMPLE

- The hotel organises trips to nearby sights.

PAST SIMPLE

- Yesterday, I climbed to the top of the Eiffel Tower.

B. Imagine you're on a trip. Write a postcard to a friend. Follow the advice above.

6

Dear Majid

I'm writing to tell you that I'm visiting Paris. I'm staying in a nice hotel. It organizes trips to nearby sights. Yesterday I went shopping . Tomorrow I'm visiting Eiffel Tower. It's great here.

Best wishes

Salem

2b

A tour

1

Read



Lesson Link



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A. Discuss.

Yes, I would

- Would you like to go on a city tour?
- Which places in your country are popular with tourists?

Makkah Clock Tower

B. Read the email and the tour information Ibrahim sent to a friend who is visiting Saudi Arabia and answer the questions.

1. Is Yossif going alone on the tour?
2. Are the boys going to travel by camel?
3. What is Nasseef House famous for?
4. What can you see in the City Museum?
5. What can you do in the old city of Hail?
6. What will you do when you go to Riyadh?

1 No, he isn't

2 No, they aren't

3 It's famous for its Islamic architecture.

4 I can see pictures and videos of the city

5 I can go sightseeing.

6 I will enjoy the gorgeous landscape and visit the largest camel market in Asia and the National Museum



plane
of
ch
the

is famous for its Islamic architecture, and the Abdul Rauf Khalil Art Museum. If there is time, you will go to Alawi Souq for some shopping.

Prophet's Mosque, and afterwards to the Museum Kaaki and then to the City Museum, where you can see pictures and videos of the city.



Day 3

This day promises a lot of excitement. You will travel to Hail, a beautiful oasis in the centre of Najd. You won't believe how beautiful it is unless you see it for yourself. The old city of Hail is ideal for sightseeing, but this is a free day, so if you want, take a walk around the city, or just go shopping.



Day 4

The tour ends in the capital city of Riyadh. It's a long drive, but on the way you will enjoy the gorgeous landscape. You will visit the largest camel market in Asia. Finally, you will visit the National Museum and the old city of Riyadh.

C. Look at the expressions 1-5 from the email and match them with the meanings a-e.

1. You're right there. → a. No way!
2. You know what? → b. I agree with you.
3. make up one's mind → c. I've got an idea.
4. Forget it! → d. I'm playing a joke on you!
5. I'm pulling your leg! → e. decide about something

2 Grammar

Future will

AFFIRMATIVE	NEGATIVE	QUESTIONS
I You He She 'll (=will) come It We You They	I You He She won't (=will not) come It We You They	I you he Will she come? it we you they

We use the **future will** for predictions, on-the-spot decisions, promises, offers and requests.

- I think he **will** be a famous scientist one day.
- This coat is too expensive. I **won't** buy it.
- I promise I **won't** do it again.
- I'll help you with your homework.
- **Will** you do me a favour?

Conditional Sentences Type 1

- If you **visit** the museum on Thursday, you **will get** in for free.
- If Ammar **wants** to be on time, he **must leave** now.
- **Make** an appointment at the dentist if you **have** toothache.
- I **may not buy** a laptop if it's too expensive.

NOTE unless = if not

- **Unless** you drive me to school, I'll be late.
- If you **don't** drive me to school, I'll be late.

Time Clauses (Present - Future)

- The children will go to bed **after** they brush their teeth.
- Mark will make an appointment **before** he goes to the doctor.
- **When** Ken arrives, we'll order pizza.
- We'll wait here **until** John returns.
- I'll tell Robert the good news **as soon as** I see him.



Match the two halves of the sentences.

- | | | |
|--|----------|--|
| 1. You can eat some cheese | f | a. after I try them on. |
| 2. Ted will call us | d | b. I won't speak to him again. |
| 3. I'll make up my mind which shirt to buy | a | c. tell him to wait for me. |
| 4. We might go mountain biking on Saturday | g | d. as soon as he arrives at the airport. |
| 5. Unless Larry says sorry, | b | e. he'll get very angry. |
| 6. When Kevin sees this mess, | e | f. if you get hungry. |
| 7. If Oliver comes round, | c | g. if it doesn't rain. |

3 Listen

Listen to three short dialogues and choose a, b or c.

- How will Adam and John travel?
a. by car **b.** by coach c. on foot
- How many days will Peter spend in Barcelona?
a. two b. one **c.** three
- How many people are going on the trip?
a. one **b.** two c. three

4 Speak

Talk in pairs. Look at the two holiday options and discuss and decide where you want to go.



A.

Countryside holiday

- traditional cottage
- relaxing landscapes
- local food
- fresh air
- 500 euros/5 nights



B.

City holiday

- 5-star hotel
- city tour
- museums, restaurants, parks
- shopping areas
- 900 euros/5 nights

If we go on a countryside holiday, we can enjoy the landscape and relax.

Yes, but if we visit the city, we can go

- B
- If we go on the countryside holiday we can eat delicious local food
- Yes but if we go on the city holiday we can enjoy a lovely meal in a big restaurant
- If we go on the countryside holiday it costs only 500 euro/5 nights, whereas the city holiday costs 900 euro/5 nights

2c

Art attack

Lesson Link



www.iem.edu.sa

1

Read



A. Discuss.

- What kind of art do you like? **I like painting**
- What's your opinion about open air museums? **It sounds great**

B. Look at the picture. What do you think is happening? Listen to the dialogue and check your answers. Then read it out in groups.

Ali Bill, what's that odd-looking object outside Tom's house?

Bill Yeah! What is that? It's ruining the garden.

Ali Look! Metal, paper, plastic... Maybe it's something someone wants to recycle.

Bill There's Tom. Let's ask him.

Tom Hello, guys.

Ali Hey, Tom, someone left this outside your house. What is it?

Tom Oh, yes, that's mine! Do you like my work of art?

Ali Erm, you mean, you made it?

Tom Yes! I used loads of plastic, paper and metal to make it. I call it 'The thing'.

Ali Oh, neither of us realised it was art...

Bill But why did you put it there? Your garden was just fine before.

Tom Well, my parents didn't let me put it inside the house. They only allow me to work here.

Bill Oh, I see. So, what are you going to do with it?

Tom Haven't you heard? Our school is taking part in the city council's campaign called 'Green Art'.

Ali What is that about?

Tom Let me explain. The city council received many letters from people who were all complaining about the rubbish and wanted to clean up the area.

Bill That's true. It isn't very clean.

Tom So, they eventually thought of organising an open-air exhibition of recycled art which students will make.

Ali Wow. So, they are cleaning up the area, and at the same time encouraging young people to express themselves.

Tom That's right. Recycling and youth culture! Also, there's a competition. They're going to put the most successful works of art in public places!

Bill Hmm... Maybe we should take part in it, too. Ali. What do you say?

Ali Why not?

Tom Sure, boys. You can both try. But I feel I'm going to win! Anyway, I'm off to continue my work now.



2 Vocabulary

Complete with the verbs in the boxes.

explain complain react

- We must **complain** to the local council about the rubbish in the park.
- How did the teacher **react** when he saw the mess in the classroom?
- I tried to **explain** why I was late, but my friends were angry and didn't want to listen.

understand realise

- Jack doesn't speak Spanish, so he couldn't **understand** what we were talking about.
- I didn't **realise** you liked museums so much.

allow let

- I want to go camping with my friends, but my parents won't **allow** me go.
- They don't **let** him to stay out late.

encourage suggest

- I **suggest** going to the new restaurant tonight.
- We **encourage** all students to use the computers in the ICT room.

C. Read the dialogue again and write T for True or F for False.

- Both Bill and Ali knew about the open-air exhibition. (F)
- The boys' school is organising the campaign. (F)
- Only students can take part in the exhibition. (T)
- Students have to use recycled objects for their art. (T)
- Both Ali and Bill are going to take part in the exhibition. (T)
- Tom thinks he's going to win the competition. (T)

3 Grammar

All / Both / Neither / None / Either

- All the paintings at the exhibition were of cats, but **none** of them were very good.
- Both Liam and Oscar have bikes, but **neither** of them ride their bikes to school.
- A: Do you want apple or orange juice?
B: **Either**. I don't mind.

Complete the sentences with all, both, neither, none or either.

- Both** Picasso and Van Gogh lived in France, but **neither** of them were French.
- All** the neighbours heard the noise but **none** of them complained about it.
- None** of the other houses in my street have a front garden, but mine does.
- A: Which mobile phone do you want to buy, the red or the black one?
B: **Either**. They're **both** beautiful.

Go to pages 158-160 for extra grammar practice.

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

a. symbol b. easy c. wish

B. Listen and tick (✓) the sound you hear.

	symbol /s/	easy /z/	wish /ʃ/
reason		✓	
exhibition			✓
design		✓	
receive	✓		
traditional			✓
sure			✓
mess	✓		
realise		✓	

5 Speak & Write

A. Talk in pairs. Discuss the questions below.

- Are there a lot of museums in your town/city?
Are there any art museums in your town/city?
Do you like visiting museums?
Have they got?

5

There are many museums in my city. I think museums are really interesting. I enjoy visiting them. there are many art exhibitions there. I like going to open air exhibitions.

2d

Famous faces

1 Warm-up

Discuss. **They are sports men**

- What do you know about these famous people?
- What are they famous for?

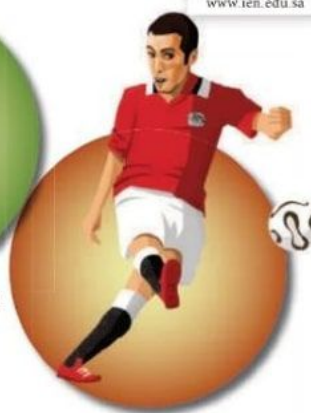
They are famous for football and racing



Abdullah Abkar Mohammed



Yasser Al-Qahtani



Mohammed Aboutrika

Lesson Link



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2 Read

A. Listen, read and choose the best title for the text.

- Jamie Oliver's best recipes
- ☒ Jamie Oliver makes a difference
- Jamie Oliver: How to become a famous chef

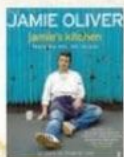
TIP! Read the text quickly to understand the main idea.

JAMIE OLIVER TV CHEF

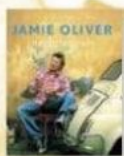
While he was growing up, Jamie Oliver's parents ran a restaurant in Essex, England and he used to practise cooking in the kitchen there. He enjoyed cooking very much, so after he finished school, he went to Westminster Catering College, where he studied to become a chef.



In 1999, he started working in The River Café, in Fulham, London. That's where the BBC noticed him. He went on to make a TV cooking show. It was a big success. After that he wrote a cookbook which became a best-seller. In the same year, he received an invitation to prepare lunch for the Prime Minister at 10 Downing Street.



Oliver became famous for his simple, healthy but delicious creations. His recipes were fresh, and the style of his cooking programme was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity, instead of a boring chore.



In 2005, Oliver introduced a campaign to improve school dinners in the UK. He wanted to get rid of the junk food that they served to kids and make kids eat fresh, healthy food. It wasn't an easy task, but eventually the campaign was a success and students' eating habits showed great improvement.



Oliver's next campaign was to get the people of the USA to start eating healthily, and he started off with West Virginia. He wants to inform communities about how important it is to eat home-made healthy food. Hopefully, his message will spread across the world.



3 Vocabulary

Use the verbs given to form nouns and complete the sentences.

NOTE: We form some nouns by adding a suffix (e.g. **-ion**, **-ation**, **-ment**) to a verb.
create > creation
invite > invitation
improve > improvement

- Are all the preparation for dinner finished? **PREPARE**
- My uncle has a huge poetry book collection. **COLLECT**
- The teacher asked us to find some information about Saudi Arabia. **INFORM**
- Brian put an advertisement in the newspaper to sell his motorbike. **ADVERTISE**
- What time does the celebration begin? **CELEBRATE**
- I give a lot of money to environmental organization. **ORGANISE**
- Writing a best-seller at the age of seventeen was a great achievement. **ACHIEVE**
- I got into an argument with my brother. **ARGUE**

1 In his parents' restaurant

2 BBC

3 He prepared lunch for the Prime Minister

4 The style of his cooking programme was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity in stead of a boring chore.

5 He helped the students when he introduced a campaign to improve school dinners in the UK

6 He tried to get the people of the USA to start eating healthily

- improve
 - think something is good
 - make something better
- get rid of
 - make something go away
 - take something to another place
- task
 - job
 - recipe
- spread
 - become important
 - become known

4 Listen

A. How much do you know about the Saudi runner Abdullah Abkar Mohammed? Try to answer the questions below. Then listen to the first half of a radio programme and check your answers.

- Which city is he from?

- What year was he born?

B. Now listen to the rest of the radio programme and write T for True or F for False.

- Abdullah Abkar Mohammed became famous when he was 20 years old. ☐
- People first saw his talent when he took part in school competitions. ☐
- He trained with the Al-Ansar national club in Riyadh. ☐
- In 2016 he ran his fastest time in the 60 m. ☐
- He took part in the Olympics in 2016. ☐
- He finished second in the races in New York. ☐

5 Speak

Talk in pairs. Think of a famous person and reasons why this person is famous. Then try to convince the class why this person is the most famous person in the world.

King Abdulaziz is famous all over the world because he was the first king of Saudi Arabia.

Answer the questions.
When did he first start making food?

- Which TV station did he appear on first?
- What did he do at 10 Downing Street?
- How did he improve TV cooking programmes?
- Who did he help in 2005 and how?
- What did he try to do in West Virginia?

5

Cristiano Ronaldo is the most famous person in the world because he is one of the best football players. He was born on 5th February 1985. He is the most followed user on Instagram, and he has won 15 trophies with Real Madrid

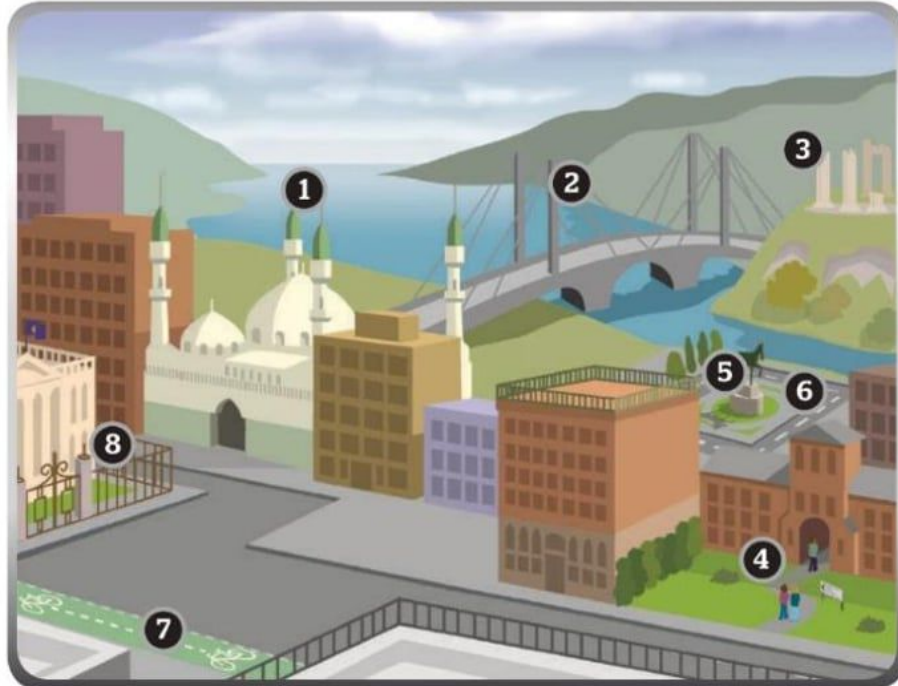


1 Vocabulary

Look and match the places on the map with the words. Then listen and check your answers. Which of these exist in the town/city where you live?

- university
- mosque
- ancient ruins
- palace
- square
- statue
- bicycle lane
- bridge

- 4
- 1
- 3
- 8
- 6
- 5
- 7
- 2



2 Listen

A. Listen to Ricky talking to a friend about his trip to Madrid. Where did he go?

- Museo del Prado
- Museo Reina Sofía
- a tapas restaurant
- Bernabéu Stadium
- Faunia Nature Park

- ☒
- ☐
- ☒
- ☒
- ☒

B. Listen again and write T for True or F for False.

1. Ricky travelled to Madrid last year.
2. You can see Picasso's Guernica at the Museo del Prado.
3. People usually stand while eating tapas.
4. Ricky is a big fan of Real Madrid.
5. Ricky isn't interested in Faunia Nature Park.

- F
- F
- T
- T
- F



3 Speak & Write

A. Read the description. In which paragraph (1-4) does the writer:

- describe what tourists can do there? **3**
- give his opinion about the place? **4**
- describe the most important sights? **2**
- give general information about the place? **1**



B. Read the advice below and find adjectives in the text which are similar in meaning to the adjectives 1-5.

When writing a description, don't use the same adjectives all the time. Use a variety of adjectives. This will make your writing more lively and appealing to the reader.

fantastic
There is a **great** museum in the city centre.
amazing
It has got **great** statues from ancient times.

1. beautiful: (para. 1) **attractive**
2. famous: (para. 2) **well-known**
3. interesting: (para. 2) **fascinating**
4. boring: (para. 3) **dull**
5. amazing: (para. 1) **impressive**
(para. 3) **wonderful**

C. Think about the most interesting place you've ever visited. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of this place?

Cairo
Egypt

What are some of the most interesting sights?

The Pyramids and the Sphinx

Do they attract many tourists?

Yes, they are

What can visitors do there?

They can visit the Pyramids, ride a camel and visit museums

What did you like the most?

I like the pyramids

WHAT A CITY!

Budapest is the capital of Hungary and one of the most impressive cities in Europe. The River Danube divides the city into two parts; Buda and Pest. It's an attractive city and a popular holiday destination.

There are many places worth visiting. One of the most well-known is Castle Hill in Buda, with historic attractions such as the Royal Palace and lots of museums. In Pest, there's the fascinating Parliament Building and Heroes' Square. Chain Bridge, the oldest and most beautiful bridge in Budapest also attracts many tourists.

This city is definitely not dull. If you want to explore it, go on a bike tour or on a cruise on the Danube. You must also walk along Andrassy Avenue, where you'll find lots of cosy cafés and restaurants. Don't leave without visiting Margaret Island, which is a wonderful place for picnics. As for entertainment, there are lots of options to choose from. And if you want to have some fun, don't miss the zoo.

You'll have an unforgettable experience in this city. You will want to visit Budapest again and again.

D. Write a description of a place you've visited and know well for a travel magazine. Use your notes from activity C and follow the plan below. **First, go to the Workbook p.130 and complete the writing plan.**

When you're writing a **description of a place**, think about the place carefully and write about the most important or interesting features. Organise the information according to the plan below.

INTRODUCTION

- Give some general information about the place (name, where it is, most interesting features).

MAIN PART (2 PARAGRAPHS)

- 1 Mention some of the sights but don't just list them. Try to give some information about each sight. Use phrases like:

- One of the most interesting places is...
- There's also...
- Another place worth visiting is...
- ... also attracts many tourists.
- You can also visit...
- Don't forget to visit...

- 2 Mention what visitors can do there. Use phrases like:

- You can...
- If you want to...
- Don't leave without...
- Another thing you can do is...
- As for entertainment, ...
- You must also...

CONCLUSION

- Give your general opinion of this place.

TIP! Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it.

D

Cairo is the capital of Egypt. it's the most beautiful city I have ever seen. I like it very much.

One of the most interesting places you can visit is Giza, where you can see the Pyramids and the Sphinx. They are very ancient buildings. They attract many tourists .Don't forget to visit the museums and the Nile.

You can ride a camel near the Pyramids. You can also take fantastic photos. Another thing you can do is to go on a cruise along the Nile.

It's an unforgettable experience . It's amazing

2

Round-up

Lesson Link



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Vocabulary

A. Circle the correct words.

- The **weight** / **height** of this building is about 600 metres.
- My father drove us to the mountain to admire the beautiful **architecture** / **landscape**.
- My mother never **allows** / **lets** me to stay out after 9pm.
- Frank has shown great **improve** / **improvement** lately.
- Yanbu is a popular holiday **destination** / **entertainment**.
- Peter **complained** / **reacted** very well to the news.
- We had a(n) **dull** / **unforgettable** time in Jeddah. Let's go again next summer.
- I drink one **tonne** / **litre** of water a day.

Score: / 8

B. Match.

- | | | |
|-----------------|---|-----------------------|
| 1. let somebody | → | a. someone's leg |
| 2. play | → | b. one's mind |
| 3. make | → | c. a difference |
| 4. pull | → | d. know |
| 5. make up | → | e. a joke on somebody |

Score: / 5

Grammar

C. Complete the sentences with *who*, *which*, *that* or *where*. If they can be omitted, put them in brackets.

- The cookbook **(which)** you bought me is great.
- That's the man **who** teaches English in my school.
- This is the area **where** they are going to build a new college.
- Mrs Roberts is the person **(who)** I want to speak to.
- The neighbourhood **where** I live is very quiet.
- Mr Stevens is the man **who** has that red motorbike.
- That's the shopping centre **where** I saw your cousin yesterday.

Score: / 7

D. Complete with the correct form of the verbs in brackets.

- When we go to Egypt, we **will see** (see) the Pyramids.
- Mr Smith **will call** (call) the police if his neighbours **make** (make) noise again.
- Unless you hurry up, we **will miss** (miss) the train.
- If you **don't attend** (not attend) all your classes, you **won't do** (not do) well.

won't do

- Dad will come home soon. As soon as he **realises** (realise) what has happened, he **will get** (get) very angry.
- We won't go to the wedding unless they **invite** (invite) us.

Score: / 9

E. Complete the sentences with *all*, *both*, *neither*, *none* or *either*.

- A: Which book do you want to read? The poetry book or the biography?
B: **Either**. I don't mind.
- This country's full of fascinating ancient ruins. **All** of them are worth seeing.
- I don't like the *Rich Café* or the *Blue Café*. **Both** of them are cosy.
- Ken and Frank did some beautiful paintings. **Both** of them were happy when they won an award.
- There are many tall students in my school, but **none** of them are as tall as Ameen.
- I have five cousins and **all** of them are university students.

Score: / 6

Communication



F. Complete the dialogue with the sentences a-e. Then listen and check your answers.

- If we walk, we'll really see the city.
- You know what?
- Forget it.
- I've heard that they're both impressive.
- Are you serious?

- Jeff Do you want to visit the palace or the National park first?
- Fred Either. (1) **d**
- Jeff (2) **b** Let's go to the palace first. We can walk there.
- Fred OK. How far is it?
- Jeff About forty minutes on foot.
- Fred What? (3) **e**
- Jeff Hey! Don't worry! (4) **a** We'll see places that this travel book doesn't mention.
- Fred (5) **c** I'm not walking for forty minutes.

Score: / 10

Speak

Talk in pairs. Imagine each place.

Riyadh → visit /

Jeddah → see /

Buraydah → buy

Makkah → visit / Masjid al-Haram

- If we visit Riyadh, we can go to The National Museum of Saudi Arabia
- If we visit Jeddah, we must see Jeddah Fountain
- If we go to Buraydah, we can eat its delicious dates.
- If we visit Makkah, we must go to Masjid al-Haram

Score: / 5

Write

Write a few sentences about what you and your friend will do if you choose a place from those mentioned above. Use your ideas from the speaking activity.

If we...


Now I can...

- ☐ define people, places and things
- ☐ write a postcard
- ☐ talk about conditions and their results
- ☐ form nouns from verbs
- ☐ talk about places and write a description of a place

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

Read the rhyme and put the lines a-d and e-h in the correct order. Then listen and check your answers. 

Take a tour

Take a tour around the world
'Travel' is the right word


- a 3 Choose what you like, make up your mind
- b 2 By coach, by plane, by car, or ship?
- c 1 Feel like a family package trip?
- d 4 The perfect trip you have to find

Take a tour around the world
'Travel' is the right word

- e 6 Is round the corner - have a look!
- f 7 Pretty landscapes to explore
- g 5 A palace, museum, square or souq
- h 8 Your next adventure is next door

Take a tour around the world
'Travel' is the right word



A. Look at the pictures and the titles. What do you know or can you guess about these museums? Listen, read and check your answers. 

MEGA MUSEUMS



THE NATIONAL MUSEUM OF SAUDI ARABIA

The National Museum of Saudi Arabia in Riyadh opened in 1999 and is one of the most exciting museums in the world. On the outside, the museum looks like a hill of sand and because of its impressive gardens people call it a desert oasis. The museum presents the fascinating past and modern history of the country and has eight different floors: one for every collection. Visitors to the National Museum of Saudi Arabia can see manuscripts, antiques and models of the two holy mosques of Makkah and Madinah. Entrance to the museum costs SAR15 and you can arrange a family visit or school trips on most days of the week.



THE METROPOLITAN MUSEUM OF ART, NEW YORK

The Metropolitan Museum of Art, or 'The Met', is a museum next to Central Park in the heart of the city. It opened in 1872 and its four floors house a collection of about two million works of art from Ancient Egyptian to modern times. It's also got a large collection of costumes, photographs, antique weapons and armour. 'The Met' is the most visited attraction in New York City with about 5.2 million visitors every year.

B. Read again and write N for the National Museum of Saudi Arabia or M for The Met.

1. This museum is the most popular in its city.
2. This museum is the oldest of the two.
3. This museum has beautiful green areas around it.
4. This museum has more floors.
5. This museum has eight different collections.

M
M
N
N
N

3

Broaden your mind

By expanding our knowledge about other cultures

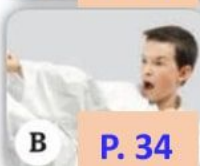
Learning new languages

Discuss:

- What do you think broadens a person's mind?
- How do you think learning a language helps broaden the mind?
- Do you get excited about new experiences?

Yes, I do

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- talk about experiences you have had
- learn to link the past with the present
- talk about school experiences and language learning
- learn to write an article
- talk about food and recipes
- learn to write an email giving news

3a

A learning experience

Lesson Link



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1

Read

Yes, I have

A. Discuss.

- Have you ever been to a summer camp?
- If yes, what was it like? Did you enjoy it?
- If not, would you like to go to one?

It was fantastic

Yes, I did

B. Look at the pictures in the three advertisements below. What do you think happens at these camps? Listen, read and check your answers.

LET'S GO TO CAMP

Bored of the same summer camp every year?
Why not try something a bit out of the ordinary?

A.

SPACE CAMP

Have you always wanted to be an astronaut? Here's your chance!

- Ages 12-15
- 6 days/5 nights
- Available all year round
- Do scientific experiments
- Design your own space station in the computer lab
- Build your own lunar robot which you can take home!
- €899 per person (Cost includes meals, housing, clothing and activities)



Complete training
SIMILAR to
a real astronaut

C.

Martial Arts Camp



Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!

- From 7am to 6pm every day during the summer holidays
- Children of all ages are welcome
- Students train for 2 hours a day and learn skills which can help protect them in dangerous situations
- Lots of other summer camp activities available
- Students need to bring a packed lunch every day
- Bus service home every day
- weekly package → €180
- monthly package → €600

B.

Documentary-making Camp

Have you ever thought about becoming a famous documentary director? Why not start here? Don't worry if you've never done anything like this before. We'll teach you all you need to know.

- 1-week course for 14-17 year-olds (Opportunity to return for a longer 3-6-week course)
- Write, produce and direct your own 3-minute documentary
- Screening at the end of the week
- Available during summer holidays (NEW! winter break courses also available)
- €1500 (Price includes DVD copy of your documentary)
- Accommodation and meals available at an extra cost



No skills
in martial
arts
needed

2 Grammar

Present Perfect Simple

- Danny **hasn't been** to a summer camp **before**, but he **has decided** where he wants to go.
- A: **Have you ever tried** water skiing?
B: No, I **haven't** but I've **always wanted to**.
A: I've **done it twice**.

NOTE

- Ted **has gone** to camp. (He's still there.)
- Ted **has been** to camp twice. (He has stayed at the camp twice but he isn't there now.)

C. Look at the words/phrases 1-9 from the advertisements and match them with the meanings a-i.

- e 1. out of the ordinary (title)
h 2. similar (ad A)
f 3. opportunity (ad B)
b 4. produce (ad B)
d 5. accommodation (ad B)
g 6. extra (ad B)
c 7. martial arts (ad C)
a 8. train (ad C)
i 9. monthly (ad C)

- a. practise an activity
b. make
c. fighting sports such as karate
d. a place to stay
e. unusual or different
f. the chance to do something
g. more than is expected
h. like someone or something but not exactly the same
i. lasting for a month

D. Read the advertisements again and the statements below. Which advertisement do they refer to? Write A, B or C.

- You can't sleep at the camp unless you pay extra. **(B)**
- This camp lasts less than a week. **(A)**
- Meals aren't offered at this camp. **(C)**
- You can go to this camp any time you like. **(A)**
- This camp teaches you safety tips. **(C)**
- You will receive something when the camp finishes. **(A) + (B)**
- Young children can go to this camp. **(C)**
- This camp has the cheapest weekly cost. **(C)**

Complete the sentences with the present perfect simple of the verbs in the box.

be finish read not speak do go

- Have** you **finished** playing that computer game yet?
- Ali isn't here. He **has gone** to his friend's house.
- That book is brilliant. I **have read** it twice.
- My cousin **has** never **been** on a holiday to France before. **hasn't spoken** to me all week. What's wrong with him?
- We **have done** ten experiments so far this year. I love my Science class.

Go to pages 163-165 for extra grammar practice.

3 Listen

Listen to two people talking about a summer camp and complete the leaflet below.



Learn a new skill every day!

Saturday: printing or painting
Sunday: (1) **photography** or comic making
Monday: computer graphics
Tuesday: (2) **photo album** making
Wednesday: pottery
A big exhibition
(3) **at the end of the week**
PRICE: (4) € **175** a week
(5) **accommodation** not provided

- I'd choose the Documentary Making Camp because I love documentaries
- Yes I do
- Yes, I'd like to go to camp A

4 Speak

Discuss the following.

- If you could go to one of the three camps in activity 1, which one would you choose? Why?
- Do you think summer camps are a good learning experience for children?
- Is there any other camp that you'd like to go to? Which one?

3b

Express yourself!

Lesson Link



www.ien.edu.sa

1

Read



A. Discuss.

- What do you know about sign language?
- Do you know anyone who uses sign language?

B. Look at the first picture. What do you think happened to Bill? Listen to the dialogue and check. Then read it out in pairs.

On the train...



Bill Ouch! Not again!
Ali What happened?
Bill Four people have stepped on me so far.
Ali Big deal! We're on a crowded train.
Bill Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.
Ali What? I doubt it.

D

- 1 Because he stepped on him and didn't apologize
- 2 It means that he is hungry
- 3 No, they can't
- 4 There are short videos that show you how to sign
- 5 You can make a circle on your chest with your fist.
- 6 He wants to learn sign language.

making more gestures with that boy over there. They're communicating with sign language. I saw a documentary about deaf people and sign language yesterday. Did you know that some signs mean something and some mean words or even phrases? I wonder what he said to me. I'm not sure. Let's look it up on the Net when we get to my place. I think they're talking about now? How about it? Now stop staring!

Later at Ali's home...

Bill You've been on that laptop for half an hour. Have you found anything yet?
Ali This website about sign language. It's great! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.
Bill That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?
Ali It means Sorry!
Bill You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.
Ali Count me in, too. Sounds like fun!



C. Look at the expressions 1-5 from the dialogue and match them with the meanings a-e.

- | | | |
|--------------------|---|--------------------------|
| 1. Big deal! | → | a. It's nothing serious. |
| 2. I doubt it. | → | b. I don't think so. |
| 3. Beats me. | → | c. Include me. |
| 4. I'll have a go. | → | d. I have no idea. |
| 5. Count me in. | → | e. I'll try it. |

D. Read the dialogue again and answer the questions.

1. Why is Bill annoyed with the boy?
2. What does Bill think the boy's gesture means?
3. Can Bill and Ali understand what the boys are signing?
4. What's special about the website Ali has found?
5. How can you sign Sorry?
6. How can you tell that Bill finds sign language interesting?

2 Vocabulary

Complete with the words in the boxes.

look watch notice stare

- Are you going to watch the game tonight?
- Did you notice what Alex was wearing?
- Mark! Don't stare at people. It's rude.
- Look under that bush! There's a grey cat.

talk speak say tell discuss

- How many languages does Ibrahim speak?
- Lee has decided to discuss the problem with his parents.
- Tell me more about the book. I'm curious!
- Did you say goodbye to Abdul-Rahman? He left a few minutes ago.
- Let's talk about something else.

wonder think imagine

- I can't imagine life without mobile phones.
- I think you should apologise to Yusef. You weren't nice to him.
- I wonder what the teacher will say about my project. I hope he likes it.

3 Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. know b. now

B. Listen and tick (✓) the sound you hear.

	know /əʊ/	now /aʊ/
doubt		✓
home	✓	
over	✓	
crowded		✓
council		✓
show	✓	
totally	✓	
allow		✓

4 Grammar

Present Perfect Simple vs Past Simple

A: I've heard this story many times before.

B: I heard it yesterday for the first time.

Complete with the present perfect simple or the past simple of the verbs in brackets.

- A: Where's Brian? He hasn't come (not come) round all week.
B: I don't know. He went (go) snowboarding in France with some friends last week. Maybe he hasn't returned (not return) yet.
- A: Have you and Sami already watched (already/watch) the new wildlife documentary?
B: Yes, we watched (watch) it yesterday.
- A: Did you talk (talk) to Mahmud yesterday?
B: No, I didn't see (not see) him at school.
- We have visited (visit) many interesting sights so far.

Go to pages 166-169 for extra grammar practice.

5 Speak

Talk in pairs. Discuss the following.

- Do you like learning new things? Why/Why not?
- Have you ever taken up an interesting course?
- What was it?
- When did you take it up?
- How long did it last?
- Did you find it useful?
- Would you like to take up a sign language course? Why/Why not?

- Yes, I like learning new things to gain more skills
- Yes, I have
- Computer course
- Last summer
- For a month
- Yes, I did
- Yes, I would. So I can communicate with deaf people

3C

Do you speak English?

Lesson Link



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1

Read



English and French

On TV

A. Discuss.

- What are the most popular languages that people learn in your country?
- Where can you see or hear English today?
- Do you think English is an important language? Why/Why not?

Yes, I do, because it's an international language

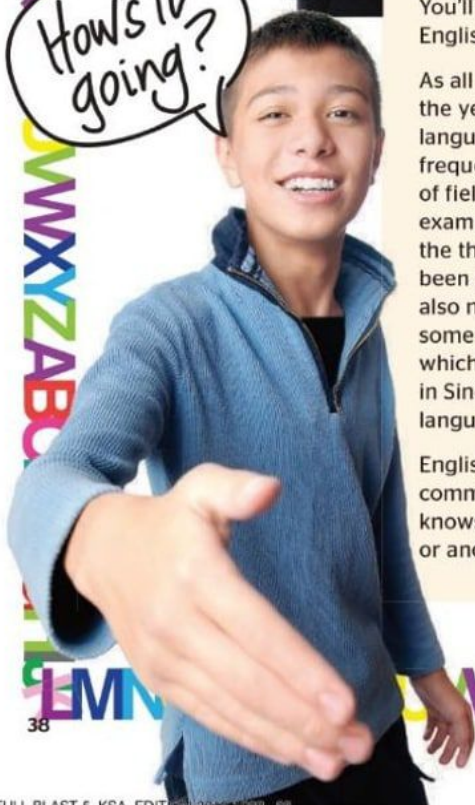
B. Listen, read and choose the best title for the text.

- ENGLISH:** A Changing Language
- English** Throughout the Centuries
- ENGLISH** Around the World

All right!



How's it going?



Have you ever wondered how many people speak English? There are about 7 billion people in the world today and $\frac{1}{4}$ of the world's population can speak English. Now, that's a lot! English is the official language in the UK, the USA, Australia, New Zealand and several other countries. However, three out of every four English speakers are non-native speakers.

English is everywhere! It's the language of finance, business, science, transport, entertainment, computers, etc. For instance, a great number of books and documentaries are in English. Also, most sites on the web are in English. So if you know English, you can look up almost anything and find information about any topic.

Learning English allows you to communicate with people from all over the world. Travelling to other countries is easier, too. If you're in a foreign country and need some information, don't panic. You'll definitely come across someone who speaks English.

As all languages, English has developed throughout the years and new words have entered the language. These are words that people use frequently and they come from a variety of fields that affect our everyday life. For example, the word *threequel*, which means the third book, etc. of a series, has not been around for a long time. There are also new forms of English people speak in some countries. One example is Singlish, which is a variety of English people speak in Singapore, with elements from other local languages.

English has become the language of international communication. But, what about the future? Who knows? It might not be English but Spanish, Chinese or another language.

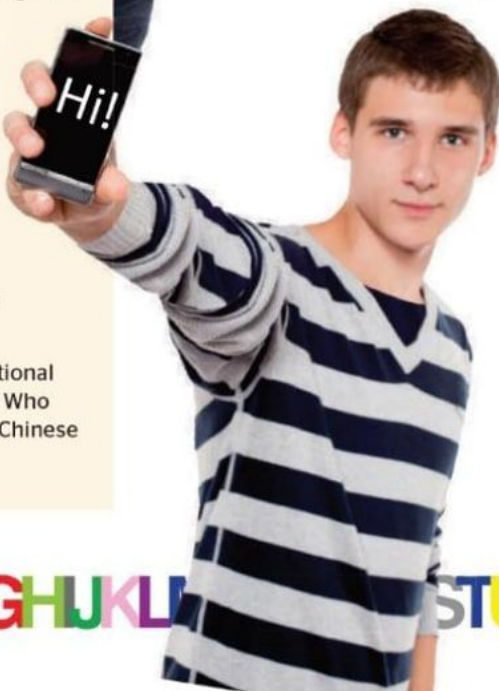
Hello!



There are over 1 billion webpages with information in English.

Can you come up with a definition for these words?
vlog
screenager

What do you think Italglish and Spanglish are?



2 Vocabulary

Read the sentences 1-7 below. What do the phrasal verbs in bold mean? Match them with the definitions a-g.

1. I don't know that word. Let's **look it up** in the dictionary.
2. **Look out!** You're going to fall.
3. I always **look after** my little sister when my parents are away.
4. We're really **looking forward to** going on a trip to the mountain.
5. Why don't you **come round** for dinner tomorrow?
6. Mark always **comes up with** the best ideas.
7. I **came across** Jake when I went to the supermarket.

d
f
b
g
c
a
e

- a. produce or find an answer
- b. take care of
- c. visit (usually a person's house)
- d. try to find information in a book or by using a computer
- e. meet or find something or someone by chance
- f. be careful
- g. feel excited about something that is going to happen

1. 7 billion people speak English
2. yes, they are
3. Most sites on the web are in English
4. It allows you to communicate with people, and travelling to other countries is easier.
5. These are words that people use frequently and they come from a variety of fields.
6. In Singapore

4. According to the text, how can English help people in their everyday lives? Name two ways.
5. What kind of words have entered the language?
6. Where do people speak Singlish?

3 Grammar

for + a period of time

- I have known Pete **for two years**.
- They have had this car **for eight months**.

since + a specific point in time

- He has had this motorbike **since April**.
- We have been friends **since we finished college**.

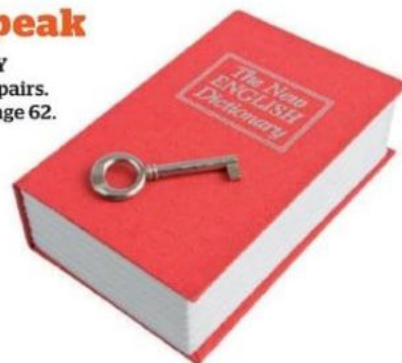
Complete with **for** or **since**.

1. Mr Ammar has been a teacher of English in this school **since** 1995.
2. I haven't heard from him **for** years.
3. I have known Yusef **for** three years.
4. Mark has written three books **since** he moved to Paris.
5. We have had this TV **for** five years.

Go to pages 166-169 for extra grammar practice.

4 Speak

SURVEY
Talk in pairs.
Go to page 62.



Write

Read the plan below. Write an article for a local magazine about why you are learning English.

You're writing an article about why you're learning English, follow the plan below.

PARAGRAPH 1

Answer the following questions:

- How long have you been an English student?
- Where were you when you started learning English?

- How often do you have lessons?
- Do you enjoy them? Why/Why not?
- How many hours do you study a day?
- Has your English improved since last year?

PARAGRAPH 2

Answer the following questions:

- Why are you learning English?
- What are your future plans?

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S

I have been an English student for 9 years. I was 6 years old when I started to learn English. I have lessons three times a week. I enjoy them because I like learning English. I study English 2 hours a day. My English has improve a lot since last year.

I'm learning English because I want to be fluent . I'm planning to travel to England in the future

3d

A taste of culture

1 Warm-up

Discuss.

- What's your favourite dish? What's in it?
- Is there any kind of food that you don't like?
- What's the strangest food you've heard of? Would you try it?
- Do you like trying food from other countries?

2 Vocabulary

Listen, look and try to guess the meaning of the verbs in bold.



peel the onions and **chop** them



fry the eggs



boil the water and add a tablespoon of salt



beat the eggs



stir the mixture



dip the strawberries into the chocolate



bake the biscuits
roast the chicken



melt the butter

1

- My favourite dish is Kabsa
- Fish
- Octopus
- No, I wouldn't.
- Yes, I do

3 Read

A. Look at the title and the picture of the website. What do you know about churros? Listen, read and find out more.

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CHURROS WITH CHOCOLATE



Ingredients

- 1 cup water
- ¼ cup butter
- ¼ tsp salt
- 6 tbsp sugar
- 1 cup flour
- 2 eggs and 1 egg yolk
- vegetable oil or olive oil
- 1 tsp ground cinnamon
- 200g chocolate

Procedure

Prepare the churros:

- To make the dough, heat the water, butter, salt and 2 tablespoons of sugar in a saucepan. Stir in the flour. Beat with a spoon for about a minute until the dough forms a ball. Remove from the heat.
- Add the eggs, one by one (add the egg yolk last), to the dough mixture and mix until it is smooth.
- Heat vegetable or olive oil to 180°C in a deep pan. Put the dough into a cake decorating tube with a large star tip. Carefully squeeze 7cm-strips of dough into the hot oil. Fry 3 or 4 strips at a time until they turn golden brown (3-4 minutes), turning them once. Put the churros on paper towels.
- If you want, you can cover your churros with sugar and cinnamon. To do so, mix the rest of the sugar with the cinnamon

Page 1 | 2

in a bag. While the churros are still warm, put them in the bag one by one and shake. Leave the churros on a plate to cool completely.

Prepare the chocolate:

- Heat some water in a saucepan and put a bowl over the water. Break the chocolate into small pieces and add them to the bowl. Heat until the chocolate has melted, but don't overcook it!

Enjoy!

- Dip the churros into the chocolate and enjoy or eat them plain. You can even make lots of churros and keep them in the freezer for three months.

CULTURAL TIP ▼

- In Spain, they usually dip churros in hot chocolate. This is a typical Spanish breakfast.
- They also make churros without cinnamon mixed with sugar, but the cinnamon adds extra flavour.

Page 1 | 2

C. Read again and decide if the pictures are correct or not. Put a tick or a cross.



4 Listen

Listen to a TV cooking programme and answer the questions. Choose a or b.

- What did the chef do to the chicken first?
☐ a. He boiled it.
☐ b. He fried it.
- What did the chef use for frying?
☐ a. olive oil
☐ b. butter
- What did the chef do to the potatoes first?
☐ a. He peeled them.
☐ b. He boiled them.
- How much salt does he add to the salad?
☐ a. 1 tablespoon
☐ b. 1 teaspoon

5 Speak & Write

A. Work in pairs. Create a strange sandwich and present the recipe to the class.

B. Write your recipe.

B. Read the recipe again. What do the words in bold refer to?

- You need six of **these**. 6 tbsp sugar
- You need **this much** sugar to make the dough. 2 tbsp
- You fry the churros for **this long**. 3-4 minutes
- You put sugar and cinnamon **there**. chussor
- You mustn't overcook **this**. chocolate
- You can keep churros **there** for three months. The freezer
- Spanish people usually dip churros in **this** for breakfast.
hot chocolate

My special Sandwich

Ingredients:

1 tomato

Some slices of cheese

paprika

Mint

2 tbsp of olive oil

Bread

Cut the tomato and the cheese into thin slices.

Put then between two slices of bread

Add some paprika, mint and olive oil

Toast it



1 Vocabulary

Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

attend	a class / a lesson / a course / school
revise for	an exam / a test
sit (for) / take	an exam / a test
miss	an exam / a test / a class / a lesson / school
do well in / pass / fail	an exam / a test
get	exam results / good or bad marks

1. Khaled passed his driving test yesterday and now he wants to buy a car.
2. I fell asleep while I was studying and I missed my French lesson.
3. Sorry, I can't go out tonight. I have to revise for my Maths exam.
4. Kelly Failed/missed the Physics exam and she has to take it again tomorrow. She hopes to get good results this time.
5. Saud and Faisal attend the same school but they aren't classmates.

2 Listen

A. Listen to two students talking about something that happened at school. Where did it take place?



I think that the boy failed the exam
 He feels sad
 He feels angry
 I think he will study harder
 Yes, it has
 I did my best to pass the exam
 They encouraged me to become better

1. Sam doesn't usually have Science lessons with Mr Jackson.
2. Sam saw all of the experiment.
3. The noise wasn't very loud.
4. Everyone at the school heard the noise.
5. Two things caught fire during the experiment.
6. Mr Jackson wasn't hurt in the accident.
7. Sam put out the fire.

T
F
F
T
T
T
F

3 Speak

Look at the picture below and discuss the questions.



- What do you think has happened?
- How does the boy feel?
- How does the teacher feel?
- How do you think the boy will react?
- Has this ever happened to you?
- How did you react?
- What did your parents/teacher say?

TIP!

- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise just continue speaking.
- If you can't remember a word, don't stop. Try to use other words.

4 Speak & Write

A. Read the email and answer the following questions.

- Who is writing the email? **Brad**
- Why is he writing? **To tell Abdullah what happened at school**
- What is the relationship between the two boys? **They are friends**
- What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.

- a. **ending the email and asking for news** b. **giving news** c. **reason for writing**
- 3 2 1

c Hello Abdullah,

b I'm writing to tell you what happened at school today. You won't believe it!

b Remember how I told you about my History exam in my last email? Well, I forgot to study and today was exam day. But I was so lucky! Listen to this. When my friends told me about the exam this morning, I panicked. Anyway, just when we were starting, the fire alarm went off and we all had to go and wait outside. When they allowed us back in, there wasn't enough time for the exam. And because it's Friday, I've got all weekend to revise! Is that lucky or what?

a Anyway, I must go now. I have to start studying. I won't be lucky a second time! Are your exams over? Did you do well? Make sure you write and tell me.

Take care,
Brad

B. Think about something that happened at school recently. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

When did this happen?

...**Last month**

Was it during a lesson? Which lesson?

...**It was during history lesson**

What exactly happened?

One of my classmates fainted and fell on the ground

How did you feel?

I was scared and worried about him

How did you react?

I told my teacher

How did your teacher/classmates/parents react?

We carried him and our teacher called the ambulance

What happened in the end?

They sent him to hospital and now he's better.

C. Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.

- Thanks for your letter/email.
- Well, that's all for now.
- Anyway, enough about me. What have you been up to lately?
- I haven't heard from you for ages.
- I'm looking forward to hearing from you.
- Well, here's the latest.

When you're writing a letter or an email giving news, follow the plan below.

GREETING

► Greet the person you're writing to.

- Dear Majed, • Hi Tom, • Hello Sahar,

OPENING PARAGRAPH

► Begin your letter/email and say why you're writing. Use phrases like:

- How's life?
- How have you been?
- How are things? I hope everything's OK.
- Sorry I haven't written for so long, but...
- It was great to hear from you again.
- I'm writing to tell you...
- Guess what! I have some exciting news to tell you.
- You won't believe what happened to me.

I haven't heard from you for ages

Thanks for your letter/email

MAIN PART

► Give your news. Use phrases like:

- I've never seen... before...
- It was so... that...
- The good news is...
- I've also got some bad news...

Here's the latest

CLOSING PARAGRAPH

► State anything you want to emphasise, ask for news and end your letter/email. Use phrases like:

- I must go now.
- Write back soon.
- Waiting for your letter/email/reply.
- Make sure you write and tell me all your news.
- What about you? Do you still...?
- How's everybody?
- Say hello to...

Anyway, enough about me. What have you been up to lately

I'm looking forward to hearing from you

Well, that's all for now

TIP! When writing a letter or an email giving news:

- use expressions (e.g. **well, of course, anyway, you know, you see, actually**)
- use exclamations (e.g. **You won't believe it!**)
- use direct questions (e.g. **What about you?**)

D

Hi John

How are things? I hope everything's OK. I'm writing to tell you what happened at school today.

Well, during the history lesson one of my classmates fainted and fell on the ground. I was really scared. We all were worried about him. We told our teacher and he called the ambulance. We carried him out of the classroom. They took him to hospital. I think he's OK now.

Anyway enough about me. What have you been up to lately . I'm looking forward to hearing from you.

Take Care

Ahmad

3

Round-up

Lesson Link



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Vocabulary

A. Circle the correct words.

- Does the tour **include** / produce a visit to an art gallery?
- When Dan grows up, he wants to become a(n) robot / **astronaut**.
- The **official** / foreign language of Saudi Arabia is Arabic.
- There's no need to **panic** / affect. Everything is going to be OK.
- There's not enough soup in the plate / **bowl**.
- I need the **frying pan** / **saucepan** to boil water for the pasta.
- Roast** / Melt the chicken for 45 minutes.
- I think you should **communicate** / **apologise** for being rude.

Score: / 8

B. Complete the sentences with prepositions.

- A: We're going camping next weekend. Do you want to come?
B: Of course. Count me **in**.
- I'm really looking forward **to** meeting your cousins from Canada.
- I need to revise **for** my History exam.
- Ameen came **up** with the best idea.
- Look **out**! You almost hit that car.
- Jack didn't do well **in** his Geography test.
- Make sure you keep **in** touch when you move to Jeddah.
- I was tidying my wardrobe when I came **across** 20 euros.

Score: / 8

Grammar

C. Complete with the present perfect simple or the past simple of the verbs in brackets.

- Helen and Fay **have looked after** (look after) our children many times in the past.
- Andy **has missed** (miss) three English lessons so far.
- I **haven't met** (not meet) your father before. Who is he?
- Max **has worked** (work) on many paintings but he **hasn't shown** (not show) them to anyone yet.
- We **haven't attended** (not attend) the course yet. It starts next week.

Score: / 6

D. Complete with the present perfect simple or the past simple of the verbs in brackets.

- Ali **fell** (fall) asleep an hour ago.
- A: **Have** Kareem and Jameel **travelled** (travel) abroad before?
B: Yes. They **went** (go) to Dubai last year.
A: I see. I **'ve been** (be) to Malaysia twice. It's a beautiful country.
- A: **Did** you **discuss** (discuss) the problem with your cousin yesterday?
B: No. I **haven't seen** (not see) him since the day we **visited** (visit) him.
- Derek **visited** (never/try) spicy food before, but he wants to try it. **have never tried**

Score: / 8

E. Circle the correct words.

- That car has been here **since** / for yesterday morning. Is it yours?
- Frank and Tom met three years **ago** / before at a baseball game.
- I've **never** / ever failed an exam in my life.
- Husain and I have been friends **for** / since five years.
- Bob hasn't returned **already** / yet. He's still in Italy.

Score: / 5

Communication

F. Complete the dialogue with the sentences a-e. Then listen and check your answers.

- I doubt it.
- What have you been up to lately?
- Big deal!
- I just can't wait till it's over.
- How's life?

- Hey, Tim. (1) **e**
- Not bad. (2) **b**
- Practice, practice and more practice. I've never trained so much before. The whole team is really nervous because the first match is coming up.
- (3) **c** Your team is the best. You guys will probably win first place again this year.
- (4) **a** I don't think we're ready this time.
- Come on now.
- (5) **d**
- That's not like you.

Score: / 10

Have you ever been to one of these places?
 Yes, I have been to The National Museum of Saudi Arabia.
 When did you go?
 I went last month

Speak

Talk in pairs. Interview your partner about different places he/she has been to.



Have you ever been to any of these places?

Yes, I have been to...

When did you...?

I went there...

Score: / 5

Write

Write a few sentences about places you've been to. Use your ideas from the speaking activity and say when you went, who with, etc.

I have been to... the National Museum of Saudi Arabia in Riyadh. I went with my family last month. It's one of the most exciting museums in the world. It has eight different floors. It was really amazing.

Score: / 5

TOTAL SCORE: / 55

Now I can...

- ☒ link the past with the present
- ☒ talk about my experiences
- ☒ talk about why I'm learning English
- ☒ talk about food and recipes
- ☒ write an article
- ☒ write an email giving news

Rhyming Corner

Complete the rhyme with the words in the box. Then listen and check your answers.

join hello become class Arabic great give up mind

Learn a language

Foreign countries here I come
 A language expert I will (1) become,
 New definitions I want to look up
 I'll take a course, I won't (2) give up

How do you say 'friend' in Portuguese?
 (3) Arabic, Spanish, or Chinese?
 Try to communicate, have a go
 'Ciao', 'salaam aleikum' and (4) 'Hello'!

What about taking a language (5) class?
 Speaking foreign languages is always a plus
 (6) Great idea, count me in!
 I'll ask my friends, they may (7) join in!

Never stop reading, broaden your (8) mind,
 Knowledge is power! Don't stay behind!



A. What do you know about the Arabic language?
Listen, read and find out more.



The Arabic Language

The Arabic language comes from an ancient language that existed before the 7th century CE, which did not have a written form. Arabic is called the 'language of the Dād' because of the letter **ذ** which is unique to the Arabic language. In the past, only nomads, who travelled across the middle-eastern countries, spoke Arabic. It was thanks to Allah that Arabic spread around the world and now more than 290 million people speak it.

The main reason Arabic is so popular is the Qur'an, which made Arabic the language of the Islamic religion. Other reasons for which Arabic has become so common is that nomads used it to write short stories and also used it in their meetings with people who spoke other languages.

Today, Arabic has 30 different spoken varieties, called dialects, and people in 25 countries speak them. As Islam spread, Arabic took the place of the previous language of an area, which however, has affected the Arabic that people speak there. On the other hand, the written form of Arabic that you can find in books and documents is more specific. It is the language that comes from the Arabic you can find in the Qur'an, which students learn at schools and universities. There is also Modern Standard Arabic, which keeps a lot of words and grammar from the Qur'an but also adds some new vocabulary that is closer to the modern-day world.

People write and read Arabic from right to left and the Arabic *abjadi*, or the Arabic alphabet, has 28 basic consonants. Many languages around the world have borrowed words from Arabic, such as Turkish, Persian and Urdu, but also many European languages.

B. Read again and write T for True or F for False.

1. Arabic doesn't have a written form.
2. Nomads were the first to speak Arabic.
3. The first reason Arabic spread around the world is the Qur'an.
4. There are 25 different dialects of Arabic.
5. The text says that Arabic has borrowed some words from Turkish.

F

T

T

F

F

4

Nature



Discuss:

- ▶ Have you ever experienced extreme weather conditions?
- ▶ Do you like watching nature documentaries? Have you ever learnt anything interesting?

Yes, I do. Yes I have learnt a lot

In this module you will...

- ▶ talk about nature
- ▶ learn to use question tags
- ▶ talk about the weather and natural disasters
- ▶ learn to narrate past events
- ▶ learn to distinguish between the past simple and the past progressive
- ▶ learn to use the past perfect
- ▶ learn to describe your feelings
- ▶ learn to write a story

Where can you find the following in this module?
Go through the module and find the pictures.



4a

The natural world

Lesson Link



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1 Read

A. Read the four facts below. One of them isn't true.

Can you guess which one it is? Then listen, read and check your answers.

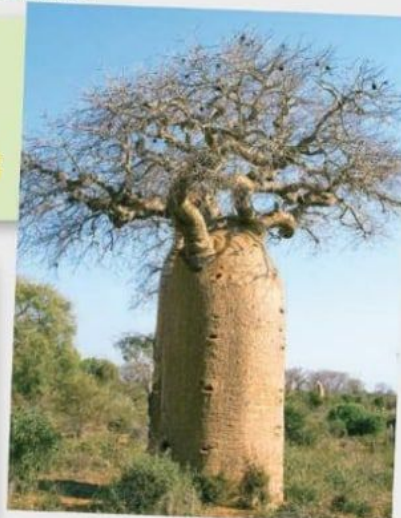
1. A plant that grows so fast you can see it grow.
2. A tree that holds over 100,000 litres of water.
3. A plant with square leaves that tastes like coffee.
4. A plant that traps and eats small animals.

Extraordinary plants

There are over 350,000 species of plants on Earth. You can find them living almost everywhere and they grow in all shapes and sizes.

Baobab

You can find these strange-looking trees in Africa and Australia and most live for thousands of years. The baobab has an **enormous** trunk which is full of water. It can be 7-11 metres wide and some can hold up to 120,000 litres of water. The tree stores the water so it can **survive** during the difficult dry season.



Pitcher Plant

Pitcher plants are very colourful, meat-eating plants with a 'pitcher' full of liquid. They are also called *monkey cups* because sometimes monkeys use them to drink water. The plant's nectar attracts insects, which slip down the sides of the pitcher into the sticky liquid. There is no way to **escape**, so they drown and the plant 'eats' them. A species in Borneo has a large pitcher that can hold 3.5 litres of liquid, and sometimes even rats or lizards get **trapped** in there.

Bamboo

Bamboo grows in many different **climates**, from cold mountains to hot tropical forests. It can grow up to 30m tall. But bamboo isn't a tree, it's actually the largest member of the grass family. Bamboo is very useful because people use it as building material and food as well as for making furniture, paper or medicine. Bamboo also holds the **record** for being the fastest growing plant. It can grow 90cm in one day, so if you're walking through a bamboo forest, stop for a while and watch. You'll be surprised!



B. Look at the highlighted words in the text and try to guess what they mean.

TIP!

Try to guess the meaning of unknown words. Use the following strategies:

- Read the words before and after the unknown word and think of the context.
- Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- See if the unknown word is similar to other words in English or in your own language.

C. Match the highlighted words with the definitions 1-6 below.

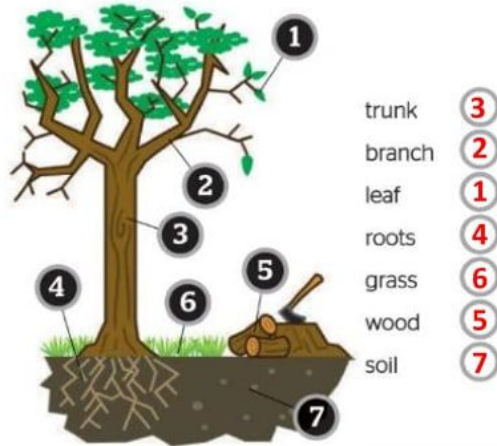
1. the typical weather in an area: **climate**
2. huge: **enormous**
3. caught in a place that you can't get out of: **trapped**
4. the highest or lowest level that someone or something has ever reached: **record**
5. get away: **escape**
6. continue to live: **survive**

D. Read again and write T for True or F for False.

1. Baobabs grow in dry countries. **(T)**
2. Baobabs are quite big trees but they don't live very long. **(F)**
3. Sometimes monkeys use pitcher plants as cups. **(T)**
4. Insects can't get out of a pitcher plant. **(F)**
5. Rats and lizards are the only animals that eat pitcher plants. **(F)**
6. Bamboo can't grow without heat. **(F)**
7. People use bamboo in medicine. **(T)**

2 Vocabulary

Match the words below with the items in the picture. Then listen and check your answers.



3 Grammar

Prepositions of Time

at on in during before after till/until
for since by the time ago ...etc.

- We started planting trees **after** breakfast.
- We're leaving **on** 30th March.

Prepositions of Place

at on in under behind in front of next to
opposite between near over ...etc.

- We sat **on** the grass **under** the tree.
- Put the plant **between** the window and the armchair.

Prepositions of Movement

to towards up down into out of through
across along from around off over past ...etc.

- A car was coming **towards** me, so I turned **around** and ran!
- The rat ran **across** the garden and **into** the house.

Circle the correct words.

1. On **in** the morning, I looked **into** **out of** the window and saw snow everywhere. I couldn't open the door because there was a lot of snow **next to** / **behind** it.
2. Kevin moved **to** / **in** Canada **in** / **on** 2008. He lives **in** / **on** a big house **in** / **to** a nice town. He doesn't live far **from** / **to** his work and he usually walks **to** / **for** his office every day.
3. A: What were you doing **at** / **since** 10 o'clock last night?
B: I was **in** / **at** my cousin's house **during** / **till** midnight. Sorry, did you call? He lives just **in front of** / **opposite** us, so I didn't take my mobile.

Go to pages 172-175 for extra grammar practice.

4 Listen

A. Listen and answer. Where does the extract come from?

- a. a news programme
- b. a wildlife documentary**
- c. an interview

B. Listen again and tick the correct boxes.

	Rafflesia	General Sherman	Both	Neither
1. It got its name from a person			✓	
2. It is dangerous for humans.				✓
3. It smells very bad.	✓			
4. It is a record breaker.		✓		
5. It will live for a long time.		✓		



5 Speak

A. Work in pairs. Make up a plant and give it a wild name. Describe what it looks like and what makes it different from any ordinary plant.

B. Present your plant to the class. Vote for the most interesting one.

5 - This is Marwah. I named it after my sister. It has big leaves and red flowers. It's special because its flowers bloom at night

4b

A change in the weather

Lesson Link



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1 Read

A. Look at the picture. What do you think will happen to Bill? Listen to the dialogue and find out. Then read it out in groups.

I think Bill will fall in the water



- Ali** Where has your uncle gone, Bill?
Bill He's down below, isn't he? Why?
Ali Well, the waves are getting quite big and look over there!
Bill Oh, no! That looks like a bad storm. Uncle Jack!
Ali Did you see that?
Tom Yep and there's the thunder.
Ali Uh-oh!
Jack What's up? Are you feeling seasick again, Ali?
Ali Not anymore, I feel much better now, but...
Bill Look at those clouds. The weather is changing, isn't it?
Jack Yeah, the temperature has dropped. Come on, let's head back, shall we? You're all wearing life jackets, aren't you?
Ali Yes.
Jack Good. You all remember what to do on deck, don't you?
Ali Yeah!
Bill Hey Tom, come and see this. I think I saw a dolphin.
Tom Not now, Bill. Hand me that rope, please.
Bill There it is again!
Jack Hold on tight everyone. The wind is changing.
Tom Come on Bill, give me a hand!
Bill Yeah, yeah... Woah! Heeeeelp!
Tom Bill! Grab this rope!
Ali Quick thinking, Tom. Well done.
Bill Phew! That was a close shave.
Ali You didn't hurt anything, did you?
Bill No, I'm fine.
Tom Good, now stop messing around and help me!
Jack Tom's right. Sailing can be dangerous, especially in a storm.
Bill Sorry, Tom.

B. Look at the expressions 1-5 from the dialogue and match them with the meanings a-e.

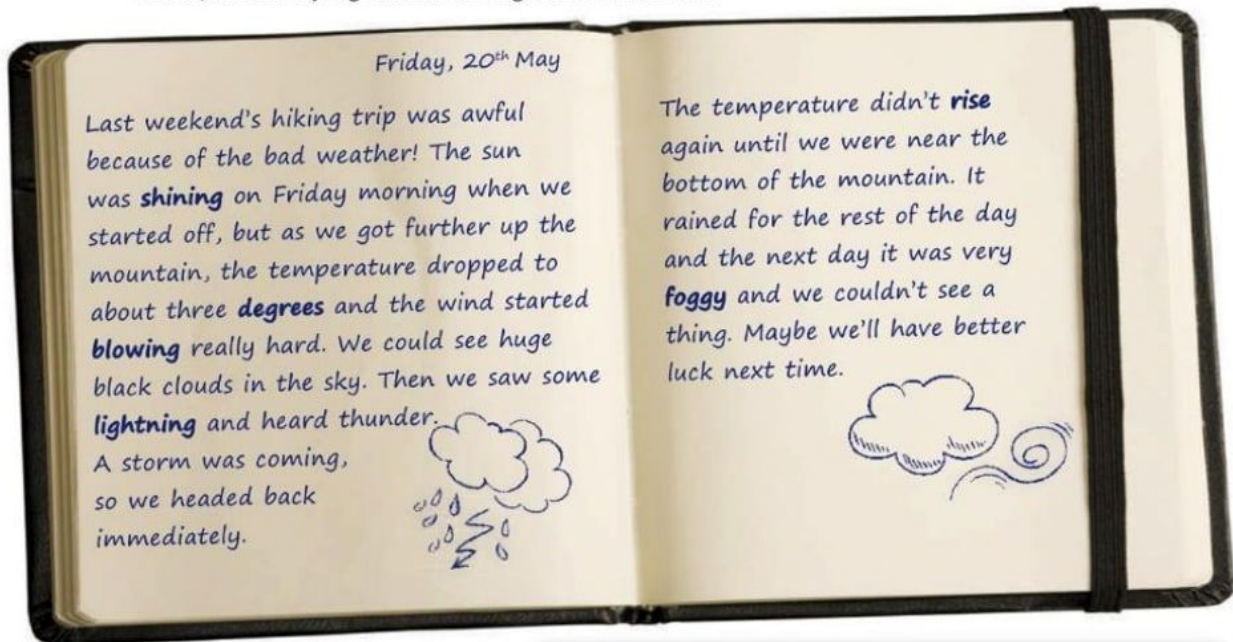
- | | | |
|-------------------|---|--|
| 1. head back | → | a. a situation where you almost have an accident |
| 2. hand me | → | b. help me |
| 3. give me a hand | → | c. return to a place |
| 4. a close shave | → | d. behave in a silly way |
| 5. mess around | → | e. give something to me |

C. Read again and put the sentences in the correct order. Write 1-6.

- | | |
|---|----------|
| a. Tom stops Bill from falling in the water. | F |
| b. They hear a clap of thunder. | T |
| c. Bill's uncle decides it's best to go home. | T |
| d. Bill sees something in the water. | T |
| e. Bill apologises to Tom. | T |
| f. Ali and Bill see a storm coming. | T |

2 Vocabulary

Listen, read and try to guess the meaning of the words in bold.



3 Grammar

Question tags

- You **went** sailing yesterday, **didn't you**?
- It **isn't** raining outside, **is it**?
- You **have been** to Taif, **haven't you**?
- Tony **won't wear** his black jumper, **will he**?
- **There's** a bus stop on this street, **isn't there**?

- NOTE**
- Let's go camping, **shall we**?
 - Give me a hand, **will you**?
 - I'm good at tennis, **aren't I**?

Complete the sentences with the correct question tag.

1. Aminah goes to the park with her family on Fridays, **doesn't he**?
2. Let's look at the weather forecast before we leave, **shall we**?
3. Fahd hasn't got dark hair, **has he**?
4. Your father bought you that watch, **didn't he**?
5. You didn't hear thunder, **did you**?
6. Stop messing around, **will you**?
7. United are winning this match, **aren't they**?

Go to pages 176-177 for extra grammar practice.

4 Pronunciation

A. Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?

- not sure** • It usually rains in April, **doesn't it**?
- sure** • It usually rains in April, **doesn't it**?

B. Listen and repeat. Is the intonation rising ↗ or falling ↘?

1. You don't like Physics, do you? ↗
2. We haven't got a game on Thursday, have we? ↘
3. Your cousin lives in Riyadh, doesn't he? ↗
4. The temperature isn't going to rise this weekend, is it? ↗
5. This is a really ugly painting, isn't it? ↘
6. Mike gets seasick easily, doesn't he? ↘

5 Speak

GAME: How many things do you know about your partner?
Talk in pairs.

You hate cold weather, don't you?

That's right. / Wrong, I actually like it.

Your brother's name is Muhammed, isn't it?

- you live in a big house, don't you?
- That's right
- Your mother is a teacher, isn't she?
- No she isn't. she's a doctor

4c

Go wild!

Lesson Link



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1

Read



A. Discuss.

The lion
Yes, a dog has
I was scared

- What do you think is the most dangerous animal?
- Has an animal ever attacked or chased you?
- If yes, how did you feel?

B. Look at the pictures and the title. What do you think the people's experiences with these animals are? Listen, read and check your answers.

They were attacked by these animals



I LiveD to tell the tale...



Real-life stories of people who got a bit too close to wild animals.

Our village is near the River Ganges and tigers have always lived close by without disturbing anyone. But climate change means they have to find new sources of food. As a result, a tiger killed a villager last year while he was collecting honey in the forest. However, tigers very rarely come close to villages, so I couldn't believe my eyes when I saw one last month. It appeared suddenly as I was walking to my hut. I started running but it didn't chase me. I hid inside and held my breath. Then I heard it scratching at my door. I was terrified! Fortunately, after a while, a group of villagers managed to scare the beast away.

Ramesh, India



Last year I went to Australia with my brother and we had the silly idea of walking in the bush. He was looking for a good place to take a photo while I was walking by a river. At some point, I stood on a log, well I thought it was a log. It turned out to be a crocodile's tail. It span round and snapped its jaws at me, and luckily missed my leg. I don't know how, but I managed to find the courage to run. Now, I've always thought crocodiles were slow. Well, I was wrong. With the croc snapping at my ankles, I climbed a nearby tree. After a while, it got bored and went back to the river. As soon as my brother returned, I told him about my adventure. All he said was 'Did you get a photo of it?'

Andy, UK



C. Read again and write R for Ramesh, A for Andy or N for Neither.

- The animal didn't try to attack me. **R**
- I scared the animal away. **N**
- I live in a dangerous place. **R**
- The animal chased me. **A**
- I got injured during the experience. **N**
- I disturbed the animal by accident. **A**
- I didn't need help to get rid of the animal. **A**



2 Vocabulary

A. Match the words/phrases in the two columns.

- | | | |
|------------------|---|--------------------|
| 1. suddenly | → | a. in the end |
| 2. fortunately | → | b. unluckily |
| 3. unfortunately | → | c. to my surprise |
| 4. amazingly | → | d. luckily |
| 5. then | → | e. all of a sudden |
| 6. finally | → | f. after that |

B. Circle the correct words.

- My dad had a car accident yesterday, but **suddenly** / **fortunately** he didn't get injured.
- I was swimming when **suddenly** / then I felt something bite me on the leg.
- Dave bought a very expensive camera, but **unfortunately** / all of a sudden he lost it.
- We were walking in the forest when we saw a bear. In the end / **To our surprise** it didn't even look at us. It disappeared seconds later.

TIP! When you learn new words, it's a good idea to learn any synonyms and/or opposites.

3 Grammar

Past Simple - Past Progressive
Time clauses (when, while, as, as soon as)

- Ryan **was watching** a documentary while John **was fixing** the Hoover.
- The children **were sleeping** when the fire **started**.
- As we **were walking** through the park, we **found** a baby bird.
- As soon as Derek **noticed** the wolf behind him, he **started** running.

Complete the sentences with the past simple or the past progressive of the verbs in brackets.

- When Sean **arrived** (arrive) at Tony's house, his friends **were listening** (listen) to the news.
- While my parents **were sitting** (sit) in the garden, a cat **jumped** (jump) over the fence.
- As I **was trying** (try) to take a photo of the birds, a cat **came** (come) along and **scared** (scare) them away.
- As soon as we **realised** (realise) how late it was, we **rang** (ring) Steve.
- Oliver **was fishing** (fish) while his children **were swimming** (swim) in the river.

Go to pages 178-182 for extra grammar practice.

4 Speak

Work in groups of three. Imagine each of you took one of the photographs below. In turns, tell the story of what happened when you took the picture. Answer some of the questions below. You can use the prompts given.

- Where were you? **We were on a boat**
- What were you doing? **We were fishing**
- Who were you with? **My friends**
- What did you do after you took the picture? **A shark attacked us**



• boat • fishing • attack



• picnic • grass • bite



• Canada • hungry • hut

TIP! Before you speak, make sure you understand the task and how you should use the prompts.

5 Write

A. Read the information below and find examples of the tenses, time linkers and expressions/phrases in the texts on page 52.

When you're **narrating events**, use:

▶ the past simple and the past progressive

▶ time linkers:

when, while, as, as soon as, before, after that, after a while, during, later, soon, then, in the beginning, finally, etc.

▶ expressions/phrases like:

- All of a sudden / Suddenly, ...
- (Un)fortunately, ...
- To my surprise, ...
- (Un)luckily, ...
- I couldn't believe my eyes!
- I held my breath!

B. Choose one of the pictures in activity 4 and write what happened to you. Follow the advice above.

B

While we were fishing on a boat, we saw a big shark. I decided to take a picture of it. Suddenly the shark attacked us. Fortunately it missed us. To my surprise it disappeared. I couldn't believe my eyes.

4d

What a tragedy!

1

Vocabulary

A. Read and match the sentences with the pictures. Listen and check your answers. Then try to guess the meaning of the words in bold.



1 d



2 e



3 b



4 c



5 a

- Many buildings **collapsed** because of the earthquake. The rescue teams are trying to get the **trapped** people out of the **rubble**.
- It was the worst tsunami that has ever **occurred** in this area. The huge wave caused serious **damage**. It even **destroyed** the hospital and the injured have nowhere to go.
- There was a lot of rain and the whole area **flooded**. Some families lost everything in the flood and are now **homeless**.
- A fire **broke out** after lightning hit the building. Everyone has **evacuated** the building but firefighters are still trying to put out the fire.
- Before the volcano in our town **erupted**, **smoke** was coming out of the top of the mountain for days.

TIP! When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

B. Have you ever heard of any major natural disaster? What happened?

2

Read

A. Look at the headlines of the two news articles and guess what natural disasters took place. Listen, read and check your answers.

A tsunami and an earthquake

Monday, 27 December 2004

Lesson Link



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Killer wave

Yesterday, the biggest earthquake in more than forty years occurred deep under the Indian Ocean. As a result, massive tsunamis followed with waves of up to 30 metres high, causing serious damage and deaths. Over ten countries suffered, but Indonesia, India and Sri Lanka suffered the most. Tens of thousands of people have lost their lives, but the exact number is still unknown. Thousands are injured, thousands are missing and hundreds of thousands are now homeless.

Some people still can't believe how they survived this natural disaster. A survivor from Jakarta, Indonesia said, 'A Science teacher who was here on holiday warned us that a tsunami was coming. Thanks to him, by the time the wave arrived, we had evacuated the beach and had moved to higher ground.' Unfortunately, others weren't as lucky.

Wednesday, 13 January 2010

Massive quake hits HAITI

Haiti's capital, Port-au-Prince, is in urgent need of help after yesterday's earthquake which completely destroyed the city. The 7.0-magnitude earthquake hit near the capital at 16:53 local time and it is the worst in 200 years. Nearly all the buildings have collapsed and there are thousands of trapped residents and tourists under the rubble. By nightfall, survivors had rescued many people, but they had also found many lifeless bodies. Today, rescue teams from all over the world are arriving and will try to save as many people as they can.

'The problem is not only the trapped people,' said a local official. 'There are thousands of injured who are dying because there aren't enough doctors or medical supplies.'

3 Grammar

Past Perfect Simple (had + past participle)

- Jamal **had left** the office **by** 7 o'clock yesterday.
- **By the time** Ali returned home, his wife **had prepared** dinner.

Complete with the past simple or the past perfect simple of the verbs in brackets.

- After Ron **had finished** (finish) his homework, he **went** (go) to the park with his friends.
- Had** Karim **come** (come) back from school when you **got** (get) home?
- By the time the firefighters **arrived** (arrive), the building **had collapsed** (collapse).
- The authorities **had warned** (warn) the people about the volcano before it **erupted** (erupt).
- Steve **hadn't waken** (not wake up) by 8 o'clock yesterday morning.

Go to pages 183-185 for extra grammar practice.

4 Listen

A. Listen to a live news report and tick the events that happened.

- river overflowed ☒
- roads flooded ☒
- bridges collapsed ☒
- helicopter crashed ☐
- hospital collapsed ☐

B. Listen again and write T for True or F for False.

- It started raining 2 days ago. **T**
- Blackford has flooded in the past. **T**
- Local authorities didn't have time to warn the residents. **F**
- Rescue teams can't use cars. **T**
- A few people died when old buildings collapsed. **F**
- The man swam to a rescue boat. **F**

5 Speak

ROLE PLAY

Talk in pairs. Look at the pictures below.

Student A: Imagine that you are a reporter. Interview Student B about a fire that broke out at a restaurant while he/she was there. Use some of the prompts below.

- What / happen?
- When / fire / break out?
- Where / you / be?
- What / you / doing?
- Anybody / get injured?
- Anybody / get trapped?
- Who / put out / fire?
- Who / rescue / people?
- What / happen / building?
- What / you / do?
- How / you / feel?



Student B: Imagine that you were at a restaurant and that the kitchen caught fire. Tell Student A, who is a reporter, what happened. Use some of the words in the box.

smoke fire break out chef waiters
injured burn trapped scared panic
in danger be on fire destroy collapse
ambulance firefighter evacuate
rescue put out

B. Read the news articles again and answer the questions.

- When did the earthquake under the Indian Ocean occur?
- What caused the tsunamis?
- Which countries suffered the most in the 2004 disaster?
- How did some people in Jakarta manage to get away from the tsunami?
- Where did the earthquake in Haiti hit?
- What did some of the survivors do?
- What problem does the local official want to point out?

B

1. On Sunday 26 December 2004
2. An earthquake that occurred deep under the Indian Ocean
3. Indonesia, India and Sri Lanka suffered the most
4. A science teacher warned them that a tsunami was coming.
By the time the wave arrived, they had evacuated the beach and had moved to a higher ground.
5. It hit Port-au-Prince.
- 6 They rescued many people
7. There were thousands of injured who were dying because there weren't enough doctors or medical supplies

5

A- What happened?

B- A fire broke out at the restaurant

A- When did the fire break out?

B- It broke out at 8:00 pm

A- Where were you?

B- At the restaurant

A- What were you doing?

B- I was having dinner

A- Did anybody get injured?

B- A few waiters got injured

A- Did anybody get trapped?

B- No, no one got trapped

A- Who put out fire?

B- Firefighters did

A- Who rescued the people in the restaurant?

B- All the customers did.

A- What happened to the building?

B- Luckily, it didn't collapse.

A- What did you do?

B- I helped evacuating the building and called ambulance

A- How did you feel.

B- I was really scared

1 Vocabulary

A. Read the sentences below. What's the difference between the adjectives in bold?

The documentary we watched yesterday was really **boring**. We were all so **bored**.

B. Circle the correct words.

- Our trip to Yanbu was an **amazed** amazing experience.
- I had a terrible **dream** last night. It was really **frightened** frightening.
- Afaf was **shocked** shocking when she heard the news.
- The children were **exhausted** exhausting after the long trip.
- Yesterday's match was **disappointed** disappointing. Our team played horribly.
- Jack was **surprised** surprising when he saw his best friend at the skatepark.

2 Listen



A. You will hear a radio interview with Peter Minter, a billionaire who had an adventure in the desert. Before you listen, look at the picture and guess which of the words below will be mentioned. Then listen and check your answers.



camel engine faint oasis thirsty
crash bird fly snake land

TIP! Before you listen, try to predict what the speakers are going to talk about.

B. Listen again and put the sentences in the correct order. Write 1-8.

- | | | | |
|-------------------------------------|---|----------------------------------|---|
| a. Peter landed the plane. | 1 | e. Peter fainted. | 5 |
| b. Peter walked in the desert. | 4 | f. Peter saw a bird. | 6 |
| c. Peter flew away in a helicopter. | 8 | g. Peter tried to call for help. | 2 |
| d. Peter got very thirsty. | 3 | h. Peter found an oasis. | 7 |

3

- Past simple, past perfect and past progressive
- So, while, when, and
- Frightened, worried, relieved
- Narrating the events in order

3

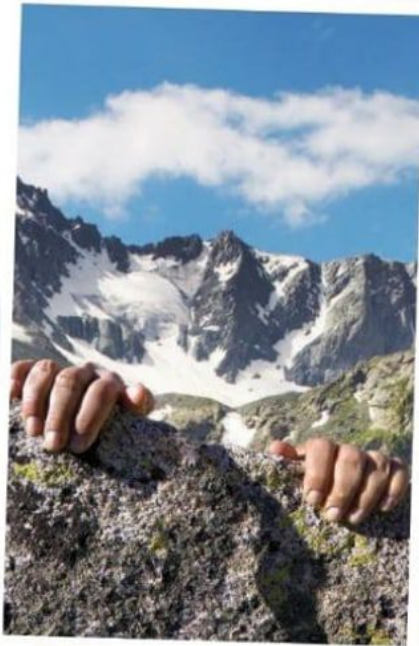
Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.



- What tenses does the writer use?
- What words does the writer use to link ideas?
- What words does the writer use to describe feelings?
- What is the purpose of each paragraph?





Where's Mike?

Last summer Henry and his twin brother, Mike, decided to go camping in the mountains with their friends. One morning, Mike got up earlier than the rest of the boys, so he went for a walk in the woods while they were still sleeping.

Suddenly, Henry woke up and shouted 'Where's Mike?' He looked very frightened. In the beginning, the other boys thought that he had had a nightmare. However, when they saw that Mike wasn't around, they got worried. They began calling his name, but there was no answer. Henry told the boys to follow him and they did. They kept walking till, to everyone's surprise, they heard Mike crying for help. Henry was scared and he started running faster and faster until he reached the edge of a cliff. He couldn't believe his eyes! Mike was hanging off the edge.

Fortunately, Henry found his twin just in time. He pulled his brother up and hugged him. He was relieved. Mike asked Henry, 'How did you know I was in trouble?' but Henry didn't know what to say. He had just felt it.

B. Read the plan below.

When you're writing **a story**, try to narrate events according to the plan below. Don't forget to use past tenses (past simple, past progressive, past perfect).

INTRODUCTION

- Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART

- Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt. Use:
 - linking words/phrases to join your ideas

Time: when, while, as, as soon as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, by the time, immediately

Contrast: but, however

Result – Consequence: so, for this reason, as a result

Cause – Reason: because, because of+noun

- expressions/phrases to make your story more interesting

- All of a sudden / Suddenly...
- (Un)fortunately / (Un)luckily...
- To my surprise...
- I couldn't believe my eyes!
- I held my breath!
- Without thinking...

- adjectives to describe how the main character(s) felt (frightened, shocked, upset, relieved, excited, etc.)

CONCLUSION

- Describe what happened in the end and make a short comment.

C. Join the pairs of sentences 1-5 using the linking words/phrases in the box. More than one answer may be correct.

so as soon as while because
but when by the time as

- I heard a loud noise. I ran outside.

When/ As soon as I heard a loud noise, I ran outside

- We were exploring the cave. We found an old coin.

While/As we were exploring the cave, we found an old coin

- The train left. Hamid arrived at the station.

When/By the time I arrived at the station, the train had left

- The boys broke the neighbour's window. They're in big trouble.

The boys had broken the neighbour's window, so they're in trouble

- Mike was exhausted. He stopped hiking.

**Mike had been exhausted, so he stopped hiking
Mike stopped hiking because he had been exhausted**

D. TELL A STORY.

Talk in groups. Go to page 63.

E. Look at the pictures and the prompts on page 63 and write the story. Follow the plan on the left. **First, go to the Workbook p.132 and complete the writing plan.**

TIP! Present the events in your story in a logical order.

D

Two weeks ago I was having dinner at a nearby restaurant. I went with my family to celebrate my mum's birthday. while we were having dinner, we smelled smoke. Suddenly, fire broke out in the kitchen and waiters started screaming. Some people rushed to the kitchen trying to help the waiters. Without thinking I called fire station. By the time the firefighters arrived, we had evacuated the building. It was really frightening. Fortunately, we all survived, but there were some injured people. It was really terrible.

4

Round-up

Lesson Link



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Vocabulary

A. Circle the correct words.

- The fire completely destroyed / attacked our house, but luckily everyone rescued / survived.
- We were shocked / shocking when we heard that a fire had broken / put out in our neighbourhood.
- Can you bring some trunk / wood over here? I want to light a fire. I think the degree / temperature is dropping.
- The earthquake was very strong and as a result / as well as lots of buildings drowned / collapsed.
- Jake got on the motorbike behind his father and held / handed on tight.
- We were walking quietly through the forest, trying not to warn / disturb the birds. Suddenly, Vincent made a noise and scared / flew them away.
- When I went rock climbing last week, I nearly fell off a cliff / an edge. It was a frightened / frightening experience.

Score: / 13

Grammar

B. Complete with question tags.

- The house by the river flooded, didn't it?
- Wear a life jacket, will you?
- Let's explore the woods, shall we?
- Ian doesn't get seasick, does he?
- The kids won't go out in the storm, will they?

Score: / 5

C. Complete with the past simple or the past progressive of the verbs in brackets.

- As Kelli was cleaning (clean) the bird cage, her parrot escaped (escape).
- The man was hiding (hide) in the woods when the police found (find) him.
- While I was sitting (sit) on a branch in a tree, it broke (break) and I fell (fall). Luckily didn't break (not break) anything.
- As soon as Mrs Robins saw (see) the snake in the classroom, she fainted (faint).

Score: / 10

D. Complete with the past simple or the past perfect simple of the verbs in brackets.

- By the time the volcano erupted (erupt), everyone had evacuated (evacuate) the town.
- We realised (realise) that we didn't have (not have) any money on us after we had left (leave) the house.

- Yesterday, Ameer went (go) to the zoo. He hadn't been (not be) there before.
- It was quite a long flight. By the time the plane landed (land), we had read (read) three books.

Score: / 9

E. Choose a, b or c.

- If you walk _____ the lake, you'll see a beautiful castle on a hill.
a. down b. towards c. across
- My brother kept waking up _____ the night. He was having nightmares.
a. at b. since c. during
- Oh my! I think there's an animal _____ that bush! Run!
a. behind b. between c. over
- We had to stop the car because smoke was coming _____ the engine.
a. out of b. through c. off
- The hikers waited _____ the storm ended and then continued.
a. for b. after c. till

Score: / 5

Communication

F. Complete the dialogue with the sentences a-f. There are two extra sentences which you do not need to use. Then listen and check your answers.

- I dropped it by accident.
- That was a close shave.
- I couldn't believe my eyes!
- Give me a hand.
- You're just in time.
- So, no messing around.

Jim Hey, Mark! (1) d

Mark Sure. What's in here?

Jim Glasses. (2) c

Mark OK. I'll be very careful. It's heavy.

Jim I know, so... Look out!

Mark Sorry! (3) a

Jim I don't believe it! I told you! Let's open the box and check...

Mark Did anything break?

Jim No, they're all fine. (4) b These are my favourite glasses.

Score: / 8

- Had you been to the super market before they came to your house? Yes, I had
- Had you bought some soft drinks? Yes, I had
- Had you made sandwiches? No, I hadn't
- Had you bought new computer games ? No, I hadn't

tidy / room
go / supermarket
buy / soft drinks
make / sandwiches
buy / new computer games

Had you tidied your room before they came to your house?

Yes, I had / No, I hadn't.

Write

Write a few sentences about what you had done before your friends came to your house. Use ideas from the speaking activity.

I had... **tidied my room**
I hadn't... **made sandwiches**
I had been to the supermarket
I had bought soft drinks
I hadn't bought new computer games

Score: / 5

TOTAL SCORE: / 60

Now I can...

Score: / 5

- ☐ narrate past events
- ☐ describe feelings
- ☐ use question tags
- ☐ understand the difference between the past simple and the past progressive
- ☐ use the past perfect simple
- ☐ talk about nature, the weather and natural disasters
- ☐ write a story

Rhyming Corner

Read the rhyme and circle the correct words. Then listen and check your answers.

Feel the flow

H₂O feel the flow, splish, splash, splosh and here we go!

On and on the water runs
Do you know from where it comes?
From the seven (1) **seas** / oceans to what fills your sink
The (2) snow / **rain** and the clouds and the stuff you drink.


H₂O feel the flow, splish, splash, splosh and here we go!

Plip and plip the water drips
As it (3) **goes** / follows on its trip
From the kettle's steam to all that rain
Just (4) **remember** / think it's all the same.

H₂O feel the flow, splish, splash, splosh and here we go!

Round and round the water flows
Keep in mind just where it goes.
We need to find a (5) **good** / best solution
To stop the world's (6) air / **water** pollution.



Listen, read and answer the questions. 

Food around the world



BOKHARI

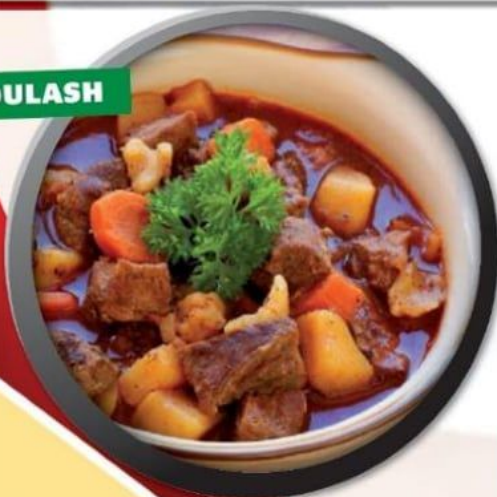
Like other traditional Saudi favourites, this delicious dish has chicken and rice in it. Because spices are really important in the middle-eastern world, *bokhari* is full of aroma as it contains cinnamon, clove, cumin, nutmeg, cardamom and *shaiba* leaves. These leaves are very aromatic and they often use them in Saudi cooking, or even in coffee. *Bokhari* is one of the dishes that some Saudis eat to celebrate Eid al-Fitr. This takes place at the end of Ramadan, a month during which Muslim people fast.



ENCHILADAS

The *enchilada* is one of the most popular dishes in Mexico. To make enchiladas Mexicans use tortillas, a kind of flat bread. Inside they put meat, cheese, sour cream, vegetables and of course hot chilli peppers! On top of this delicious dish, Mexicans add *salsa*, which means sauce in Spanish. Some of the most common sauces are: *salsa verde* (a green sauce with green chilli peppers), *suizas* (a sauce with milk) and *mole* (a traditional recipe with dried red peppers, nuts and chocolate).

GOULASH



Most traditional Hungarian dishes are famous for their spicy flavour, because Hungarians love to use paprika when cooking. One of Hungary's most popular dishes is *goulash*. It includes a variety of ingredients, like beef, potatoes, tomatoes and onions. This soup has a very special taste, because of the spices and herbs that they use to make it, like paprika and caraway seeds. Goulash is perfect for a cold night!






1. As it contains cinnamon, clove , cumin, nutmeg, cardamom and Shaiba leaves
2. They use them in Saudi cooking
3. They eat it to celebrate Eid al-Fitr
4. It's a kind of flat bread
5. It's a green sauce with green chili peppers
6. It includes a variety of ingredients like beef, potatoes, tomatoes and onions.
7. It's perfect for a cold night.

Pair work activities

1d Group Survey

A. Work in groups of four. Ask each other questions and complete the table below.

Do you...?

		Student 1	Student 2	Student 3	YOU
like / baggy trousers		✓			
like / checked, striped, spotted T-shirts					✓
wear / formal clothes			✓	✓	
create / own / clothes					
like / sparkly trainers					✓

Do you wear formal clothes?
Yes, I do. / No, I don't.

B. Report your answers to the class.

Everyone in my group likes ...
Two students wear...

I like sparkly trainers.

What kind of clothes do you like?

S1: I like baggy trousers

S2: I like wearing formal clothes

S3 : I also like formal clothes

One student in my group likes baggy trousers
Two students in my group like formal clothes
I like wearing checked or spotted T-shirts and sparkly trainers. Bu no one creates his own clothes

A. Read the text about the Palace of Culture and Science and answer Student B's questions.



Palace of Culture and Science

The Palace of Culture and Science is the tallest building in Warsaw, Poland. It is 231 metres tall and the view from the top is amazing. In fact, from 1955 to 1957 it was the tallest building in Europe. In the year 2000, they added four clock faces making it the second tallest clock tower in the world. The building has got 42 floors and today it is an office building.

B. Student B has got information about Lake Titicaca. Use the prompts below to ask him/her questions.

- where / Lake Titicaca?
- how / high / above sea level?
- how / deep?
- what / Titicaca / mean?
- why / have / this name?

Where is Lake Titicaca?

A

- Where is the palace of culture and science?
- It's in Warsaw, Poland
- How high is it?
- It's 231m
- When did it use to be the tallest building in Europe?
- From 1955 to 1957
- How many floors does it have?
- 42 floors
- What is it used for?
- It is an office building today

B

- Where is Lake Titicaca?
- It's in the Andes mountain between Bolivia and Peru.
- How high is it above sea level?
- It is 3810m above sea level.
- How deep is it?
- It is 281m deep.
- What does Titicaca means?
- It means puma rock.
- Why does it have this name?
- Because the shape of the lake is like puma which is hunting.

Pair work activities

2a Student B

A. Student A has got information about the Palace of Culture and Science. Use the prompts below to ask him/her questions.

- ▶ where / Palace of Culture and Science?
- ▶ how / tall?
- ▶ when / used to be / tallest building / in Europe?
- ▶ how many / floors?
- ▶ what / use / building / for?

Where is the Palace of Culture and Science?

B. Read the text about Lake Titicaca and answer Student A's questions.

Lake Titicaca



Lake Titicaca lies between Peru and Bolivia and it is the second largest lake in South America. It is high in the Andes mountain range and at 3810m, it is one of the highest lakes in the world. It is 281m deep at its deepest point and the maximum length is 190km. The name Titicaca comes from the Quechua and Aymara languages. 'Titi' means puma and 'caca' means rock, 'puma rock'. The name probably comes from the fact that the shape of the lake is like a puma which is hunting.

3c Survey

STUDENT A

Imagine you are a reporter for a local magazine. Interview Student B using the prompts below to complete the form.

- ▶ What / name?
- ▶ How old / be?
- ▶ How old / when start / learn English?
- ▶ How often / have lessons?
- ▶ How many / hours / study?
- ▶ Do you watch...?
- ▶ Why / learn / English?

STUDENT B

Student A is a reporter for a local magazine and wants to interview you. Answer his/her questions.

Survey: Learning English!

GENERAL INFORMATION

name: Ahmad
 age: 15
 age when started: 6
 frequency of lessons: 3 times a week
 hours of studying: 2 hours a day

OTHER WAYS YOU LEARN/PRACTISE

- watch documentaries in English: yes ☒ no ☐
- read English magazines or books: yes ☐ no ☒
- use English websites: yes ☒ no ☐
- play computer games that are in English: yes ☒ no ☐
- communicate with an English-speaking penfriend/e-pal: yes ☐ no ☒

REASONS WHY YOU ARE LEARNING

- meet people: yes ☐ no ☒
- travel: yes ☒ no ☐
- study abroad: yes ☒ no ☐
- work abroad: yes ☒ no ☐
- other: _____

3c

- What's your name?
- My name's Ahmad
- How old are you?
- I'm 15
- How old were you when you started to learn English?
- I was 6 years old.
- How often do you have lessons?
- I have lessons 3 times a week.
- How many hours do you study English?
- I study English 2 hours a day
- Do you watch English documentaries?
- Yes, I do
- Why do you learn English?
- Because I want to travel abroad to study and work.

4e Story

A. Work in groups of three. Look at the pictures a-f which show what happened to Mark. The pictures are mixed up. Put them in order and make up a story using the prompts given. Then think of an interesting ending.



- It was a hot summer night...
- As soon as...
- However, ...
- While he was...
- So, he ran to...
- Luckily...
- The residents immediately...
- Minutes later...
- Fortunately/Unfortunately...

have / dream volcano erupt
scared family / not believe
animals behave / strangely run away
town hall inform / Mayor
appear / on TV warn residents
evacuate relieved

B. Tell your story to the class and listen to the other groups' stories. Use the prompts given when narrating your story.

4e

It was a hot summer night when I had a bad dream. I dreamt that a volcano erupted in my town. As soon as I woke up I told my family about the dream. But they didn't believe me.

While I was walking to school I saw animals behaving strangely. They were running away. So I ran to the town hall to inform the mayor. Luckily he believed me. After that he appeared on TV and warned the residents about the volcano. They immediately evacuated the town.

The next morning smoke started coming out of the volcano. I was relieved that I could help people and save their lives

Grammar Reference

Module 1

► Present Simple vs Present Progressive

PRESENT SIMPLE				
AFFIRMATIVE		NEGATIVE		
I	work	I	don't	work
He/She/It	works	He/She/It	doesn't	work
We/You/They	work	We/You/They	don't	work
QUESTIONS				
Do	I	work?		
Does	he/she/it	work?		
Do	we/you/they	work?		

PRESENT PROGRESSIVE				
AFFIRMATIVE		NEGATIVE		
I	am working	I	'm not	working
He/She/It	is working	He/She/It	isn't	working
We/You/They	are working	We/You/They	aren't	working
QUESTIONS				
Am	I	working?		
Is	he/she/it	working?		
Are	we/you/they	working?		

We use the present simple:	We use the present progressive:
<ul style="list-style-type: none"> for permanent states. <i>Hamid lives in Makkah.</i> for habits or actions that happen regularly. <i>We always have breakfast at eight.</i> for general truths. <i>The earth goes round the sun.</i> for an action that takes place according to a schedule. <i>The train leaves at 9 o'clock.</i> 	<ul style="list-style-type: none"> for temporary states. <i>I'm taking driving lessons this month.</i> for actions happening at the moment of speaking. <i>Omar is sleeping now.</i> for future arrangements. <i>We're flying to Dammam tonight.</i>

TIME EXPRESSIONS	
PRESENT SIMPLE	PRESENT PROGRESSIVE
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

► Stative Verbs

The following verbs are **not** normally used in the **present progressive**. They are called **stative verbs**.

- | | |
|--------------------------------------|---------------------------------|
| • see, hear, smell, etc. | • think, understand, know, etc. |
| • like, love, hate, want, need, etc. | • be, have, cost, etc. |

NOTE: Some **stative verbs** can be used in progressive tenses, but with a different meaning.

see

I'm seeing my doctor tomorrow.

think of/about

I'm thinking of buying a car.

have (with words like lunch, breakfast, shower)

She's having breakfast at the moment.

► Comparatives and superlatives of adjectives and adverbs

NOTE: Adjectives

Adjectives define nouns. They come before nouns in a sentence and they have no plural form. When they are not followed by a noun, they don't take an article before them.

It's a beautiful house.

This bike is green.

Adverbs of manner

Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	<i>easy</i> → <i>easily</i>
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-ly</i> .	<i>terrible</i> → <i>terribly</i>
Irregular adverbs	<i>good</i> → <i>well</i> <i>fast</i> → <i>fast</i> <i>hard</i> → <i>hard</i> <i>late</i> → <i>late</i> <i>early</i> → <i>early</i>

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - shortest</i> <i>happy - happier - happiest</i> <i>big - bigger - biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - fastest</i> <i>early - earlier - earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - most carefully</i>

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well bad/badly far many/much	better worse farther/further more	best worst farthest/furthest most

► Other forms of comparison

- **as + adjective/adverb + as**
Saleh is as fast as Ashraf.
Ian drives as carefully as his brother.
- **not as + adjective/adverb + as**
Saleh isn't as fast as Ashraf.
Ian doesn't drive as carefully as his brother.

► Some/Any/No/Every and their compounds

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.
- **every + singular countable nouns** in affirmative sentences.
Every family in this town has got a car.

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some**, **any**, **no**, **every** but they are not followed by a noun. They always go with singular verbs.
Everybody here works very hard.
I can't find my glasses anywhere.

► Past Simple

AFFIRMATIVE		
I	He/She/It	worked/went
We/You/They		
NEGATIVE		
I	He/She/It	didn't work/go
We/You/They		
QUESTIONS		
Did	I he/she/it we/you/they	work/go?

NOTE: For a list of irregular verbs go to page 74.

We use the **past simple**:

- for actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- for habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
Yesterday I got up at 8:00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday, in 1980, etc.
two hours ago, five years ago, etc.
last night/week/Sunday/March, etc.

NOTE: The past simple of the verb **can** is **could**.
The past simple of the verb **be** is **was/were**.

► Used to

AFFIRMATIVE		
I/He/She/It		used to play
We/You/They		
NEGATIVE		
I/He/She/It		didn't use to play
We/You/They		
QUESTIONS		
Did	I/he/she/it we/you/they	use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does.
We used to go skateboarding every afternoon when we were young.

Grammar Reference

Module 2

► Relative pronouns/adverbs

The relative pronouns **who**, **which**, **that** and the adverb **where** introduce relative clauses.

	PRONOUNS	EXAMPLES
PEOPLE	who/that	<i>The man who/that is driving that sports car is my uncle.</i> <i>The teacher (who/that) I like the most is Ahmed.</i>
THINGS ANIMALS IDEAS	which/that	<i>The bag which/that is on the table is mine.</i> <i>The book (which/that) I read last night was terrible.</i>
	ADVERB	
PLACE	where	<i>The place where I live is beautiful.</i>

NOTE: • **Who**, **which** and **that** can be omitted when they refer to the object.
• **Where** can never be omitted or replaced with **that**.

► Future will

AFFIRMATIVE	NEGATIVE
I He/She/It will work We/You/They	I He/She/It won't work We/You/They (will not)
QUESTIONS	
Will I he/she/it work? we/you/they	
SHORT ANSWERS	
Yes, I he/she/it will. we/you/they	No, I he/she/it won't. we/you/they

We use the **future will** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a great football player one day.
- on-the-spot decisions.
Fine, I'll meet you in two hours.
- offers.
I'll help you with everything.
- warnings and threats.
Be quiet or I'll tell the teacher.
- promises.
I promise, I'll be there for you.
- requests.
Will you do me a favour?

► Conditional Sentences Type 1

We use **conditional sentences type 1** for something which is possible to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If+Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must)
	Imperative

If he likes the car, he'll buy it.
If you want to get into the museum, you must buy a ticket.
If you don't feel well, go to bed.

NOTE: • We can use **unless** instead of **if... not**.
We'll go shopping unless it rains.
(=We'll go shopping if it doesn't rain.)
• When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

► Time Clauses (Present - Future)

- Time clauses begin with **when**, **after**, **before**, **as soon as**, **until**, etc.
- When the sentence refers to the present or future, we usually use the present simple in the time clause and the future **will** in the main clause.

TIME CLAUSE	MAIN CLAUSE
As soon as I know,	I'll tell you.
Before I leave,	I'll help you with your project.

NOTE: When the **time clause** comes before the **main clause**, the two clauses are separated by a **comma**.

► All/Both/Neither/None/Either

- **Both** is used for two people or things. It is used in affirmative sentences and takes a plural verb.
Abdullah and Majed are my friends. Both of them are students. / They are both students.
- **All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.
Tom, Ken, Pablo and Mike are going to travel all over Europe. They are all happy. / All of them are happy.
- **Neither** is used for two people or things. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
Ali and Saleh want to go to Makkah. Neither of them has/have been to Saudi Arabia.
- **None** is used for more than two people or things. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
Paolo, Robert and Mario are from Italy. None of them speaks/speak English.
- **Either** is used for two people or things. It means one or the other (it doesn't matter which of the two).
Would you like cherries or strawberries?
Either, I don't mind.

Module 3

► Present Perfect Simple

AFFIRMATIVE		
I	have	
He/She/It	has	worked/brought
We/You/They	have	
NEGATIVE		
I	haven't	
He/She/It	hasn't	worked/brought
We/You/They	haven't	
QUESTIONS		
Have	I	
Has	he/she/it	worked/brought?
Have	we/you/they	

NOTE: For a list of irregular verbs go to page 74.

We use the **present perfect simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!
- for actions which were completed a short time ago (usually with just).
I'm tired! I've just finished my homework.

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, etc.

NOTE: • **have/has gone** means that someone has gone somewhere and is still there.
Ameen has gone to the supermarket.
(He's still there).

• **have/has been** means that someone has visited a place but has come back.
Ameen has been to Barcelona. (Now he's back).

► Present Perfect Simple vs Past Simple

We use the present perfect simple:	We use the past simple:
• for actions that happened in the past, but we don't say when exactly. <i>I have visited Rome.</i>	• for actions that happened at a definite time in the past. We say when. <i>I visited Rome last year.</i>
• with the time expressions: ever, never, before, so far, just, yet, already, always, for, since, etc.	• with the time expressions: yesterday, in 1995, ago, last week/month, etc.

► since/for

- We use the **present perfect** with **for** and **since** for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	<i>I've had this collection since 1999.</i>
for + a period of time It refers to the duration of the action.	<i>I've had this collection for six years.</i>
present perfect simple + since + past simple To indicate when an action which started in the past and continues up to the present started.	<i>Derek has visited many countries since he lost his job.</i>

Module 4

► Prepositions of Time

at	<i>at six o'clock / at half past two</i> <i>at noon / at night / at midnight / at midday</i> <i>at the weekend</i> <i>at breakfast/lunch/dinner</i> <i>at fifteen / at the age of twenty</i> <i>at the moment</i>
in	<i>in the morning/afternoon/evening</i> <i>in April</i> <i>in spring/winter/autumn/summer</i> <i>in 2006 / in the 20th century</i> <i>in my free time</i>
on	<i>on Friday</i> <i>on Friday morning/afternoon, etc.</i> <i>on weekdays</i> <i>on 15th May</i>
during	<i>I met him during my trip to Venice.</i>
after	<i>She left after lunch.</i>
before	<i>He arrived before midnight.</i>
from... till/until/to	<i>We usually work from nine till/until/to five.</i>
for	<i>I've known him for years.</i>
since	<i>He's lived there since 2002.</i>
by	<i>I will be home by eleven o'clock.</i>
ago	<i>I came back from work an hour ago.</i>

► Prepositions of Place

in	<i>The clothes are in the wardrobe.</i>
on	<i>The mirror is on the wall.</i>
at	<i>Mark is standing at the bus stop.</i>
under	<i>The cat is sleeping under the kitchen table.</i>
near	<i>Is there a post office near here?</i>
behind	<i>There is a boy behind that tree.</i>
over	<i>There's a colourful poster over my bed.</i>
opposite	<i>The library is opposite the bank.</i>
next to	<i>Frank sat next to Charlie.</i>
in front of	<i>John sits in front of me in class.</i>
between	<i>The bookshop is between the bank and the shopping centre.</i>

NOTE: The prepositions **on**, **in** and **at** are used in various other expressions.

on: with the expressions: *on the left*, *on the right*
in: with names of continents, countries, cities, villages: *in Africa*, *in Saudi Arabia*, *in Jeddah*, *in Wivenhoe*

at: with confined areas: *at the airport*, *at the station*, etc.

with addresses: *He lives at 58 Park Lane.*
with the expressions: *at work*, *at home*, *at school*, etc.

Grammar Reference

► Prepositions of Movement

to	Are you going to the supermarket?
up	Walk up this road.
down	Go down Elm Street.
into	Don't come into the house with that dog!
out of	Brian walked out of the room.
through	This road goes through the park.
across	Walk across the street.
along	Walk along King Street and then turn right.
from	Ameer comes home from work at 5 o'clock.
around	Stop running around the garden!
towards	The children came towards me.
off	The cat jumped off the bridge.
over	The cat jumped over the chair.
past	He walked past me but he didn't see me.

► Question Tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something.
- when we want the other person to agree with us.

We form question tags with the **auxiliary** or **modal verb** of the sentence and a **personal pronoun** in the same person as the subject.

You couldn't see her, could you?

Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.

The boys are at school, aren't they?

- When the statement is negative, we use a positive question tag.

She hasn't seen the doctor yet, has she?

NOTE: Be careful with the following question tags:

I am a very good writer, aren't I?

Let's go to the park, shall we?

Open that door, will you?

► Past Progressive

AFFIRMATIVE		
I/He/She/It	was	working
We/You/They	were	working
NEGATIVE		
I/He/She/It	wasn't	working
We/You/They	weren't	working
QUESTIONS		
Was	I/he/she/it	working?
Were	we/you/they	working?

We use the **past progressive**:

- for actions that were happening at a specific point of time in the past.

I was watching a documentary at 7 o'clock yesterday evening.

- to describe background scenes to a story.

James was walking in the forest and it was raining.

- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was doing my homework, my mother was cooking.

► Past Simple - Past Progressive

Time clauses (when, while, as, as soon as)

- We use the **past progressive** and the **past simple** in the same sentence when one action interrupted another in the past. We use the **past progressive** for the longer action and the **past simple** for the shorter action. In this case we usually use **while**, **when** or **as**.

As/While he was driving, he saw a cat in the street.

I was sleeping when the telephone rang.

NOTE: We use **as soon as** with past simple.

As soon as they left, we started cleaning up the house.

► Past Perfect Simple

AFFIRMATIVE			
FULL FORMS		SHORT FORMS	
I/He/She/It	had written	I/He/She/It	'd written
We/You/They		We/You/They	
NEGATIVE			
FULL FORMS		SHORT FORMS	
I/He/She/It	had not written	I/He/She/It	hadn't written
We/You/They		We/You/They	
QUESTIONS			
Had	I/he/she/it	written?	
	we/you/they		

We form the **past perfect simple** with **had** and the past participle of the verb.

NOTE: For a list of irregular verbs go to page 74.

We use the **past perfect simple**:

- for actions which took place before a specific point of time or another action in the past.

Hasna had finished her homework by 8 o'clock.

The train had left by the time we arrived at the station.

TIME EXPRESSIONS

before + point in time

by + point in time

before, after, when, by the time

NOTE: **When**, **after**, **before** and **by the time** are used to link two past actions, one of which happened earlier than the other. We often use the past perfect for the action which happened earlier.
He had already called his son before he left the house.

Learning Tips

In class

How to learn better in class

- Look at the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Read websites in English.
- Watch TV programmes and DVDs in English.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook. In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Speak only in English.
- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise continue speaking.
- If you can't remember a word, don't stop. Try to use other words.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree, I don't know about that*). Also, show interest or surprise by using phrases like *Really?*, *Did you?*, etc.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
 - Read the words before and after the unknown word and think of the context.
 - Try to figure out if the unknown word is a verb, noun, etc.
 - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (*he, it, this, them*, etc.) and the adverbs (*here, there*, etc.) refer to in the text.
- When completing a text with missing sentences, read the whole text first and then the sentences given. Pay special attention to the vocabulary, pronouns (e.g. *it, they, this*) and words/phrases which link sentences (e.g. *however, later*) both in the text and in the sentences given.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening for gist, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- When listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- When completing sentences, make sure that your answers make sense with the rest of the sentence.
- Don't be in a hurry to answer a multiple choice question. Listen carefully till the end and check all the options before your final decision.

Write

How to do better when doing writing tasks

- Make sure you write what the rubric asks you to. Don't include irrelevant information.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Use linking words (*and, but, or, so* and *because*) to join your ideas.
- Use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (*first, firstly, then, next, after that, later, finally, when, before, while, as, as soon as*, etc.) to show the order in which events happen.
- Use a variety of adjectives (e.g. *fascinating, shocked*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you are asked to write a letter, try to understand why you are writing (to ask for information, to give news, to invite, etc.). Also, think carefully about your relationship with the person you are writing to (is he/she a friend, a stranger, etc.?) and write in an appropriate style (formal or informal). Remember to use set phrases in the opening and closing paragraph.
- Write neatly.
- Write your first draft and correct it. Then write your final draft.
- Edit your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

Word list

1a

come along
come round
fancy doing sth
get hold of sb
lose
rarely
ring (v)

Phrases

How's it going?
I can't make it.
I get it.
I have other plans.
Nothing much.
Sure, why not?
That would be great.
What are we like?
What are you up to?

1b

agree
air
change (n)
disagree
extreme
imagine
instead
mate
sky
sound (v)
take up (a sport etc)
trick
wheel

Free-time activities

do aerobics
do athletics
do karate
go jogging
go mountain biking
go skysurfing
go snowboarding
play table tennis

Phrases

In my opinion,...

1c

atmosphere
bowl
bright
carpenter

collection
craft
create
enthusiastic about
pattern
plate
professional
vase
wood
youth

Arts & Crafts

calligraphy
carpentry
collage
jewellery making
patchwork
pottery
rug making
sewing

Phrases: like/dislike

be a fan of
be fond of
be interested in
be into sth
can't stand
find... boring/interesting
It's out of this world

1d

a pair of
at least
average
casual
fashion designer
formal
however
in fashion
item of clothing
match (v)
material
out of fashion
part
rip (v)
sell
shape
style
symbol
teenager

Designs and patterns

baggy
checked
sparkly
spotted
stonewashed
striped

1e

annoy
change one's mind
cheer sb up
fight (v)
friendship
get along (with)
ideal
interest
make a decision
rely on
sense of humour
share
turn to

Personality

annoying
bossy
confident
easy-going
kind
nervous
outgoing
quick-tempered
selfish
stubborn

2a

across
build
canyon
deep
distance
fact
height
jungle
landmark
length
liquid
man-made
national park
pyramid

run through
stand out
structure
tower
waterfall (=falls)
weigh
weight

Units of Measurement

centimetre (cm)
gram (g)
kilogram, kilo (kg)
kilometre (km)
litre (l)
metre (m)
millilitre (ml)
tonne (t)

2b

architecture
book (v)
capital city
coach
drive (n)
end (v)
excitement
gorgeous
holy
ideal
landscape
last (v)
let me know
make up one's mind
play a joke on sb
tour

Phrases

Forget it!
I'm pulling your leg!
You know what?
You're right there.

2c

allow
at the same time
campaign
city council
clean up
complain
continue
culture
encourage

eventually
exhibition
explain
express
let
loads of
odd
public place
react
realise
receive
ruin
successful
work of art
2d
achievement
advertisement
argument
best-seller
celebration
chore
college
community
cookbook
creation
get rid of
hopefully
improve
improvement
inform
introduce
make a difference
notice
preparation
prime minister
recipe
serve
simple
spread (v)
success
task
turn into
2e
along
ancient ruins
as for
attract
attraction
attractive
avenue
bicycle lane

bridge
cosy
dull
entertainment
fascinating
historic
holiday destination
impressive
mosque
palace
square
statue
such as
unforgettable
university
well-known
worth

3a

accommodation
all year round
astronaut
available
break (n)
cost (n)
course
direct
experiment
extra
include
martial arts
monthly
opportunity
out of the ordinary
packed lunch
per
price
produce
protect
robot
scientific
similar
skill
train (v)
training
weekly
3b
annoyed
apologise
chest
circle

communicate
curious
deaf
discuss
fist
gesture
sign (v/n)
sign language
stare
step on
wonder (v)

Phrases

Beats me
Big deal
Count me in
Have a go
I doubt it
It's great

3c

a (great) number of
affect
business
by chance
definition
develop
enter
for instance
foreign
frequently
international
non-native
official language
panic
population
series
several
take care of
throughout
topic
variety
web

Phrasal verbs

come across
come round
come up with
look after
look forward to
look out
look up

3d

cinnamon

dough
egg yolk
flavour
flour
freezer
ingredient
mixture
napkin
one by one
oven
plain
procedure
shake

Kitchen utensils

baking tray
bowl
fork
frying pan
knife
plate
saucepan
tablespoon (tbsp)
teaspoon (tsp)

Cooking verbs

bake
beat
boil
chop
cool (v)
cover
dip
fry
heat (v)
melt
mix
overcook
peel
roast
stir

3e

be over
fall asleep
fire alarm
for ages
go off
make sure
reply (n)

Words/Phrases related to education

attend
do well in

fail
get results
get marks
miss
pass
revise
sit (for)

Phrases for letters/ emails

Here's the latest.
How's life?
Keep in touch.
Sorry I haven't written for
so long.
What have you been up to
lately?

4a

as well as
branch
climate
drown
dry
enormous
escape
extraordinary
grass
hold (=contain)
hold the record
insect
leaf
lizard
low
natural
nectar
plant (n)
rat
root
soil
species
square
store (v)
survive
trap (v)
tropical
trunk
up to
useful
wide
wood

4b

behave
deck
grab
hard (=strong)
life jacket
rope
seasick
wave (n)

Words related to weather

blow
cloud
degrees
drop (v)
foggy
lightning
rise
shine
storm
temperature
thunder
wind

Phrases

a close shave
give sb a hand
hand sb sth
head back
hold on tight
mess around
quick thinking

4c

attack
beast
by accident
chase
courage
crocodile
disturb
hide
hut
injure
jaw
log
manage
scare (away)
scratch
snap
spin round
terrified
turn out
villager

Phrases / Expressions

All of a sudden,...
Amazingly,...
As a result,...
I couldn't believe my eyes!
I held my breath.
To my surprise,...
(Un)fortunately,...
(Un)luckily,...

4d

break out
cause (v)
collapse
damage (n)
death
destroy
erupt
evacuate
exact
flood (v)
homeless
massive
medical supplies
missing
occur
put out
rescue
rescue team
resident
rubble
smoke (n)
suffer
survivor
unknown
warn

Natural disasters

earthquake (=quake)
flood
tsunami
volcano
4e
amazed
answer (n)
cliff
cry
disappointed
disappointing
edge
engine
exhausted
exhausting

faint
fly
frightened
frightening
hang
land (v)
mayor
nightmare
oasis
pull
relieved
shocked
shocking
surprising
twin
woods

Phrases

Just in time
Without thinking,...

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bite	bit	bitten	light	lit	lit
bleed	bled	bled	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	mow	mowed	mown/mowed
burn	burnt/burned	burnt/burned	pay	paid	paid
buy	bought	bought	prove	proved	proven/proved
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	shine	shone	shone
feed	fed	fed	show	showed	shown
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt/smelled	smelt/smelled
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt/spelled	spelt/spelled
freeze	froze	frozen	spend	spent	spent
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt/learned	learnt/learned			