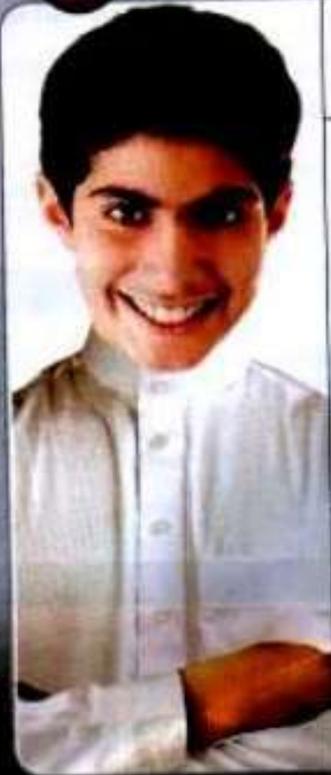


1

Teen trends



Thinkers

- What are the most popular teen trends in your country?
- Do you like following new fashions?

What are some of the most popular teen trends in your country?



Learn to write a story

- Learn to write about the trends in your country
- Learn to write about your trends
- Learn to make plans and future arrangements
- Learn to make comparisons
- Ask about what you like and dislike
- Learn to write an article describing a trend
- Describe sports, art and crafts and hobbies
- Describe the weather and climate
- Ask about friends and family
- Learn to write other trends with what you like and dislike
- Learn to write a description of a person

2

Standing out



Thinkers

- What would make a person stand out?
- Is there anything that your country is famous for?

What are some of the most famous things in your country?



Learn to write a story

- Learn to write people, places and things to stand out
- Learn to write a description
- Learn to write about a person
- Learn to write about a place
- Learn to write about a thing
- Learn to write about a person
- Learn to write about a place
- Learn to write about a thing

3

Broaden your mind



Thinkers

- 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?

What are some of the most interesting things you have learned about?



Learn to write a story

- Ask about experiences you have had
- Learn to see the past with the present
- Ask about school experiences and language learning
- Learn to write an article
- Ask about food and recipes
- Learn to write an email giving news

4

Nature



Thinkers

- How do you describe natural disasters?
- Do you like watching nature documentaries? Have you ever seen anything interesting?

What are some of the most interesting things you have seen in nature?

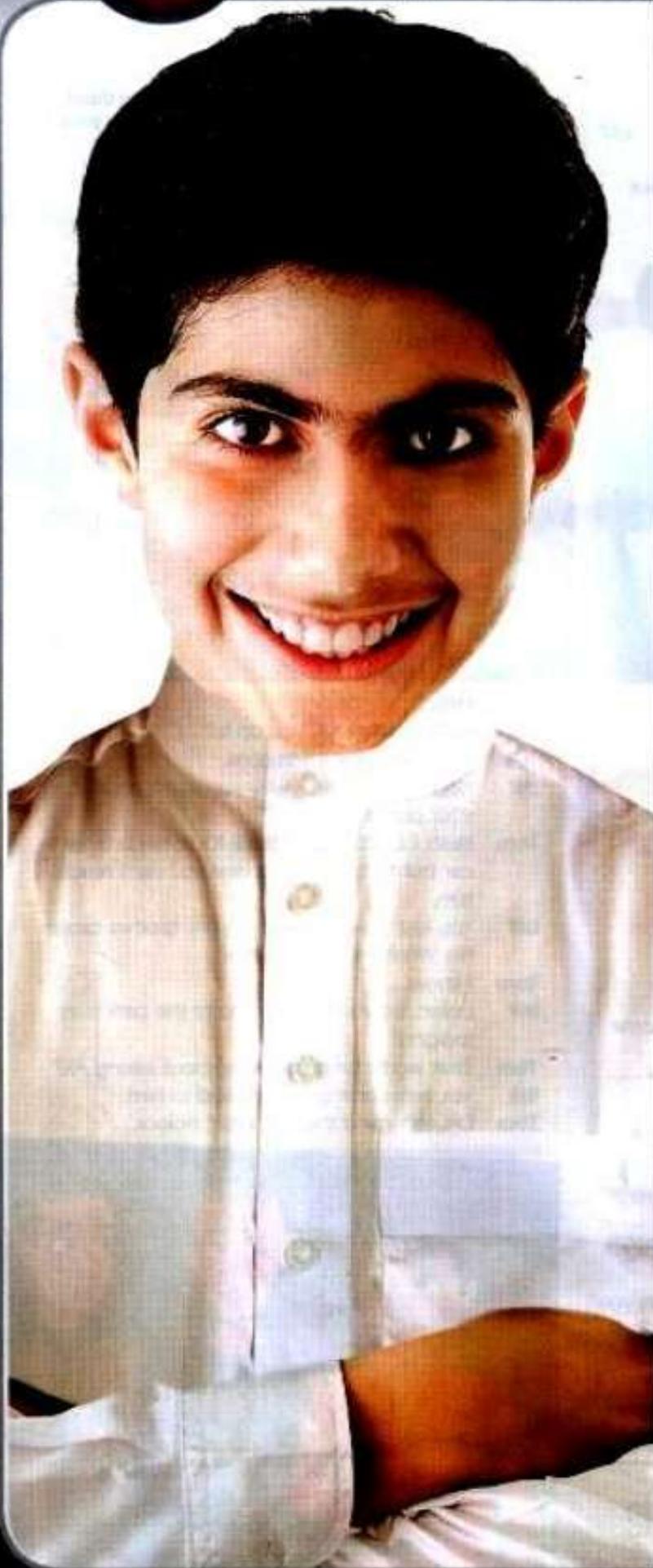


Learn to write a story

- Ask about nature
- Learn to use question tags
- Ask about the weather and natural disasters
- Learn to describe 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:

① What are the most popular free-time activities in your country?

Playing football and basketball

② 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 p. 8



B p. 13



C p. 14



D p. 10



E p. 7

In this module you will...

- ① learn to talk about the present and past
- ① learn to talk about past habits
- ① learn to make plans and future arrangements
- ① learn to make comparisons
- ① talk about what you like and dislike
- ① learn to write an e-mail introducing yourself
- ① learn to describe clothes
- ① discuss sports, arts and crafts and fashion
- ① describe people's personality
- ① talk about friends and friendship
- ① learn to link your ideas with *and*, *but*, *so*, *because* and *or*
- ① learn to write a description of a person

1 Read

A. Discuss.

- 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?



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.

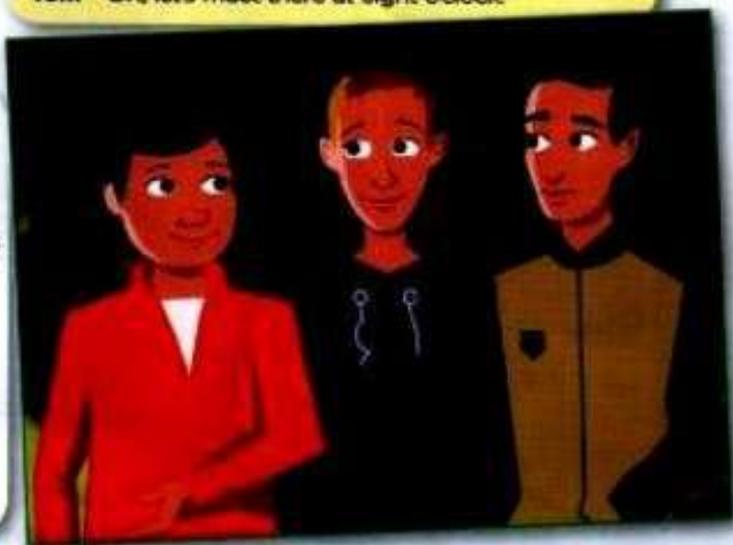
B. Look at the pictures and guess. What do you think is happening? Listen to the dialogues and check your answers. Then read them out in groups.



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 |



The answers

1-

- Yes, I do
- I talk about our school and friends
- Yes, I do

B-

Bill is talking with his friends

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. **F**
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? **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 132-135 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...

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

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

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...



The answers

4-

- **Hi. How is it going?**
- **Fine**
- **What are you up to?**
- **Nothing much**
- **Do you want to go shopping with me?**
- **Sure, why not? When will we go?**
- **We will go tomorrow at 4:00**
- **Ok, that's fine**

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



Snowboy 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!

[posted 11:30]



Backflipper 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!

[posted 12:14]



Wipeout 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!

[posted 12:45]



Freefaller I agree surfing is cool. But can you imagine surfing in the sky? Try the most exciting sport of all. Go skysurfing!

[posted 14:15]



Ollie Sounds cool but I need something that isn't as dangerous as that.

[posted 14:20]



Snowboy I've got another idea. You can try trampboarding.

[posted 15:01]



Backflipper ????????

[posted 15:10]



Wipeout ?????

[posted 15:15]



Freefaller 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.

[posted 15:55]



Ollie Wow, now that's something I'd like to try! Thanks, guys.

[posted 16:21]

He decides to try trampboarding

8

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. Sami 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 136-139 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.

The Answers

B-

- 1- because he needs a change**
- 2- He goes every weekend**
- 3- It is less exciting and slower than snowboarding**
- 4- It doesn't sound as exciting as snowboarding but it is easy**
- 5- Rollerblading**
- 6- Surfing**
- 7- Because he needs something isn't dangerous**
- 8- Free faller**

5-

I think mountain biking is more exciting than cycling.

I agree

B-

I like sports very much. I always play karate. I think it is more dangerous than aerobics but it is also more exciting than aerobics.

1 Warm-up

Discuss.

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

pottery patchwork sewing carpentry
jewellery making rug making calligraphy collage

2 Read

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.

D S

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 B

6. I want to make a business out of my hobby.

B D

The answers

1-

- Sewing and patchwork.
- Yes, they are

2-

A- Pottery, rug making and carpentry.

3 Vocabulary

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

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 her own clothes.
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.

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 newsagent's *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 140-142 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 e-mail to a new penfriend/e-pal to introduce yourself, follow the plan below.

GREETING

- Greet the person you're writing to.
• 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/e-mail.
• 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, • Best wishes,
 Saleh 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 e-mail 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

The Answers:

3-

- 1- like**
- 2- dislike**
- 3- like**
- 4- like**
- 5- dislike**
- 6- like**

6-

B-

Dear Greg,

How are you? I found your name and address in a teenage magazine.

My name is Mona. I'm 15 years old. I'm Saudi. I'm tall and handsome. I live in Riyadh. I like my friends very much and spend all the time with them. I'm interested in reading. I like surfing the Net. I dislike playing basketball. Do you want to be my pen friend?

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

Best wishes,

Mona

1 Warm-up

Discuss.

- Do you like to follow trends in fashion?

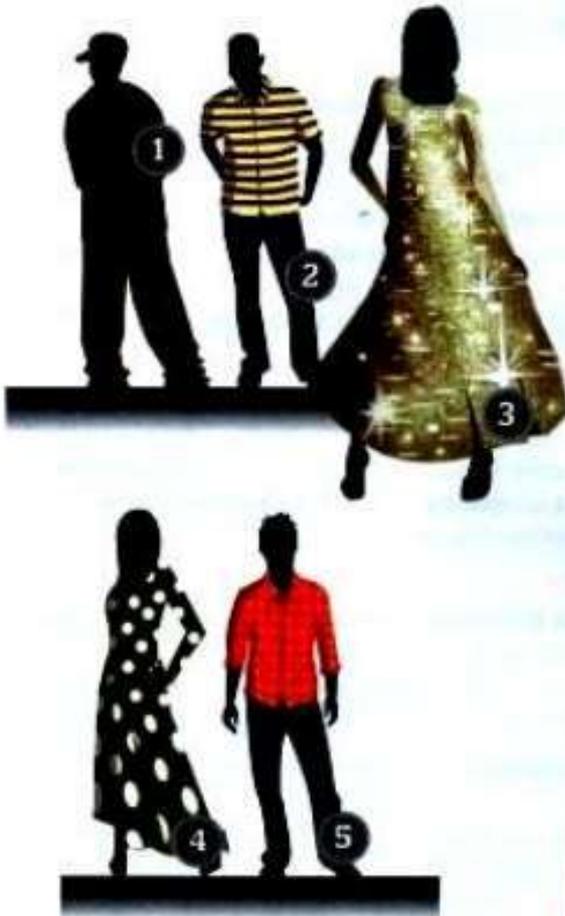
Yes, I like to follow trends in fashion.

- Have you changed your style lately?

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.

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.

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

Go to pages 143-145 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.

- What are your favourite clothes? Are they in fashion?
- Where did you get them from?
- 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.



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

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

The Answers:

7-

- **I like sparkly dresses. Yes, they are in fashion.**
- **I got them from fashion designers**
- **When I was younger, I used to like shirts and jeans.**
- **Because I like to follow trends in fashion.**

B-

- **I like sparkly dresses. They are in fashion. I got them from fashion designers. When I was younger, I used to like shirts and jeans. Now I don't like them because I like to follow trends in fashion.**

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



The Answers

2-

- **My friends are helpful and friendly.**
- **Yes, we usually get along**
- **Yes, I think they are good friends because they are helpful.**
- **The ideal friend should be friendly, helpful 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?

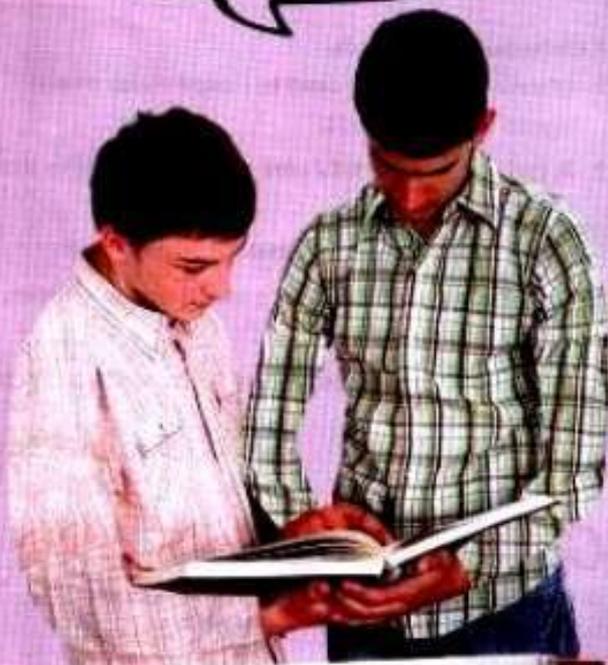
What is he/she like?

What do you like about him/her?

What do you dislike about him/her?

What are his/her hobbies and interests?

What do you do 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*.

Linking words

• **and**

All 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.

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

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.

The Answers:

B-

- **My friend Hala.**
- **She is friendly and outgoing.**
- **She is very kind and accepts other's opinions.**
- **She can become angry and nervous quickly.**
- **She is interested in playing basketball and surfing the Net.**
- **We go shopping and play basketball together.**

D-

My friend's name is Hala. We go to the same school. She is friendly and outgoing. She is very kind and accepts other's opinions. The worst thing about her is that she can become angry and nervous quickly. She is interested in playing basketball and surfing the Net. We go shopping and play basketball together. I like her very much although she isn't perfect but I can rely on her.

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.
- All **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 _____ me for help. All you have **on** to is ask.
- Paul wants to take _____ pottery lessons. **out**
- My neighbour is very fond _____ cats. He's got ten! **Of**
- Mark and I are really _____ snowboarding. **Into**
- Let's go cheer John _____. He looks very upset. **on**

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 **want** (want) to be just like me.

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 **well** (good) as Keith did.

Score: / 5

E. Circle the correct words.

- There are **no** / **nothing** formal clothes.
- 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

Imagine that you are on a weekend camping holiday in the desert. Talk in pairs about what you usually do at the weekend and what you are doing this weekend. Use the ideas given and your own.

- 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 e-mail 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

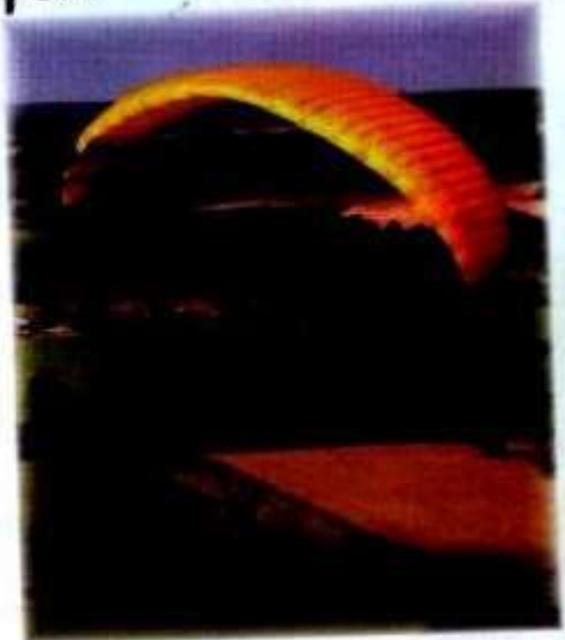
Let's take up a sport, come with me!

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!



The Answers:

speak:

I usually get up late.

This weekend I get up early.

I usually go bike riding.

This weekend I go to a camel riding.

I usually play video games.

This weekend I play golf.

I usually take a walk.

This weekend I take a nap in the afternoon.

Write:

I usually get up late.

This weekend I get up early.

I usually go bike riding.

This weekend I go to a camel riding.

I usually play video games.

This weekend I play golf.

I usually take a walk.

This weekend I take a nap in the afternoon.

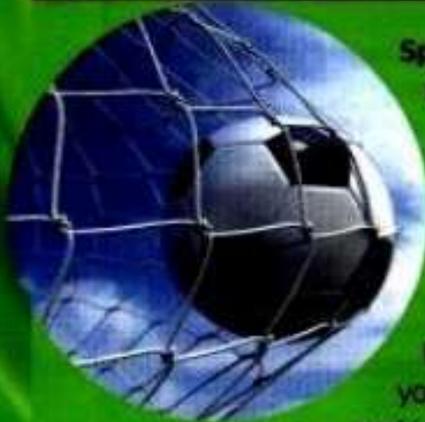
A. What do you know or can you guess about youth centres? Listen, read and check your answers.

This is the place where youth spend their free time in creative way.

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.

In the UK, there is the National Association of Boys' Clubs (or Clubs for Young People), which is a group of more than 3,000 youth centres around the country. This organisation helps students have fun, but also exercise, learn how to use a computer, play sports and many more activities. These activities are called extra-curricular, because they are done outside the school and have nothing to do with school subjects (the curriculum). Youth centres usually offer the following activities:



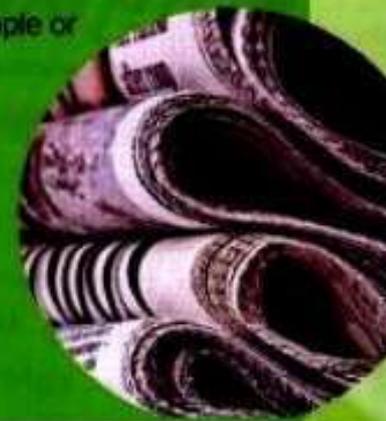
Sports activities: These can be tennis, baseball, hockey, swimming, football, golf, track, cricket, or even skateboarding.

Community activities: Through these activities, young people learn that it is important to help the community by cleaning the streets, helping older people or helping out at hospitals.

Hobbies: You can take up some of these at a youth centre, like 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.

Joining a youth centre is a great idea because it gives young people the opportunity to stop spending all their time surfing the Net or chatting on their mobile phone and 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?

They exist to help young people learn new skills and make friends.

2. What is the National Association of Boys' Clubs?

It is a group of more than 3,000 youth centres around the country.

3. What are some community activities?

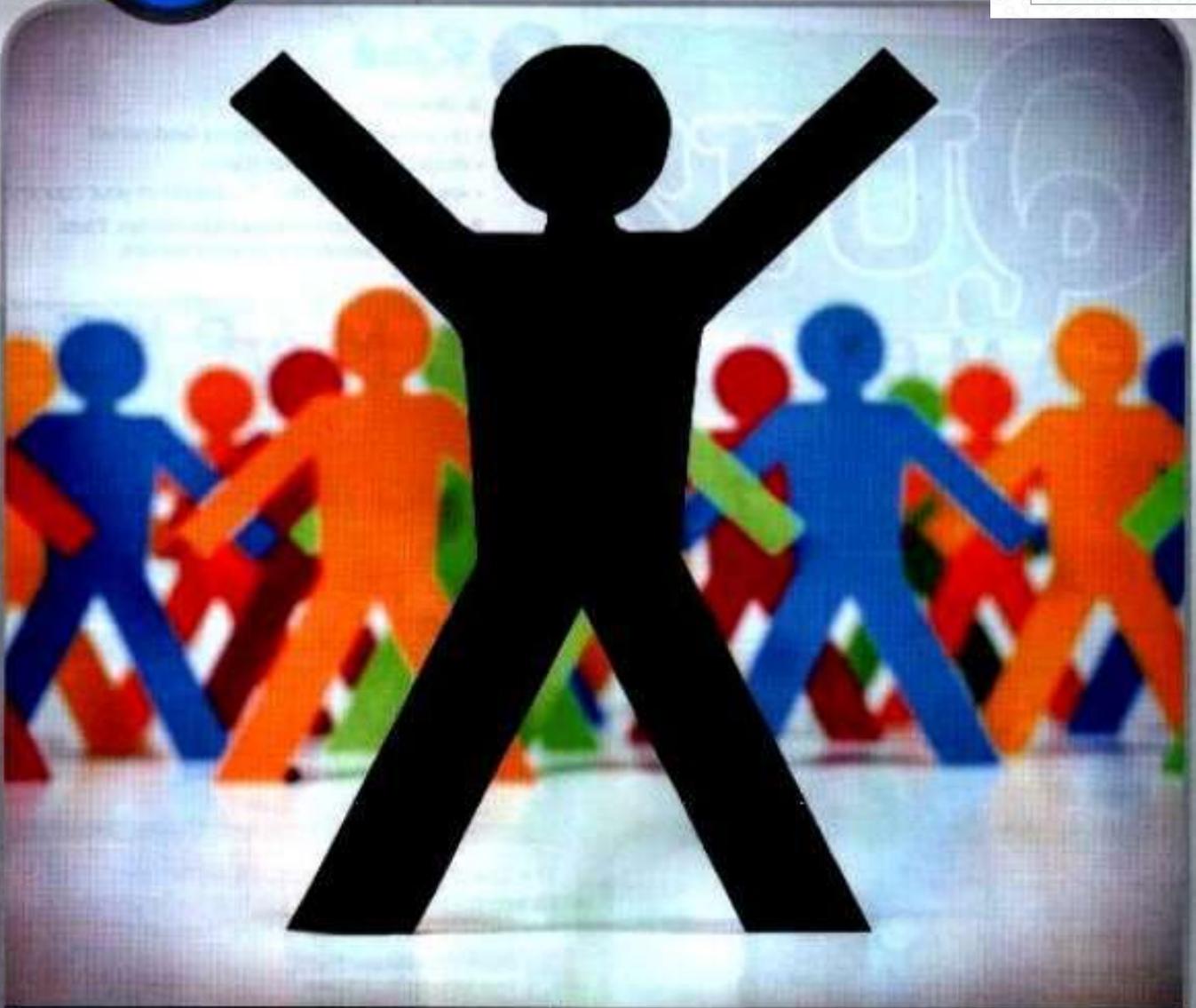
Cleaning the streets, helping older people or helping out at hospitals.

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

It gives young people the opportunity to stop spending all their time surfing the Net or chatting on their mobiles and do something to help themselves and others.

5. What can a youth centre help someone exercise?

Youth centres help young people exercise not only their body but also their mind.


Discuss:

- What usually makes a person stand out?

His creativities

- 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.



A p. 22



B p. 20



C p. 28



D p. 26



E p. 24

QUIZ

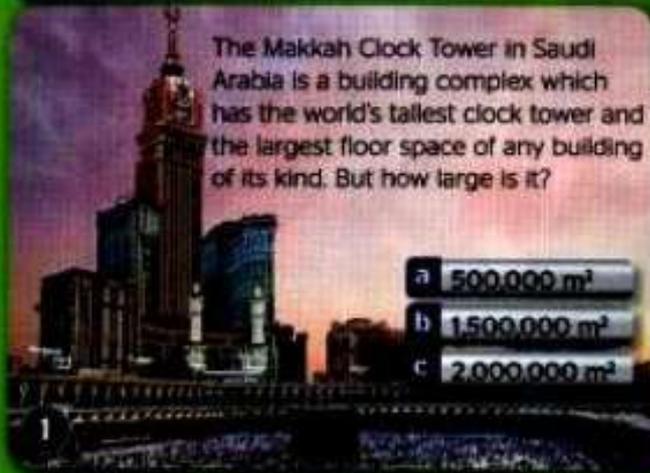
1 Read

A. Discuss.

- Do you know of any famous landmarks?
- Would you like to visit them?
- Are there any famous landmarks in your country?

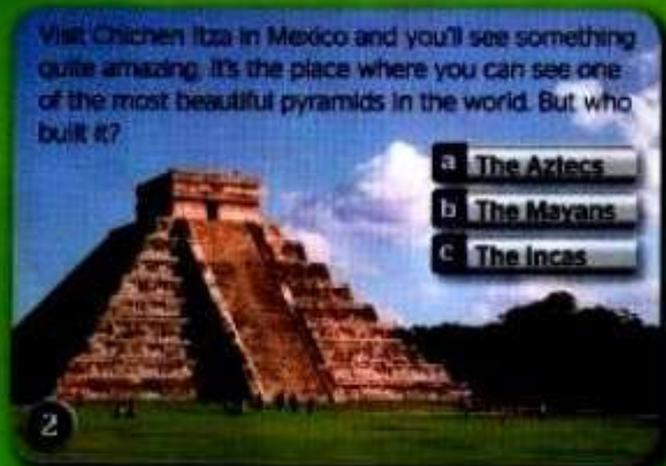
B. Do the quiz and test your knowledge. Then check your answers with your teacher.

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



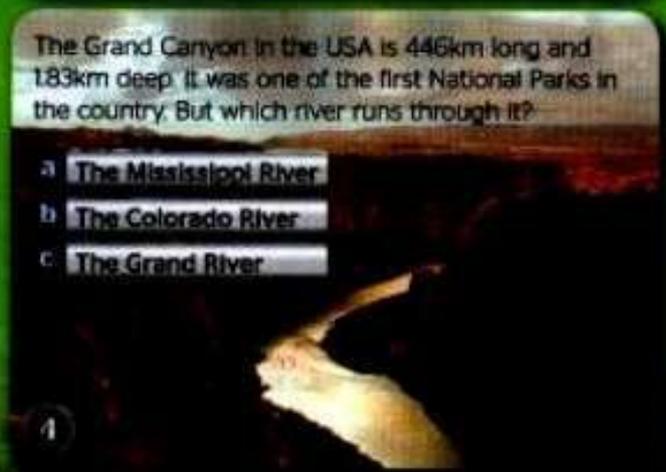
Visit Chichen Itza in Mexico and you'll see something quite amazing. It's the place where you can see one of the most beautiful pyramids in the world. But who built it?

a The Aztecs
 b The Mayans
 c The Incas



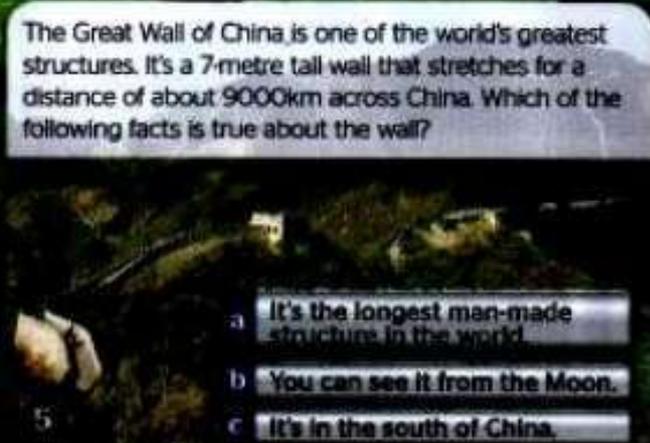
There is a very famous tower that stands in the centre of Paris. It's 320 metres tall, it's a metal tower and weighs 10,000 tonnes. But what's its name?

a Paris Tower
 b Sky Tower
 c Eiffel Tower



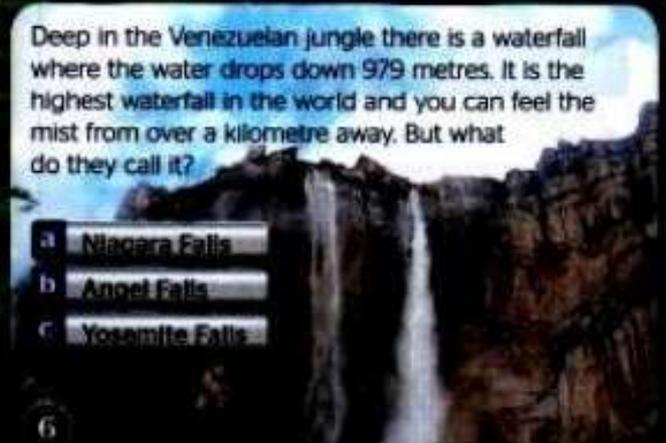
The Grand Canyon in the USA is 446km long and 183km deep. It was one of the first National Parks in the country. But which river runs through it?

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



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.



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

The Answers:

1-

A-

- Yes, the pyramids and Eiffel Tower.
- Yes, I would
- Yes, there is The Makkah Clock Tower.

B-

1. b.
2. b.
3. C
4. b
5. A
6. b.

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 ton
2. A ruler is about 30 centimeter long.
3. A can of lemonade contains 330 gram of lemonade.
4. The distance between Riyadh and Dammam is about 400 kilometer.
5. A baby weighs around 3 kilogram when it is born.
6. The Kingdom Centre is a building that is over 300 metre tall.

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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 was staying at my house last July. Mark's house is in an area (3) which has all the best places to visit. Yesterday we visited the Colosseum; that's the place (4) where gladiators used to fight. Tomorrow Mark's taking me to a shopping centre (5) which is huge!

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

Lee

Go to pages 148-151 for extra grammar practice.

4 Listen

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

Name: Uluru or Ayers (1) _____
Country: (2) _____
Nearest town: Alice Springs
Distance from nearest town:
(3) _____
Height: (4) _____
Visitors per year: (5) _____



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.

The Answers:

6-

Dear Hend,

I am visiting Paris. It is very beautiful. Yesterday, I visited Eiffel tower. Tomorrow, I will go shopping. I enjoy every second here.

Best wishes,

Mona

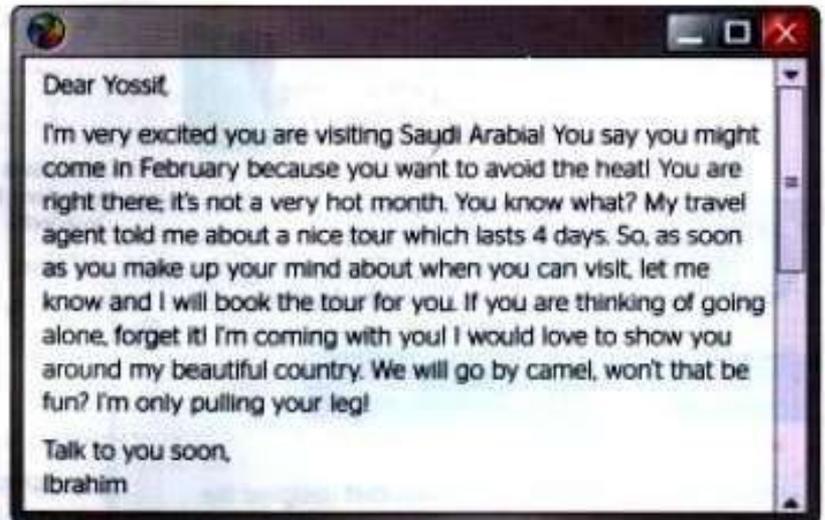
1 Read

A. Discuss.

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

B. Read the e-mail 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?



Day 1

The tour will start in the old city of Jeddah. You will visit Nasseef House, which 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.



Day 2

You will take a plane to the holy city of Madinah. A coach will take you to the 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 the 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 e-mail 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 |

The Answers:

1-

A-

- Yes, I would like.
- The Makkah Clock Tower.

B-

- 1- No, he isn't
- 2- No, they aren't
- 3- It is famous for its Islamic architecture
- 4- I can see pictures and videos of the city.
- 5- I can do sightseeing
- 6- On the way, I will enjoy the gorgeous landscape and visit the largest camel market and National museum.

2 Grammar

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
2. Ted will call us
3. I'll make up my mind which shirt to buy
4. We might go mountain biking on Saturday
5. Unless Larry says sorry,
6. When Kevin sees this mess,
7. If Oliver comes round,

- f
d
a
g
b
e
c

- a. after I try them on.
- b. I won't speak to him again.
- c. tell him to wait for me.
- d. as soon as he arrives at the airport.
- e. he'll get very angry.
- f. if you get hungry.
- g. if it doesn't rain.

Go to pages 152-155 for extra grammar practice

3 Listen

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

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

4 Speak

Talk in pairs. Look at the text and discuss and decide when...



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 sightseeing and do lots of shopping!



The Answers:

4-

If we go on a countryside holiday, we can live in traditional cottage.

Yes, but if we visit the city, we can live in 5-star hotel.

1 Read

A. Discuss.

- What kind of art do you like?
- What's your opinion about open air museums?

classic Art

it is fantastic

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.

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

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

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

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

Tom Hello, guys.

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

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

All Erm, you mean, you made it?

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

All 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'.

All 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.

All 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. All. What do you say?

All 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 **let** me go.
- They don't **allow** 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

- All the paintings at the exhibition 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.
- All** 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 156-158 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?
- What do you think of them?
- What kind of exhibits have they got?

B. Write a paragraph about museums in your town/city.

The Answers:

5-

- **Yes, there are.**
- **They are really beautiful and wonderful.**
- **Open air exhibition**

B-

- **There are many museums in my city. I enjoy visiting them very much. There are a lot of beautiful art. I like going to Open air exhibition**

1 Warm-up

Discuss.

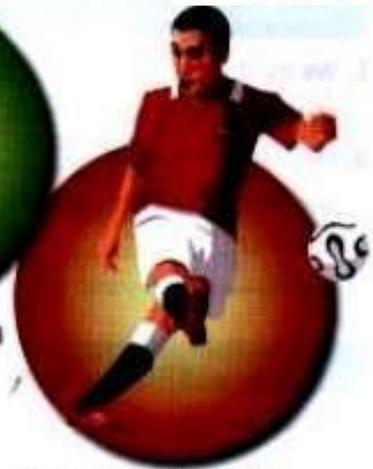
- What do you know about these famous people?
 - What are they famous for?
- They are sport men
 - They are famous for racing and playing sports (football).



Prince Abdulaziz Al-Faisal



Yasser Al-Qahtani



Mohammed Aboutrika

2 Read

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

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

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

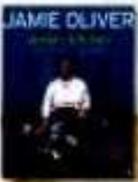
JAMIE OLIVER

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.



B. Look at the highlighted words/phrases in the text and choose the correct meaning a or b.

1. Improve

a. think something is good

b. make something better

2. get rid of

a. make something go away

b. take something to another place

3. task

a. job

b. recipe

4. spread

a. become important

b. become known

3 Vocabulary

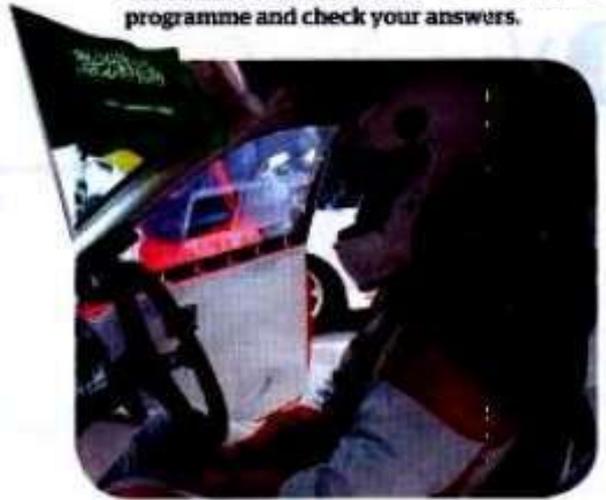
Use the verbs given to form nouns and complete the sentences.

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 preparations 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 parents and now I feel terrible. **ARGUE**

4 Listen

A. How much do you know about Abdulaziz Al-Faisal? Try to answer the questions below. Then listen to the first programme and check your answers.



- Which city is he from?

- What year was he born?

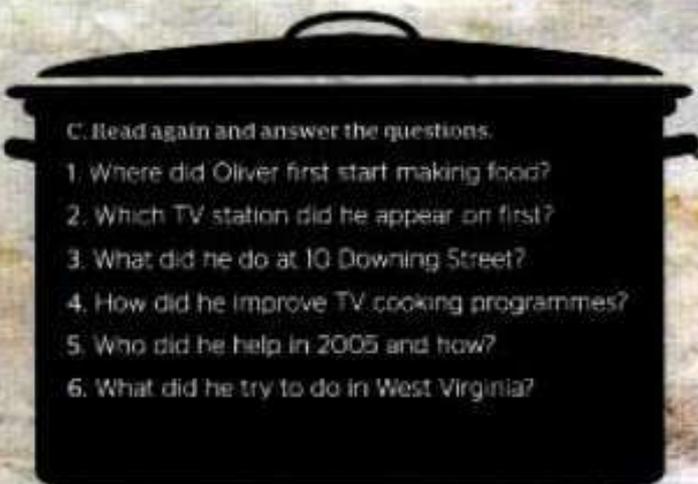
- What does he do?

- When did he start racing?

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

- Prince Abdulaziz doesn't live in Riyadh now.
- He went to a British university.
- He speaks two languages.
- He isn't a professional driver yet.
- In one year he won all the races he took part in.
- The Prince has achieved something nobody else from Saudi Arabia has ever achieved.

TIP! Read the text carefully to understand specific details.



C. Read again and answer the questions.

- Where did Oliver 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 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.

I think King Ibn Saud is famous all over the world because he was the first King of Saudi Arabia.



The Answers:

C-

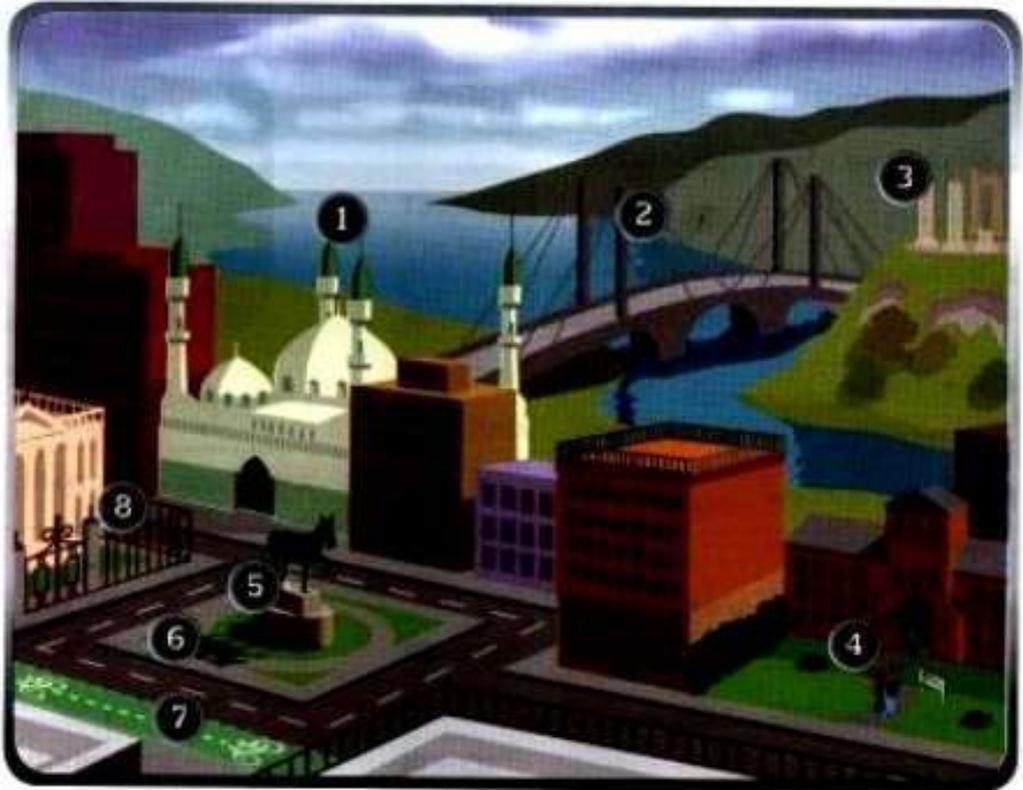
- 1- In his parents restaurant.**
- 2- BBC**
- 3- He prepared a lunch for the Prime Minister.**
- 4- His cooking programme was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity instead of boring chore.**
- 5- He helped the student. He introduced a campaign to improve school dinners and made kids eat fresh and healthy food.**
- 6- He tried to inform people about how important it is to eat healthy food.**

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

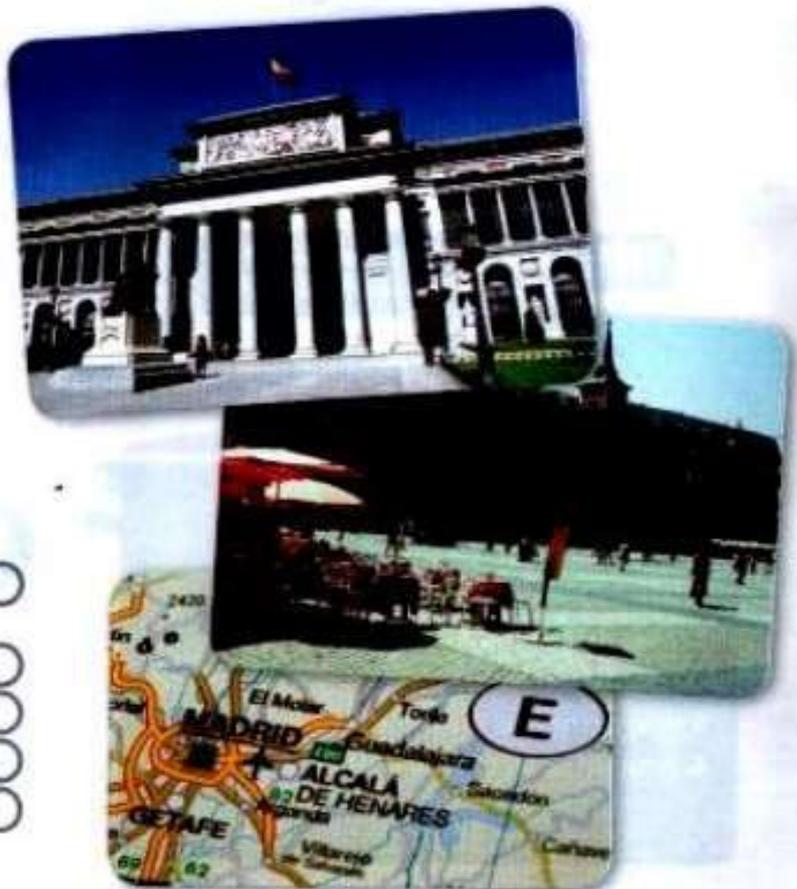


2 Listen

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

- Museo del Prado
- Museo Reina Sofia
- 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.

-
-
-
-
-

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

...

Where is it?

...

What are some of the most interesting sights?

...

Do they attract many tourists?

...

What can visitors do there?

...

What did you like the most?

...



WHAT A C

Budapest is the capital of Hungary. It is one of the most impressive cities in Europe. The Danube River 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 Andrasay 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.

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.

The Answers:

C-

- Cairo
- Egypt
- The pyramids, Cairo Tower
- Yes, they attract tourists.
- They can visit the pyramids, ride the camel, go on a cruise, see the Nile and visit the museums.
- I like the pyramids. It is a great building. I enjoy having a tour a cross the Nile.

D-

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

One of the most interesting places you can visit is the pyramids. It is a very beautiful ancient building. it also attracts tourists. Another place worse visiting is Cairo Tower. The sights there are very fantastic. Don't forget to visit the museums and see the Nile.

You can ride the camel near the pyramids. You can take pictures with tourists. You can make a tour across the Nile.

It is an unforgettable experience. This city can't be forgotten. It is amazing.

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 | d | a. someone's leg |
| 2. play | e | b. one's mind |
| 3. make | c | c. a difference |
| 4. pull | a | d. know |
| 5. make up | b | 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 **that** 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) a noise again.
- Unless you hurry up, we **will miss** (miss) the train.
- If you **don't attend** (not attend) all your classes, you **will not do** (not do) well.

- Dad will come home soon. As soon (realise) what has happened, he **will** 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 painting. **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 that you and a friend want to visit a place in Saudi Arabia. Use the notes to say about each place.

- Riyadh → visit / National Museum of Saudi Arabia
- Jeddah → see / Jeddah fountain
- Buraydah → buy / delicious / dates
- Makkah → visit / Masjid al-Haram

If we visit..., we will/can/must...

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
- b 4
- c 2
- d 1

Choose what you like, make up your mind
By coach, by plane, by car, or ship?
Feel like a family package trip?
The perfect trip you have to find
Take a tour around the world
'Travel' is the right word

- e 8
- f 6
- g 7
- h 5

Is round the corner - have a look!
Pretty landscapes to explore
A palace, museum, square or souq
Your next adventure is next door
Take a tour around the world
'Travel' is the right word



The Answers:

Speak:

- If we visit Riyadh, we will visit National Museum of Saudi Arabia.
- If we visit Jeddah, we can see Jeddah fountain.
- If we visit Buraydah, we will buy delicious dates.
- If we visit Makahh, we must visit Masjid Al-Haram

Write:

If we visit Makahh, we must visit Masjid Al-Haram. We will pray there. We will see Al – Kabaa.

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 BRITISH MUSEUM, LONDON

The British Museum is a museum of human history and culture. Its collection of over seven million objects from all continents is one of the largest in the world. The museum opened in 1759 and it started off with the collection of a man called Sir Hans Sloane. In 1883 they moved part of Sloane's collection of plants and animal bones to another building to create the Natural History Museum. Until 1997 the British Museum was also home to the British Library, which they moved to a new building later. Today in its place is the Great Court, the largest covered square in Europe. Admission is free and the museum has about 6 million visitors every year.



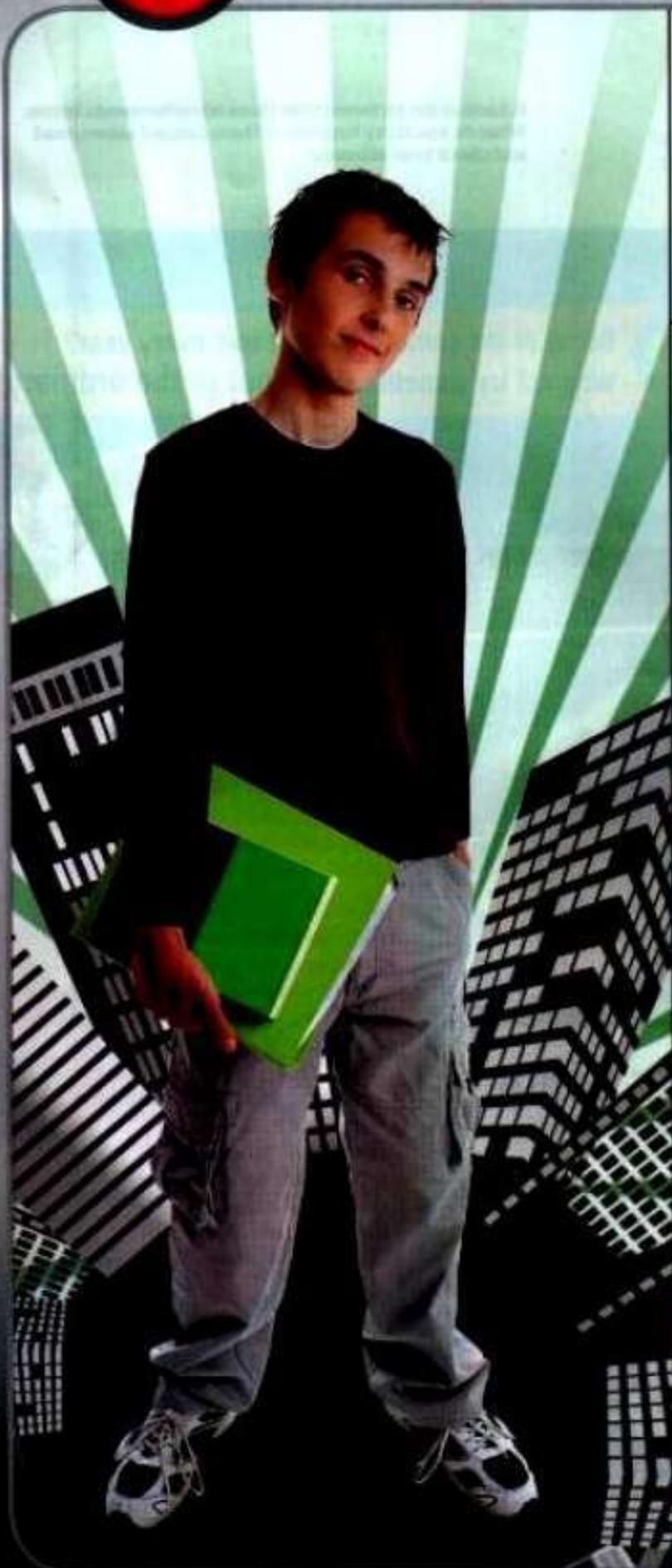
THE METROPOLITAN MUSEUM OF ART, NEW YORK

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 it has 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, B for The British Museum or M for The Met.

1. This museum started from a personal collection.
2. This museum is the most popular in its city.
3. This museum is the oldest of the three.
4. This museum has beautiful green areas around it.
5. This museum had a library in it.
6. This museum has eight different collections.

B
M
B
N
B
N


Discuss:

- ➊ What do you think broadens a person's mind?
- ➋ How do you think learning a language helps broaden the mind?
- ➌ 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...

- ➊ talk about experiences you have had
- ➋ learn to link the past with the present
- ➌ talk about school experiences and language learning
- ➍ learn to write an article
- ➎ talk about food and recipes
- ➏ learn to write an e-mail giving news

The Answers:

- learning a language and reading
- It can expand his knowledge about other cultures.
- Yes, I do

1 Read

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?

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!

• €399 per person (Cost includes meals, housing, clothing and activities)



Complete training
SIMILAR to
a real astronaut

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! writer break courses also available)
- €1500 (Price includes DVD copy of your documentary)
 - Accommodation and meals available at an extra cost

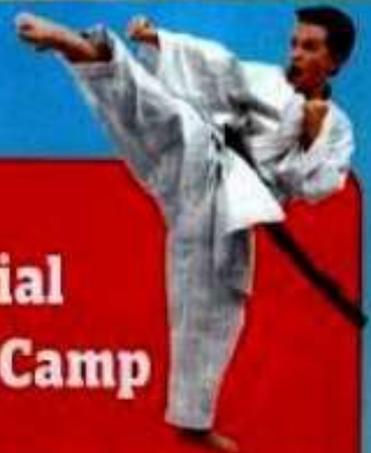


C.

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



No skills
in martial
arts
needed

The Answers:

A-

- **Yes, I have.**
- **It is interesting. Yes, I enjoyed it.**

B- Practicing activities.

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
h
f
b
d
g
c
a
i

- | | |
|--------------------------------|---|
| 1. out of the ordinary (title) | a. practise an activity |
| 2. similar (ad A) | b. make |
| 3. opportunity (ad B) | c. fighting sports such as karate |
| 4. produce (ad B) | d. a place to stay |
| 5. accommodation (ad B) | e. unusual or different |
| 6. extra (ad B) | f. the chance to do something |
| 7. martial arts (ad C) | g. more than is expected |
| 8. train (ad C) | h. like someone or something but not exactly the same |
| 9. monthly (ad C) | 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. B
- 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. B +
- Young children can go to this camp. A
- This camp has the cheapest weekly cost. C

Complete the sentences with the Present Simple of the verbs in the box.

be finish read not speak

- have** _____ you **finis** _____ playing that computer game yet?
- All 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.
- Steven **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 161-163 for extra grammar practice.

3 Listen

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



Saturday: printing or painting
 Sunday: (1) _____ or comic making
 Monday: computer graphics
 Tuesday: (2) _____ making
 Wednesday: pottery
 (3) _____ at the end of the week
 PRICE: (4) € _____ a week
 (5) _____ not provided

TIP! Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.

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?

The Answers:

4-

- **B. Because I want to be a famous documentary director.**
- **Yes, I do**
- **A**

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.

Bill Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.

Ali I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?

Bill I didn't know that. I wonder what he said to me. I'm really curious.

Ali We'll check on the Net when we get to my place.

Bill What do you think they're talking about now?

Ali Beats me. Now stop staring!

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!

Later at Ali's home...



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

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

The Answers:

A-

- Some signs express what someone wants to say.
- Yes, I do

B- Four people have stepped on him so far.

D-

1. Because he didn't a pologise.
2. They are communicating.
3. No, they can't.
4. There are short videos that show how to sign.
5. I can make a circle on my chest with my fist.
6. He would like to learn sign language.

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 (aʊ) | now (aʊ) |
|---------|-----------|----------|
| doubt | | |
| home | | |
| over | | |
| crowded | | |
| council | | |
| show | | |
| totally | | |
| allow | | |

4 Grammar

Present Perfect Simple

- A: I've heard this story many times
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 164-167 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?



The Answers:

5-

- **Yes, I like learning new things to know more information about things.**
- **Yes, I have**
- **Computer course**
- **Last year**
- **It lasted 2 months**
- **Yes, it was useful**
- **Yes, to know the sign language**

The Answers:

A-

- **English**
- **On TV**
- **Yes, because all people around the world talk it.**

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

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**.

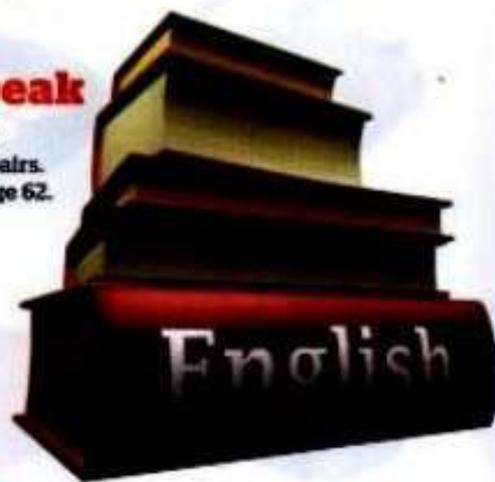
Complete with **for** or **since**.

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 164-167 for extra grammar practice.

4 Speak

SURVEY
Talk in pairs.
Go to page 62.



5 Write

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

When 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?
- How old 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?

J K L M N O P Q R S T



C. Read again and answer the questions.

1. How many people speak English around the world?
2. Are most English speakers non-native speakers?
3. How many pages are in English on the Internet?
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?

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

The Answers:

C-

- 1- There are about 7 billion people.**
- 2- Yes, they are.**
- 3- Most sites on the web are in English.**
- 4- Learning English allows communicating with people all over the world. Traveling to other countries is easier.**
- 5- Some words that people use frequently.**
- 6- In Singapore.**

5-

I have been an English student for 6 years. I was 8 years old when I started learning English. I have lesson twice a week. I enjoy them because I like learning English. I studied English 2 hours a day. My English has improved since last year.

I am learning English because I want to be fluent. I want to be a translator and travel all over the world.

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

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.

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

1-

- **Fried chicken. It contains chicken, onion, vegetables**
- **Fish**
- **Churros with chocolate. No, I would'nt.**
- **Yes, I do**

2-

Peel رشقي

Chop عطقي

Fry بلقي

Boil بلقي

Beat برضي – قفخي

Stir كرحي – بلقي

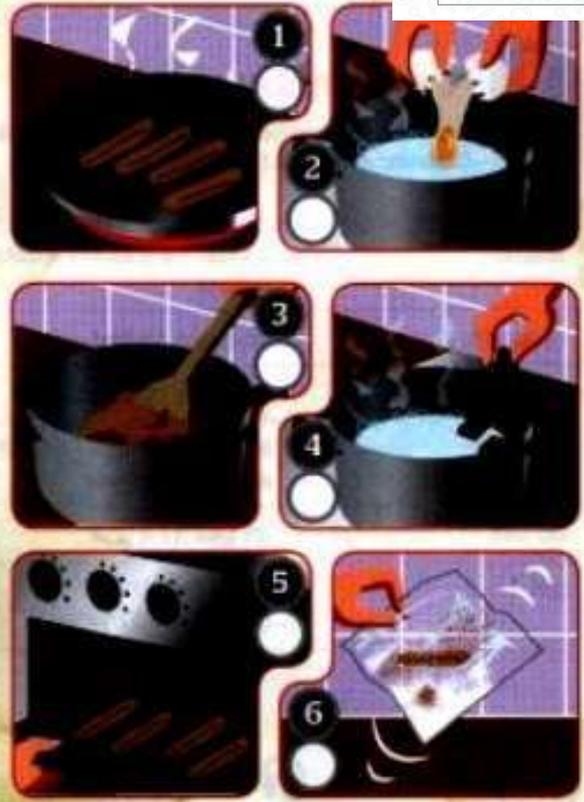
Dip ضفخي

Bake زبخي

Roast يوشي

Melt بيذي

C. Read again and decide if the picture is or is not. Put a tick or a cross.



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

4 Listen

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

1. What did the chef do to the chicken first?
 - a. He boiled it.
 - b. He fried it.
2. What did the chef use for frying?
 - a. olive oil
 - b. butter
3. What did the chef do to the potatoes first?
 - a. He peeled them.
 - b. He boiled them.
4. 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?

1. You need six of **these**. 6 tbsp sugar
2. You need **this much** sugar to make the dough. 2 tablespoons
3. You fry the churros for **this long**. 3-4 minutes
4. You put sugar and cinnamon **there**. In a bag
5. You mustn't overcook **this**. Chocolate
6. You can keep churros **there** for three months. Freezer
7. Spanish people usually dip churros in **this** for breakfast. Hot chocolate

1 Vocabulary

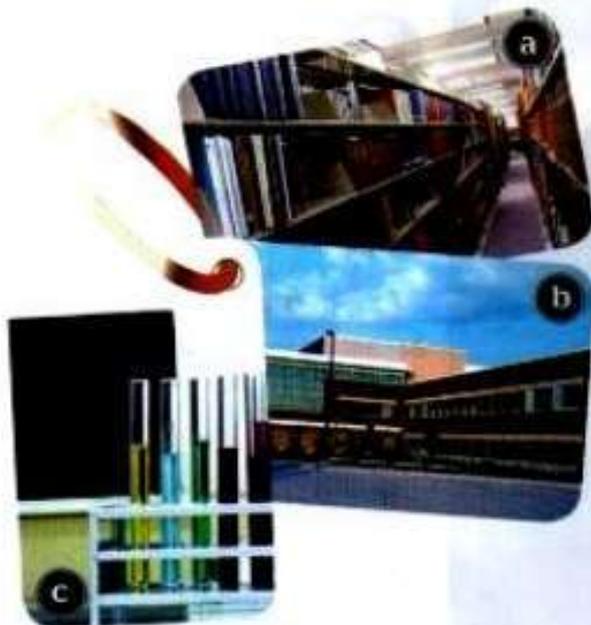
Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

| | |
|--------------------------|--|
| 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 for my Maths exam.
4. Kelly fall 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?



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

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.



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.

The Answers:

3-

- The boy fall in the exam.
- He is depressed.
- He is angry.
- He will study well.
- No, it hasn't.
- Nothing.
- Nothing.

4 Speak & Write

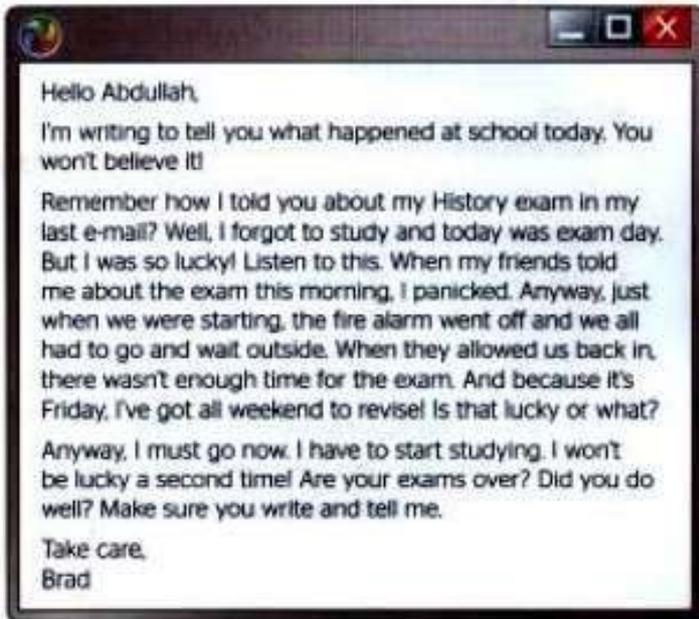
A. Read the e-mail and answer the following questions. 

1. Who is writing the e-mail?
2. Why is he writing?
3. What is the relationship between the two boys?
4. What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.

a. ending the e-mail and asking for news

b. giving news

c. reason for writing



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?
- Was it during a lesson? Which lesson?
- What exactly happened?
- How did you feel?
- How did you react?
- How did your teacher/classmates/parents react?
- What happened in the end?

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

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

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

GREETING

● Greet the person you're writing to.

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

OPENING PARAGRAPH

● Begin your letter/e-mail 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.

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...

CLOSING PARAGRAPH

● State anything you want to emphasise, ask for news and end your letter/e-mail. Use phrases like:

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

SIGNING OFF

● Use a signature ending and your first name below that.

- Take care. • Keep in touch. • Speak to you soon.
- Omar Hana Ashraf

D. Write an e-mail to a friend who lives in another town to give him/her your latest news. If you like, you can write about something that happened at school today. Follow the plan above.

TIP! When writing a letter or an e-mail 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?**)

The Answers:

4-

- 1- Brad**
- 2- To tell what happened at school**
- 3- They are friends**
- 4- A- 3 b-2 c -1**

B-

- **Last week**
- **It is during English lesson**
- **We heard someone shouting because there is a fire**
- **I was frightened**
- **I ran out of the class**
- **They ran out of the class**
- **We called the police .**

D-

Dear Hend,

How is life? I,m writing to tell you what happened in school last week.

During the English lesson, we heard someone shouted “fire, fire”, I was frightened and ran out of the class. All the class ran away. Then, we called the police and people helped us.

Anyway, I must go now. Waiting for your letter.

Keep in touch,

Mona

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 **at** 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 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 of the verbs in brackets.

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

Score: / 8

E. Circle the correct words.

- That car has been here **since** / **for** yesterday morning. Is it yours?
- Frank and Sam 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?

- A: Hey, Tim. (1) **e**
- B: Not bad. (2) **b**
- A: 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.
- B: (3) **c** Your team is the best. You guys will probably win first place again this year.
- A: (4) **a** I don't think we're ready this time.
- B: Come on now.
- A: (5) **d**
- B: That's not like you.

Score: / 10

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...

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 e-mail 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!



The Answers:

Speak:

Have you ever been to any of these places?

Yes, I have been to The National Museum of Saudi Arabia

When did you go?

I went there last week

Write:

I have been to the National Museum of Saudi Arabia in Riyadh. It is one of the most exciting museums in the world. It has eight different floors. I can see manuscript, antiques and models of the two holy mosques of Makkah and Madinah.

I have been to Cairo. I visited the pyramids.

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 in the 6th century CE and that did not have a written form. Arabic is called the 'language of the Dād' because of the letter **د** which is unique to the Arabic language. In the past, only nomads or Bedouins, who travelled across the middle-eastern countries, spoke Arabic. It was thanks to Allah that Arabic spread around the world and now more than 250 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 Bedouins used it to write short stories and also used it in their meetings with people who spoke other languages.

Today, Arabic has 12 different spoken varieties, called dialects, and people in 28 countries use 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. Bedouins were the first to speak Arabic.
3. The first reason Arabic spread around the world is the Qur'an.
4. There are 28 different dialects of Arabic.
5. The text says that Arabic has borrowed some words from Turkish.

T
T
T
F
F



Discuss:

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

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.



p. 54



p. 57



p. 49



p. 52



p. 50

The Answers:

-Yes, I have

- Yes, I do. Yes, I have learnt many interesting things.

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.

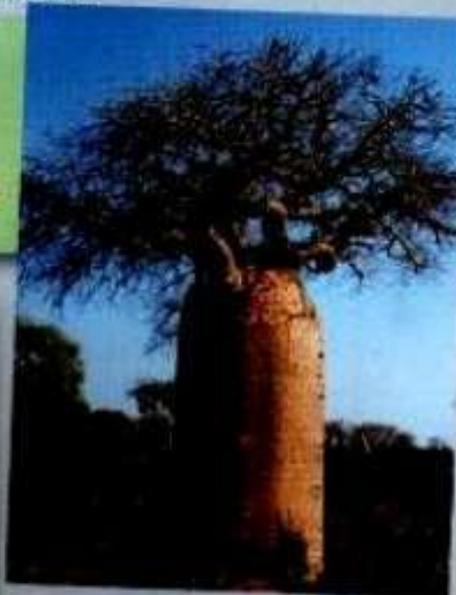
1. A plant that grows so fast you can see it grow.
2. A tree that holds over 100,000 litres of water.
3. A plant with square leaves that tastes like coffee.
4. A plant that traps and eats small animals.

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

The Answers:

B-

Enormous مخض

Survive نقي

Escape برهي

Trapped رصي

Climates ختم

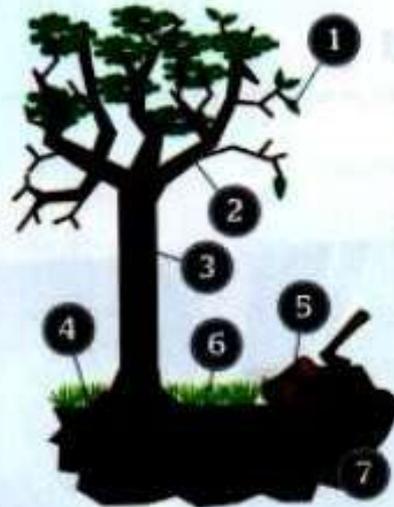
Record ليجست

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. **T**
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 picture. Then listen and check!



- trunk **3**
- branch **2**
- leaf **1**
- roots **4**
- grass **6**
- wood **5**
- soil **7**

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 170-173 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. | | | | |

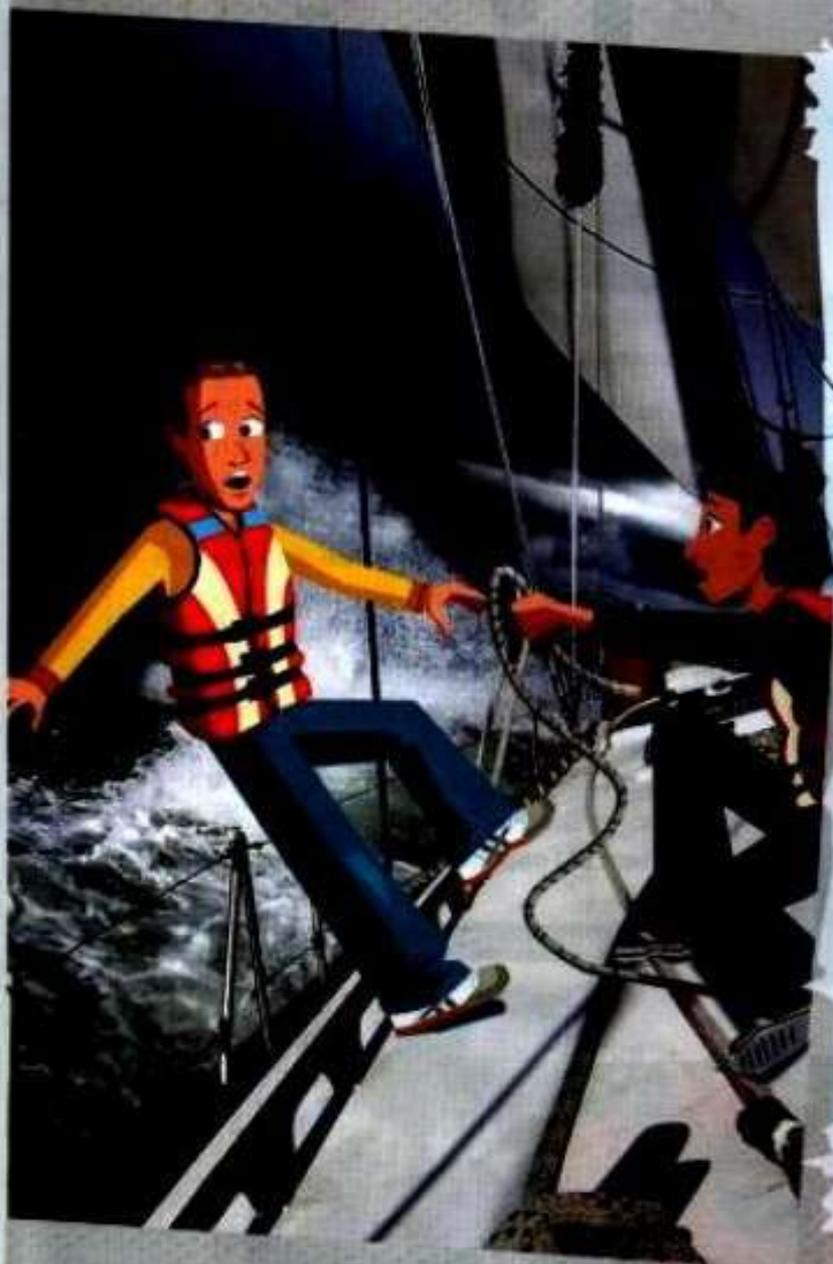
5 Speak

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.

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.



- All** Where has your uncle gone, Bill?
Bill He's down below, isn't he? Why?
All Well, the waves are getting quite big and look over there!
Bill Oh, no! That looks like a bad storm. Uncle Jack!
All Did you see that?
Tom Yep and there's the thunder.
All Uh-oh!
Jack What's up? Are you feeling seasick again, All?
All 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?
All Yes.
Jack Good. You all remember what to do on deck, don't you?
All 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! Heeeelp!
Tom Bill! Grab this rope!
All Quick thinking, Tom. Well done.
Bill Phew! That was a close shave.
All 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. | 5 |
| b. They hear a clap of thunder. | 2 |
| c. Bill's uncle decides it's best to go home. | 3 |
| d. Bill sees something in the water. | 4 |
| e. Bill apologises to Tom. | 6 |
| f. All and Bill see a storm coming. | 1 |

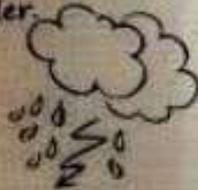
2 Vocabulary

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

Friday, 20th May

Last weekend's hiking trip was awful because of the bad weather! The sun was shining on Thursday morning when we started off, but as we got further up the mountain, the temperature dropped to about three degrees and the wind started blowing really hard. We could see huge black clouds in the sky. Then we saw some lightning and heard thunder.

A storm was coming, so we headed back immediately.



The temperature didn't rise again until we were near the bottom of the mountain. It rained for the rest of the day and the next day it was very foggy and we couldn't see a thing. Maybe we'll have better luck next time.



3 Grammar

Question tags

- You went sailing yesterday, **didn't you?**
- It isn't raining outside, **is it?**
- You have been to Taii, **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 174-175 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?

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



The Answers :

2-

shining: قرشم

degrees: تاجرد

blowing: بهت

lightening: نضت

rise: قرشت

foggy: بابض

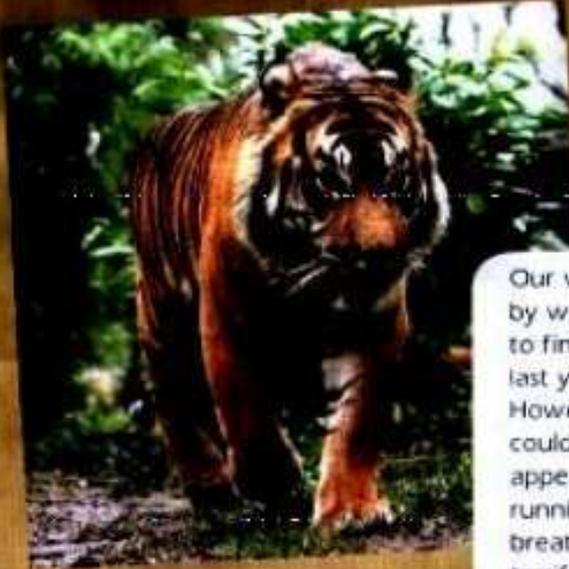
1 Read

A. Discuss.

- What do you think is the most dangerous animal? **The lion.**
- Has an animal ever attacked or chased you? **Yes.**
- If yes, how did you feel? **I was frightened.**

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 attacked them.



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



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

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



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



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 **was jumping** (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 **realized** (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 176-180 for extra grammar practice.

4 Speak

Work in groups of three. Imagine you took one of the photographs below. Write the story of what happened with the picture. Answer some of the questions below. You can use the prompts given.

- Where were you?
- What were you doing?
- Who were you with?
- What did you do after you took the picture?



• 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.

The Answers:

4-

- We were on the boat.
- We were fishing
- My friends
- The whale attacked us.

5-

B-

While we were fishing, we saw a whale. I decided to take a picture. Suddenly, the whale attacked us. We tried to scared it a way. To my surprise, it disappeared. I held my breath.

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.



- 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? **Yes, I heard about earthquake.**

Many houses were destroyed.

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.

Earthquake.

Monday, 27 December 2004

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.

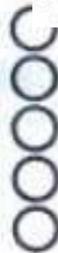
1. After Ron **had finished** (finish) his homework, he **went** (go) to the park with his friends.
2. **Had** Karim **come** (come) back from school when you **got** (get) home?
3. By the time the firefighters **arrived** (arrive), the building **had collapsed** (collapse).
4. The authorities **had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

Go to pages 181-184 for extra grammar practice.

4 Listen

A. Listen to a live news report that happened.

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



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

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

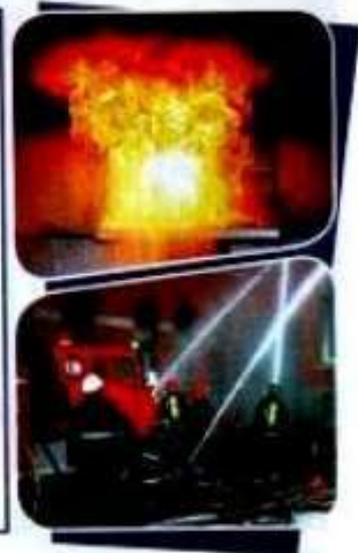
5 Speak

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?



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

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

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 | | | |

The Answers :

B-

- 1- 26 December, 2004.**
- 2- Earthquake under the Indian Ocean.**
- 3- Over ten countries, but Indonesia, India and Sri Lanka suffered the most.**
- 4- A science teacher warned them and they moved to higher ground.**
- 5- Port-au-Prince.**
- 6- They had rescued many people.**
- 7- They weren't enough doctors or medical supplies.**

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.



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. | <input type="radio"/> | e. Peter fainted. | <input type="radio"/> |
| b. Peter walked in the desert. | <input type="radio"/> | f. Peter saw a bird. | <input type="radio"/> |
| c. Peter flew away in a helicopter. | <input type="radio"/> | g. Peter tried to call for help. | <input type="radio"/> |
| d. Peter got very thirsty. | <input type="radio"/> | h. Peter found an oasis. | <input type="radio"/> |

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?

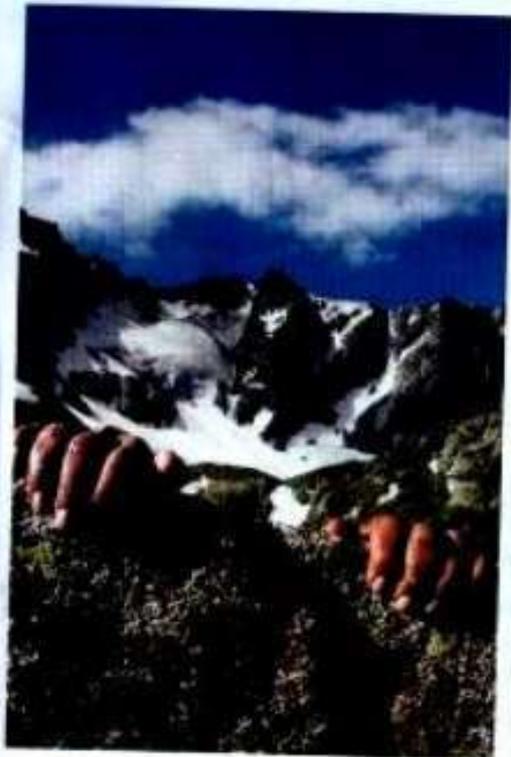


The Answers :

3-

A-

- 1- Past simple and past progressive.
- 2- So, while, when, and.
- 3- Suddenly, fortunately.
- 4- Narrating the events in order.



Where's Sam?

Last summer Henry and his twin brother, Sam, camping in the mountains with their friends. One morning, Sam 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 Sam?' He looked very frightened. In the beginning, the other boys thought that he had had a nightmare. However, when they saw that Sam 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 Sam 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! Sam was hanging off the edge.

Fortunately, Henry found his twin just in time. He pulled his brother up and hugged him. He was relieved. Sam 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

1. I heard a loud noise. I ran outside.

When I heard a loud noise, I ran outside.

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

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

3. The train left. Hamid arrived at the station.

By the time Hamid arrived the station, the train had left.

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

The boys are in big trouble because they broke the neighbor's window.

5. Mike was exhausted. He stopped hiking.

Mike was exhausted so he stopped hiking.

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.

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

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 Kelly **had cleaned** (clean) the bird cage, her parrot **escaped** (escape).
- The man **hid** (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, I **didn't broke** (not break) anything.
- As soon as Mrs Robins **had seen** (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 **realized** (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 airport. 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) **e**

Mark Sure. What's in here?

Jim Glasses. (2) **d**

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) **f** These are my favourite glasses.

Score: /8

Speak

You have invited your friends to your house. What had you done before they came to your house?

- 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...

I hadn't...

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.



The Answers :

Speak:

-Had you gone to the supermarket before they come to your house?

Yes, I had.

- Had you bought soft drinks before they come to your house?

No, I hadn't.

- Had you made sandwiches before they come to your house?

No, I hadn't.

- Had you bought new computer games before they come to your house?

Yes, I had.

Write:

I had gone to the supermarket before they come to my house.

I hadn't bought soft drinks before they come to my house.

I had bought new computer games before they come to my house.

I hadn't made sandwiches before they come to my house.

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.

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!

GOULASH

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).

Miso is a Japanese food that you can make by cooking rice, soya beans and salt together for a long time until they are very soft. The result is a thick paste or spread. The Japanese usually add it as an ingredient to many of their dishes, but mostly in miso soups. These soups contain other ingredients too, like fish or mushrooms. Japanese people drink the soup from the bowl and eat the other ingredients with chopsticks. This kind of soup is very light and full of vitamins, so it's very good for you.

MISO

1. Why is *bokhari* full of aroma?
2. Where do people use *shaiba* leaves?
3. When do Saudis eat *bokhari*?
4. What is a tortilla?
5. What is *salsa verde*?
6. What does goulash include?
7. When is the best time to eat goulash?
8. How do you make miso?
9. How do the Japanese eat miso soup?

The Answers:

- 1- As it contains cinnamon, clove, cumin, nutmeg, cardamom and shaiba.
- 2- In Saudi cooking or even in coffee.
- 3- Eid al-fitr.
- 4- Kind of flat bread.
- 5- A green sauce with milk.
- 6- It includes a variety of ingredients like beef, potato, tomatoes and onions.
- 7- Cold nights.
- 8- By cooking rice, Soya beans and salt together for a long time until they are soft.
- 9- They drink the soup from the bowl.

1d Group Survey

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

Do you...?

like / baggy trousers



like / checked, striped, spotted T-shirts



wear / formal clothes



create / own / clothes



like / sparkly trainers



| | 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.



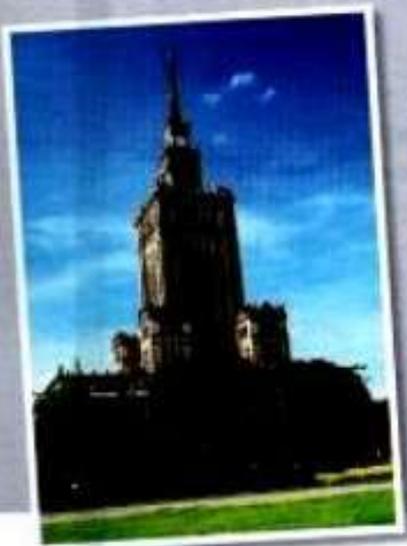
B. Report your answers to the class.

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



2a Student A

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?



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: _____
 age: _____
 age when started: _____
 frequency of lessons: _____
 hours of studying: _____

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: _____

4e Story

A. Work in groups of three. Look at the pictures a-f which show what happened to Mark. The pictures are out of order. 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.

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 -ly to the adjective. | <i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i> |
| Adjectives ending in a consonant + -y , drop the -y and take -ily . | <i>easy</i> → <i>easily</i> |
| Adjectives ending in -le , drop the -e and take -ly . | <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 happy - happier - happiest 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 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 | better | best |
| bad/badly | worse | worst |
| far | farther/further | farthest/furthest |
| many/much | more | 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, **no, every** but they are not followed 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 | he/she/it | work/go? |
| | we/you/they | |

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 | use to play? |
| | we/you/they | |

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.

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> |
| 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.

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.
Sam, 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.

Module 4

Prepositions of Time

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

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. |

Prepositions of Place

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

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> |

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 Winchester

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.

Prepositions of Movement

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

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 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.

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
- Read the text carefully to understand
- 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.

1a

be lost
come along
come round
fancy doing sth
get hold of sb
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
followed by
gorgeous
holy
ideal
last (v)
landscape
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
 piece
 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
 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
 be informed
 business
 by chance
 definition
 develop
 enter
 for instance
 foreign
 frequently
 international
 non-native
 official language
 panic
 population
 series
 several
 take care of
 thanks to
 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/ e-mails

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
involve
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
exhauster
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 | | | |