

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

Full Blast 6

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KSA Edition

كتاب الطالب Student's Book

شامل كتاب التمارين والقواعد

Including Workbook
and Grammar Book

Student's Book

Modules	Vocabulary	Structures	Functions
Module 1 Nowadays page 5	<ul style="list-style-type: none"> • Conversational English • Words/Phrases used in telephone conversations • Words related to sports and fitness • Words easily confused • Words related to technology • Words related to magazines • Adjectives ending in -ful, -less 	<ul style="list-style-type: none"> • can / could / may / will / would • must / have to / need (to) / can't • can / could / be able to • could / may / might • must / can't • Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> • Talking on the phone • Making requests and offers • Asking for, giving and refusing permission • Expressing possibility • Expressing ability • Expressing obligation, lack of obligation and prohibition • Making deductions • Understanding the features of a webpage • Expressing opinion • Expressing advantages or disadvantages
Cross-curricular page: Science and Technology Museums page 18			
Module 2 It's a fact page 19	<ul style="list-style-type: none"> • Words related to water and environmental problems • Conversational English • Expressions with 'way' • Words related to celebrations 	<ul style="list-style-type: none"> • The article 'the' • Full and Bare Infinitive • -ing form • The verb <i>should</i> 	<ul style="list-style-type: none"> • Discussing facts • Inviting and making arrangements • Describing festivals / celebrations / events
Cross-curricular page: The Solar Project page 32			
Module 3 Challenge page 33	<ul style="list-style-type: none"> • Words related to crime • Phrasal verbs 'turn' • Conversational English • Words related to fundraising and competitions 	<ul style="list-style-type: none"> • Subject - Object Questions • Reflexive Pronouns • Conditional Sentences Type 2 	<ul style="list-style-type: none"> • Asking for confirmation and expressing surprise • Understanding instructions • Asking for and giving advice • Talking about imaginary situations • Understanding dictionary entries • Expressing enthusiasm
Culture page: Mohammad, The Messenger of Mercy page 46			
Module 4 Have a nice trip! page 47	<ul style="list-style-type: none"> • Types of holiday • Conversational English • Expressions with 'time' • Words related to holiday misfortunes • Opposites (un-, dis-, im-) • Words related to gestures 	<ul style="list-style-type: none"> • Clauses of result (so/such) • Reported Speech (Commands, Requests) 	<ul style="list-style-type: none"> • Reporting • Narrating events and experiences • Discussing cultural differences • Asking for information
Culture page: Attracting Visitors from Near and Far page 60			
Pair work Activities p. 61 Grammar Reference p. 64		Learning Tips p. 67 Word List p. 69	Irregular Verbs p. 72

Workbook

Module 1	page 74
Project page 84	
Module 2	page 85
Project page 96	
Module 3	page 97
Project page 107	
Module 4	page 108
Project page 118	

Grammar Book OPTIONAL

Module 1	page 130
Module 2	page 145
Module 3	page 155
Module 4	page 164

Consolidation (Modules 1-4) p. 119
Self-assessment p. 123
Tracklist for Student's CD p. 172

Reading	Listening	Speaking (Pronunciation*)	Writing
<ul style="list-style-type: none"> A fitness centre's Internet home page A magazine page: <i>How to make a magazine</i> An article about robots 	<ul style="list-style-type: none"> Three voicemail messages A reporter at a science fair Four monologues about television 	<ul style="list-style-type: none"> Class discussion Pair work 	<ul style="list-style-type: none"> A paragraph expressing opinion A short description of an invention A paragraph discussing the advantages and disadvantages of watching TV <p>Developing skills:</p> <ul style="list-style-type: none"> Linking words/phrases (to list points)
<ul style="list-style-type: none"> A magazine page: <i>H₂O</i> A Q&A column of a magazine: <i>Environment</i> A health magazine interview: <i>Feeling sleepy?</i> 	<ul style="list-style-type: none"> A radio programme about a country in South America Four monologues describing dreams Two dialogues about Spring Festivals 	<ul style="list-style-type: none"> Pair work Class discussion <p>* Stressed syllables</p> <p>* /el, h/</p>	<ul style="list-style-type: none"> A paragraph about your country An email inviting, giving information and making arrangements A short description of a dream A description of an event <p>Developing skills:</p> <ul style="list-style-type: none"> Planning paragraphs
<ul style="list-style-type: none"> A comic strip about a theft Advice Blog A magazine article about <i>The Organisation of Islamic Cooperation</i> 	<ul style="list-style-type: none"> A dialogue following an instruction manual A dialogue between two friends about a problem A TV report on Helping Africa Day Three short exchanges 	<ul style="list-style-type: none"> Group work: The alibi game Pair work Class discussion <p>* Pronunciation of <i>gh</i> (/t/ or silent)</p>	<ul style="list-style-type: none"> A letter asking for advice A letter giving advice An email based on prompts <p>Developing skills:</p> <ul style="list-style-type: none"> Expanding notes
<ul style="list-style-type: none"> A feature article: <i>And you call that a holiday?</i> A blog about a holiday that went wrong A magazine article: <i>Travel tips: Cultural differences</i> 	<ul style="list-style-type: none"> A dialogue about a holiday Four monologues about holiday experiences A man calling a travel agency 	<ul style="list-style-type: none"> Pair work Role play (travel agent and customer) <p>* Stress and meaning</p>	<ul style="list-style-type: none"> An account of a true event A semi-formal email asking for information <p>Developing skills:</p> <ul style="list-style-type: none"> Using indirect questions Editing one's writing

الأنشطة والتمارين غير المقررة على مدارس تحفيظ القرآن الكريم

The omitted activities and exercises for the Quran Memorization Schools:

Student's Book

Cross-curricular page: Science and Technology Museums.....	p. 18
Cross-curricular page: The Solar Project	p. 32
Culture page: Mohammad, The Messenger of Mercy.....	p. 46
Culture page: Madain Saleh	p. 60

Workbook

Project 1.....	p. 84
Project 2.....	p. 96
Project 3.....	p. 107
Project 4.....	p. 118
Consolidation: Modules 1-4.....	pp. 119-122
Self-assessment	pp. 123-124

Grammar Book

Modules 1-4	pp. 129-171
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1

Nowadays



Discuss

- What gadgets and machines exist now that your parents didn't use to have?
- What do you think life will be like in the future?

In this module you will...

- learn language related to phone calls
- learn to make requests and offer to help
- learn to ask for give and refuse permission
- learn to express possibility and ability
- learn to express obligation, lack of obligation and prohibition
- learn to make deductions
- learn to use the passive voice
- talk about various aspects of modern life (illness, technology, processes)
- learn about the features of a website
- learn to present an argument
- learn to write a paragraph expressing your opinion

Where can you find the following in this module?

Go through the module and find the pictures.



2

It's a fact



Through

- What facts do you know about water?
- What do you like learning facts about?
- Where do you get information from?

Where can you find the following in this module?

Go through the module and find the pictures.



In this module you will...

- discuss scientific facts
- learn to invite and make arrangements
- learn to write an email of invitation
- learn to express purpose
- talk about dreams
- talk and write about a festival/celebration event

3

Challenge



Discuss

- How do you feel when you manage to do something difficult?
- Do you enjoy a challenge?
- What's the most difficult thing you've ever done?

Where can you find the following in this module?

Go through the module and find the pictures.



In this module you will...

- learn to ask different kinds of questions
- learn to give and follow instructions
- learn to ask for and give advice
- write a letter asking for advice
- write a letter giving advice
- talk about imaginary situations
- learn to read dictionary entries
- learn to write an email based on prompts

4

Have a nice trip!



Discuss

- Do you like travelling? Why/Why not?
- How do you usually travel?

In this module you will...

- learn to report statements, questions, commands and requests
- talk about different types of holiday
- talk about misfortunes
- write an account of a true event
- learn about cultural differences
- learn to distinguish between formal and informal language
- learn to write a formal letter asking for information

Where can you find the following in this module?

Go through the module and find the pictures.



1

Nowadays



Discuss:

- ▶ What gadgets and machines exist now that your parents didn't use to have?
- ▶ What do you think life will be like in the future?

In this module you will...

- ▶ learn language related to phone calls
- ▶ learn to make requests and offer to help
- ▶ learn to ask for, give and refuse permission
- ▶ learn to express possibility and ability
- ▶ learn to express obligation, lack of obligation and prohibition
- ▶ learn to make deductions
- ▶ learn to use the passive voice
- ▶ talk about various aspects of modern life (fitness, technology, processes)
- ▶ learn about the features of a website
- ▶ learn to present an argument
- ▶ learn to write a paragraph expressing your opinion

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



The answers:

Discuss:

What gadgets and machines exist now that your parents didn't use to have?

Nowadays there are tablets, smartphones, touchscreen gadgets, Wi-Fi, webcams, etc that didn't exist when my parents were my age.

What do you think life will be like in the future?

Perhaps more gadgets and machines will make our lives easier, both at work and at home. Also, I think travelling will become a lot faster, easier and cheaper.



1a

Give me a call

Lesson Link



www.len.edu.sa

1

Read

A. Look at the pictures. Why do you think Tom is ringing these people? Listen to the dialogues and check. Then read them out in groups.



Frank Mobiworld. Good afternoon. Frank speaking. How may I help you?
Tom Hello, could I speak to Alex, please?
Frank I'm afraid he's not here today. Can I take a message?
Tom No. It's OK.
Frank Maybe I can help.
Tom I ordered a smartphone last week, and I'd like to know if it has arrived.
Frank What's your name?
Tom Tom Fielding.
Frank Let me see... Ah, yes. Here it is.
Tom Great!
Frank If you're planning to collect it today, you'll have to be here before 5.30, because we close then.
Tom No problem.

Mr Khaled Hello?
Tom Ali! Do you want to come to the shops with me?
Mr Khaled Hi, Tom, it's Ali's dad here.
Tom Oops! Sorry, Mr Khaled. Could I speak to Ali?
Mr Khaled He's playing table tennis with a friend at the youth club. Try his mobile.
Tom No. It's OK. Thanks anyway.

Bill Tom! How's it going?
Tom Fine. Fancy going to Mobiworld, Bill?
Bill To get your new smartphone?
Tom Yeah, it's just...
Bill Did you go for the 16GB or the 32GB?
Tom 32GB. But...
Bill That'll come in handy. And you've got Wi-Fi at home, so with all that memory, you can download...
Tom Listen Bill, I'm in a hurry. If you want to come along, we need to leave now so we can catch the bus. The shop closes at...
Bill We don't have to take the bus. My dad is going down to the shops. He can give us a lift. Dad! Will you take Tom and me to the shops?... He says OK.
Tom Brilliant.
Bill We'll pick you up in five minutes.
Tom OK.

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

- | | |
|-------------------------|--|
| 1. go for | a. collect, often by car, somebody that is waiting for you |
| 2. come in handy | b. choose |
| 3. be in a hurry | c. be useful |
| 4. give somebody a lift | d. take somebody to a place by car for free |
| 5. pick somebody up | e. need or want to do something more quickly than usual |

C. Read again and answer the questions.

- Who helped Tom at Mobiworld last week?
- Does Frank manage to help Tom out in the end?
- Why does Tom have to be at the shop before 5.30?
- Who is Mr Khaled?
- Why can't Tom speak to Ali?
- What does Mr Khaled tell Tom to do?
- How many gigabytes of memory has Tom's new smartphone got?
- How are Tom and Bill going to get to the shops?

The answers:

1 –

A:

Tom is ringing

Mobiworld to ask a shop assistant if his Smartphone has arrived.

Mr Khaled to ask Ali to go to the shops with him.

Bill to ask him to go with him to Mobiworld.

C:

1- Alex

2- Yes, he does.

3- Because they close after 5:30

4- Ali's dad

5- Because he is playing table tennis with a friend at the youth club

6- He tells him to try his mobile.

7 - It has got 32gb

8- Bill's dad is going to give them a lift.

1 Read

Comprehension questions:

Is Alex at Mobiworld?

No, he isn't.

What is Ali doing?

He is playing table tennis with a friend.

Does Bill want to go to Mobeworld with Tom?

Yes, he does.

Who is also going down to the shops?

Bill's dad.

Post-reading

Have you got a mobile phone? How many gigabytes of memory has it got?

Yes, I have. It's got 16gb, but I want to get a new one with a bigger memory.

What do you use your mobile for?

I use it to make phone calls, send messages and check my mail, but also as a calculator, a calendar and an alarm.

2 Vocabulary

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

engaged call back wrong hung message pick dial returning

1.

A: Hello?

B: Hi, could I speak to Tariq, please?

A: I'm sorry, he's just gone out. Do you want to leave a

(1) _____?

B: Well, it's strange. I gave him a

(2) _____ earlier on his mobile

and he just (3) _____ up. I tried

again but he didn't (4) _____ up.

Now it's (5) _____.

A: Yeah, his mobile's got a problem. He's taking it

back to the shop now. Why don't you call

(6) _____

in an hour or so?

B: OK, thanks.

2.

A: Hello?

B: Could I speak to Kate?

A: Kate who?

B: Kate Robson. She rang me this morning and now I'm

(7) _____ her call.

A: I think you have the (8) _____

number. What number did you want to

(9) _____?

B: 020 7622 3489.

A: Well, this is 020 7622 4489.

B: Oh, I'm so sorry.

A: No problem.

3 Grammar

can / could / may / will / would

- *Can / May I help you?*
- *Can / Could / May I use the phone?*
- *Can / Could / May I have some water?*
- *Can / Could / Will / Would you take out the rubbish?*

must / have to / need (to) / can't

- *I must / have to be home by six o'clock.*
- *I need to make a phone call.*
- *You mustn't / can't walk on the grass. Look at the sign.*
- *You don't have to / don't need to / needn't cook tonight. We're going out.*

NOTE To express obligation in the past, we use **had to**.
To express obligation in the future, we use **will have to**.

Circle the correct words.

1. A: Your printer is broken. You'll have to / must take it back to the shop.

B: Oh, no. Could / May you take it for me? I'm very busy today.

A: No, sorry, I can't. But you don't have / needn't to take it today. You can go at the weekend.

2. A: Would / May I borrow your mobile? I want to take a picture.

B: You mustn't / don't need to use my phone. I have my camera with me.

A: Great. I want both of us in it. Excuse me, may / could you take a picture of us?

C: Sure.

3. A: I mustn't / don't have to forget to give Sandy a call later. She rang me earlier but I must / had to hang up because there was someone at the door.

B: Call her now.

A: No, I can't. I need / must tidy up my room quickly before my parents get home. Will / May you help me?

Go to pages 130-134 for extra grammar practice.

4 Listen

Mr White's children left messages on his voicemail. Listen and complete the sentences.

- Today is _____.
- Mr White doesn't need to give _____ a lift home.
- Tim doesn't need to borrow _____ any more.
- Tim thinks _____ took his _____ this morning.
- Tim's camera _____ and doesn't work.
- John asks for _____.
- John offers to _____ for a whole month.

5 Speak

Talk in pairs.

Student A: Imagine you are ringing Student B to talk about something, but he/she isn't picking up his/her mobile. Leave a voicemail message and wait for him/her to return your call.

Student B: When Student A rings you, listen to him/her as he/she leaves a voicemail message. Then ring Student A and discuss the message he/she left.



Vocabulary:

1:

1 – message

2 – call

3- hung

4 – pick

5 – engaged

6 – back

2:

7 – returning

8 – wrong

9 – dial

4 listen

1 – Tuesday

2 – Mark

3 – money

4 -John - camera

5 – got wet (in the rain)

6 – some money / a favour

7 – wash the car

5 speak



Machine: Hi, this is Peter, I'm not here at the moment. Please leave a message and I'll call you back as soon as I get home. Beep!

Gary: Hi Peter, it's Gary. I'm calling to ask you if you have any plans tonight. Some friends are coming over tonight to play computer games. What do you think? Call me!

Peter: Hello, Gary?

Gary: Oh, hi Peter!

Peter: I just got your message. Thanks for the invitation!

Gary: You're welcome. So, are you free?

Peter: Sure! What time are you getting together?

Gary: At about 7.

Peter: OK. See you then!

1 read

Comprehension questions:

When did GO4IT centre open?

In 2003.

What did Jake Lewis want?

He wanted to use his experience as a PE teacher to help kids more.

What kind of machines has the centre got?

All the standard gym equipment plus 'gaming machines'.

What can you do instead of running on a treadmill?

You can race your friends through a jungle.

Can you name some of the centre's facilities?

Free Wi-Fi, a study centre and a café.

How many new centres are they opening?

Three.

How much is the price of membership for three months?

€150 plus a €109 membership fee.

Did Eric Bradshaw use to go to the gym a lot?

No, he used to be really unfit.

What was the reason Paul Peters started going to GO4IT?

The gaming machines.

Post-reading

Would you go to GO4IT centre? Why? / Why not?

Yes, I would, because I think it would make me think of exercise as a fun way to spend an afternoon. / No, I wouldn't, because this type of activity is not for me.

What do you think about the prices at GO4IT?

I think they are OK, if you think about what it offers.

What gaming machine would you like to use?

I would like to try the race through the jungle, because I like nature and I would love to combine it with exercise.

What's your opinion on GO4IT?

I think it's a clever idea to get teenagers interested in exercise.



1b

Fitness and fun

1 Read

A. Discuss.

- Do you work out? How? / Where?
- Do you know any computer games that help people keep fit?

B. Scan the website quickly and answer the questions.

1. What is the website about?
2. Where do you click if you want to find out more about the centre's facilities?
3. Where do you click if you want to become a member?
4. Where do you click if you want to write an email to GO4IT?
5. What information do members of GO4IT need to give to log in?

GO4IT! FITNESS CENTRE

MEMBER LOG IN

USERNAME:

PASSWORD:

LOG IN

HISTORY
Jake Lewis opened the GO4IT centre in 2003. He was a PE teacher for 15 years and he wanted to use his experience to help kids more. [Read more](#)

PHILOSOPHY
It's simple. The best way to get teenagers to exercise is to make working out fun. 'I used to see a lot of overweight kids who needed a good workout and I thought there must be some way to get them into the gym,' says Jake Lewis. 'So, I brought exercise and technology together, and created GO4IT.' [Read more](#)

WHAT WE OFFER
We have all the standard equipment you find in a gym, but we also have 'gaming machines'. So, instead of just riding an exercise bike or running on a treadmill, you can race your friends through a jungle. Or have a table tennis competition on one of our arcade games. Try it! You just might like it and stick to it. All games are up-to-date and loads of fun! [Read more](#)

FACILITIES
We have free Wi-Fi, a study centre and a café serving tasty, healthy food and fruit juices. [Read more](#)

NEW CENTRES
We are opening three new centres in the city later this year. So, soon you will be able to find a fitness centre near you. [Read more](#)

Membership Fee
(includes free session with a personal trainer)

€109

1 month €50

6 months €250

MEMBERS' COMMENTS:

'I used to be really unfit. But since I joined GO4IT, I love working out. I've also joined an athletics club where I run the 400m. My coach wants me to run in next month's local championship. Who knows? I might even win a medal. And it's all because of GO4IT.'

Eric Bradshaw, aged 16

'I started going to GO4IT just for the gaming machines, but now I love all the equipment there. I've become really energetic and I can't get enough.'

Paul Peters, aged 15

A:

Do you work out? How? / Where?

Yes, I do. I jog in the park/I exercise at the gym/I use my exercise bike at home every week.

Do you know any computer games that help people keep fit?

Yes, there are many computer games nowadays that help you exercise at home by showing you what to do, like a personal trainer

B:

1. It is about a fitness centre
2. I click on (Read more) next to facilities
3. I click on (MEMBERSHIP)
4. I click on (CONTACT US)
5. They need username and password

2 Vocabulary

Circle the correct words.

- Robert is practising / working out at the gym again. He wants to lose weight.
- My brother is practising / working out for his art exam.
- Ahmed couldn't take part / place in the race because he has broken his leg.
- The swimming finals are taking part / place in Brighton this year.
- Ahmed always wins / beats me at tennis because he's a better player.
- The school basketball team won / beat yesterday's game.
- All the champions / athletes in the 800m final were from Africa.
- Lewis Hamilton is the youngest Formula One World Champion / Athlete.
- Usain Bolt won three gold prizes / medals in the 2012 Olympics.
- My brother won first prize / medal in the art competition.



3 Grammar

can / could / be able to

- I can / am able to use a computer very well.
- Nancy couldn't / wasn't able to finish her project last night.
- If you start training now, you will be able to take part in the tennis tournament.

could / may / might

- I saw Ameer at the gym half an hour ago. He could / may / might still be there.

must / can't

- Abdullah has been working out all day. He must be really tired.
- Eddie had lunch about an hour ago. He can't be hungry.

Circle the correct words.

- Fay couldn't / wasn't able find her keys, so she got in through an open window.
- Robert must / can't have a cat. He hates cats.
- If you start taking Spanish lessons, you will be able to / can speak Spanish in a few months.
- Andy must / can't be out. His car isn't in the garage.
- I'm not feeling very well, so I may / may not come to school tomorrow.
- Saleh might / must beat Danny at tennis if he continues to play well.

Go to pages 135-138 for extra grammar practice.

4 Speak & Write

A. Talk in pairs. Which is better, running outside in the park or running at home on a treadmill? Discuss and give your opinion. Think about the ideas given.

*In my opinion, running in the park is better than running on a treadmill because you are able to...
I don't think running... is... because...*

- the people you meet
- how interesting the activity is
- the time of day it can be done
- the weather conditions
- the cost

C. Now listen, read and write T for True, F for False or NM for Not Mentioned.

- A teacher opened the first GO4IT fitness centre.
- Jake Lewis wanted to find a fun way for teenagers to exercise.
- You can't find traditional gym equipment at GO4IT.
- There's a place where you can do your homework at GO4IT.
- The new GO4IT fitness centres will be bigger and better.
- If you join GO4IT, the first session is free.
- GO4IT helped Eric Bradshaw become a better athlete.
- Paul Peters doesn't enjoy the gaming machines any more.

B. Read the information below and write a paragraph presenting an argument about the issue above.

When you're writing a paragraph presenting an argument, use phrases like:

- In my opinion...*
- I (definitely) think...*
- I don't think...*
- In my view...*
- I believe...*
- There are a lot of good/bad things about...*

C:

1 – T

2 – T

3 – F

4 – T

5 – NM

6 – T

7 – T

8 – F

4 SPEAK & WRITE

Running in the park:		Running at home on a treadmill:
Advantages	<ul style="list-style-type: none"> • fresh air • beautiful scenery • you can meet people • you can run with friends • cheap form of exercise 	<ul style="list-style-type: none"> • you can run any time of day/ night • safe • can run in any weather • you can watch TV at the same time
Disadvantages	<ul style="list-style-type: none"> • weather dependent • can be dangerous • boring if you have no company 	<ul style="list-style-type: none"> • expensive to buy • lonely form of exercise • it's bulky, takes up a lot of space • can get boring, no change of scenery • no fresh air • don't have the chance to meet people • can't socialise • most people stop using it eventually

B:

In my opinion, running at home on a treadmill is much better than running in the park. First of all, if you are at home, you feel more comfortable because you don't depend on the weather.

You can exercise any time you want and do something else at the same time, for example, watch TV. In my view, there are a lot of good things about exercising at home. It's easier to run on the treadmill than on the ground, and it's safer, too.





1c

Hot off the press

1

Read



A. Look at the pictures and read the captions a-e. Put them in order. Then listen and check your answers.

Planet Earth

Behind the scenes

This week, Planet Earth shows you how the nation's 'greenest' magazine is created.



c 1

First of all, writers and editors get together for a big meeting. Possible topics, such as global warming or recycling, are discussed, as well as ideas for articles for the next issue.



a 3

Graphic designers plan and design the layout of the magazine on computers and try to make every page look professional and appealing. This involves inserting pictures and photos, changing fonts, and doing all that's necessary to get the visual result the company wants. Lots of changes are made at this stage to make sure everything is perfect.



d 4

The magazine is saved on a disk and sent to the printers. Then, a few copies are printed and they are checked for any spelling mistakes or other errors. After that, thousands of copies are printed and packaged in boxes.



e 5

Lastly, the magazines are delivered to shops and sold all over the country. Then, you can buy them and enjoy them!



b

Reporters and photographers get to work. Lots of scientists and researchers, as well as ordinary people, are interviewed. Photographs are taken and articles are written.

B. Read again and answer the questions.

1. What do they discuss at the first meeting?
2. Who designs the layout of the magazine?
3. How do they send the magazine to the printers?
4. What happens after they print the magazines?
5. Where do they deliver the magazines?

1 READ

B:

1. Possible topics as well as ideas for articles for the next issue.
2. Graphic designers.
3. They save it on a disk.
4. The magazines are packaged in boxes.
5. They deliver them to shops all over the country.

Comprehension questions:

What is “Planet Earth”?

It's the nation's greenest magazine.

What is the first thing that writers and editors do?

They get together for a big meeting.

What are some examples of the topics they may discuss?

Global warming or recycling.

What do reporters do?

They interview scientists, researchers and ordinary people.

What do graphic designers try to make?

They plan and design the layout of the magazine on computers and try to make every page look professional and appealing.

Why do they make lots of changes at this stage?

Because they want to make sure that everything is perfect.

Why do they print a few copies first?

Because they want to check them for spelling mistakes or other errors.

Post-reading

Do you read magazines?

Yes, I do.

What is your favorite magazine?

It's called "Science Issues".

What do you like reading in a magazine?

I like reading articles about new inventions.

Do you find the job of a reporter exciting interesting, etc?

Yes, I do. I think I'd love to be a reporter because I would learn about new things all the time.

Would you like to work for a magazine?

Yes, I would because I think it would be a very interesting job.

2 Vocabulary

Complete the sentences with the words in the box.

issue printed deliver appealing errors interviewed global

- Some supermarkets offer to _____ your shopping to your home.
- This is the 10,000th _____ of this magazine.
- The reporter _____ Dr Ethan Mack for *SciencePlus* magazine.
- You should check your work for _____ before printing it.
- During the meeting, the editors of the magazine decided to write about _____ warming.
- How can I make my project more _____?
- Every card in this shop is _____ with a special message.

3 Grammar

Present Simple Passive

FORMATION	EXAMPLES
I am	Thousands of copies are printed every month.
He/She/It is called	Is French spoken by a lot of people in Canada?
We/You/They are	Medals aren't given to people who come fourth.



Complete with the present simple passive of the verbs in brackets.

- This TV programme _____ (watch) by millions of people.
- My cat _____ (not call) Bruce. His name is Butch.
- At my office, the rubbish _____ (take) out every night.
- _____ computers _____ (use) in your school?
- These cars _____ (sell) all over the world.
- Many different sports _____ (play) at this stadium.



4 Listen

A. Listen to an interview with the editor of *Planet Earth* magazine. What is the main topic of the interview? Choose a, b or c.

- What the editor of *Planet Earth* magazine does every day.
- What makes *Planet Earth* magazine popular.
- How *Planet Earth* articles are written.

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

- Planet Earth* sells over a million copies every month.
- Oliver used to be a graphic designer for *Planet Earth*.
- Only teenagers between 13 and 17 read *Planet Earth*.
- Planet Earth* gives away a free poster every month.
- Planet Earth* isn't designed and printed in the same building.

(F)

(F)

(F)

(T)

(T)

5 Speak & Write

A. Talk in pairs. Read the prompts and try to make true sentences. Discuss them using the passive voice, as in the example. Then check your answers with your teacher.

Spanish - speak - Brazil / Argentina

1 million / 1 billion - text messages - send - the UK - every week

CDs - make - of - plastic / metal

Sushi - eat - China / Japan

Cricket - play - England / the USA

2 million - new - motorbikes / cars - buy - the USA - every year

*I think Spanish is spoken in Brazil.
No, I don't think so. I think it's
spoken in Argentina.*

B. Use some of the prompts above and write four true sentences.

Spanish is spoken in...

Vocabulary

1 – deliver

2 – issue

3 – interviewed

4 – errors

5 – global

6 – appealing

7 – printed

Grammar

1 – is watched

2 – isn't called

3 – is taken

4 – Are – used

5 – are sold

6 – are played

5 Speak & Write

A:

A: I think Spanish is spoken in Brazil.

B: I don't think so. I think it's spoken in Argentina.

A: What about text messages in the UK? I think 1 billion are sent every week.

B: Yes, I agree with you.



A: And are CDs made of metal?

B: Of course not. They're made of plastic.

A: I think sushi is eaten in China.

B: No, it isn't. It's eaten in Japan.

A: oh, OK.

B: What about cricket?

A: Well, I think it's played in England.

B: OK, and I think 2 million new cars are bought in the USA every year.

A: I agree.

B:

Spanish is spoken in Argentina.

1 billion text messages are sent in the UK every week.

CDs are made of plastic.

Sushi is eaten in Japan.

Cricket is played in England.

2 million new cars are bought in the USA every year.



1 Warm-up

Discuss.

- Would you like to have a robot at home?
- How would it help you or your parents?

2 Read

A. Before you read the text, can you guess which of the following topics will be mentioned? Then listen, read and check your answers.

science fiction household chores
sports work health computers

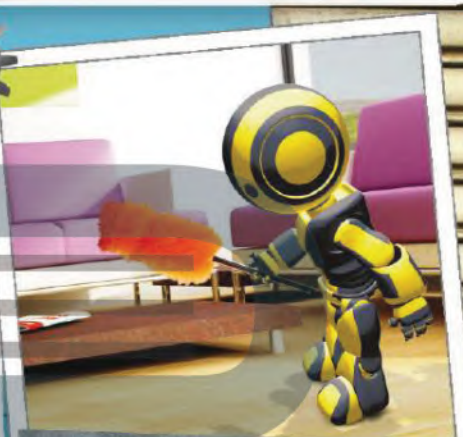
ROBOTS

Robots have been around for many years. They do jobs that are boring or too dangerous for humans. But robot technology is just beginning. We have lots more to see during the 21st century.

Traditionally, people have thought that robots are machines that look like humans. However, most of the world's robots look very different. About 3.5 million **domestic** robots exist in various shapes and sizes. They can Hoover, mow the lawn or do other jobs around the house. Also, about 1 million **industrial** robots are found worldwide. These large machines are used to perform accurate tasks very quickly in factories. There are also telerobots that are controlled from a distance and are used by doctors in surgery, and by the police and military to disarm bombs safely. Japan is the robot capital of the world, with 30% of the world's robots.

Robots have appeared in many books. In fact, the word *robot* was first used by the Czech writer Karel Čapek in his 1920 work *Rossum's Universal Robots*. *Robota* in Czech means 'forced labour'. In recent times, **fictional** robots are still very popular.

Robots are becoming more and more **intelligent** and scientists predict they will create a robot brain soon. But will there come a time when robots are more intelligent than humans?



THREE LAWS OF ROBOTICS

1. A ROBOT MAY NOT HARM HUMANS.
2. A ROBOT MUST OBEY HUMANS, UNLESS THIS GOES AGAINST LAW 1.
3. A ROBOT MUST PROTECT ITSELF, UNLESS THIS GOES AGAINST LAWS 1 AND 2.

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

- | | |
|-------------------------------|-----------------------------------|
| 1. domestic | 3. fictional |
| a. to do with the home | a. not real |
| b. to do with work | b. not correct |
| 2. industrial | 4. intelligent |
| a. to do with making products | a. good at designing and building |
| b. to do with technology | b. good at thinking and learning |

C. Read again and answer the questions.

1. What are robots used for?
2. What kind of household jobs are done by robots?
3. How do the police use telerobots?
4. Why is Japan called the robot capital of the world?
5. Where did the word *robot* first appear?
6. How do scientists expect robots to change in the future?

1

Would you like to have a robot at home?

Yes, of course I would.

How would it help you or your parents?

It would help us clean the house and maybe it would help out with my homework!

2 read

A:

Household chores

Work

Health

Science fiction

C:

1. They are used for jobs that are boring or too dangerous for humans.

2. Hoovering, mowing the lawn or other jobs around the house.

3. They use them to disarm bombs.

4. Because 30% of the world's robots are made there.

5. It was first used by the Czech writer Karel Capek in his 1920 work Rossum's Universal Robots.

6. They expect that future robots will have a brain.

Comprehension questions:

How long have robots existed?

For many years.

How many domestic robots are there today?

About 3.5 million.

Who are telerobots used by?

By doctors, the police and the military.

Are fictional robots still popular?

Yes, they are.

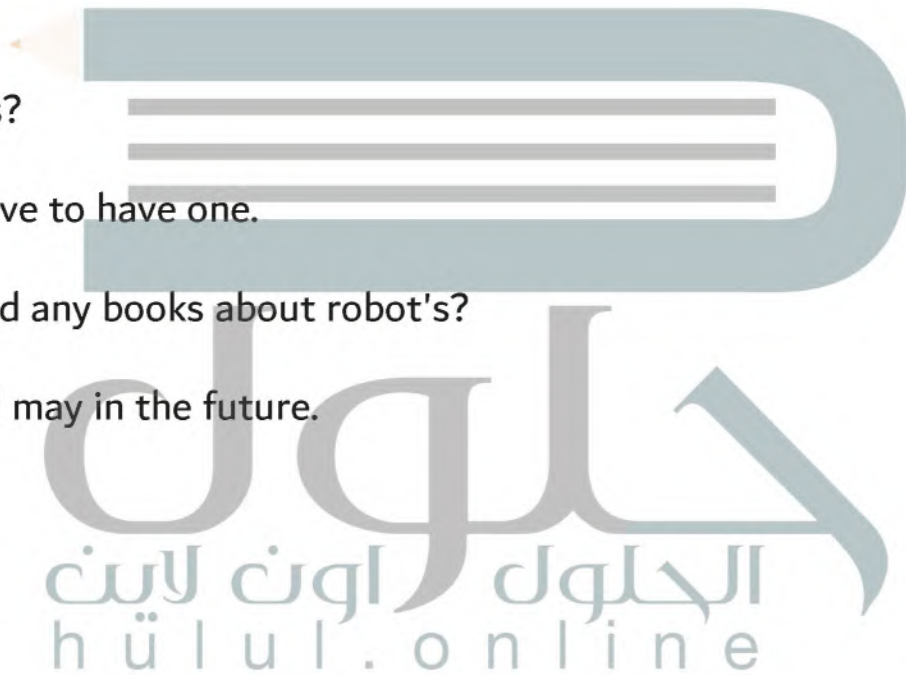
Post-reading

Do you like robots?

Yes, I do and I'd love to have one.

Have you ever read any books about robot's?

No, I haven't, but I may in the future.



3 Vocabulary

Match the verbs in the box with the groups of nouns.

make

1. _____ → a machine
→ the telephone

build

2. _____ → electricity
→ oranges
→ cars

produce

3. _____ → a cake
→ a documentary

invent

4. _____ → car

discover

5. _____ → an island
→ oil

- _____ → an airport
→ a tunnel
→ a machine

5 Listen



A. Look at the three robot inventions from a science fair and answer the questions below. Then listen to a reporter interviewing the winners and check your answers.

- What do you think the robots do?
- Which do you think won 1st, 2nd and 3rd prize?



4 Grammar

Passive Voice (Present Simple - Past Simple)

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	Brazil produces a lot of coffee.	A lot of coffee is produced in Brazil.
Past Simple	John Logie Baird invented the television in 1923.	The television was invented by John Logie Baird in 1923.

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

- These laptops _____ (sell) all over the world.
- _____ Arabic _____ (speak) in Saudi Arabia?
- These houses _____ (build) three years ago.
- The Mona Lisa _____ (not paint) by Michelangelo, but by Leonardo da Vinci.
- Breakfast _____ (not serve) after ten o'clock at this hotel.
- Who _____ America _____ (discover) by?
- Next Thursday is the opening night of Ameen's restaurant but we _____ (not invite).

Go to pages 139-142 for extra grammar practice.

B. Listen again and complete the sentences.

- Robo-butler picks up _____ and _____ and brings them to you.
- Robo-butler finds you because it can _____ where you are.
- Radio-bot is a _____ radio.
- Radio-bot has got a _____ that is used to change the radio station.
- Harry is making a robot that people will use to _____.
- Aqua-bot has got two _____.
- Humans haven't explored _____ % of the world's oceans yet.

TIP! Try to predict what kind of information is missing. When completing, make sure that your answers make sense with the rest of the sentence.

6 Speak & Write

A. GAME: Guess the invention
Talk in pairs.
Student A go to page 61.
Student B go to page 63.

B. Choose two of the inventions from activity A and write sentences about them. Then think of another invention, find some information about it and write a few sentences.

Vocabulary

1 – invent

2 – produce

3 – make

4 – discover

5 – build

Listen

1 – letters – newspapers

2 – hear

3 – walking

4 – keyboard

5 – watch TV

6 – cameras

7 – 95

Grammar

1 – are sold

2 – is – spoken

3 – were built

4 – wasn't painted

5 – isn't served

6 – was – discovered



7 – aren't invited

5 listen

A:

The Robo-butler (3rd prize) brings letters and newspapers to you, the Radio-bot (2nd prize) plays the radio and moves around the room and the Aqua-bot (1st prize) explores oceans.

6 Speak & Write

A:

A: OK, so this invention is made of metal and plastic.

B: Umm, the headphones?

A: No, this was invented in 1876 by Alexander Graham Bell. It's used to communicate with people.

B: It's the phone!

A: That's right. Now your turn.

B: OK, it's a machine that was invented in 1902 by Willis Haviland Carrier and it's made of metal and plastic.

A: Hmm... What is it used for?

B: It's used to keep a room cool or warm.

A: I know! The air conditioner!

B: Great.

A: OK the next one is easy. It's made of metal, glass and plastic.

B: Who invented it?

A: Elisha Otis in 1852.

B: Is it the lift?

A: Yes!

B:

The lift was invented by Elisha Otis in 1852. It's made of metal, plastic and glass and it's used to go up and down in a building.

The microwave oven is made of metal, glass and plastic.

It was invented in 1947 by Percy Spencer and it's used to heat food.

The fax machine was invented in 1805 by Oliver Evans.

It's made of metal, plastic and glass and is used to send fax messages.



1e

Can you live without it?

1 Vocabulary

A. Read the examples below. What's the difference between *useful* and *useless*?

This book is very **useful**. I learnt a lot about cooking from it.
My new mobile phone is **useless**. It never works when I need it.

NOTE: A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun. The suffix -less means *without*.

B. Complete with the correct form of the words in capitals.

- | | |
|--|---------------|
| 1. Eating junk food every day is _____ to your health. | HARM |
| 2. I was in London and I couldn't speak English. I felt _____. | HELP |
| 3. Tony is a very _____ driver. He's had many accidents. | CARE |
| 4. The sea looked _____ at night. | BEAUTY |
| 5. Don't be afraid of the cat. It's _____. | HARM |
| 6. My brother was very _____. Thanks to him I finished my project on time. | HELP |

2 Speak & Listen

A. Read the statements a-e below and discuss. Do you agree with them?
Why/Why not? Give reasons using the phrases in the box.

- There are more advantages to television than disadvantages.
- Television is a cheap form of entertainment.
- Some people are influenced by what they see.
- Television keeps people informed.
- Children become less active because of television.

educational programmes
low quality programmes
show live events
commercials
waste time
communicate less
can get addicted
sit in front of the screen
(not) suitable for all
spend one's time wisely
not everything is true
a variety of channels and programmes

In my opinion, television ... because...
I agree. / I disagree. I think that...

B. Listen to four people talking about television and match the names with one of the statements a-e above. There is one extra statement which you do not need to use.

Kathy

Mark

John

Carlos



Vocabulary

A:

The adjective useful (=of use) has a positive meaning whereas the adjective useless (=of no use) has a negative meaning.

B:

1 – harmful

2 – helpless

3 – careless

4 – beautiful

5 – harmless

6 – helpful

Speak & listen

A:

A: In my opinion, there are more advantages to television than disadvantages. There are many educational programs and you can spend a nice afternoon at home watching a good quality Show.

B: I disagree. I think that many programs are of low quality and people usually waste a lot of time in front of the screen.

A: I don't think so. I think that there is a variety of channels and programs that keep people informed and it's also a very cheap form of entertainment.

B: Maybe it's cheap, but it's also easy to get addicted to. Television can make kids less active and can influence them in many ways, not all of which are positive.

B:
d
e
c
b



3 Speak & Write

A. What are the advantages and disadvantages of having a mobile phone? Discuss.

B. Read the texts below and compare the ideas to your answers. Then answer the questions.

MOBILE PHONES: are you for or against?

Nowadays, a great number of people use mobile phones. Personally, I believe they are very useful gadgets. Having a mobile phone has many advantages. Firstly, you can carry it everywhere because it's so small. Also, thanks to mobile phones, communication is easy, especially in emergency situations. They have saved a lot of people's lives because they called for help using their mobiles. Mobiles are extraordinary machines. I mean, you can use your mobile to do almost anything. For instance, you can take or exchange pictures, store information, play games, surf the Internet, download ringtones and so on. Personally, I don't think I could live without one.

Dan Roberts, Manchester

I think that there are more disadvantages to mobiles than advantages. To begin with, doctors say that mobiles can be harmful to our health when we use them a lot. In addition, children, teenagers and even adults can get addicted to them. This can cause many problems. For example, sometimes students use their mobiles at school and interrupt the lessons. What is more, they cause thousands of car accidents every year because drivers are sending a message or making a phone call while driving. And don't forget: people who are addicted to their mobiles may send SMS messages all the time, which can be expensive. In my opinion, people should avoid using them.

Tom Good, Bristol

C. Read the guidelines below.

When you're writing a paragraph expressing your opinion, organise your ideas according to the guidelines below.

Use linking words/phrases:

To list points: firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly, etc.

State your opinion. Use phrases like:

In my opinion,...
Personally, I believe...
I definitely think...
In my view...

Give reasons to support your opinion, by giving clear examples.

D. Rewrite the phrases in bold using the expressions in activity C.

1. **Oh, and something else**, computers can help people organise their work so they can work faster.

2. **If you ask me**, staring at a screen for many hours can be very harmful to the eyes.

3. **I believe** that computers are useful.

E. Write a paragraph expressing your opinion about TV. Use the ideas in activity 2 and follow the guidelines above. **First, go to the Workbook p.125 and complete the writing plan.**

TIP! Before you start, choose a few advantages and/or disadvantages (the ones you have the most to say about) and make some notes. Avoid discussing too many ideas in your paragraph.

1. In which text does the writer have a positive opinion about mobile phones? How can you tell?
2. Which words/phrases do the writers use to list their points? Underline them.
3. Which phrases do the writers use to state their final opinion?



3 speak & write

A:

Advantages:

makes communication easy

you can be reached at any time

helps in emergency situations convenient size

many uses: photos, games, Internet, calendar, alarm, etc.

Disadvantages:

signal coverage not guaranteed everywhere harmful to health

addictive

can cause car accidents target for pickpockets

latest models can be expensive

costly phone bills

B:

In the first text. This is clear because of the phrases he/she uses:

I believe they are very useful gadgets, ...communication is easy..., ...saved a lot of people's lives..., Mobiles are extraordinary machines, I don't think could live without one.

Firstly, Also, To begin with, In addition, What is more

Personally, In my opinion

D:

1. In addition, computers can help people organize their work so they can work faster.

2. In my View, staring at a screen for hours can be very harmful to the eyes.

3. Personally, I believe computers are useful.

E:

I think that there are more disadvantages to TV than advantages.

To begin with, doctors say that TV can be harmful to our health when we star at the screen for many hours. In addition, children can get addicted to it. What is more, it can waste time. In my opinion, people shouldn't use it a lot.



1

Round-up

Lesson Link



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Vocabulary

A. Circle the correct words.

- Phil must be addicted / harmful to computer games. He plays all day.
- In fictional / recent times, more and more people are using the Internet.
- Do you know who discovered / invented the washing machine?
- I think you should keep that box. It might come in handy / suitable.
- Can you pick / take me up from the station?
- Jill is more intelligent / up-to-date than her sister. I think she'll become a scientist.
- Are there any sessions / laws against pollution?
- Is the monthly facility / fee at the gym more than €40?
- All the products in this shop are of good advantage / quality.

Score: / 9

B. Match.

- leave
- catch
- keep
- waste
- mow
- pick up

- the phone
- time
- a message
- fit
- the bus
- the lawn

Score: / 6

Grammar

C. Circle the correct words.

- You have to / don't have to feed the cat. I've already done it.
- Henry wasn't able to / won't be able to take part in the race next week. He's sprained his ankle.
- Would / Could you like me to give you a call later?
- We must / might get hungry during our hiking trip, so let's take some sandwiches with us.
- You mustn't / needn't leave the door open. Look at the sign.
- May / Would I speak to Ahmed, please?

Score: / 6

D. Complete with *must* or *can't*.

- Abdullah _____ like working out a lot. He goes to the gym every day, even weekends.
- That _____ be Roy's mobile. His is silver, not black.
- Diane _____ know my password. I've never told it to anyone.
- A: I called Kate but she hung up.
B: She _____ be upset because you didn't call her back yesterday.

Score: / 4

E. Circle the correct words.

- Millions of people were watched / watched the championship yesterday.
- These cars produce / are produced in Germany.
- The athlete gave / was given a gold medal.
- My brother downloads / is downloaded programs on to his laptop.
- I hope something does / is done to save the planet.
- The beach cleans / is cleaned every year.

Score: / 6

F. Change the sentences from the active to the passive voice.

- The residents of Hillwood planted 1000 trees in the park.
- They show commercials on TV.
- The government built new hospitals in Kerala.
- They collect the rubbish in the afternoon.

Score: / 8

Communication



G. Match.

- Could I speak to Mr Jones, please?
- I'm in a hurry and I missed the bus.
- You're always on that treadmill!
- Jack said he won't lie to us again.
- Did Danny fix the television?
- Are you going to change your ringtone?

- Well, I just can't get enough.
- He wasn't able to.
- Sorry, you have the wrong number.
- I might.
- I can give you a lift.
- He's always making promises.

Score: / 6

B:

1 – c

2 – e

3 – d

4 – b

5 – f

6 – a

F:

- 1 - 1000 trees were planted in the park.
- 2 - Commercials are shown on TV.
- 3 - New hospitals were built in Kemla.
- 4 - The rubbish is collected in the afternoon.

D:

1 – must

2 – can't

3 – can't

4 - must

Speak

Talk in pairs. How is paper recycled? Use the prompts below.

paper / collect / from recycling bins
it / take / to / special factory
paper / mix with / water and chemicals
it / become / wet and soft / and / it / call / 'pulp'
pulp / put / in / special machines / and / become / white and dry
it / sell and use / to make books, magazines, newspapers, etc.

First, paper is put in special recycling bins.

Then ...



Score: / 5

Write

Write a few sentences about the process of recycling paper. Use ideas from the speaking activity.

The first thing that is done is...

Then...

Now I can...

- ☐ use language related to phone calls
- ☐ make requests and offer to help
- ☐ ask for, give and refuse permission
- ☐ express possibility and ability
- ☐ express obligation, lack of obligation and prohibition
- ☐ make deductions
- ☐ use the passive voice
- ☐ talk about various aspects of modern life including fitness, technology
- ☐ express my opinion
- ☐ write a paragraph expressing my opinion

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

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

Gadget fan

I've got so many (1) gadgets / mobiles
I don't know what to do!
I've got a new (2) technology /
computer and a DVD player, too.
I can watch documentaries with
friends and surf the (3) SMS / Net
Don't tell me you haven't got any of
these gadgets yet!
I'm a gadget fan
And I can't get enough
There's so much I can do
I just love this stuff!
I've got the latest (4) mobile / phone



I bought a solar jacket, too
They say it comes in handy, I'm sure
that's true!
You can (5) harm / charge your gadgets
With energy from the sun
It's good for the planet but it's also fun!

Speak:

Then, paper is collected from the recycling bins.

It is taken to special factory.

After that, paper is mixed with water and chemicals.

It becomes wet and soft and it is called “pulp”.

Pulp is put in special machines and become white and dry.

Finally, it is sold and used to make books, magazines, newspapers, etc.

Write

The first thing that is done is that paper is put in special recycling bin. Then, paper is collected from the recycling bins.

It is taken to special factory. After that, paper is mixed with water and chemicals. It becomes wet and soft and it is called “pulp”. Pulp is put in special machines and become white and dry. Finally, it is sold and used to make books, magazines, newspapers, etc.

1

Cross-curricular Page

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.



SCIENCE AND TECHNOLOGY MUSEUMS

Museum of Science and Technology in Islam



It was King Abdullah bin Abdulaziz Al-Saud who first had the idea of creating a place for learning, and so the Museum of Science and Technology in Islam (MOSTI) was born. The MOSTI is home to the most important Islamic achievements in the world of science and technology between the 7th and 17th centuries. The heart of the MOSTI lies in the ideas of teaching and learning, two very important points in the philosophy of Islam.

The museum is organised in nine areas: Introduction to the MOSTI, Learning Institutions, Astronomy and Navigation, Technology, Chemistry, Architecture, Mathematics, Life and Environmental Sciences and Conclusion. It uses the latest modern technology, which offers visitors an amazing opportunity to learn and interact with exhibits.

At the moment, people can visit the MOSTI on the KAUST campus. The reason behind this was to bring young scientists close to their rich past and influence them to offer new ideas and inventions in the future. The university wants to make this a place of scientific presentations, discussions and exchange of thoughts.

Canada Science and Technology Museum

The Canada Science and Technology Museum in Ottawa, Ontario opened in 1967 and is known as the first museum ever to allow its visitors to interact with the exhibits. The museum offers a variety of options to the visitor, with collections, events, talks, special programmes for schools, summer day camps, and fascinating hands-on activities for younger groups, such as astronomy programs and a space simulator, which is the closest experience to space travel you can get while still on Earth.

With about a million photos, more than 40,000 objects and an open library, it's easy to understand why the Canada Science and Technology Museum is one of the best of its kind.



B. Read again and answer the questions.

1. What did the King want to create?

2. How old are the exhibits in the MOSTI?

3. Where is the MOSTI?

4. What is the Canada Science and Technology Museum famous for?

5. What are some things young people can do at the Canada Science and Technology Museum?

B:

1 - He wanted to create a place for learning.

2 - They are between the 7th and the 17th century

3 - On the KAUST university

5 - It is famous for allowing its visitors to interact with the exhibits.

6 - It offers fascinating hands-on activities for younger groups such as astronomy programs and a space simulators.

Comprehension questions:

Who first had the idea of creating the Museum of Science and Technology in Islam?

King Abdullah bin Abdulaziz Al-Saud.

What is the MOST 1 home to?

It's home to the most important Islamic achievements in the world of science and technology.

What are two very important points in the philosophy of Islam? Teaching and learning.

How many areas is the museum organised in?

Nine.

How is the MOSTI going to help young scientists?

By bringing them close to their rich past and influencing them to offer new ideas and inventions in the future.

When did the Canada Science and Technology Museum open?

In 1967.

How many objects does the museum own?

More than 40,000

2

It's a fact

Discuss:

- ▶ What facts do you know about water?
- ▶ What do you like learning facts about?
- ▶ Where do you get information from?

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

name: Password

login

search

A 3.



B



C



D



E

In this module you will...

- ▶ discuss scientific facts
- ▶ learn to invite and make arrangements
- ▶ learn to write an email of invitation
- ▶ learn to express purpose
- ▶ talk about dreams
- ▶ talk and write about a festival/celebration/ event

Discuss:

What facts do you know about water?

I know that a big part of our bodies is water. I also know that it's healthy to drink lots of water every day.

What do you like learning facts about? Science and technology.

Where do you get your information from?

From encyclopedias and the Internet.

2a

A source of life

Lesson Link



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1 Read

A. Read and match the questions with the answers. Then listen and check your answers.

This month
find out
about
water

1 I read somewhere that the human body is 75% water. Is that true?
Mike, Dorchester

2 Is it true that the Earth and Mars are the only planets in our solar system with water?
Bob, Leeds

3 Where's the deepest point in the sea?
Andy, Bristol

4 A boy at school said that he could survive without water for more than a month. Is this possible?
Mark, Plymouth

a It's in the Pacific Ocean, which is the largest ocean, containing 30% of all the water on the Earth. The deepest point is called the Marianas Trench and it's 10,918m deep. By comparison, Mt Everest is only 8,848m high!

b Well, there's no water on the surface of the Red Planet at the moment, but scientists have proved that there is ice under the surface and at the north and south poles. Check it out: the position of this bright planet makes it easy to spot on a clear night using a telescope. So, the Earth is in fact the only planet in our solar system with water on its surface. In fact, 72% of its surface is covered by water and there are also millions of tiny drops of water in the atmosphere.

c Well, it's not quite that much. The human body is 50-65% water. This means that someone weighing 70kg contains around 40 litres of water.

d Well, a person can survive without food for more than a month, but you can only live without water for approximately one week. To stay healthy, you should drink 8 glasses of water a day or even more if you live in a hot country or do lots of exercise. Remember that when your mouth feels dry, it means that you've lost between 6-10% of the water in your body. That's enough to make you dizzy or give you blurred vision.

Read

A:

1 – c

2 – b

3 – a

4 – d

Comprehension questions:

How much water does the Pacific Ocean contain?

It contains 30% of all the water on Earth.

What's the deepest point in the sea?

The Marianas Trench.

How deep is it?

It's 10,918m.

What have scientists discovered under the surface of Mars?

Ice.

Where is it?

At the north and south poles.

Why can you easily spot Mars in the sky?

Because of its position and because it's a bright planet.

How much of the Earth is covered by water?

72%.

How much water is there in the human body?

50-65 %

How long can you survive without food?

For more than a month.

And without water?

For about a week.

How much water should you drink to stay healthy?

8 glasses a day or more if you exercise.

What does it mean if your mouth feels dry?

That you've lost between 6-10% of the water in your body.

What can that cause?

It can make you dizzy or give you blurred vision.

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

1. A person who weighs 40kg contains 70 litres of water.
2. Mars is also called the Red Planet.
3. There is water at the poles of Mars.
4. The Marianas Trench is in the Pacific Ocean.
5. When your mouth feels dry, you have probably exercised too much.

C. Read the questions and the text again. Find words and match them with the meanings below.

1. a place in an area (answer a):

2. the top part of an area of sea or land (answer b):

3. show that what you are saying is true (answer b):

4. see where something is (answer b):

5. something that can happen (question 4):

2 Grammar

The article 'the'

- There's a new shopping centre in my neighbourhood. **The** shopping centre's got four floors.
- **The** Earth looks beautiful from **the** moon.
- **The** Rocky Mountains are in **the** USA. **The** highest peak is Mount Elbert.
- **The** Volga runs through central Russia.



Complete the sentences with **the** or **-**.

1. _____ River Nile is one of _____ longest rivers in _____ world.
2. Jeff goes to _____ work early in _____ morning.
3. I buy _____ *Earth Matters* every Thursday.
4. Tom went to _____ Riyadh and visited _____ Kingdom Tower.
5. Everybody knows that we can't live without _____ food and _____ water for long.
6. _____ Lake Superior is to _____ north-east of _____ Minnesota.
7. Robert walks to _____ school every day.

Go to pages 145-147 for extra grammar practice.

3

Pronunciation

A. Listen and repeat. How many syllables are stressed in each word?

- a. organise b. organisation

B. Read the following words. Underline the stressed syllable or syllables in each word. Then listen and check your answers.

- | | |
|---------------|-------------|
| approximately | information |
| telescope | competition |
| disadvantage | comparison |
| disappear | discover |
| temperature | |

TIP!

Don't be in a hurry to answer a question immediately. Listen carefully till the end and check all the options before your final decision.

4

Listen



A. Listen to a radio presenter giving some information about a country in South America. Which country is he talking about? Circle the correct name on the map.



B. Listen again and complete the sentences.

1. The Orinoco is a _____.
2. Maracaibo is South America's largest _____.
3. Tourists can visit the waterfalls and the _____.
4. The hills of the Andes have a wide variety of _____.
5. Pabellón is made of black beans, _____, meat and fried _____.

5

Write

Write a paragraph about your country. Use some of the ideas below.

Mention:

- where it is
- some of the most important geographical features (seas, rivers, lakes, mountains, etc.)

B:

1 – F

2 – T

3 – F

4 – T

5 – F

C:

1 – point

2 – surface

3 – proved

4 – position

5 – possible

Grammar

1 – The – the – the

2 - / - the

3 - /

4 - / - the

5 - / - /

6 - / - the - /

7 - /

3 Pronunciation



B:

1. a'pproximately
2. 'telescope
3. 'disad'vantage
4. 'disa'ppear
5. 'temperature
6. 'infor'mation
7. 'compe'tition
8. com'parison
9. di'scover

Listen

B:

- 1 – river
- 2 – lake
- 3 – national parks
- 4 – colorful flowers
- 5 – rice – bananas

5 write

My country is Saudi Arabia. It has a very important position in the Middle East and it's got the Red Sea to the West and the Arabian Gulf to the East. Saudi Arabia has the largest sand desert in the world, which is the Rub Al Khali. It also has a big mountain range in Asir Province which is nearly 3,000 metres high. There are a few lakes but there aren't any rivers

2b

A day to remember

Lesson Link



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1

Warm-up

Discuss.

- Do you like going to fairs?
- What kind of fair would you like to go to?
- Have you ever been to a technology fair?

2

Read



A. Look at the picture. Why do you think Ali, Bill and Tom are excited? Listen to the dialogue and check your answers. Then read it out in groups.

Bill Where's Ali?

Tom He's on his way. He says he's arranged something very special.

Bill I wonder what. By the way, did you hear about the Solar Zone Fair? It's next week.

Tom Is it the fair with the solar gadgets and stuff?

Bill Yep! Do you want to go?

Tom Definitely! We should all go together. Does Ali know about it?

Bill Sure! He's the one who told me about it. I think the organiser of the fair is Ali's neighbour or something.

Tom Oh, OK. Anyway, we should get tickets before it's sold out.

Bill Have they announced the venue yet?

Tom No, but it's probably the Springs Exhibition Centre.

Bill Well, I plan to buy a lot of things. Do you reckon they'll have that solar backpack we saw online?

Tom I hope they do. It's brilliant!

Bill You can say that again. It uses the sun to charge your mobile and everything!

Tom Oh, here comes Ali. Hey, you look happy.

Ali I've got some news. You know the Solar Zone Fair is next week, right?

Bill Yeah, we were just talking about it. We've decided to go. Are you coming with us?

Ali Well, I don't want to let you guys down, but ... it's sold out.

Bill What?

Tom Oh, no...

Ali But... wait a minute. Let me see... What's this in my pockets? Is it three tickets?

Tom Get out of here! How is that possible?

Ali Well, I had a word with John Morris, my neighbour. He is organising the fair. He gave me the tickets, so it's all sorted!

Bill Ali, you're the best!



B. Read the dialogue again. Find expressions/phrases that match those below.

1. There are no tickets left _____
2. Do you believe _____
3. I agree completely _____
4. disappoint _____
5. I don't believe it _____
6. I spoke to someone for a short time _____
7. it's been arranged _____

C. Read again and find sentences to prove the following.

1. Ali has a surprise for the others.
2. Tom wants to go to the Solar Zone Fair.
3. Ali knows about the fair.
4. The venue of the fair isn't known yet.
5. Ali has tickets for both his friends and himself.
6. Ali talked to the organiser of the fair.

Warm up

B:

1 – sold out

2 – Do you reckon

3 - You can say that again

4 – let – down

5 - Get out of here

6 – I had a word with

7 - It's all sorted.

Discuss

Do you like going to fairs?

Yes, I do.

What kind of fair would you like to go to?

I'd like to go to a science fair because I'm really interested in science.

Have you ever been to a technology fair?

Yes. It was exciting. I learnt a lot of things about some new gadgets and some new computer software and I also got a lot of free stuff.

Read

A:

Because they are going to the Solar Zone Fair.

C:

1. He says he's arranged something very special.
2. Definitely!
3. He's the one who told me about it.
4. No, but it's probably the Springs Exhibition Centre.
5. What's this in my pocket? Is it three tickets?
6. Well, I had a word with John Morris, my neighbour.

Comprehension questions:

What's happening next week?

The Solar Zone Fair.

Do Bill and Tom want to go?

Yes, they do.

Where is the fair probably going to take place?

At the Springs Exhibition Centre.

What's Bill going to buy?

A solar backpack and some other stuff.

What does the solar backpack do?

It uses the sun to charge your mobile.

Who is John Morris?

Ali's neighbour and the organiser of the fair.

What's Ali's surprise?

He has three tickets for the fair.

Post-reading

Would you like to go to the Solar Zone fair? Why/why not?

Yes, I would, because I would like to know more about solar power and buy gadgets that use it. I think it's a very important way to save other forms of energy and protect the environment.

Did you like Ali's surprise? Do you ever surprise your friends in a similar way?

Yes, I liked it. I thought it was very nice of him to get tickets for his friends, because he knew they wanted to go to the fair. I sometimes surprise my friends by getting them something I know they like.



3 Vocabulary

A. Match the expressions 1-6 with the definitions a-f.

- | | |
|--------------------------|--|
| 1. lose one's way | a. be able to get around a place |
| 2. be on one's way | b. going to a place |
| 3. by the way | c. become or get lost |
| 4. know one's way around | d. stop someone from moving or doing something |
| 5. be in one's way | e. the opposite situation |
| 6. the other way round | f. now that I think of it |

B. Complete the sentences below.

- Can you move your car? It's _____ my way.
- Could you tell me where the post office is? I don't _____ my way around.
- A: I'm _____ my way to the café.
Do you want to join me?
B: No, thanks. Oh, _____ the way, _____ if you see Gary, tell him to call me.
- Mike didn't give Tom the dictionary. It was the _____ way round.
- Why are you late? Did you _____ your way again?

4 Grammar

Full infinitive (to + base form of verb)

- Max went out **to get** a newspaper.
- I've decided **to have** a barbecue on Thursday.
- Tom was happy **to give** Brian a lift home.
- It's easy **to draw** a camel. Let me show you.
- This coffee is too hot **to drink**.
- Bill isn't old enough **to drive**.

Bare infinitive (base form of verb without to)

- You shouldn't **insult** other people!
- My father doesn't let me **stay** out late.
- The police officer made the men **get** out of the car.

NOTE Ammar helped me **do/to do** my homework.

Circle the correct words.

- I'm not strong enough **open / to open** this drawer.
Could you **help / to help** me?
- They were surprised **see / to see** Darren playing volleyball.
- My sister lost my camera, so I made her **go / to go** to the shop **buy / to buy** a new one.
- I had planned **take / to take** my cousin to the funfair, but he wasn't old enough **go / to go** on any of the rides.
- You must **try / to try** Aisha's date cake. It's delicious!
- I want **use / to use** the computer **check / to check** the weather in Dammam.

5 Speak & Write

A. Talk in pairs. Go to page 61.

B. Read the plan below. Can you think of some more phrases for each part?

When you're writing an **informal letter or email of invitation**, follow the plan below.

GREETING OPENING PARAGRAPH

- Begin your letter/email and say why you're writing. Use phrases like:
 - I'm writing to invite you to...
 - Would you like to come to...?

MAIN PART

- Give all the necessary information/details (place, date, time, cost, activities, etc.)
- Make your suggestions or any arrangements. Use phrases like:
 - Why don't we go/meet...?
 - How about...?
 - I think it would be a good idea to...
 - What do you think about...?

CLOSING PARAGRAPH

- State anything you want to emphasise and end your letter/email. Use phrases like:
 - Please, don't say no.
 - I hope you can make it.
 - If you decide to come, let me know soon.
 - Waiting for your reply.
 - I'm looking forward to..., so don't let me down.


SIGN OFF

C. Look at the poster. Imagine you've decided to go to the exhibition. Write an email to a friend:

- inviting him/her to come along
- giving the necessary information (venue, price)
- making arrangements (when to go, where to get tickets, where to meet)

Follow the plan above.

Book fair at NLCC
In the Northern Lights
Conference Centre



From 18th-24th February
Tickets at the NLCC's box office or online
at www.nlccbook.com
Price: £10

Vocabulary

B:

1 – in

2 – know

3 – on – by

4 – other

5 – lose

5 Speak & Write

A: Would you like to come to the Energy Fair with me?

B: I'd love to come. Thanks. When is it?

A: It's on Thursday, all day.

B: Where is it taking place?

A: Riverview Park.

B: Sounds great. What time shall we meet, and where?

A: How about 10 o'clock at the library?

B: Sure. Why not?

B:

Opening Paragraph: How about coming to...? / I just want to let you know that I

Main Part: We can/could... / Let's....

Closing Paragraph: I hope you can come. / I really want you to come.

It'll be brilliant! / Write back soon and tell me if you are coming.

C:

Hi Ted

I'm writing to invite you to the Book Fair on Tuesday. Some friends and I are going and I thought about asking you, too. Would you like to join us?

The Book Fair is taking place at the Northern Lights

Conference Centre from 18-24 February, but the boys are only free on Tuesday, so that's when we're going. How about meeting us there at 5 in the afternoon? The tickets cost 10 pounds, by the way. I think it would be a good idea to book the tickets online, because Tuesday is the first day of the fair and it might be sold out. What do you think?

I hope you can make it. If you decide to come, let me know soon. Waiting for your reply

Leo

2c

Good night!

Lesson Link



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1 Warm-up

Discuss.

- Do you enjoy sleeping?
- How many hours do you sleep every night?
- Do you often wake up feeling tired?
- Do you remember your dreams?

2 Read

A. Read the interview and match the questions a-e with the answers 1-5. Then listen and check your answers.

- Does everybody dream?
- What is the most common nightmare?
- How important is sleep?
- How much sleep should we get?
- What happens if we don't get enough sleep?

Feeling sleepy?



This week's topic in Health Matters is sleep. We interviewed top expert Dr Malik Mansur.



1

Sleep is food for the brain. People aren't usually aware of it, but it is necessary for a healthy life. It refreshes the body and the mind. About one third of your life is spent asleep. That means in your lifetime you will sleep for about 25 years.

2

It depends, but most people don't get enough. You should get used to sleeping the same amount every night. Avoid sleeping less during the week and trying to catch up at the weekend. This will make you feel more tired. Eight hours a night is probably the best for most people. However, according to recent studies, teenagers need at least 9.5 hours of sleep. In fact, some schools are considering starting lessons later to help with this.

3

Lack of sleep is unhealthy, even dangerous. It leads to lack of concentration and harms your memory. Also, teenagers are more likely to develop acne. And remember, a brain hungry for sleep won't stay awake forever. It will fall asleep even when you don't expect it, perhaps when you're behind the wheel.

4

All human beings spend about 2,100 days dreaming in their lifetime. Some dreams are scary and some don't make any sense. Until the age of three, babies only dream about other people, and from that age they have lots more nightmares than adults until the age of 7-8. Even blind people dream. People who are born blind don't see images but they dream with the senses of sound, smell and touch as well as with emotion.

5

Research shows that most people have dreamt about being chased. However, drowning and being trapped are also high on the list. We dream about lots of horrible things, but luckily within 5 minutes of waking up, half of the dream is forgotten and within 10 minutes, 90% is gone.

Text:

1 – c

2 – d

3 – e

4 – a

5 – b

Discuss

- Do you enjoy sleeping?

Yes, I do. Sleep is important because it helps the body and mind to rest.

How many hours do you sleep every night?

I sleep about 8 hours every night.

Do you often wake up feeling tired?

When I don't get enough hours of sleep, I do.

Do you remember your dreams?

No, I rarely do.

Read

Comprehension questions:

Why is sleep necessary for a healthy life?

Because it refreshes the body and the mind.

How many hours should people sleep at night?

Eight hours.

How many hours should teenagers sleep?

At least 9.5 hours.

What are teenagers more likely to develop if they don't sleep well?

Acne.

What happens when a brain is hungry for sleep?

It will fall asleep even when you don't expect it.

How many days do people spend dreaming in their lifetime? About 2,100 days.

What have most people dreamt about?

About being chased.

Which dreams are also high on the list?

Dreams about drowning and being trapped.

Post-reading

Do you often have nightmares?

I sometimes do.

What are they about?

They are about stressful situations, like exams.



3 Grammar

-ing form

- **Exercising** is good for your health.
- I went to bed after **watching** the news.
- Harry loves **staying** up late, but he hates **waking** up early.
- I don't feel like **going** out for dinner. How about **ordering** Chinese?

- NOTE**
- Brian stopped drinking coffee.
(= He doesn't drink coffee any more.)
 - Brian stopped to drink coffee.
(= He stopped the action he was doing to drink some coffee.)
 - I remember sending that letter.
(= refers to an action which happened in the past)
 - Remember to send that letter today.
(= don't forget to do something)



B. Read again and answer the questions.

1. How much time do people usually sleep in a lifetime?
2. Why isn't it a good idea to sleep more at weekends?
3. Why are schools thinking of starting lessons later than they do?
4. How is lack of sleep bad for us?
5. When do children have more nightmares than adults?
6. How do blind people dream?
7. How long does it usually take a person to forget most of his/her dream?

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

- | | |
|---------------------|--|
| 1. be aware of | a. driving a car |
| 2. get used to | b. spend time doing something you should have done |
| 3. catch up | c. have a meaning that you can understand easily |
| 4. behind the wheel | d. make a habit of |
| 5. make sense | e. know or realise something |

Complete with the infinitive or -ing form of the verbs in brackets.

1. A: I've decided _____ (buy) a new bed. Would you like _____ (help) me choose?
B: Sure. I don't mind _____ (come) with you.
2. A: You know, my mum makes me _____ (tidy) my room every Thursday.
B: I can't stand _____ (do) housework.
3. Sally enjoys _____ (make) cakes so yesterday we stopped at the supermarket _____ (get) the ingredients _____ (make) one. We spent an hour _____ (drive) around the car park, but we couldn't _____ (find) a parking space, so we went home.

Go to pages 148-152 for extra grammar practice.

4

Listen



A. Listen to four people describing their dreams. Who had a nightmare?

B. Listen again and match the statements with the people.

- | | |
|--------|--|
| Sonia | I wanted to find out what happened in the end. |
| Harry | My dream didn't make any sense. |
| Isabel | I could do something people can't do. |
| Tony | I know why I had this dream. |

5

Speak & Write

A. Talk in pairs. Think of a dream you've recently had and describe it to your partner. Answer the questions below to help you.

- Where were you?
- Who were you with?
- What was happening?
- How did you feel?
- Did you want the dream to continue or end?
- Have you had this dream before?

TIP!

When talking to another person, listen carefully and show interest or surprise by using phrases like Really?, Did you?, etc.

B. Write a short description of your dream.

Grammar

1 – to buy – to help – coming

2 – tidy – doing

3 –making – to get – to make – driving – find

2 read

B:

1. They sleep for about 25 years.

2. Because this will make you feel more tired.

3. To help students sleep more.

4. It leads to lack of concentration and harms your memory. Also, it can cause acne in teenagers

5. From the age of three until the age of 7 -8.

6. They dream with the senses of sound, smell and touch, as well as with emotion.

7. 10 minutes.

4 listen

The third person (Isabel) had a nightmare.

5 Speak & Write

A: I dreamt that I was in a big forest with my friends.

B: What was happening?

A: We were walking around and talking and we were all very happy.

B: Then what happened?

A: Suddenly, my friends disappeared. I was all alone.

B: Really?

A: Yeah. It was getting dark, and I was completely lost. And then someone called me.

B: How did you feel?

A: I wasn't afraid, but I really wanted to find out what happened in the end.

Unfortunately, I woke up.

B: Have you had this dream before?

A: No, just once.

B:

I dreamt that I was in a huge forest with some friends. We were having a lot of fun, talking and walking around. One of my friends was taking pictures of some birds and the others were

exploring the area. Suddenly, they all disappeared and I was left all alone. It was a shock. I don't know where they went and why they left. It also started to get darker and darker and I didn't know my way around. I was completely lost, but I wasn't scared. I heard a voice calling my name, but before I could find out who it was and what happened in the end, I woke up.



2d

Keep it green!

1

Warm-up

Discuss.

- What kind of environmental problems exist in the area where you live?
- What do you do to protect the environment?

2

Read



A. Read and match the questions with the answers. Then listen and check your answers.

F.A.Q. ECONEWS

Frequently Asked Questions

1.

We've just had the coldest winter in 30 years where I live. Does this mean global warming doesn't exist?

2.

What is a carbon footprint?

3.

I'd like to get an electric car but they're really expensive. Is it worth it?

a.

Actually, the price isn't that high. Also, they cost less to run and you don't have to pay road tax. However, they can only go 60km/h and you need to **charge** them regularly, so long journeys are difficult. Also, they aren't completely 'green', because they run on electricity. You should try a hybrid car which can use normal **fuel** or electricity.

b.

We burn oil, gas and coal to get energy, like electricity. But this creates carbon dioxide, one of the greenhouse gases that causes **global** warming. Your carbon footprint is the amount of carbon dioxide that you produce. Governments have taken **measures**, but everyone should try to **reduce** their carbon footprint by turning off lights, driving less, recycling, etc. There are many websites that help you calculate and reduce your carbon footprint.

c.

Don't be fooled! This is a single event in one country. We should always look at the bigger picture and think globally. Alaska and Canada are 5-10°C warmer than average for this time of year. And in Australia, the last ten years have been the hottest **decade** since 1850. Remember, the weather is not the same as climate.

B. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-6 below.

1. make smaller or less: _____
2. any material that produces heat or power when burnt: _____
3. actions done for a particular purpose e.g. a law: _____
4. fill with electricity: _____
5. a period of ten years: _____
6. happening in or affecting the whole world: _____

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

1. Electric cars are perfect for long journeys. ☐
2. Driving an electric car doesn't harm the environment at all. ☐
3. If you have a large carbon footprint, you're harming the environment. ☐
4. Creating more carbon dioxide helps the environment. ☐
5. The temperature in Alaska has been 5-10°C this year. ☐
6. Australia has been having very hot summers. ☐

B:

1 – reduce

2 – fuel

3 – measures

4 – charge

5 – decade

6 – global

C:

1 – F

2 – F

3 – T

4 – F

5 – F

6 – T

1:

What kind of environmental problems exist in the area where you live?

There is a lot of pollution because of heavy traffic and there is also a lack of recycling bins.

What do you do to protect the environment?

I try to use environmentally-friendly devices, I recycle, I try to save water and energy as much as I can and I walk instead of using other means of transport.

Comprehension questions:

How fast can electric cars go?

They can go 60km/h.

Are they completely 'green'?

No, they aren't.

What do hybrid cars use?

Normal fuel or electricity.

How is carbon dioxide produced?

By burning oil, gas or coal.

How can people reduce their carbon footprint?

By turning off lights, driving less, recycling, etc.

Where can you calculate your carbon footprint?

On different websites.

How has the temperature in Alaska and Canada changed?

It's 5-10 0C warmer than average for this time of year.

Post-reading

What can people do instead of using their cars all the time?

They can walk, ride a bike or use public transport.

Do you know anything about global warming?

Yes, it's also called the greenhouse effect and it's about the planet becoming warmer and warmer as years go by. This gets worse with carbon dioxide, which humans release into the atmosphere by burning fuel.

Do you know of any organisations that help protect the environment?

Yes, I do. Some of them are the Saudi Environmental Society, the United Nations Environment Program, Greenpeace, etc.

What do you know about ecotourism recycling/ endangered species?

Ecotourism is a kind of tourism that doesn't harm the environment. It's becoming more popular in recent times.

Recycling is a useful practice that relates to reusing plastic metal, paper, glass and other materials after a special process instead of making new ones. Endangered species are animals who are running the risk of extinction because humans hunt them or because their natural habitat is destroyed.

Have you ever watched any documentaries about environmental problems?

Yes, I have; they always teach me interesting facts about the planet.

Do you think there's hope to save our planet?

Yes, there is. If we all work together, we can make a difference.

3 Grammar

Should / shouldn't

To express opinion:

I think governments **should** try to reduce pollution.

People **shouldn't** forget to switch off the lights before leaving home.

To give advice:

You **should** go to the doctor. You look ill.

You **shouldn't** eat a lot of sweets. They're bad for you.

Complete the sentences using *should/shouldn't* and the verbs in brackets.

- Schools _____
(organise) tree planting days.
- Teachers _____
(try) to teach students to respect the environment.
- They _____ (use)
their cars so much. They _____
(ride) their bicycles or walk instead.
- Ahmed and Ibrahim
(recycle) paper instead of throwing it away.
- Mary thinks that the factory _____
(start) using recyclable materials.
- You _____
(charge) your mobile phone's battery for eight
hours before using it for the first time.

5 Speak

Talk in pairs. Discuss the problems below and say what people should/shouldn't do. Use the ideas in the box.

There is too much
air pollution in cities.



People produce
too much rubbish.



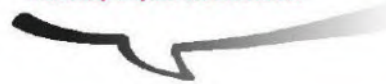
Factories and
farms pollute rivers.



The planet's
climate is changing.



There's too much air pollution in cities.
What do you think people/we should do?
I think people/we should...



4 Pronunciation

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

a. website b. destroy

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

	website /e/	destroy /i/
erupt		✓
protect	✓	
decade	✓	
reduce		✓
behave		✓
metal	✓	
receive		✓
regularly	✓	

- use / cars / less
- recycle / glass / paper / metal
- give / money / environmental organisations
- governments / move / factories / away from cities
- traffic police / not allow / driving / in city centres
- people / buy / electric cars
- reduce / carbon footprint
- governments / protect / environment
- governments / take / more measures

GRAMMAR

1 – should organize

2- should try

3 – shouldn't use – should – ride

4 – should recycle

5 – should – start

6 – should charge

5:

A: There's too much air pollution in cities. What do you think we should do about it?

B: I think we should use cars less or buy electric cars.

We should generally try to reduce our carbon footprint.

A: And the traffic police shouldn't allow driving in city centres

B: I agree. Now, another issue: people produce too much rubbish. What should we do about it?

A: We should recycle glass, paper and metal.

B: OK, and what about factories and farms? They pollute rivers.

A: Well, I think governments should move factories away from the cities and take more measures.

B: That's true.

A: One last issue is that the planet's climate is changing.

What should we do?

B: I believe that we should give money to environmental organisations and that the government should try to protect the environment in more ways.





2e

Let's celebrate!

1 Vocabulary

A. Discuss.

- What are the most popular celebrations/festivals/events in your country/town?
- When do they take place?
- Do they involve any special decorations?

B. Match the pictures with the words. Then listen and check your answers. Which of these do you use during popular celebrations?

- a. fireworks c. candles
b. lanterns d. streamers

1



2



3



4



2 Listen

Listen to the dialogues about how the spring festival is celebrated in two countries and write T for True or F for False.

1. In Osaka, the Cherry Blossom Festival takes place in one place only.
2. In Japan, everybody wears traditional clothes for the Cherry Blossom Festival.
3. You don't have to bring your own food to the Cherry Blossom Festival.
4. El Kelaa M'Gouna has a population of about 20,000.
5. During the Rose Festival, visitors can buy products made from roses.
6. The rosewater factories are beautifully decorated during the festival.



Listen

1 – F

2 – F

3 – T

4 – F

5 – T

6 – F

1: What are the most popular celebrations festivals/ events in your country/town?

Al-Janadriyah Festival.

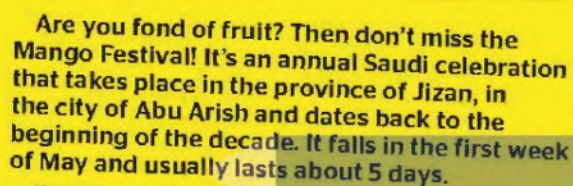
When does it take place?

It usually takes place in February.

Do they involve any special decorations?

Yes, they do.

A. Read the text and complete the fact file.



Jizan is admired for its production of fruit such as apples, grapes, lemons and mangoes. Its mangoes, however, are sold all around the world. The festival is a lively, but also important occasion for the province, because it attracts a lot of visitors, which improves the economy of the area. Visitors to the festival can buy and taste many different varieties of mango at good prices. They can also get great recipes for both savoury and sweet Saudi mango dishes and learn a lot about this delicious fruit.

For the young visitors who gather at the festival, there are many children's shows and a pleasant atmosphere. There are also lots of competitions for local growers and events for visitors, too. If you feel like a short trip, you can visit one of the 2,000 mango farms across the province and taste fruit right from the tree!

The Mango Festival is a wonderful celebration and it's a great time for people to get together and have fun. You should definitely visit it. Jizan people also participate in Al-Janadriyah Festival, with a special corner for their famous mangoes.

Place: _____

Date: _____

Date: _____

Lasts for: _____

Activities: What to buy / eat _____

Where to go _____

What to see

What else to do

B. Copy and complete the fact file from activity A with information about a celebration/festival/event you know about. Then talk in pairs.

Where does it take place?

When does it take place?

How long does it last for?

What happens before/during/after the event?

What do people buy/eat/do?



C. Read the plan below and then decide which paragraph the sentences 1-4 should be in. Write I for Introduction, M for Main Part or C for Conclusion.

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

INTRODUCTION

▶ Give some general information about the event:

- name
- when and where it takes place
- who takes part in it (could also be included in the main part)
- what people celebrate (could also be included in the main part)

MAIN PART

► Mention what preparations people make, what people eat, do, etc.

CONCLUSION

▶ Give your opinion of this event or make a general comment.

1. Every year, after the end of Ramadan, Eid al-Fitr is celebrated not only in Saudi Arabia, but also in many countries around the world.
2. Families and friends get together and have a big meal. *Kabsa* is one of the dishes that some Saudis eat to celebrate Eid al-Fitr.
3. It's great spending time with your family and friends on this day. It is also a good chance to visit old friends and come closer to your family.
4. All families gather together after the Eid prayers. They usually exchange presents and sweets. They also care about those who are in need and offer them food.

D. Write a description of a celebration/festival/event you know about. Use your notes from activity B and follow the plan above. **First, go to the Workbook p.126 and complete the writing plan.**

TIP! Plan your paragraphs carefully. Group relevant information together and put it in the same paragraph.

3 Speak & Write

A:

Place: Jizan

Date: First week of May

Lasts for: 5 days

Activities: What to buy/eat different varieties of mangoes Where to go: mango farms

What to see: children's shows, competitions, events

What else to do: get recipes for sweet and savoury mango dishes learn about mangoes

B:

A: Which festival do you want to talk about?

B: Al-Janadriyah Festival.

A: Where does it take place?

B: It takes place in Riyadh.

A: When does it take place?

B: It takes place in February.

A: How long does it last for?

B: It lasts for about two weeks.

A: What happens before/during/after the event?

B: A lot of cultural activities, like camel races, crafts exhibitions and poetry readings.

A: What do people buy/eat/do?

B: People can attend the events and taste local food.

D:

Every year in February, an important and very old Saudi celebration called Al-Janadriyah Festival takes place in Riyadh. It lasts for about two weeks and it is an excellent opportunity for people from other countries to learn about the amazing Saudi culture and tradition.

During Al-Janadriyah Festival, visitors can enjoy a variety of events that have to do with art, poetry, culture, history, and many other topics. Talks, poetry readings, craft displays and many other activities are organised. Camel races are one of the most popular events of the festival and attract thousands of people. What is more, the festival is a great opportunity to taste the local food.

Visitors to Saudi Arabia should definitely attend this festival, to get a taste of how culture and history are celebrated in a beautiful country. It's for good reason that Al Janadriyah is considered to be the Heritage and Cultural Festival of the area.



Vocabulary

A. Circle the correct words.

- The professor will give a presentation at ten different venues / positions this year.
- What you're saying doesn't take / make any sense.
- You should visit the dentist likely / regularly.
- I don't think the mayor is aware / awake of the problem yet.
- Did you see the moon? It's very bright / lively tonight.
- John is a common / possible English name. You hear it everywhere.
- The government should take measures to reduce / arrange pollution.

Score: / 7

B. Complete with prepositions.

- I hope Mary doesn't let me _____ this time. I can never rely on her.
- I'm _____ my way to the supermarket. Do you need anything?
- My eyes are red from lack _____ sleep. I've been having terrible nightmares.
- Lee can't get used _____ waking up early.
- _____ the way, did you hear about the car accident that happened down the road?
- We can't go to the football match. It's sold _____.

Score: / 6

Grammar

C. Complete the sentences with *the* or *—*.

- Last week my parents went to _____ Egypt and visited _____ Pyramids. Next month they're thinking of going skiing in _____ Alps.
- A: Did you see _____ fireworks last night?
B: Yes, I love _____ fireworks!
- You know, _____ people say that _____ Chinese language is difficult to learn, but I want to try.
- My brother finished _____ university in 2012.
- A: When are you moving to _____ south of England?
B: In _____ June.

Score: / 10

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

- Mark was exhausted so he stopped _____ (study) and went to bed.
- We may _____ (go) to the school on Thursday morning _____ (help) set up the exhibition.
- Greg wants _____ (become) a photographer. That's why he's thinking of _____ (buy) a professional camera.
- I was surprised _____ (see) Ted in a suit. I thought he hated _____ (wear) formal clothes.
- Bob never has enough time _____ (do) any homework but he can _____ (spend) hours _____ (play) computer games.
- A: My brother won't let me _____ (use) his laptop. He's so annoying!

B: How about _____ (borrow) mine?

Score: / 12

E. Write sentences with *should/shouldn't* and the phrases in the box.

buy a phrase book try to protect it
waste time watching TV work so late study harder

- Kelly got a D in her History test.
- I'm travelling to Russia next month, but I don't speak Russian.
- I never manage to finish my school projects on time.
- Ray works until 10pm, so he's usually too tired to see his friends.
- Our planet is in danger because of global warming.

Score: / 5

Communication



F. Match.

- Could I have a word with you? → a. Get out of here! Show it to me.
- Did you get tickets for the match? → b. Yep. It's all sorted.
- Who smashed the window? → c. Sure. What's up?
- Mr Brown always wears old-fashioned clothes. → d. You can say that again!
- I got a new solar jacket! → e. I had nothing to do with it.

Score: / 5

B:

1 – down

2 – on

3 – of

4 – to

5 – By

C:

1 - / - the - the

2 - the - /

3 - / - the

4 - /

5 - the - /

D:

1 – studying

2 – go – to help

3 – to become – buying

4 – to see – wearing

5 – to do – spend – playing

6 – use – borrowing

E:

1 - She should study harder.



2 - I/You should buy a phrase book.

3 - I/You shouldn't waste time watching TV.

4 - He shouldn't work so late.

5 - We should try to protect it.



Speak

Work in pairs. Think of what we should/shouldn't do to save water. Use some ideas from the box.

leave water running / while brushing teeth	✗
use washing machine / dishwasher every day	✗
wash fruit / running tap water	✗
have / short showers	✓
collect used water / water our plants	✓
collect rainwater / water garden	✓

We shouldn't leave water running while we are brushing our teeth.

That's right. And we should...

Score: / 5

Write

Write about what we should/shouldn't do to save water. Use some ideas from the speaking activity and add your own.

To save water, we should...

We shouldn't...

Now I can...

- ☐ discuss scientific facts
- ☐ describe geographical features
- ☐ invite and make arrangements
- ☐ write an email of invitation
- ☐ talk about dreams I've had
- ☐ talk about environmental problems
- ☐ talk and write about a festival/celebration/event

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

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

warming reduce measures beings fooled

Save the environment

You say it's hot? Well, don't be (1) _____.

Planet Earth is boiling

Global (2) _____ is the name.

The environment is calling.

(3) _____ waste, use your brain.

Find ways to save some water.

There has to be a little left,
for your grandson or granddaughter.

Think of the future human (4) _____

What planet will we leave them?

Take (5) _____ now before it's too late

Our children's children need them.



Rhyming corner

1 – fooled

2 – warming

3 – reduce

4 – beings

5 – measures

Speak

A: We shouldn't use the washing machine and dishwasher every day.

B: That's right. And we shouldn't wash fruit with running tap water.

A: Also, we should have short showers and collect any used water to water our plants.

B: Another idea is to collect rainwater to water our garden.

Write

To save water, there are a lot of things we can do. First, we shouldn't use the washing machine and dishwasher every day.

In addition, we shouldn't wash our vegetables and fruit with running tap water. We should use a bowl of water, instead. Also, we should have short showers and collect any used water or collect rainwater to water our plants.

A. Do you know anything about the Solar Project in Saudi Arabia? Listen, read and check your answers.



The SOLAR Project

With the global need for energy increasing as years go by, Saudi Arabia has decided to take measures to find ways to change the picture. Saudi Arabia was one of the first countries to consider cleaner energy technologies and to try to find ways that could cover its energy needs. This is called energy efficiency, and no country in the world has fully achieved it so far.

The idea is brilliant: Saudi Arabia enjoys more than 230 hours of monthly sunshine. This is an extremely large number if it is changed into energy. That would be 7,000 watts of energy for every square metre every day! Saudi Arabia has recently created the Kingdom's first solar technology farm on Farasan Island in the Red Sea, which produces 500 kilowatts of energy. The island, which is about 50km from Jizan, is not connected to the main electricity network.

Because of this, in the past it took 28,000 barrels of oil per year to cover its energy needs.

Solar technologies are not just found on Farasan. Saudi construction companies have the environment in mind when building and designing 'intelligent', environmentally-friendly buildings. For example, the Al-Midra complex in Dhahran uses solar technology to supply 10 megawatts of energy, and a special kind of glass to produce energy inside the complex. Apart from that, another solar project is also in progress. In the villages of Al-Jubaila and Al-Uyaina, the world's largest solar energy collector system directly turns sunlight to electricity to cover the needs of the two villages.

Saudi Arabia's solar project not only protects the environment by offering a cleaner energy technology, but it also saves large amounts of the country's oil for the future.

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

1. Energy efficiency is another word for energy technologies. ☐
2. 7,000 watts are produced monthly from solar energy. ☐
3. Farasan Island has its own electricity. ☐
4. You can find the world's largest solar energy collector system in Al-Midra. ☐

B:

1 – F

2 – F

3- T

4 – F

Comprehension questions:

Why has Saudi Arabia decided to take measures related to energy?

Because the global need for energy is increasing as years go by. What is energy efficiency?

It's a country's ability to cover its energy needs.

Why is Saudi Arabia's idea brilliant?

Because it enjoys 230 hours of monthly sunshine, which could be changed into energy.

How much energy is that?

It's 7 ,000 watts of energy for every square metre every day.

Where is the Kingdom's first solar technology farm, and how much energy does it produce?

On Farasan Island; it produces 500 kilowatts.

What was the problem with Farasan Island and its electricity supply?

It isn't connected to the main electricity network, so in the past

it took 28,000 barrels of oil per year to cover its energy needs.

where else in Saudi Arabia is solar technology used?

In many 'intelligent' environmentally-friendly buildings like the Al-Midra complex and in the villages of Al-Jubaila and Al-Uyaina.



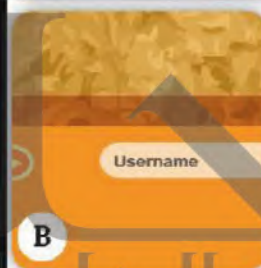
3

Challenge

Discuss:

- ▶ How do you feel when you manage to do something difficult?
- ▶ Do you enjoy a challenge?
- ▶ What's the most difficult thing you've ever done?

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



In this module you will...

- ▶ learn to ask different kinds of questions
- ▶ learn to give and follow instructions
- ▶ learn to ask for and give advice
- ▶ write a letter asking for advice
- ▶ write a letter giving advice
- ▶ talk about imaginary situations
- ▶ learn to read dictionary entries
- ▶ learn to write an email based on prompts

Discuss:

How do you feel when you manage to do something difficult?

I have to manage my own negative emotions and try to carry out the difficult challenge.

Do you enjoy a challenge?

Yes, I do. / No, I don't.

What's the most difficult thing you've ever done?

Driving cars.

Riding horses.

Swimming.

Diving.

Comprehension questions:

Do you think what he is doing is easy?

No, I don't.

How do you think he feels?

Excited and a little afraid.



3a

Solving crimes

1 Warm-up

Discuss.

- Have you ever read a crime or detective story?
- What happened in the end? Did the police catch the criminals?
- Did you like it? Why/Why not?

2 Vocabulary

A. Complete the sentences with the correct form of the verbs. Then listen and check your answers.



rob



shoplift



arrest

1. The police caught the man who _____ the bank last week.
2. The police _____ two people last night, but they are not the bank robbers.
3. This morning a police officer arrested an old man who was _____ at the local supermarket.

B. Look at the words in the box and put them in the correct group. Then listen and check your answers.

robbery	thief	shoplifter
burglary	burglar	pickpocketing
robber	pickpocket	shoplifting
	theft	

CRIME	CRIMINAL
robbery	robber

3 Read

A. Below is a comic strip. Listen, read and choose the best title a, b or c.

- a. Thieves at the Art Gallery
- b. A Clever Hiding Place
- c. The Mysterious Painting

Gary Bloom, the famous artist, was very excited about his exhibition. However, just before the opening, someone stole one of his paintings which was worth over one million euros. The owner of the gallery needed help, so he called his old friend, Inspector Thomas Crane, to investigate.

Sergeant Griffin, I'm listening.

Well, Inspector, these were the people in the building at the time of the theft.

Harry Knight, the security guard, was watching the front door. Nobody came in or out. By the way, today is his first day on the job.

Gary Bloom was in the hall of the gallery with his brother. They were arguing about a painting Gary didn't want to sell.

Mr Appleby, the cleaner, was hoovering in the next room. He didn't see anyone come in.

Alan Jones, the owner of the gallery, was in his office. He was talking on the phone to Bloom's agent about prices for the paintings.

A:

1 – robbed

2 – arrest

3 – shoplifter

B:

Crime: burglary – pick pocketing – shoplifting – theft

Criminal: burglar – pickpocket – shoplifter – thief

1 warm up

Have you ever read a crime or detective story?

Yes, I have. I once read a story about a group of people who wanted to rob a bank.

What happened in the end? Did the police catch the criminals?

The police caught them in the end and they went to prison.

Did you like it? Why/Why not?

I liked it because it had a lot of action and a nice plot.

3 Read

Comprehension questions:

Who is Gary Bloom?

A famous artist.

What was stolen?

One of his paintings.

Who did the owner of the gallery call?

His old friend, Inspector Thomas Crane.

What was Harry Knight doing at the time of the theft?

He was watching the front door.

Where was Gary Bloom?

In the hall of the gallery.

Who was he arguing with?

His brother.

What was Mr Appleby doing?

He was Hoovering in the next room.

Where was Alan Jones?

In his office.

What was he doing there?

He was talking on the phone to Bloom's agent about prices for the paintings.

Who stole the painting?

Mr Appleby.

Where was the painting?

In the Hoover.

Post-reading

What do you think of the cleaner's idea to hide the painting in the Hoover?

I think it was clever, but very wrong.

Do you know any famous detective characters?

Yes, Sherlock Holmes is my favorite.





B. Read again and answer the questions.

1. When was the painting stolen?
2. How much was the painting worth?
3. What's the relationship between Alan Jones and Inspector Crane?
4. How many people were in the gallery at the time of the theft?
5. When did Harry Knight start working at the gallery?
6. Why did Inspector Crane think it wasn't necessary to interview anyone?
7. What did they find in the hoover?
8. How did Inspector Crane find out who the thief was?

4 Grammar

Subject - Object questions

- A: Who **saw** the robber?
B: An old man (saw the robber).
- A: Who **did** you see at the park?
B: (I saw) Harry and Bill.

Write questions. The words in bold are the answers.

1. A: What _____?
B: James bought **a poster** from the shop.
2. A: Who _____?
B: **My uncle and aunt** sent me this postcard.
3. A: Which _____?
B: I took **the red** pen.
4. A: Who _____?
B: The police caught **a dangerous criminal** last night.
5. A: Who _____?
B: Danny called **his brother** an hour ago.
6. A: Which _____?
B: **The green** car is Abdullah's.
7. A: Which _____?
B: I bought **the History** book.
8. A: Who _____?
B: **Andy** just called.

5 Speak

THE ALIBI GAME

Talk in groups of four. One member of the group is a detective who is investigating a crime that happened at 10 o'clock last night. He/She must ask the other members of the group questions. The other members must try to think of a good alibi. Then the detective reports the alibis to the class to decide who has the best one.

Where were you at 10 o'clock last night?
Who were you with?
What were you doing?
What did you...?

3 Read

B:

1. Just before the exhibition opening.
2. Over one million euros.
3. They are old friends.
4. Five.
5. The day of the theft.
6. Because he knew who had stolen the painting.
7. The stolen painting.
8. The floor was filthy despite the fact that Mr Appleby was cleaning it. Also, the Hoover was brand new, so it was clear that something was wrong.

4 Grammar

1. did James buy from the shop
2. sent you this postcard
3. pen did you take
4. did the police catch last night
5. did Danny call an hour ago
6. car is Abdullah's
7. book did you buy
8. just called

5:

A: Where were you at 10 o'clock last night?

B: I was at home.

A: Who were you with?

B: I was with John. Right, John?

C: Yes, that's right.

A: What were you two doing?

B: We were watching a documentary.

A: What was it about?

C: It was about some endangered animals.

A: What time did you leave, John?

C: At about 10:30.

A: Very well. What about you?

D: I was at the museum. I went to see a modern art exhibition.

A: Who were you with?

D: I was alone. But a lot of people saw me.

A: I see. . . . And what time did you go home?

D: Before 10.

A: And what did you do then?

D: I watched the news on TV.

A: OK, that's enough. I know who did it!

3b

DIY

1

Warm-up

Discuss.

- Do you like making or fixing things?
- How good are you at DIY?

2

Read

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

Lesson Link



www.ien.edu.sa

Tom Put it down over there.

Ali Need any help, guys?

Bill I think we can manage by ourselves.

Ali OK.

Tom Actually, can you turn that TV off? I can't hear myself think.

Ali I'll turn the volume down a bit.

Bill Can you turn the light on? We need more light in here.

Ali Do it yourself. I'm reading my magazine.

Tom OK, I'll do it.

Bill Right, let's read the instructions.

Tom I can't be bothered. How difficult can it be to put together a bedside table?

Bill You're right. It's a piece of cake. You just join these bits of wood together.

Tom OK. Here are the screws.

Ali Guys, I think you're missing something.

Tom Leave it to us, Ali.

Bill Yeah, you just read your magazine.

Ali Whatever you say.

Bill This can't be right. There are four holes on the top.

Tom It's probably upside down. Let's turn it over.

Bill Isn't it supposed to move around?

Tom Don't push it like that. You'll scratch it!

Ali Maybe those holes are where you attach the wheels.

Tom He has a point.

Bill Wheels? What wheels?

Ali Take a look in the box.

Bill Thanks, Ali. How did you know it needed wheels?

Ali Because I'm clever... And there's an advert for it here, in my magazine.

B. Read the dialogue again. Find expressions/phrases that match those below.

1. on our own _____
2. I can't think because of the noise _____
3. I don't want to spend time doing it _____
4. It's very easy _____
5. His idea is right _____

C. Read again and find sentences that prove the following.

1. Tom and Bill believe they don't need Ali's help.
2. The volume of the TV is too high.
3. Ali doesn't want to turn on the light.
4. The two boys decide not to use the instructions.
5. The two boys aren't sure of what they're doing.
6. Tom and Bill hadn't noticed the wheels in the box.
7. Ali could see a picture of the bedside table all along.

1 warm up

Do you like making or fixing things?

Yes, I do. I'm very creative and I think I'm good with my hands.

How good are you at DIY?

I'm quite good, actually. I built a lot of DIY furniture and I enjoyed it.

2 Read

A

They are making a bedside table.

B

1. by ourselves

2. I can't hear myself think.

3. I can't be bothered.

4. It's a piece of cake.

5. He has a point.

C.

1. I think we can manage by ourselves. / Leave it to us, Ali.

2. Actually, can you turn that TV off? I can't hear myself think.

3. Do it yourself. I'm reading my magazine.

4. I can't be bothered. How difficult can it be to put together a bedside table?

5. This can't be right. / It's probably upside down. / Isn't it supposed to move around?

6. Wheels? What wheels?

7. And there's an advert for it here, in my magazine.



3 Vocabulary

Complete the sentences with the correct form of the phrasal verbs in the box. Then listen and check your answers.

turn on turn over turn up turn off turn into turn down turn out

- The car went out of control and _____ three times before it stopped in the middle of the road.
- My dad wants to _____ the garage _____ a gym.
- Could you _____ the TV _____? I'd like to see the weather forecast for tomorrow.
- Quick, _____ the volume! I want to hear that news story.
- Don't forget to _____ the printer before you leave.
- _____ that awful TV programme _____! It's too loud.
- The day _____ to be warmer than we had expected.



4 Grammar

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
SUBJECT	OBJECT	
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

- I hurt **myself**.
- They made it (by) **themselves**.

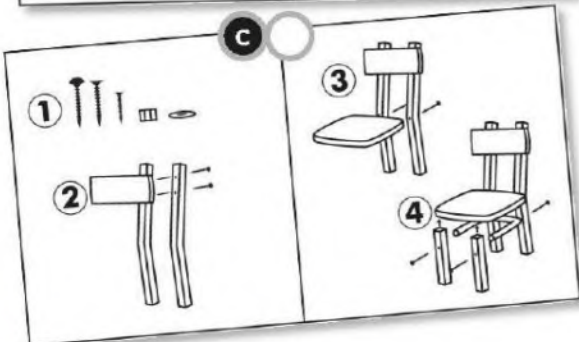
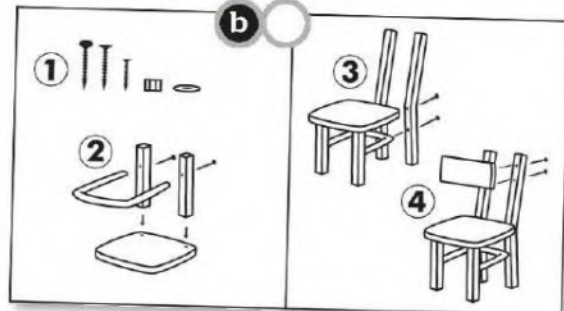
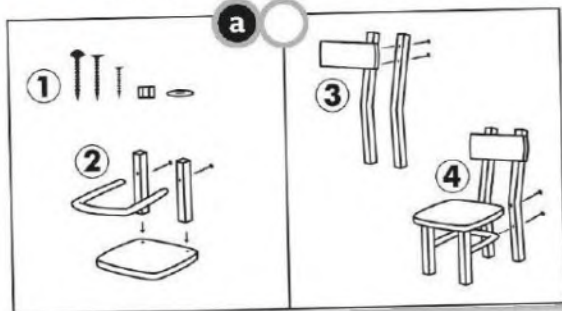
Complete the sentences with the correct reflexive pronouns.

- The saucepan was very hot and Susan burnt _____.
- We finished the project by _____.
- I bought _____ a nice pair of shoes yesterday.
- My dad usually fixes the car by _____.
- Did you do that all by _____ kids? Well done!
- Are you talking to _____ again? People will think you're crazy!

Go to pages 155-158 for extra grammar practice.

5 Listen

Listen to two friends talking while making a chair and choose the correct instruction manual.



6 Speak

Talk in pairs about something you've made.

- Describe it.
- Describe how you made it.
- Say how it turned out.

Vocabulary

1 – turned over

2 – into

3 – turn – on

4 – turn up

5 – turn off

6 – turn – down

7 – turn out

Grammar

1 – herself

2 – ourselves

3 – myself

4 – himself

5 – yourselves

6 – yourself

Speak 6

A: So, I put together a bookcase the other day.

B: Where did you buy it from?

A: The DIY shop near my house.

B: Was it easy?

A: Yes and no.



B: What do you mean?

A: Yes, because the steps were really simple, and no, because it had a million screws.

B: Oh, no. Don't you have an electric screwdriver?

A: I don't. So it took me hours to finish.

B: What did you have to do?

A: Just attach two long sides to the shelves. Nothing really difficult.

B: How did it turn out?

A: Really nice, actually.

3C

A friend in need

1

Warm-up

Discuss.

- What are some problems that people your age are concerned about?
- Who do you talk to when you have a problem?

Lesson Link



www.ien.edu.sa

2

Read



A. Read the title and try to guess what the blog is going to be about. Then listen and check your answers.

Advice Blog

Sign Up
Forget Your
Password ?

English ▼

Search

Username

Password

Home

Contact

Service

About

4th April - 3:00 pm



I have a problem and I don't know how to deal with it. Every time I have to speak in public, I just panic and can't do it. I do make an effort and prepare the previous day. For example, if it's a school project, I do some online research and take some notes, but when the time comes, I just forget all the words! All I can see is my classmates' faces looking at me. I feel ridiculous just standing there, not saying anything and so I often make up an excuse and leave the classroom before everyone starts making fun of me. How do I fix this? I need a solution. Please help ASAP.

Sweaty Speaker

4th April - 3:15 pm



Dear Sweaty Speaker,
It's not just you who feels nervous about public speaking. It's a problem that troubles most people I know, so it's unfair to blame yourself. There are a few things you could try. First of all, ask your BF to help you out. You can practise your presentation with him/her and you can count on him/her to tell you what needs more work. Your BF can pretend to be your audience. Also, if I were you, I'd prepare for more than a day. Practice makes perfect, right? If you practised your presentation 100 times, for example, you would feel a lot more prepared. Keep it up, and I'm sure you'll get better. Finally, remember that your classmates are not there to compete with you, or laugh at you if you don't do well. I'm sure they feel exactly like you.

Jack

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

1. Sweaty Speaker doesn't prepare at all before the school projects.
2. Sweaty Speaker finds it hard to talk in front of the whole class.
3. Jack thinks that other people haven't got this kind of problem.
4. Jack thinks that you need more than one day to prepare yourself before a presentation.
5. Jack thinks that most of the time classmates laugh at people who are presenting a project.

B:

1 – F

2 – T

3 – F

4 – T

5 – F

Warm-up 1

What are some problems that people your age are concerned about?

Homework, school performance and the occasional friend problems.

Who do you talk to when you have a problem?

I talk to my parents and my friends.

2 READ

A

It's about problems young people may have.

Comprehension questions:

What happens every time Sweaty Speaker has to speak in public?

He /She panics.

If Sweaty Speaker has a school project, what does he/ she do?

He /She does some online research and takes some notes.

Does he/she remember his/her words when the time comes?

No, he/she doesn't.

What does he/she do?

He /She makes up an excuse and leaves the classroom.

What does Jack say about Sweaty Speaker's BF?

That he/she could help him/her out.

How?

Sweaty Speaker can practice his/her presentation with his/her BF.

Does Jack think one day's preparation is enough?

No, he doesn't.

Post-reading

Do you agree with the advice Jack gave to Sweaty Speaker? Why / Why not?

I agree with Jack's advice. I think that practice will help Sweaty Speaker get over his/her stress.

If you could answer Sweaty Speaker, what advice would give him / her?

I would add that he/she should talk to his/her teacher about this problem. Maybe the teacher can help him/her out.

Have you ever given advice to your friends about a problem they had? What about?

Was it helpful?

Yes, I have. My friend had lots of hobbies and didn't have enough time to finish his homework. I suggested that she should do some of her hobbies at the weekend so she has time to study during the week. I think it helped her a lot.

3 Grammar

Conditional Sentences Type 2

- If Ted **had** a motorbike, he **would ride** it to school every day.
- If I **lived** by the beach, I **could go** swimming every day.

NOTE We use **if I were you**, to give advice or to express an opinion.

- If I were you, I wouldn't listen to my friends.



Complete the sentences with the correct form of the verbs in brackets to form conditional sentences type 2.

1. If my best friend _____ (shout) at me, I _____ (feel) really bad.
2. If I _____ (be) you, I _____ (not go) to school today. You look ill.
3. I _____ (try) to save money if I _____ (want) to go on holiday in the summer.
4. My sister _____ (scream) if she _____ (see) an insect in her bed.

Go to pages 159-161 for extra grammar practice.

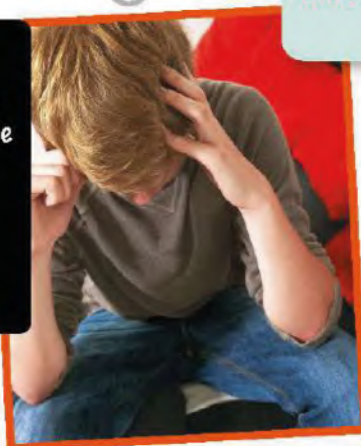
4 Listen

A. Listen to two friends talking. What is Larry's problem?

B. Listen again and tick the things Larry decides to do.

1. search for advice online
2. take the shirt to the cleaner's
3. tell Jim what really happened
4. give Jim one of his shirts
5. buy a new shirt
6. treat Jim to dinner

TIP! While 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.



5 Speak

Talk in pairs. Go to page 62.

6 Write

A. Read the plans. Can you think of some more phrases for each part of the letters?

When you're writing a letter to a friend asking for or giving advice, follow the plans below.

GREETING

OPENING PARAGRAPH

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

ASKING FOR ADVICE

- I've got a problem and I'd like your advice.
- I hope you can help me with a problem.
- I need your advice because I'm in trouble.

GIVING ADVICE

- I was sorry to hear that you've got problems.
- I hope the following advice will help you.
- I've thought about your problem quite a lot and I've come up with the following solution.

MAIN PART

ASKING FOR ADVICE

Explain the problem and how you feel and ask for advice. Use phrases like:

- What should I do?
- I feel helpless and don't know what to do.
- If you were me, what would you do?
- What do you suggest?
- How should I deal with the situation?

GIVING ADVICE

Give your advice and make suggestions. Use phrases like:

- I think you should / shouldn't...
- If I were you, I'd...
- I believe it would be a good idea to...
- One thing you can do is...
- How/What about...?

CLOSING PARAGRAPH

State anything you want to emphasise and end your letter. Use phrases like:

ASKING FOR ADVICE

- I hope I haven't troubled you too much.
- Let me know what you think as soon as possible. I'm counting on you.
- I look forward to hearing from you.

GIVING ADVICE

- I hope everything goes well.
- Let me know how everything goes.
- There's no need to panic.
- Everything will be just fine.

SIGN OFF

B. Write a letter to a friend asking for advice on a problem you've got. Then swap letters with your partner and write a letter giving him/her advice. Follow the plans above.

Grammar

1 – shouted - would feel

2- were – wouldn't go

3 – could try – wanted

4 – would scream – saw

4 listen

A:

A

Larry dirtied a shirt that he had borrowed from a friend and now he doesn't know what to do.

B:

3 – 5 -6

5 speak

A: I've got a problem with my best friend. He copies my homework all the time. What should I do?

B: If I were you, I'd talk to her. I'd tell her that you want to help out, but what she is doing is wrong and unfair. You can't go on doing all the work. You can also suggest studying together so that you both study and share ideas.

C: My friend is upset because I didn't go to his graduation. Can you please give me some advice?

D: Sure. It would be a good idea to buy him a gift and apologise.

Sometimes we forget important things. It's part of life. Explain that you didn't mean to hurt him and ask him to be understanding.

E: My best friend borrows things all the time and never gives them back. What would you do if you were me?

F: Everything will be fine. You just need to set some rules. Next time he/she wants to borrow something, say that you need it back in three days. If he/she doesn't give it back, then explain that you can't go on lending him her things, because you need them.

Remember, you set the rules for your things.

G: I've got a problem. My best friend's brother hangs out with the two of us all the time, which is annoying. What can I do?

H: If I were you, I'd talk to my friend and explain that although you like his brother, you like spending time with just him, because you may need to talk about something that you don't want his brother to know. I'm sure he'll understand.

I: My best friend made her own clothes, and thinks they are really cool. I think they're ridiculous. What should I do?

J: I wouldn't use that word if I were you because that would hurt her feelings. You can tell her you think she looks better in something else. I'm sure she'll understand.

6 write

A:

Asking for advice

Opening paragraph:

I'm writing to ask you for advice.

I've been having problems with...

Main part:

What do you think of the problem/situation? I feel terrible. Should I. .?

Closing paragraph:

Please write back soon.

I really need to know how you feel about the situation.

Giving advice

Opening paragraph:

The reason I'm writing back is to give you some advice.

In your letter you asked for some advice. Well, here it is. Main part:

Why don't you. .?

What I always find helpful is. . .

Closing paragraph:

Well, that's what I think you should do.

Don't forget to keep in touch.

Dear Mai,

I've got a problem and I'd like your advice.

I have a project and I will present it to my class but every time I have to speak in public, I confuse and don't say anything. I usually prepare myself and practice many times before. I don't know what to do to solve my problem, How should I deal with this situation?

I look forward to hearing from you. Yours,

Heba





3d

Helping out

1

Warm-up

Discuss.

- Do you know of any charities or organisations that help people?
- How do they help?
- Would you like to be a volunteer for a charity? Why/Why not?

2

Read



A. Look at the title of the text. What do you think *The Organisation of Islamic Cooperation* does to help people? Listen, read and find out.



Organisation of Islamic Cooperation

The Organisation of Islamic Cooperation (OIC) is a 57-state organisation based in Jeddah, Saudi Arabia, with members from all around the Islamic world. Since 1969, it has helped the Islamic community through fundraising events, donations, charities and humanitarian programmes. In addition, it supports Muslims in times of war or other emergencies such as natural disasters and helps those who are suffering from lack of medical care. Apart from that, the OIC educates people on how to deal with health problems and other dangers.



In the countries of the Horn of Africa, such as Somalia and Kenya, more than 12 million people are affected by lack of food and water, as well as serious illnesses. In 2012, the OIC decided to ask the international community for help on the problem of Somalia and raised enough money to give food to 300 families every month. What is more, with the help of 32 non-governmental organisations (NGOs), the OIC managed to send doctors and nurses to treat patients to the biggest hospital in Mogadishu, Somalia.

The OIC's member states, together with the United Nations and the Muslim NGOs, have managed to make a difference to the organisation's dream, which is to make life better for the poor and the sick.

B. Read again and answer the questions.

1. When was the OIC created?
2. Why do people in Somalia and Kenya need help?
3. What happened in 2012?
4. What other organisations has the OIC worked with?
5. Who is Doug Willis?
6. Where has Dr Doug Willis seen civil wars?
7. Why can't Dr Doug Willis and his colleagues help all the people who are in need?

I've been a volunteer in Africa for many years. The situation here is extremely tough because some countries are in the middle of brutal civil wars. Many communities need our help and everyone has a right to medical care. We treat patients with very serious illnesses or injuries, but there are just too many. We can't really help everyone. You know, it amazes me how strong people are and how they can still go around with smiles on their faces.

Dr Doug Willis, volunteer

1 Warm-up

Do you know of any charities or organisations that help people?

Yes, I do. Some of them are UNICEF, the World Food Program, and the Organisation of Islamic Cooperation.

How do they help?

They raise money to help people who need it, and offer support in various ways.

Would you like to be a volunteer for a charity? Why/ Why not? Yes, I would. I think it's important to help people in need. When you give, it feels like you are given something back, and that you did something to make the world a better place.

2 read

A:

The Organisation of Islamic Cooperation helps the Islamic community through charities and humanitarian program

B:

1. In 1969.

2. Because they suffer from lack of food and water and serious illnesses.

3. The OIC decided to ask the international community for help on the problem of Somalia.

4. The United Nations and the Muslim NGOs.

5. A volunteer doctor.

6. In some countries in Africa.

7. Because there are too many patients.

Comprehension questions:

Where is the OIC based?

In Jeddah, Saudi Arabia.

How does it. help?

It offers the Islamic community help, through fundraising events, donations, charities and humanitarian program

How did the OIC help Somalia?

They raised money to give food to 300 families every month and brought doctors and nurses to treat patients in a hospital in Mogadishu.

Where has Dr Doug Willis spent many years?

In Africa. What patients do they treat there?

Patients with very serious illnesses or injuries.

What amazes him?

How strong people are and how they can go around with smiles on their faces despite the circumstances.

Post-reading

If you were a doctor, would you become a volunteer in Africa?

Yes, I would.

Apart from treating ill people and being exposed to the dangers of wars what else do you think these volunteers have to face?

The stress and anxiety of dealing with human lives.

3 Vocabulary

A. Match the words 1-6 from the text with the dictionary entries a-f.

- | | | | | | |
|-------------|------------|----------|----------|------------|--------------|
| 1. donation | 2. educate | 3. tough | 4. treat | 5. patient | 6. extremely |
|-------------|------------|----------|----------|------------|--------------|

- a. *verb* to give medical care to a person, an illness or an injury
 b. *adv.* to a very high degree, very much
 c. *noun* [C] sth, especially money, that is given to charity organisations
 d. *noun* [C] a person who is getting medical treatment
 e. *verb* to teach sb about sth or how to do sth
 f. *adj.* very difficult

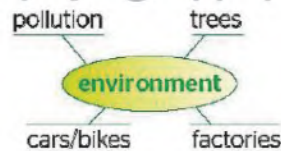
TIP! Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

B. Look up the words below in a dictionary.

border injury illness raise volunteer war

6 Speak & Write

A. Discuss how you could make the world a better place. Use the topics and the ideas given.



If people planted more trees, the world would be a better place.

B. Write a few sentences about how you could make the world a better place.

4 Listen

A. What do you think that people do on 'Helping Africa Day'? Listen to a TV reporter and check your answers.

B. Listen again and complete the sentences.

- Geoff is holding a _____.
- The school has raised about _____.
- Steve Wilkins is trying to break the record for raising _____ in a day.
- The school has made a _____ in the shape of _____.
- _____ is going to cut the cake.

5 Pronunciation

A. Listen and repeat. What's the difference between the *gh* in words a and b?

- a. tough b. through

B. Listen and circle the words which contain *gh* as /f/.

- right enough daughter
weight laugh cough bought
neighbour straight



Vocabulary

A:

1 – c

2 – e

3 – f

4 – a

5 – d

6 – b

B:

border noun [C] = the geographical line that separates two countries

injury noun [C] = damage to the body

illness noun [C] = the state of being unwell

raise verb = to gather money, usually for a specific purpose, e.g. charity

volunteer noun [C] = a person who performs or offers to perform a service without payment

war noun [C] = a state of open, armed conflict carried on between nations, states, or parties

4 listen

A:

They raise money to help people in Africa.

6 Speak & Write

A:

A: If countries worked together, there would be peace.

B: And also if they stopped wars, and started discussing their differences, this would be a better world.

A: I agree. Instead of fighting, we could respect other countries.

B: What about the environment? What could we do?

A: We could do a lot of things. If we used bikes instead of cars, planted more trees and stopped pollution, we could make a great difference.

B: Maybe the governments could also take some measures, to move, for example, some factories away from the cities.

A: OK, what about health? How could we improve that?

B: I guess through the use of technology. Also, if we were informed, we could avoid some illnesses or know how to deal with them.

A: I agree. And the poor people in Africa?

B: If we raised money, we could support charity organisations. We could also volunteer or send medicine.

B:

The world could be a better place if each of us did a little something. We don't have to go to Africa to help poor people ourselves, but we could help charity organisations, raise money or send medicine. Also as far as peace is concerned, it's important to take action. If countries worked together, if they respected each other and discussed their differences, the world would be friendlier and peaceful.

The environment is also at risk. If we planted trees, used our cars less and stopped pollution, the Earth could breathe again. Finally, human life is valuable. If we were more informed about health problems, we could avoid getting sick and we'd know how to deal with illnesses.

4 listen

1 – portrait

2 – 12.500 pounds

3 – the most money

4 – (huge) cake – Africa

5 – Someone special



3e

Good luck!

Lesson Link



www.len.edu.sa

1

Speak

Discuss.

- Have you ever taken part in a competition? What was it?
- Read the posters below. Which competition would you like to take part in? Why?



Holy Qur'an Contest
Corniche Hall
14th July

Memorise the Holy Qur'an and compete in one of the following:
Chapters 1-10,
1-20, 1-30

Great prizes in each category
Ages 12-22

Calligraphy Contest

Are you good at calligraphy?
If you are,
enter our contest.

The Islamic World Hall
7th April



Poetry Contest

To: Talented competitors

Come to Bridgemount Hall
9th September

The judges and audience will choose the best poems

First place: £300
Second place: £100



الحلول اون لاين
hulul.online

3

Speak & Write



A. Below is part of an email Abdullah has sent to his friend Ibrahim. Read it and look at the notes Ibrahim has made. Match Ibrahim's notes with the points a-c which show what he should include in his reply to Abdullah.

2

Listen



Listen and answer the questions.
Choose a, b or c.

- Why is Harry ringing?
a. to ask for something
b. to invite Neal to enter a tournament
c. to wish Neal good luck
- What's happening on the 18th?
a. The competition begins.
b. There's an awards ceremony.
c. The competition ends.
- What does the announcement say?
a. Competitors must enter the main hall.
b. Judges must go to the main hall.
c. Spectators must stay in the main hall.

Wow!
Great!

Send me
details

I've got some great news. I won first prize in the photography competition! And do you want to know what the prize was? €500! Not bad, huh? Now I'm thinking of entering another competition which is taking place in two months. The topic is adventure and I'm not really sure what kind of pictures to take. Any ideas? Try...

- ask for something
- make a suggestion
- express enthusiasm

1 speak

Have you ever taken part in a competition? What was it?

Yes, I have. It was a story competition for school students.

Read the posters below. Which competition would you like to take part in? Why?

I would like to take part in the poetry contest because I love reading and writing poetry and I think I would be good at it.

3 Speak & Write

A:

a. Send me details

b. Try...

c. Wow! Great!



B. Now read the email that Ibrahim has written to Abdullah and underline the sentences that correspond to his notes.

Hi Abdullah,

Congratulations! That's wonderful news. I wasn't at all surprised to hear that you won first prize. You take beautiful pictures.

By the way, what are you thinking of doing with the €500? Buy a new camera for your hobby or do something else? Anyway, about that other competition you're going to enter – can you send me some details? I'd like to know exactly when and where it's taking place because I'm thinking of entering, too. Yes, I've improved quite a bit so I want to see if I can win anything. As for the topic of adventure, here's my idea. Why don't you take pictures of people doing different extreme sports, like bungee jumping or hang-gliding? Wouldn't that be nice and adventurous?

I'll let you know if I come up with anything else. Write back soon.

Take care,
Ibrahim

C. Read the information in the box, the situations 1-4 and the notes made. In pairs, discuss how you would reply. Then write down your ideas.

When you're writing an email based on prompts, don't just copy the notes. Try to rephrase them and add any comments and/or information that is relevant.

1. I won first place in the skateboarding competition. Everyone was thrilled with my tricks!

teach me please!

2. Guess what! My school football team has made it to the finals!

great!

3. I want to do something special after the exams this year. Any ideas?

I think...

4. We had a wonderful time in Malaysia. You should tell your parents to organise a trip there.

send photos

D. Imagine that you have received the email below from a friend. Read your friend's email and the notes you have made and write a reply using all your notes. First, go to the Workbook p.127 and complete the writing plan.

I just wanted to let you know that I've decided to enter the Qur'an contest that's taking place at the youth centre in two weeks. I'm a bit nervous, though. Fantastic!

There are going to be a lot of contestants. Do you think we could meet and practise together? I think...

Also, I think you should give it a try, too. I think you are better than me!

Why don't you come over on Friday and talk about it? sure! / send details

Write back soon!



TIP! Don't forget to use appropriate expressions to begin and end your email and to divide your email into paragraphs.

B:

Wow! Great!

Congratulations! That's wonderful news.

Send me details

can you send me some details? I'd like to know exactly when and where it's taking place.

..

Try...

Why don't you take pictures of people doing different extreme sports, like bungee jumping or hang-gliding?

C:

1 – congratulations! By the way, can you teach me how to do some of those tricks? I want to learn too!

2 - That's fantastic news! I'm very happy for you!

3 – I thin; you are right! What about going to Aqualand? You can spend the day doing water sports!

4 - I'm sure it was great! Hey, send me some photos, will you? It'll help persuade my parents to take me next year!

D:

Hi Ameen,

I'm so happy you decided to enter the Qur'an contest! This is fantastic news! I'm sure you'll do great at it and it's a good opportunity to revise the text.

I would love to help you out. I think it's a good idea to get together twice, so that we can practice more. As for your suggestion, thanks but I don't think I'm ready this year.

Maybe next year I'll give it a try. Anyway, I'm free on Friday so send me details about where and what time to meet.

See you soon

Saleh





Vocabulary

A. Circle the correct words.

1. Did the police catch the **theft** / thief?
2. We need to find a **solution** / donation to this problem immediately.
3. Can you please turn **down** / off the TV a bit?
4. The **advert** / audience was excited after my presentation.
5. I want to become a **contestant** / volunteer and help people in need.
6. Please don't wear that hat to the museum. It looks **ridiculous** / obvious!

Score: / 6

B. Complete with the correct form of the words in capitals.

1. Fortunately, the _____ was arrested before he escaped. **ROB**
2. My cat died after a long _____. **ILL**
3. There were more than 300 _____ at the stadium. **COMPETE**
4. For those of you who are more _____, there are activities like bungee jumping to try. **ADVENTURE**
5. Two _____ have taken place in my neighbourhood this week. **BURGLAR**
6. The _____ of the hotel is a friend of my father's. **OWN**

Score: / 6

Grammar

C. Write questions. The words in bold are the answers.

1. A: _____?
B: The screws fell on the floor.
2. A: _____?
B: Mark won the poetry contest.
3. A: _____?
B: Oliver beat Lenny at tennis.
4. A: _____?
B: The burglar stole a painting.
5. A: _____?
B: The man tried on the brown shoes.
6. A: _____?
B: Bill is late.

Score: / 6

D. Circle the correct words.

1. Jack pushed **me** / myself and I fell down, but luckily I didn't hurt **me** / myself.
2. Diane won't lie. You can always count on **her** / herself to tell you the truth.
3. Khaled and I were thirsty so we treated **us** / ourselves to some apple juice.
4. My cousin, Ali, is twenty years old and lives by **him** / himself.

5. Greg didn't break the window, Dad, so don't blame **him** / himself.
6. Have you ever stayed at home by **yourself** / yourselves, children?
7. Has Hamid found **him** / himself a nice house yet? He told **myself** / me he was looking around in this area.

Score: / 9

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

1. If I had a lot of money, I _____ (make) a donation.
2. Would you become a detective if you _____ (like) solving crimes?
3. Tom _____ (buy) a car if he _____ (know) how to drive.
4. If I _____ (be) you, I _____ (apologise) to your parents.
5. If I _____ (not know) how to put this chair together, I _____ (read) the instructions.
6. Ted _____ (call) us if he _____ (want) help.

Score: / 10

Communication



F. Complete the dialogue with the sentences a-f. There are two extra sentences which you will not need to use.

- a. It's a piece of cake.
- b. You promised to paint the living room.
- c. Whatever you say.
- d. Haven't you started yet?
- e. No need.
- f. I can't be bothered.

Kerry Gavin, what are you doing?

Gavin I'm watching TV.

Kerry (1) _____

Gavin Well...

Kerry Well what?

Gavin (2) _____ Also, I haven't got enough money to buy the paint.

Kerry (3) _____ I bought it yesterday. It's in the basement. So, what do you think? If you get started now, you'll finish by dinner time.

Gavin (4) _____

Score: / 8

B:

1 – robber

2 – illness

3 – competitors

4 -adventurers

5 – burglaries

6 – owner

C:

1 – what fell on the floor?

2 – who won the poetry contest?

3 – Who did Oliver beat at tennis?

4 – What did the burglar steal?

5 – Which shoes did the man try on?

6 – Who is late?

E:

1 – would make

2 – liked

3 – would buy – knew

4 – were – would apologise

5 – didn't know – would read

6 – would call – wanted

F:

1 – b

2 – f

3 – e

4 – c



Speak

Talk in pairs. Look at the prompts and ask your partner questions to complete the chart below. Then answer your partner's questions. Use conditional sentences type 2.

win / prize / competition
not have to / go / school / every day
find / bag full of money / street
meet / favourite / writer

If I won a prize in a competition, I would ...

Score: / 5

Write

Write sentences about your partner and yourself. Use the information you collected in the speaking activity.

If my partner...

Now I can...

- ▶ ask different kinds of questions
- ▶ give and follow instructions
- ▶ ask for and give advice
- ▶ write a letter asking for or giving advice
- ▶ talk about imaginary situations
- ▶ look up words in a dictionary
- ▶ write an email based on prompts

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

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

Give it a try!

I bought a chair from a (1) ASAP / DIY shop
I opened the box and oh my! What a shock!

What happened to my chair?
It's just pieces of wood!
'Follow these (2) adverts / instructions'
Oh no! This isn't good!

I couldn't put it (3) together / over
So I called my neighbour, Bruce
He came over with his tool box
And said: 'There are no (4) holes / screws.'



Speak

What would you do if you won a prize in a competition?

If I won a prize in a competition, I would be very happy.

What would you do if you didn't have to go to school every day?

If I didn't have to go to school every day, I would go out with my friends

What would you do if you found a bag full of money in the street?

If I found a bag full of money in the street, I would tell the police.

What would you do if you met your favorite writer?

If I met my favorite writer, I would take a picture with him.

Write

If my partner won a prize in a competition, I would congratulate him. I won a prize in a competition, I would be very happy. If my partner found a bag full of money in the street, he would tell the police. If I found a bag full of money in the street, I would tell the police.

A. Look at the picture and the title of the text.
 Do you know anything about the place in the
 picture? Listen, read and check your answers.



Mohammad, The Messenger of Mercy (blessing & peace be upon him)

'And We have not sent you except as a mercy for the worlds.'
Holy Qur'an

The Messenger of Allah, as the Prophet Mohammad (peace be upon him) is known, was born in 570 CE in Makkah. Because his parents died when he was very young, he was raised by his grandfather and later by his uncle, Abu Talib. He also lived with Bedouins for a few years, in order to learn the classical language and their simple way of life. At the age of 25, Mohammad married a woman called Khadija (may Allah be pleased with her) and lived with her for over 20 years, until she died. Khadija chose him because of his honest and responsible nature.

When he was 40 years old, he received the first verses of the Holy Qur'an from Allah and became the last prophet. Then he had to deliver these verses to all mankind. He kept receiving these verses, which all make up the Holy Qur'an, for about 23 years.

The Qur'an talked about Allah's kindness and also the need for people to be good towards other people. It is stated in the Qur'an that the Prophet himself was the perfect example of kindness, honesty and mercy,

not just with people, but also with animals. One day, during prayer, the Prophet heard a child cry. For this reason, he shortened the prayer so that the child could go to his worried mother. Another example involves a poor man. The Prophet Mohammad felt so sorry for him that he gave him the only clothes he had. He was merciful even with his opponents, and he would forget their insults.

The Prophet was also kind to animals. One day, some men saw a bird with two chicks. When they took the chicks, the bird followed them, trying to get its chicks back. The Prophet immediately ordered the men to return the chicks to the bird. On another occasion, he saw a camel that was suffering because it couldn't carry its load. The Prophet felt that its owner was cruel to it, and he was upset.

The Prophet died in 632 CE, but by then he had managed to spread Islam and its teachings in the Arabian Peninsula and unite the Arab tribes in the name of Allah.

B. Read again and answer the questions.

1. Why did the Prophet live with Bedouins for a few years?
2. Why did Khadija choose Mohammad?
3. Why did the Prophet shorten the prayer in the example described in the text?
4. Was the Prophet only kind to people who were kind to him?
5. What had Mohammad managed to do during his lifetime?

B:

1. In order to learn the classical language and their simple way of life.
2. Because of his honest and responsible nature.
3. Because he wanted the crying child to return to his worried mother.
4. No, he was also merciful with his opponents, and he would forget their insults.
5. He had managed to spread Islam and its teachings in the Arabian Peninsula and unite the Arab tribes in the name of Allah.

Comprehension questions:

When was Mohammad (PBUH) born?

In 570 CE.

Who was he raised by?

His grandfather and later by his uncle.

When did he marry Khadija?

When he was 25.

How many years did they live together?

20 years, until she died.

When did he receive the first verses of the Noble Qur'an from Allah?

When he was 40 years old.

What do all these verses make up?

The Noble Qur'an.

What did the Qur'an talk about?

It talked about Allah's kindness and the need for people to be good towards other people.

Was the Prophet only good to people?

No, he was also good to animals.

What did the Prophet give the poor man in the example described in the text?

He gave him the only clothes he had.

How did he feel when he saw the came that was suffering?

He felt upset.

When did he die?

He died in 632 CE.



4

Have a nice trip!



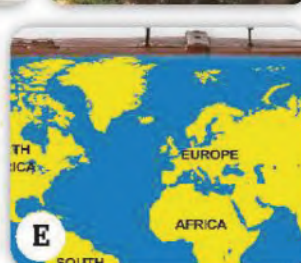
Discuss:

- ▶ Do you like travelling? Why?/Why not?
- ▶ How do you usually travel?

In this module you will...

- ▶ learn to report statements, questions, commands and requests
- ▶ talk about different types of holiday
- ▶ talk about misfortunes
- ▶ write an account of a true event
- ▶ learn about cultural differences
- ▶ learn to differentiate between formal and informal language
- ▶ learn to write a formal letter asking for information

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



Discuss

Do you like travelling? Why/ Why not?

I love travelling because I like learning about new cultures and meeting people.

How do you usually travel?

I travel by plane, which is the fastest and safest way to travel



4a

What an adventure!

Lesson Link



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1

Warm-up

Look at the types of holiday below and discuss.

- What does each of these types of holiday involve?
- What kind of holiday do you usually go on?
- Which of these have you never been on but would like to try? Why?

camping holiday

holiday by the seaside

skiing trip

guided city tour

backpacking holiday

cruise

safari

2

Read

A. Look at the pictures. What do you think these people like doing during their holidays? Listen, read and check your answers.

And you call that a holiday?

Not everyone enjoys a relaxing holiday around a pool getting a tan. Andy Thomas interviews two people who have a different view on what a holiday is.



Oliver Mason looks like any other teacher and makes such a good impression in his smart shirt and tie that you'll never believe he has an unusual burning passion for volcanoes. Whenever he has some free time, he travels to a new volcano to explore. He finds them so fascinating that he has travelled the globe visiting them. His favourite location is Mauna Loa in Hawaii, where the biggest active volcano in the world is. 'Active volcanoes are much more interesting. Also, there are many activities you can do at volcanoes. I've just come back from an unforgettable trip to Nicaragua where I went volcano surfing down the side of a volcano!' said Oliver. That's pretty dangerous, even with safety equipment. Well, volcanoes may be exciting, but they're not for everyone, that's for sure.



I was looking forward to chatting with Eric Reid because, like me, he is an experienced scuba diver. But in the end, there was a big difference between us. You see, I wasn't very keen on the company he kept underwater. Eric loves interacting with marine life. Every summer he books a holiday somewhere new in the world just to swim in different marine environments. He's swum with humpback whales in the Antarctic and black tip reef sharks in the Bahamas. He says that his most enjoyable trip was to Mexico where he swam with whale sharks. 'They are the largest fish in the world, but they aren't dangerous,' Eric said. Personally, I'd prefer not to find out. For his next trip he has made the decision to travel to Darwin, Australia, where he's going to swim with crocodiles. Send us a postcard, Eric!

B. Read again and complete the summaries about the two people.

Oliver Mason is a (1) _____ who is really interested in (2) _____. His favourite one is still (3) _____ and it's the (4) _____ in the world. It's in (5) _____. Apart from exploring, Oliver likes doing different (6) _____. When he was in (7) _____, he tried volcano (8) _____.

Eric Reid loves (9) _____ and he's very experienced. He spends his (10) _____ holidays in places where he can swim in (11) _____. When he was in (12) _____, he swam with (13) _____, which are the (14) _____ fish in the world. He has recently made plans to visit (15) _____ and swim with (16) _____.

1 Warm-up

What does each of these types of holidays involve?

Holidays by the seaside are preferred by people who like staying close to the sea and spending time on a beach.

Skiing trips involve skiing in mountainous areas covered with snow. Guided city tours are organised tours with a trained guide who takes you to the most important places in a city and gives you information about them.

Backpacking holidays are usually cheap, because they involve travelling on foot or by means of public transport and carrying your clothes in a backpack. Cruises are holidays on a ship that offers luxurious facilities and travels to one or more destinations where passengers can disembark for a short time.

Safari trips involve travelling in nature reserves to admire nature and the wildlife.

What kind of holiday do you usually go on?

I usually go on holidays by the seaside with my family.

Which of these have you never been on but would like to try? Why?

I haven't been on a skiing trip or a camping holiday. I would like to try them because they're something new and sound exciting.

2 read

A:

Oliver likes exploring volcanoes and Eric likes scuba-diving and interacting with marine life.

Comprehension questions:

What makes Oliver Mason different from other teachers?

His burning passion for volcanoes.

What does Oliver Mason do in his free time?

He travels to new volcanoes to explore.

Where is the biggest active volcano in the world?

In Hawaii.

Where has he just come back from?

Nicaragua.

What did he do there?

He went volcano surfing down the side of a volcano.

Who is Eric Reid?

An experienced scuba driver.

What does he love doing?

He loves interacting with marine life.

What does he do every summer?

He books a holiday somewhere new in the world just to swim in different marine environments.

What did he do in the Antarctic?

He swam with humpback whales.

Which fish did he swim with in the Bahamas?

With black tip reef sharks.

Where will he go for his next trip?

To Darwin, Australia.

B:

1 – teacher

2 – volcanoes

3 – active

4 – biggest

5 – Mauna Loa, Hawaii

6 – activities

7 - Nicaragua

8 – surfing

9 – scuba-diving

10 - summer

11 - different marine environments

12 - Mexico

13 - whale sharks

14 - largest

15 - Darwin, Australia

16 - crocodiles



3 Grammar

Clauses of result

so + adjective/adverb + (that)

- The book was **so boring that** I didn't read the ending.

such + (a/an) + (adjective) + noun + (that)

- It was **such a boring book that** I didn't read the ending.

Complete with **so** or **such**.

- The meal they served us was _____ delicious that we ate it immediately.
- We had _____ a good time in Taif that we want to go again.
- It was _____ a big cake that we couldn't eat it all.
- Omar has improved _____ much at Maths that he's become one of the top students.
- You've got _____ nice boots that you don't need to buy new ones.
- My best friend can cook _____ well that I'm sure he'll become a chef.

Go to pages 164-166 for extra grammar practice.

4 Listen

A. Listen to Jim talking to a friend about his last holiday. What kind of holiday did he go on?

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

- Jim had never been to Africa before.
- Jim spent a long time waiting around.
- Jim borrowed his brother's camera.
- Jim was scared of the animals.
- An elephant tried to get into Jim's tent.
- Jim wants to go on the same type of holiday again.

C. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

- I might go to Madinah next year, but I haven't made a _____ yet. **DECIDE**
- Please wear a helmet. It's for your own _____. **SAFE**
- I got the _____ that they didn't like my chocolate cake. **IMPRESS**
- We spent an _____ weekend by the sea. **ENJOY**
- Thomas and Jake spent a _____ evening watching DVDs. **RELAX**
- Travelling to Peru was an _____ experience. **FORGET**
- What's the _____ between a backpacking and a camping holiday? **DIFFERENT**

5 Speak

Talk in pairs. Think of a nice holiday you went on and tell your partner all the reasons why you liked it. Use the ideas in the box.

nice weather	interesting sights
wonderful hotel	beautiful beach
cheap souvenirs	tasty food
friendly people	exciting extreme sports
peaceful place	

*We went to Cairo last summer.
The weather was so nice that we
went to the beach every day.*

*Well, we went to Abha. The
people were so friendly that I
felt like I was at home.*

4 listen

A:

He went on a safari

B:

1 – F

2 – T

3 – F

4 – F

5 – F

6 – T

C:

1 – decision

2 – safety

3 – impression

4 – enjoyable

5 – relaxing

6 – unforgettable

7 – difference

Grammar

1 – such

2 – such



3 – so

4 – such

5 – so

5 speak

A: We went to Benidorm last year.

B: Did you have a nice time?

A: Yes, it was just great. The weather was so nice that we went to the beach every day.
The people were so friendly that we felt right at home.

B: What about the food?

A: It was really tasty. What about your holiday?

B: My family and I went to Egypt two years ago.

A: Did you enjoy it?

B: Very much. We visited a lot of nice places. We found a hotel online that had such low prices we could afford to stay for two weeks.

A: Wow!

B: Plus, we found a shop that had such cheap souvenirs that I bought something for all my friends.



4b

The great outdoors

1 Read

A. Discuss.

- Have you ever spent time on a farm?
- Would you like to? Why?/Why not?

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



Tom You know what? I thought this agritourism would be a boring way to spend my time.

Ali Me too. But actually it's a good laugh.

Tom Yeah.

Ali Come on then, we can't waste our time chatting. There's work to be done.

Tom But Farmer Ted told us to take a break.

Ali Did he? OK. Let's take some pictures since we've got some time to kill.

Tom But Bill's not here. Where is he, by the way?

Ali Here he comes now. What happened to you?

Bill Why don't you ask Tom?

Ali Did you do this, Tom?

Tom Don't talk nonsense. Of course I didn't. What are you talking about, Bill?

Bill OK, this is what happened. Farmer Ted told me

to clean out the cowshed. So, I went to get a bucket and spade from the shed. Then I saw Tom passing by. Remember, Tom?

Tom Yes. You asked me to tell you where the cowshed was.

Bill And you told me it was next to the farmhouse.

Tom It is... isn't it?

Bill No. That's Thunderbolt's stable.

Ali Thunderbolt? The horse? Farmer Ted told us to steer clear of him. He's a wild one.

Bill I know, I know. I opened the door and it was quite dark but I started cleaning anyway. The next thing I knew, something kicked me and I fell over.

Tom Into some mud? Ewww! That's disgusting!

Ali Never mind. Let's get you cleaned up.

Tom Please, Bill. Can I take a picture first?

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

- | | |
|--------------------------|-----------------------------|
| 1. It's a good laugh | a. All of a sudden |
| 2. Don't talk nonsense | b. That's horrible |
| 3. Steer clear of | c. It's fun |
| 4. The next thing I knew | d. Avoid |
| 5. That's disgusting | e. Stop saying silly things |

D. Read again and answer the questions.

1. What kind of holiday are Ali, Bill and Tom on?
2. Who didn't think they would enjoy the holiday?
3. Why aren't Ali and Tom working at the moment?
4. What did Farmer Ted tell Bill to do?
5. Why is Bill angry with Tom?
6. What is next to the farmhouse?
7. What did Farmer Ted warn the kids about?
8. Why did Bill fall over?

1 read

A:

Have you ever spent time on a farm?

No, I haven't.

Would you like to? Why / Why not?

Yes, I would, because I would love to be close to nature and work with my hands.

B:

He fell into some mud.

D: 1. They're on an agritourism holiday.

2. Tom and Ali.

3. Because Farmer Ted told them to take a break.

4. To clean out the cowshed.

5. Because he gave him the wrong directions to the cowshed.

6. Thunderbolt's stable.

7. He warned them about Thunderbolt.

8. Because the horse kicked him.

2 Vocabulary

Listen. What do the expressions in bold mean? Match them with the definitions a-h.

1. My dad **spends his free time** making model planes.
2. Stop **wasting your time** playing computer games! Do something useful.
3. You've got until the weekend to finish the project, so **take your time**.
4. Arnold is really busy, but he's going to try and **make time** to have coffee with his friends.
5. My parents always **give me a hard time** when I don't finish my homework.
6. My favourite sport is tennis, but I also play basketball **from time to time**.
7. We **have some time to kill** before lunch, so let's go for a walk.
8. Don't forget to wear your helmet **at all times**.

- a. always
- b. find the time to do something
- c. sometimes
- d. pass the time
- e. make someone's life difficult
- f. don't hurry
- g. not use your time wisely
- h. have nothing to do

3 Grammar

Reported Speech
(Commands, Requests)

DIRECT SPEECH

'Use the bucket to wash the car! Don't make a mess!' my dad said.

'John, please turn the TV off,' George said.

REPORTED SPEECH

My dad told me to use the bucket to wash the car and not to make a mess.

George asked John to turn the TV off.

Rewrite the sentences using reported speech and the verbs given.

1. 'Help me feed the horses, please,' the farmer said to Darren.

ask

2. 'Don't give me a hard time,' my brother said.

tell

3. 'Please clean the mud off your shoes,' Harry said to Mike.

ask

4. 'Don't move,' the police officer said to the bank robber.

order

Go to pages 167-169 for extra grammar practice.

4 Speak & Write

A. Imagine that you are Bill from the dialogue on page 50. Describe to the class what happened to you and how you felt.

C. Think of something that has happened to you or imagine you're Bill. Complete the notes below, making up any information you need.

B. Read the plan below.

When you're writing **an account of a true event**, remember to use the first person singular or plural (I, We).

INTRODUCTION

- Give some information about the setting of the event (when and where it happened, who you were with, etc.)

MAIN PART

- Describe what happened. Remember to use past tenses, linking words/phrases and expressions.

CONCLUSION

- Describe how the event ended and make a short comment on your experience.

INTRODUCTION

When did it happen? _____

Where did it happen? _____

Who were you with? _____

CONCLUSION

What happened in the end? _____

How did you feel? _____

D. Write an account of a true event or imagine you're Bill and write what happened. Use your notes from activity C and follow the plan on the left.

Vocabulary

1 – d

2 – g

3 – f

4 – b

5 – e

6 – c

7 – h

8 – a

Grammar

1. The farmer asked Darren to help him feed the horses

2. My brother told me not to give him hard time

3. Harry asked Mike to clean the mud off your shoes

4. The police officer ordered the bank robber not to move

4 Speak & Write

A:

Farmer Ted asked me to clean the cowshed, so I went to get a bucket and a spade from the shed and got started. The thing is Tom told me that the cowshed was next to the farmhouse, so I started cleaning it. Suddenly, something kicked me and I fell into the mud!

It was horrible.

C:

introduction:

when we spent the agritourism

the thunderbolt's stable

no one

conclusion:

something kicked me and I fell over

That's disgusting!

D:

About a month ago, I was in my grandfather's house in the village. It was the weekend and my grandfather was going to teach me how to fish.

We arrived at the lake early in the morning, and as the time passed, my grandfather felt sleepier and sleepier. In the end, he fell asleep on the boat and I continued fishing and enjoying the landscape. Suddenly, I caught a huge fish! It was fighting to free itself from the hook and I was trying not to let it escape. Before I knew it, I fell over the boat and into the cold water! Meanwhile, my grandfather had woken up and helped me get back on the boat

Of course, I never went fishing again. It was an unforgettable experience but not in a good way

4c

What went wrong?

Lesson Link



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1

Warm-up

Discuss.

- Which of the following do you think would ruin a holiday?
- Can you think of anything else?



missing a flight



waiting for a delayed train



forgetting your passport



losing your suitcases



car breaking down



getting sunburnt



running out of money



packing the wrong clothes

2

Read



A. Look at the picture and the subject of Jason Partridge's blog. Why do you think his holiday went wrong? Listen, read and check your answers.

subject: **A nightmare mini-holiday**

by: **Jason Partridge**

date: 14th August

location: Home



Well, I thought this would be the best holiday, but unfortunately, I've just come back from the shortest cruise ever! From the moment we arrived at the port, we knew it wasn't going to be our dream holiday.

The first thing I noticed was that most of the people boarding the ship weren't my age. Secondly, the ship looked a lot less luxurious than it did in the brochure. But the real shock came when we were shown to our cabin. It was tiny, the beds were uncomfortable and it had no windows! So, my dad went to reception to try to get us a better one. But unfortunately all the cabins were full, so it was impossible for them to do anything.

Then things got worse. It was time for the ship to sail when there was an announcement about a two-hour delay. Of course, there were many

dissatisfied passengers. The crew asked us all to be patient, stay on board and enjoy our lunch. But the service was terrible! They were so disorganised it took us an hour to get our lunch and it was completely tasteless. After that, we went back to the cabin. My brother wanted to have a shower but there was no water. So he called reception to find out what the problem was. It seems that they were having trouble with the water supply!

We finally left port, but things didn't improve. We hardly got any sleep that night and the next day, when the ship made its first stop, we got off along with most of the other passengers and we never went back. As I'm writing this, my dad is writing a letter of complaint to the travel agency asking for our money back.

1 warm up

Which of the following do you think would ruin a holiday? Can you think of anything else?

Being dissatisfied with the hotel room, losing your personal belongings, being robbed, being cheated by a taxi driver, etc.

2 read

A:

His holiday went wrong because it wasn't what he thought it would be / because the cabins were tiny there was a two-hour delay, the food was tasteless, the service was terrible, and there was no water.

Comprehension questions:

What was the first thing Jason noticed?

That most of the people boarding the ship weren't his age.

Why didn't Jason and his family change their cabin for a better one?

Because all the cabins were full.

What happened when it was time for the ship to sail?

There was an announcement that there would be a two-hour delay.

What did the crew ask everybody to do?

To be patient, stay on board and enjoy their lunch.

Why didn't Jason's brother have a shower?

Because there was a problem with the water supply.

What is Jason's dad doing at the moment?

He's writing a letter of complaint to the travel agency.

Post-reading

What would you have done if you were in Jason's shoes?

I would probably leave, too and ask the company for my money back



3 Vocabulary

Form the opposites of the words in the box and complete the table. Then listen and check your answers.

~~happy~~ ~~like~~ ~~polite~~ agree possible comfortable pleasant organised healthy appear
patient successful satisfied

un + adjective	dis + verb or adjective	im + adjective
unhappy	dislike	impolite

NOTE: The opposites of many English words are formed by adding a negative prefix (un-, dis-, im-, etc.) to the words.

4 Listen

Listen to four people talking about their holiday experiences and match them with the statements. There is one extra statement which you do not need to use.

Andrew
Rob
Greg
Mark

- I missed part of my holiday.
- I forgot to bring something.
- I was dissatisfied with the service.
- I almost ran out of money.
- I got sunburnt badly.

5 Speak

Talk in pairs. Tell your partner about a bad holiday experience you've had. Use some of the ideas below.

- staying in a dirty hotel
- getting lost
- staying in a noisy area
- getting sick
- losing your wallet



B. Read again and answer the questions.

- When did Jason and his family first realise that their holiday was going to turn out badly?
- What happened when they saw their cabin?
- Why didn't Jason and his family enjoy their lunch?
- Why did they call reception?
- How did they end their cruise?



- TIP!**
- If you don't understand what your partner is saying, ask him/her to repeat, clarify or elaborate on what he/she said. Use phrases like **Could you repeat that please?**, **I'm sorry but I didn't understand what you said**, **What do you mean by that?**, **Can you be more specific?**, **Can you give me any examples?**, etc.
 - If you want to know whether your partner understands what you are talking about or not, use phrases like **Do you understand?**, **Do you know what I mean?**, **OK so far?**, **Are you with me?**, etc.

Vocabulary

Unhappy: uncomfortable – unpleasant – unhealthy – unsuccessful

Dislike: disagree – disorganized – disappear – dissatisfied

Impolite:

Impossible – impatient

2 read

B: 1. When they arrived at the port.

2. Jason's dad went to reception to try to get a better one.

3. Because they had to wait for an hour before they could eat and the food was tasteless.

4. Because Jason's brother wanted to have a shower but there was no water.

5. The next day they got off the ship and never went back

Listen

Andrew: I got sunburnt badly.

Rob: I missed part of my holiday.

Greg: I forgot to bring something.

Mark: I almost ran out of money.

5 Speak

A: I had a terrible holiday experience about two years ago.

B: Why? What happened?

A: I went to Rome with my parents and everything went wrong!

B: What do you mean?

A: Well, first of all, we stayed at a very expensive hotel, which, however, was extremely dirty and close to a very noisy area.

B: Sounds horrible.

A: It was. What's more, my brother got sick and we stayed in the hotel for about two days looking after him.

B: How long was your holiday?

A: Five days. So, when he got better, there wasn't a lot of time left.

B: What. about the city? Did you like it?

A: It's a pretty city, but we got lost twice and to top it all off, my dad lost his wallet and we didn't have enough money in the end.

B: Oh no...



4d Going abroad

1 Vocabulary

Listen. What do the verbs in **bold** mean? Match them with the pictures a-h.

1. Ted **waved** goodbye to Gordon.
2. My grandfather **hugs** me whenever he sees me.
3. Do people in your country **shake hands** when they greet each other?
4. Hamid met his brother at the bus stop and they **kissed** each other on the cheek.
5. Harry **nodded** to show that he agreed with Mark.
6. Japanese people **bow** when they want to greet someone.
7. 'There's Harry,' said Liam and **pointed** to a boy who was walking past.
8. 'Smile! I want to take your picture.'



2 Read

A. Below are some travel tips. Listen and read.

TRAVEL TIPS

CULTURAL DIFFERENCES

Before you travel to a foreign country, it is a good idea to learn a few things about the customs and gestures of the people. These may be very different from yours and if you are not familiar with them, you might make a fool of yourself or even get into trouble!

SAUDI ARABIA

Many Saudis offer their guests 'gahwa', or Arabic coffee. They pour it from a special coffee pot which is held high above the guest's cup.

What most foreigners don't know is that your host will keep pouring coffee until you let him know you don't want any more. You do this by shaking the cup from side to side.



CHINA

Greeting in China is usually a slight nod and a bow. Also, it is polite to offer a gift to a Chinese host when you visit. However, hosts will often refuse the gift many times before accepting it.

PERU

Raising your eyebrows in most countries is a sign of surprise. But in Peru it means 'money' or 'pay me'. So, if someone from Peru owes you money, remember to raise your eyebrows.

INDIA

Be careful when you want to point at something in India, because it is impolite to use your finger. You should either signal to something using your chin, or even better, your whole hand. Also, in some places, you need to remove your shoes. It's considered rude behaviour if you don't. And if you offend someone, the best way to say sorry is to tap the person on the shoulder, then tap your forehead.

Vocabulary

1 – h

2 – e

3 – c

4 – g

5 – d

6 – b

7 – f

8 – a

2 read

Comprehension questions:

What is 'gahwa'?

A delicious Arabic coffee.

How is it served?

The host pours it from a special coffee pot which is held high above the cup.

How do the Chinese greet one another?

With a slight nod and a bow.

What should you do when you visit someone in China?

You should offer them a gift.

What does raising your eyebrows mean in most countries?

It's a sign of surprise.

When should you tap on someone's shoulder and then on your forehead in India?

When you have offended someone and want to apologise.



3 Pronunciation

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

Jack tapped me on the shoulder.

(Jack, not his brother or anybody else)

Jack tapped me on the **shoulder**.

(He tapped me on the shoulder, not somewhere else.)

B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.

- Does Robert speak Spanish?
a. No, Pedro speaks Spanish.
b. No, Robert speaks Italian.
- Did Mr Lee shake hands with you?
a. No, Mr Davis shook hands with me.
b. No, Mr Lee shook hands with Tom.
- Are you going to London on Thursday?
a. No, my brother is going to London on Thursday.
b. No, I'm going to London on Friday.

4 Speak

Talk in pairs. Discuss which gestures you often use with your family, friends, teachers and strangers.

When I meet my friends, I usually...



B. Read the text again and the statements 1-4 and say where the people travelled to.

1. I asked a man for information about a building and pointed at it with my finger. He looked very annoyed.

2. When I arrived, I gave him a present, but he didn't want it. I had to offer it again and again until he finally took it.

3. It was my first month there and I didn't want to bump into this person because I owed him money. But when I did, he just looked really surprised. Very strange.

4. When I held my cup close to the coffee pot, waiting for my host to pour me some coffee, he was shocked.

C. Find words in the texts about Peru and India that match the meanings below.

- move something to a higher position
- the part of your face above your eyes
- have to give money to someone because you borrowed it
- make people understand by sending a message or sign
- the part of your face under your mouth
- to be rude and unpleasant to somebody
- to hit quickly and lightly with the fingers

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

- 'Gahwa' is served in small cups.
- If you don't make a specific gesture, your Saudi host won't stop pouring you coffee.
- Chinese people will only accept certain types of gifts.
- There is a Peruvian facial expression which tells someone they owe money.
- Never point at something with your whole hand in India.
- Tapping an Indian person on the shoulder will offend him/her.



B:

1 – India

2 –China

3 – Peru

4 – Saudi Arabia

C:

1 – raise

2 – sorehead

3 – owe

4 – signal

5 – Chin

6 – offend

7 – tap

D:

1 – T

2 – T

3 – NM

4 – T

5 – F

6 – F

Post-reading



Have you ever visited any of these countries?

Yes, I have visited Saudi Arabia and India.

Do you use any of the gestures mentioned in the texts in your country?

No, we don't.

How do people greet in your country?

They wave and shake hands.

SPEAK

When I meet members of my family I haven't seen in a long time, we usually hug. When I meet my friends, I usually shake their hands and wave when we say goodbye. If I see my teachers, I usually just say hello. If a stranger asks me for directions, I may point to the right way or nod to show that I agree with something.



4e

Holiday plans

1 Warm-up

Look at the advertisement below and discuss.

- If you were interested in this holiday, what else would you like to know?
- How would you contact this travel agency?

ACTIVE

WINTER BREAKS

ENJOY THE SCENERY OF THE SARAWAT MOUNTAINS AND THE EXCITEMENT OF A WINTER HOLIDAY!

- Available all winter!
 - Unbelievable prices!
 - Beginner slopes and experienced mountain climbing instructors available
 - Special offers for groups!
 - Five amazing resorts!
- The choice is yours!

Write to:
Mr Al-Hassan
S.A. Winter Travel Agency,
34 Corniche Street
Jeddah 21411



2 Listen

Listen to a man calling S.A. Winter Travel Agency for some information and complete his notes.

Mountain climbing info

- Weekend price: _____ per person
- Special offer: Group of 11: _____ cheaper
- Resorts in _____
- Lesson with instructor: lasts _____ costs _____

3 Speak & Write

A. Below is an email Matthew Fox sent to S.A. Winter Travel Agency. Read it and answer the questions. When it is possible, underline parts of the letter to justify your answers.

1. Is Matthew writing to someone he knows?
2. Where did he find the advertisement?
3. Why is he writing this email?
4. How many questions does he ask?
5. Which words/phrases does he use to list his questions?
6. What features make this email semi-formal?

Dear Mr Al-Hassan,

I was very excited to see your advertisement about Active Winter Breaks in Saudi Arabia in a local newspaper. I'm thinking of giving it a try, so I'm writing to ask for more information.

Firstly, can you tell me about the group special offer? What is the minimum number of people required per group? I would like to come with some friends, but I don't know the exact number yet. Also, could you tell me during which months the mountain climbing holidays are available? We are thinking of coming at the end of February or the beginning of March. Furthermore, do you provide any equipment or do I have to buy it and pay extra? This is my first mountain climbing trip so I don't own any. Lastly, could you let me know what facilities are available at the resorts?

Looking forward to your reply,

Matthew Fox

LISTEN

1 – SAR 1500

2 -20%

3 – Abha

4 – 2 hours

5 – SAR 80

1 Warm up

If you were interested in this holiday, what else would you like to know?

I would like to know how much money it costs and more information about the hotels in general.

How would you contact this travel agency?

I'd send them a letter to the address provided.

3 Speak & Write

A:

1. No, he isn't.

2. In a local newspaper.

3. To ask for more information.

4. Five.

5. Firstly, Also, Furthermore, Lastly.

6. The following features: a. the tone is not formal, but not over- friendly either, b. it has an appropriate greeting and signing off remarks, c. it uses semi formal language, d. it uses indirect questions.



B. Read the information below. Then read the direct questions 1-4 and form indirect questions.

In semi-formal emails, try not to use direct questions too often. It is more polite to use indirect questions. Indirect questions begin with phrases like:

Can / Could / Would you tell me...?
Can / Could / Would you inform me...?
Can / Could / Would you let me know...?
Do you know...?

DIRECT QUESTIONS	INDIRECT QUESTIONS
• Where is the hotel?	• Do you know where the hotel is ?

In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

- How much does it cost?
Would you please inform me _____?
- Where is the indoor swimming pool?
Do you know _____?
- How many rooms have air-conditioning?
Can you tell me _____?
- What type of extreme sports will I be able to do there?
Could you let me know _____?

C. Read the plan below.

When you're writing a semi-formal email asking for information, follow the plan below. Remember to write in a semi-formal style and do not use over-friendly forms.

GREETING

• Dear Mr/Mrs/Miss/Ms + surname.

OPENING PARAGRAPH

Begin by saying where you saw the advertisement and why you're writing. Use phrases like:

- I saw your advertisement in... and I was interested in...
- I am writing to ask for more information about...
- I would like some information about...
- I was wondering...

MAIN PART

Ask for information in a semi-formal and polite way. Remember to use:

• linking words/phrases to list your questions:

firstly, first of all, to begin with, secondly, furthermore, also, in addition, what is more, apart from that, finally, lastly, etc.

• indirect questions

• appropriate phrases to express enthusiasm

• I was excited to see/hear...

CLOSING PARAGRAPH

End by thanking the person and mentioning that you'd like a reply as soon as possible.

- Thank you for your time.
- I look forward to hearing from you.
- Please send me a reply with any information as soon as possible.

SIGNING OFF

• Use a semi-formal signature ending.

- Many thanks,
- Best wishes,

D. Below are parts of a semi-formal email. Not all the words/phrases are appropriate. Rewrite them in an appropriate style.

- Hey Mr Frank Jones, _____
 - I saw your ad in a mag _____
and I'd like some info. _____
 - Oh, and lastly, send me _____
some photos, OK? _____
 - Write back soon. _____
- Yours, _____
Bill Dale _____

E. ROLE PLAY
Go to page 63.



F. Look at the advertisement on page 63 and write an email to Tomkins Travel Agency to ask for information about the holiday. Follow the plan in activity C. **First, go to the Workbook p.128 and complete the writing plan.**

TIP!

Don't forget to revise your drafts and edit your writing. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, set phrases, as well as the layout of the email (date, addresses, block paragraphs) and the style (formal language, appropriate greetings and signature endings, etc.).

B:

1 – how much it costs

2 – where the indoor swimming pool is?

3 – how many rooms have air-conditioning?

4 – what type of extreme sports I will be able to do there?

D:

1. Dear Mr Jones,

2. I saw your advertisement in a magazine and I would like some information.

3. Lastly, could you please send me some photographs?

4. I look forward to hearing from you.

Many thanks,

Bill Dale

E:

A: Tomkins Travel Agency, Alex speaking, how may I help you?

B: Yes, hi. I'm interested in the Margarita Island summer breaks and wetdd like to find out more information.

A: Of course. What would you like to know?

B: First of all, you mention that the prices are unbelievable. Can you be more specific?

A: That depends on how many days you want to book a holiday for.

B: I see. Well, what's the cost for one week?

A: That would be about 300 euros.

B: Really? That's not bad.

A: It's really good, actually. When do you want to go?

B: In August. Are there any special offers then?

A: Hmm... no, unfortunately. August is a busy month.

B: I see. You mention extreme sports in your advertisement. Which sports are offered at the resorts?

A: Lots. Scuba-diving, jetskiing, hang gliding...

B: Oh, excellent. And what's the minimum age for these sports?

A: 18.

B: OK, then. Thanks very much for all your help.

A: My pleasure.

F:

Dear Mr Frank Smith,

I saw your advertisement in a local magazine and I am writing to ask for more information about the summer breaks on Margarita Island.

First of all, I was wondering about the cost. Can you tell me how much one week's stay would cost? Furthermore, we are thinking of going to the island in August. Are there any special offers then? In your advertisement, you mention extreme sports. Which exactly are available? What is more, can you tell me what the minimum age for sports is? My two young sons are joining me so I would like to know.

Thank you for your time. Please send me a reply as soon as possible.

Best wishes,





Vocabulary

A. Complete with the correct form of the words in capitals.

- What's that _____ smell? **PLEASANT**
- Don't you know it's _____ to stare at other people? **POLITE**
- Some people think this book is boring, but I _____. **AGREE**
- Tidy up your desk! You can be so _____ sometimes. **ORGANISE**
- This chair is _____. Can I sit on the sofa? **COMFORTABLE**
- Don't be _____. The documentary will start soon. **PATIENT**

Score: / 6

B. Circle the correct words.

- Billy and I had a(n) **luxurious** / enjoyable walk by the sea.
- I hate **wasting** / **taking** my time in shopping centres.
- We were an hour late so we **delayed** / missed our flight.
- Ted **greeted** / waved goodbye and boarded the ship.
- I was sunbathing almost every day, so I got a nice tie / **tan**.
- Darren left his sunglasses in the cabin / **brochure**, so he went to get them.
- Greg might win the competition. I think he made a good impression / **announcement** on the judges.
- Can you pour / **run out** some tea for me, please?
- 'There's my brother', said Mahmud and **nodded** / pointed to a boy who was waiting for the bus.

Score: / 9

Grammar

C. Rewrite the sentences using reported speech.

- 'Please help me find my suitcase,' Emma said to us.
Emma asked us _____
- 'Don't move the furniture!' Gina said to Mary.
Gina told Mary _____
- 'Don't go backpacking,' Ian said.
Ian told us _____
- 'Don't forget your passport!' Saleh told Sami.
Saleh told Sami _____
- 'Go to Paris in December,' my cousin said.
My cousin told me _____
- 'Stay in your cabin, please,' the crew member said.
The crew member asked me _____

Score: / 12

D. Read the direct questions and form indirect questions.

- How dangerous is that slope?
Do you know _____?
- What time does the travel agency close?
Could you tell me _____?
- Which bus goes to Banbury?
Can _____?
- Where will I find souvenirs?
Do you _____?
- Who is that young man?
Could _____?
- Where is the library?
Can _____?
- What time does the train leave?
Could _____?
- Who wrote that poem?
Do you _____?
- Why are you late again?
Can _____?
- How often does Carlos have an English lesson?
Do you _____?

Score: / 10

Communication

E. Complete the dialogue with the phrases a-g. There are three extra phrases which you do not need to use.

- It's a good laugh.
- Well, I like to paint from time to time.
- That's disgusting.
- So, take your time.
- Don't talk nonsense.
- No, I'd make a fool of myself.
- Take a break.

Steve Are you painting a picture, Todd?

Todd Yes, but it's not very good.

Steve (1) _____ It's great.

Todd Do you think so?

Steve Yes, I didn't know you were an artist.

Todd (2) _____

Steve You should have your own exhibition.

Todd (3) _____

Steve Don't be silly. Actually, there's a competition at the Town Hall every year. You should enter.

Todd But I haven't finished this painting yet.

Steve The competition isn't until the summer. (4) _____

Score: / 8

Vocabulary

A:

- 1 – unpleasant
- 2 – impolite
- 3 – disagree
- 4 – disorganized
- 5 – uncomfortable
- 6 – impatient

Grammar

C:

- 1 - to help her find her suitcase
- 2 - not to move the furniture
- 3 - not to go backpacking
- 4 - not to forget his passport
- 5 - to go to Paris in December
- 6 - to stay in my cabin

D:

- 1 - how dangerous that slope is
- 2 - what time the travel agent closes
- 3 - you tell me which bus goes to Banbury
- 4 - know where I will find souvenirs

5 - you tell me who is that young man

6 - you tell me where is the library

7 - you tell me what time the train leaves

8 - know who wrote that poem

9 - you please tell me why you are late again

10 - know how often Carlos has an English lesson

E:

1 - e

2 - b

3 - f



Speak

Talk in pairs. Use the ideas in the box and make sentences. You should use *so* and your partner should use *such*.

fascinating museum / go twice
expensive house / can't buy
impressive palace / everyone take pictures
crowded shopping centre / can't park
amazing holiday / don't want / leave
boring documentary / can't keep my eyes open
room / tiny / can't breathe

*The museum was so fascinating
that I went twice.*

*It was such a fascinating
museum that I went twice.*

Score: / 5

Write

Write some sentences about a role model of yours.
Think of reasons why this person is so great.

...is such an amazing person that...
...is so helpful that...

Now I can...

- ☐ report what other people have said
- ☐ give an account of a true event
- ☐ talk about different types of holiday
- ☐ talk about misfortunes
- ☐ talk about cultural differences
- ☐ write a semi-formal letter asking for information

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

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

backpacking tan guided brochure globe marine

The perfect holiday

Are you keen on travelling around the (1) _____?
You just need a backpack and your favourite thobe.
A (2) _____ holiday, or maybe a cruise?
Whatever you choose, you've got nothing to lose.

Take a seaside holiday and get a good (3) _____.
Explore (4) _____ life – it can be so much fun.
A (5) _____ city tour is just the thing for you
Sit back, relax and enjoy the view.

Pick a location from a holiday (6) _____
Pack your bags: you'll have fun, that's for sure.



Rhyming Corner

1 – global

2 – backpacking

3 – tan

4 – marine

5 – guided

6 – brochure

Speak

A: The house was so expensive that I couldn't buy it.

B: It was such an expensive house that I couldn't buy it.

A: The palace was so impressive that everyone took pictures.

B: It was such an impressive palace that everyone took pictures.

A: The shopping centre was so crowded that I couldn't park.

B: It was such a crowded shopping centre that I couldn't park.

A: My holiday was so amazing that I didn't want to leave.

B: It was such an amazing holiday that I didn't want to leave.

A: The documentary was so boring that I couldn't keep my eyes open.

B: It was such a boring documentary that I couldn't keep my eyes open.

A: The room was so tiny that I couldn't breathe.

B: It was such a tiny room that I couldn't breathe.

Write

My father is my role model. He is such an amazing person that everybody likes him. He is so helpful that when someone has a problem, he offers to listen to him and give him advice. He is also very hard-working.



He works so hard that he keeps getting promoted. However, he always finds time for his family. He is such a great father.



A. Look at the pictures and the title of the text. Do you know anything about the places in the pictures? Listen, read and check your answers.



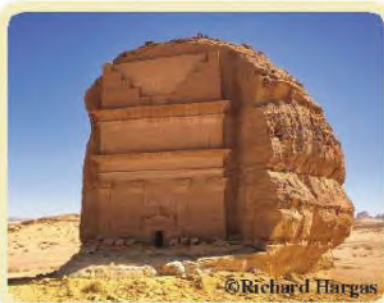
Attracting Visitors from Near and Far

The Kingdom of Saudi Arabia has been known for centuries as an important crossroads for travellers from all around the world. Part of 'Saudi Arabia's Vision 2030', announced in April 2016 by Deputy Crown Prince Mohammed bin Salman, is to bring more visitors from across the globe to the Kingdom and to welcome them with hospitality of the highest international standards.

Interest in the country's historical sites is growing. The prehistoric rock art in the Hail region, the ancient stone city of Madain Saleh, the Saudi palaces of Al-Turaif, and Historic Jeddah, for centuries the gateway for Umrah pilgrims arriving by sea, are many impressive sites of global importance. These four locations have already been awarded World Heritage Site status by UNESCO, and by 2030 the goal is to have more than doubled the number of recognised sites, bringing worldwide attention to the Kingdom's cultural treasures. The aim is also to make such important locations open and accessible to everyone.

Alongside developing historical and heritage sites, Vision 2030 sees the creation of special zones for holidaymakers. The plan is to hand over large areas of the coast to quality projects designed to attract visitors from throughout the world. Furthermore, more museums and cultural venues will be built providing meaningful entertainment for people with different tastes and interests.

It has been the privilege of the Saudi people to serve pilgrims and visitors to the holy sites and the Two Holy Mosques for hundreds of years. Over the last decade the number of Umrah visitors every year has increased greatly, with 8 million visitors arriving in 2015 alone. Through Vision 2030 the aim is that by 2020 it will be possible to accommodate 20 million Umrah visitors, and by 2030, 30 million, and that these visitors will be provided with the best facilities and hospitality.



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B. Read again and answer the questions.

1. What aspect of Saudi Arabia's Vision 2030 does this text discuss?
2. Why is Jeddah an important city?
3. How many World Heritage Sites are there in Saudi Arabia?
4. Where are large areas going to be developed for visitors on holiday?
5. For how many years has the number of Umrah visitors been increasing greatly?

B:

1. They are the two most important Nabatean sites.
2. They are about 2000 years old. / They date back to the 1st century CE.
3. UNESCO declared Madain Saleh a World Heritage Site.
4. To show the social position of the family it belonged to.
5. You can get to Madain Saleh from Madinah Airport, Hail Airport or Al-Wajh Airport.

Comprehension questions:

What does Al-Hijr mean?

It means 'rocky place.'

What lies there?

A hidden stone city called Madain Saleh.

How far is Madain Saleh from Madinah?

It's some 320km away.

Where's the most important Nabatean site?

In Petra, Jordan.

How many monuments are there in Madain Saleh?

There are over 130 Nabatean monuments carved in rock.

Has time affected Madain Saleh's beauty?

No, it hasn't.

Why did UNESCO declare it a World National Heritage Site?

Because it is in perfect condition.

What's the largest and most well-known monuments?

Al-Fareed and Al-Sanai.

What is Qasr Al-Fahad?

The first place you find if you are travelling from the north and the place which offered travelers fresh water.




Which airlines can visitors use?

Saudi Arabian Airlines.

Pair work activities

1d Student A

A. Look at the information in the table below and answer Student B's questions so that he/she can guess the inventions. Use the Passive Voice.

	MADE OF	INVENTED BY	INVENTED IN	USED TO
 TELEPHONE	metal, plastic	Alexander Graham Bell	1876	communicate with people
 LIFT	metal, glass, plastic	Elisha Otis	1852	go up and down in a building
 PLANE	metal	Wilbur and Orville Wright	1903	fly

What's it made of?

It's made of...

Who was it...?

It was...

When was it...?

It was...

What's it used for?

It's used to...

B. Ask Student B questions. Complete the table below and try to guess what the inventions are.

MADE OF	INVENTED BY	INVENTED IN	USED TO	
				?
				?
				?

2b /nving

STUDENT A

Imagine you're organising a day trip. Invite your partner, make suggestions about where you can go and what you can do, and make arrangements about when and where to meet. Use phrases like:

Would you like to come/go to...?

How about coming/going...?

We can/could...

Let's...

STUDENT B

Accept Student A's invitation. Discuss where you can go and what you can do and make arrangements about when and where to meet. Use phrases like:

I'd love to come. Thanks.

Sounds like fun. Sure. Why not?

I don't really like... Why don't we...?

What do you think about...?

No, let's not... Let's...

Pair work activities

3c

Problem Solving

STUDENT A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

Your best friend copies your homework all the time.

Your friend is very upset because you forgot to go to his/her graduation.

Your best friend borrows things all the time, and never gives them back.



Your best friend's brother/sister hangs out with the two of you all the time, and you think he's/she's annoying.

Your best friend made his/her own clothes, and thinks they're really cool. You think they look ridiculous.

The problem is...
I've got a problem with...
I feel...

Can you please give me some advice?
What should I do?
What would you do if you were me?

STUDENT B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

I think you should/shouldn't...
If I were you, I'd...
It would be a good idea to...
Don't worry, we'll think of something.
Everything will be fine.

4e ROLE PLAY

Look at the holiday advertisement.

STUDENT A

You work for Tomkins Travel Agency and know all about the holiday breaks on Margarita Island. Answer Student B's questions.

STUDENT B

You are interested in the holiday so you call Student A to ask for information. Ask about the following using indirect questions.

- ▶ cost for 1 week?
- ▶ any special offers in August?
- ▶ which sports?
- ▶ minimum age for sports?

Tomkins Travel Agency.

Hello. I'm calling to ask for some information about summer breaks at...

Of course. How may I help you?

Could you tell me...?

SummerBreaks

ON MARGARITA ISLAND, VENEZUELA

Unbelievable prices!

Lots of amazing resorts near the beach: Playa El Yaque!

Extreme water sports available

Come to this beautiful Caribbean island and enjoy the excitement of a summer holiday!

Write to: Tomkins Travel Agency, 37 Cresswell Street, Newcastle, NE7 4JB
Contact Mr Frank Smith

1d Student B

A. Ask Student A questions. Complete the table below and try to guess what the inventions are.

MADE OF	INVENTED BY	INVENTED IN	USED TO	
				?
				?
				?

What's it made of?

It's made of...

Who was it...?

It was...




When was it...?

It was...

What's it used for?

It's used to...

B. Look at the information in the table below and answer Student A's questions so that he/she can guess the inventions. Use the passive voice.

	MADE OF	INVENTED BY	INVENTED IN	USED TO
 AIR CONDITIONER	metal, plastic	Willis Haviland Carrier	1902	keep a room cool or warm
 HEADPHONES	metal, plastic	Nathaniel Baldwin	1910	listen to the radio
 MICROWAVE OVEN	metal, plastic, glass	Percy Spencer	1947	heat/cook food quickly

Grammar Reference

Module 1

► can/could/may/will/would

- We use **Can I...?**, **Could I...?**, **May I...?** to ask for, give and refuse permission.
Can/Could/May I go to the park?
Yes, you can/may.
No, you can't/may not.
- We use **Can I...?**, **Could I...?**, **May I...?** to offer help and make requests.
Can/Could/May I help you?
Can/Could/May I have some more cake?
- We use **Can/Could/Will/Would you...?** to make polite requests and ask for a favour. **Could** and **would** are more polite.
Can/Could/Will/Would you help me with my homework?

► must/have to/need (to)/can't

- We use **must** and **have to** to express obligation.
I must buy Todd a present for his graduation.
You have to be at work by 8:30.
- We use **need to** to express necessity.
I need to talk to you.
- We use **don't have to**, **don't need to** and **needn't** to express lack of necessity/obligation.
You don't have to go out with them if you don't like them.
You don't need to give me back the money.
She needn't buy me a present.
- We use **mustn't** and **can't** to express prohibition.
You mustn't/can't speak during the lesson.

NOTE: • To express obligation in the past, we use **had to**.
• To express obligation in the future, we use **will have to**.

Need means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by a **full infinitive** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **present simple**. It is followed by a **bare infinitive** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE

I	need to go
He/She/It	needs to go
We/You/They	need to go

NEGATIVE

I	don't need to go	I	needn't go
He/She/It	doesn't need to go	He/She/It	needn't go
We/You/They	don't need to go	We/You/They	

QUESTIONS

Do	I	Need	he/she/it	go?
Does	he/she/it	Need	he/she/it	go?
Do	we/you/they		we/you/they	

► can/could/be able to

- We use **can** to express ability in the present.
The baby can speak.
- We use **could** to express ability in the past.
I could climb trees when I was young.
- Be able to** expresses ability and forms all tenses. It is mainly used in tenses where we cannot use **can**.
He'll be able to play football on Thursday.

► may/might/could

- We use **may**, **might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We may/might/could go to the Summer Festival next weekend.

NOTE: We use **may not/might not** to express lack of possibility in the present or future.
Henry may not/might not be able to join us.

► must/can't

Must and **can't** express a logical deduction and refer to the present.

- We use **must** to express a **positive deduction**.
Ammar has been working all day. He must be tired.
- We use **can't** to express a **negative deduction**.
Tom can't be at home. I saw him at the bus stop five minutes ago.

► Passive Voice

Use

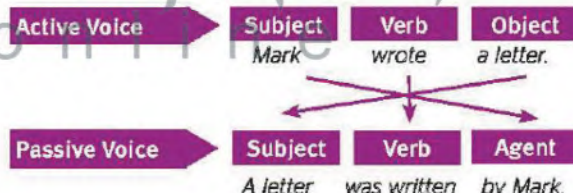
We use the **passive voice** to emphasise the action rather than who or what is responsible for it.

Formation

The passive voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE: We usually omit the agent:

- when the action interests us more than the agent.
My bag was found! (by someone who we do not know)
- when we don't know the agent.
BMW cars are made in Germany. (by factory workers)



► Present Simple Passive

AFFIRMATIVE

I	am	called/given
He/She/It	is	
We/You/They	are	

NEGATIVE

I	am not	called/given
He/She/It	isn't	
We/You/They	aren't	

QUESTIONS

Am	I	called/given?
Is	he/she/it	
Are	we/you/they	

► Past Simple Passive

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

Module 2

► The article 'the'

'the' is used:

- for somebody or something specific or already mentioned.
A: There's a new car in the street.
B: Yes, it's the car I bought yesterday.
- for things that are unique.
the Earth, the Pyramids
- with the superlative of adjectives/adverbs.
Ameer is the best student of all.
My brother paints the most beautifully of all.
- before names of seas, rivers, oceans and deserts.
the Red Sea, the Thames, the Indian Ocean, the An-Nafud Desert
- before groups of islands, mountain ranges and countries in the plural.
the Azores, the Alps, the Netherlands
- before nationalities, when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames, when we refer to the whole family.
The Simpsons came to see us last night.
- before names of hotels, restaurants and newspapers.
the Ritz, the Kabab Palace, the Arab News
- before the cardinal points.
Sussex is to the south of London.

'the' is not used:

- before names of people, streets, islands, mountains, cities, countries and continents.
Hamid Ahmed, Olaya Street, Corsica, Buraydah, Saudi Arabia, Africa
- before names of days and months.
on Monday / in July
- before plural countable nouns or uncountable nouns when we are talking about something in general.
Tigers are wild animals.
My brother likes chocolate.
- before abstract nouns (hope, beauty, etc.).
You mustn't lose hope.
- before names of magazines, sports, games, colours and languages (when they are not followed by the word language).
I buy 'Sports Now' every week.
I like playing tennis.
Khaled's favourite colour is green.
They speak Arabic.

- before names of squares, parks and lakes.
Trafalgar Square, Salam Park, Lake Winnipeg
- before the words *hospital, school, work, home, bed, prison* and *university* when they are used for the purpose for which they exist.
Abdul-Rahman was tired and went to bed.
- before the words *breakfast, lunch* and *dinner*.
We went to grandma's for lunch.

► Infinitive

We use the **full infinitive** (to + base form of the verb):

- to express purpose.
He went to the supermarket to buy some orange juice.
- after certain verbs: *want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange, choose, offer, refuse, expect*.
I decided to buy a house near the sea.
- with **too** and **enough**.
This coffee is too hot to drink.
- After the structure **it + be + adjective**.
It's difficult to understand this text.
- After certain adjectives: *afraid, surprised, free, happy, ready, sorry*.
James was happy to see his best friend after all those years.

We use the **bare infinitive** (base form of the verb **without to**):

- after modal verbs (*can, could, will, would, should, may, might, must*).
Will you stop talking?
You must visit the doctor today.
- after the verbs **let** and **make**.
He makes me study all the time.
Dad, let me go to the park, please!

NOTE: We can use the verb **help** with a bare or full infinitive.

I always help my brother do his homework.
I always help my brother to do his homework.

► -ing form

We use the **-ing form** (base form of the verb + **-ing**) as a noun. We use **-ing** forms:

- as subjects.
Exercising is a healthy habit.
- after certain verbs: *like, love, hate, enjoy, prefer, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time)*.
Keep going and you'll find the post office.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like*.
I can't stand being ill.
- after prepositions.
We use a toothbrush for brushing our teeth.
- after the verb **go** to indicate activities.
I go swimming every weekend.

Grammar Reference

NOTE: • The verbs **like**, **dislike**, **love**, **hate**, **start**, **begin** are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like having/to have lunch in the garden.

• The verbs **stop** and **remember** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning.
Mahdi stopped watching TV. (=Mahdi no longer watches TV.)
Mahdi stopped to watch TV. (=Mahdi stopped what he was doing in order to watch TV.)
I remember locking the door. (=I locked the door. I remember the action.)
I remembered to lock the door. (=I didn't forget to lock the door.)

Reflexive pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
I bought myself an expensive pair of shoes.
- after certain verbs with prepositions (talk about/to, take care of, say to, etc.).
He never talks about himself.

NOTE: We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.
I always pack my suitcases by myself.

Conditional Sentences Type 2

We use **conditional sentences type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if - clause	main clause
if + past simple	would/could + infinitive

If I had enough money, I would buy a bigger flat.
You could get that job if you took my advice.

NOTE: • In conditional sentences type 2 **were** is often used instead of **was** in the if-clause in all persons.
If Mark were older, he could take driving lessons.
• We use **if I were you** to express an opinion or give advice.
If I were you, I'd take it easy.

The verb should

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I should play	I should not play	I shouldn't play
You should play	You should not play	You shouldn't play
He should play	He should not play	He shouldn't play
She should play	She should not play	She shouldn't play
It should play	It should not play	It shouldn't play
We should play	We should not play	We shouldn't play
You should play	You should not play	You shouldn't play
They should play	They should not play	They shouldn't play

QUESTIONS	SHORT ANSWERS	
Should I play?	Yes, I should.	No, I shouldn't.
Should you play?	Yes, you should.	No, you shouldn't.
Should he play?	Yes, he should.	No, he shouldn't.
Should she play?	Yes, she should.	No, she shouldn't.
Should it play?	Yes, it should.	No, it shouldn't.
Should we play?	Yes, we should.	No, we shouldn't.
Should you play?	Yes, you should.	No, you shouldn't.
Should they play?	Yes, they should.	No, they shouldn't.

Should is a modal verb. We use **should** to ask for and give advice.

A: What should I do?

B: I think you should see a doctor.

Module 3

Subject Questions - Object Questions

• **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb** in the **affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).

• **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb** in the **question form**).
Who did you see at the restaurant? (I saw) Tom and James.
What are you eating? (I'm eating) Chinese food.

Module 4

Clauses of Result

We use **clauses of result** to express the result of an action or a conclusion.

• **so + adjective/adverb + (that)**
He was so bored (that) he left before the end of the documentary.

such + (a/an) + (adjective) + noun + (that)
It was such a hot day that we all went swimming.

Reported Speech (Commands and Requests)

• We commonly use **tell** or **order** when we report commands and **ask** when we report requests.
• The Imperative changes to **full infinitive** or **not + full infinitive**.
'Stay there,' said the man.
The man told me to stay there.
'Don't take this away, please,' he said.
He asked me not to take that away.

Learning Tips

In class

How to learn better in class

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

Outside the class

How to learn better outside the class

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

Vocabulary

How to learn vocabulary better

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

Grammar

How to learn grammar better

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

Speak

How to do better when doing speaking tasks

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

Read

How to do better when doing reading tasks

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

Listen

How to do better when doing listening tasks

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

Write

How to do better when doing writing tasks

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

Word list

1a

be in a hurry
catch the bus
collect sth from
somewhere
come in handy
download
gigabyte (gb)
give sb a lift
go for sth
memory
pick sb up
plan (v)
Wi-Fi

Telephone language

be engaged
call back
dial
give sb a call
hang up
have the wrong number
pick up
return a call
take/leave a message

1b

athlete
beat (v)
click (v)
comment (n)
contact
energetic
facility
fee
final(s)
fitness
gold
log in
machine
medal
offer (v)
overweight
password
personal trainer
race (n+v)
session
stick (v)
take part
take place
technology
treadmill

unfit
up-to-date
username

work out
workout

Phrases

I can't get enough
In my view...

1c

appealing
article
at this stage
copy (n)
deliver
disk

error
font
global warming
insert
interview (v)
issue

layout
meeting
nation
package (v)
print (v)
researcher
spelling
visual

1d

against
brain
control
discover
electricity
exist
factory
fictional
harm (v)
human
intelligent
invent
law
marvellous
mow the lawn
oil
per cent (%)
predict
recent times
surgery

television
various

1e

addicted
adult
advantage
and so on
avoid
careless
carry
commercial (n)
communication
disadvantage
educational
emergency
exchange
gadget
harmful
harmless
helpless
influence

interrupt
quality
ringtone
suitable
useless
wisely

Phrases

Firstly...
In addition...
Lastly...
Personally...
Secondly...
To begin with...
What is more...

2a

approximately
atmosphere
bright
by comparison
clear
in fact
point (n)
pole
position
possible
prove
spot (v)
surface

telescope
tiny

2b

announce
arrange
be sold out
have a word with sb
let sb down
venue

Expressions with 'way'

be in one's way
be on one's way
by the way
know one's way around
lose one's way
the other way round

Phrases

Get out of here
I reckon
It's sorted
Yep
You can say that again

2c

awake
be aware of
be likely to
behind the wheel
blind
catch up
common
consider
emotion
get used to
human being
image
lack of
lead to
lifetime
list
make sense
mind (n)
perhaps
research
sense (n)
sleepy
smell (n)
sound (n)
study (n)
touch (n)
within

Phrases

According to...
It depends

2d

amount
calculate
charge (a battery)
coal
decade
fuel
gas
global warming
globally
government
journey
reduce
regularly
run (=use)
single
take measures
tax

Phrases

Don't be fooled

2e

admire
annual
blossom
cherry
date back
gather
grapes
lively
occasion
pleasant
savory

Words related to celebrations

candle
decoration
fireworks
lantern
streamer

3a

brand new
cleaner
empty
filthy
hall
hoover (n)
obvious
owner
properly

security guard

Words related to crime

arrest
burglar
burglary
criminal
detective
Inspector
investigate
pickpocket
pickpocketing
rob
robber
robbery
shoplift
shoplifter

shoplifting

solve

steal

theft

thief

Phrases

Certainly

No need

Take a look

3b

advert
attach
bedside table
bit (n)
DIY (=do-it-yourself)
hole
instructions
push
put sth together
screw

upside down

volume

Phrasal verbs

turn down
turn into
turn off
turn on
turn out
turn over
turn up

Phrases

Have a point
I can't be bothered
I can't hear myself think
It's a piece of cake
It's supposed to be...
Whatever you say

3c

ASAP (=as soon as possible)
audience
BF (=best friend)
blame (v)
compete
count on sb
deal with
excuse (n)
in need
keep it up
laugh at sb
make an effort
make fun of
presentation
pretend

previous

public speaking

ridiculous

solution

treat (v) (=pay for)

trouble (v)

unfair

3d

amaze
apart from
based
care (n+v)
charity
danger
donation
educate
extremely
fundraising event
have a right
illness
injury
nurse
patient (n)
raise money
smile (n)
tough
treat (=care for)
volunteer
war

3e

adventurous
bungee jumping
competitor
congratulations
contest
contestant
details

enter a competition
first/second/third... place
hang-gliding
judge
photography

4a

active volcano
book (v)
enjoyable
experienced
globe
impress
interact
keen on
location
make an impression
marine life
passion (for)
pretty (adv)
relaxing
safety
smart (=nice)
tie

whenever

Types of holiday

backpacking holiday
cruise
guided city tour
holiday by the seaside
safari

4b

agritourism
bucket
cow
mud
order
pass by
shed
since (=because)
spade
stable
steer clear
take a break
the outdoors

Expressions with 'time'

at all times
from time to time
give sb a hard time
have time to kill
make time
spend time
take your time

waste time

Phrases

Don't talk nonsense

It's a good laugh

That's disgusting

The next thing I knew...

4c

announcement

board (v)

break down

brochure

cabin

complaint

crew

delay

delayed

disorganised

dissatisfied

get sunburnt

hardly

impatient

impolite

impossible

luxurious

miss a flight

on board

organised

pack (v)

passenger

passport

patient (adj)

reception

run out of

sail (v)

satisfied

service

shock

suitcase

tasteless

travel agency

uncomfortable

unpleasant

unsuccessful

4d

accept

behaviour

bump into

custom

familiar with

foreigner

gift

guest

host

make a fool of oneself

offend

owe

pour

raise

refuse

remove

slight

Parts of the body

cheek

chin

eyebrow

forehead

shoulder

Words related to gestures

bow

greet

hug

kiss

nod

point

shake hands

signal

tap

wave

4e

beginner

choice

excitement

furthermore

instructor

minimum

require

resort

scenery

slope

special offer

unbelievable

الحلول اون لاين

 hulul.online

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			

Full Blast 6

Workbook

حلول
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The Workbook contains:

- A variety of exercises practising grammar and vocabulary
- Tasks practising functions and language used for communication
- Extra reading material
- Writing development
- Projects
- Consolidation section
- Self-assessment
- Writing section

1a

Give me a call

A. Complete the dialogues with the verbs in the box.

dial pick come have return give gave planned

1. A: Can you _____ me a lift to the shopping centre, Dad?
B: Sure. Do you want me to _____ you up later, too?
A: No, it's OK. I've _____ to go to a restaurant with my friends after I finish my shopping. So, I don't know what time I'll be home.
2. A: I rang you earlier. Why didn't you _____ my call?
B: I _____ you a call but there was no answer.
3. A: Hello, is Kevin there?
B: I'm sorry, I think you _____ the wrong number. What number did you _____?
4. A: Here's a list of all the phone numbers of the players in the team.
B: Thanks. That could _____ in handy.

B. Look at the pictures and the prompts. What are the people saying? Use *can*, *could*, *may*, *will* or *would* to ask for permission or make requests.



1. help / with / boxes



2. stop / moving around / please



3. use / your mobile



4. pay / credit card



5. eat / this apple



6. give / lift / home

C. Rewrite the sentences using the words given.

1. It's necessary to dial 0054 to call Argentina.

have

2. There's no need to download that program. I've got the CD.

don't

3. It isn't necessary for Dad to collect his car tomorrow.

needn't

4. There's no underground today so it is necessary for us to catch the bus.

must

5. Mark must buy a new shirt for the weekend.

needs

6. You aren't allowed to use your phone here.

mustn't

D. Complete the dialogues with the words given.

1. could may need

Harvey I speak to Kevin, please?

Mr Kay I'm afraid he's out at the moment. He's gone to the library.

Harvey I really to speak to him today and I haven't got his mobile phone number. you give it to me, please?

Mr Kay Sure. It's 0985463201.

2. must needn't can

Kelly Oops! I'm so sorry. Oh, no. There's orange juice all over your T-shirt.

Diane You worry. It's an old T-shirt.

Kelly I clean it for you?

Diane No, I go home now, anyway, so I'll change.

3. must would have

Emma Miss Davis, you help me find some information about the environment on the Internet? I don't know how to and I to finish my project by Wednesday.

Miss Davis Sure, but you learn to use the Internet. It'll come in handy.

E. Complete the dialogues with the sentences a-e.

- a. OK. She'll give you a call later.
- b. Well, why didn't she call back?
- c. Can I leave a message?

- d. Yeah, but it was engaged.
- e. I called her earlier and she hung up.

1.

Mrs Fatima Hello?

Reema Hi, is Sahar there?

Mrs Fatima No, I'm sorry, she's not.

Reema

Mrs Fatima Sure. What is it?

Reema Just tell her to call me back on my mobile because I'm going to the library. By the way, I'm Reema.

Mrs Fatima

Reema Thanks.

2.

Tanya What's up, Ashley?

Ashley I think Penny is angry with me.

Tanya Why?

Ashley

Tanya Really? That's strange. Did you try to ring again?

Ashley

Tanya Maybe someone else needed to use the phone.

Ashley Yeah?

Tanya Maybe she had something else to do.

Ashley Actually, she said she was in a hurry.

Tanya There you go, then.



A:

1 – give – pick – planned

2 – return – gave

3 – have – dial

4 – come

B:

1- can you help me with boxes?

2 - Could you stop moving around, please?

3 - May I use your mobile?

4 - Can I pay by credit card?

5 - Would you eat this apple?

6 – can you give me a lift to home?

C:

1 – I have to dial 00s4 to call Argentina

2 – I don't need to download that program, I've got the CD

3 - Dad needn't collect his car tomorrow.

4 - I must catch the bus.

5 - Mark needs to buy a new shirt for the weekend.

6 – You mustn't use your mobile here

D:

1 – may – need – could

2 – needn't – can – must

3 – would – have – must

E:

1 – c – a

2 – e – d – b



1b

Fitness and fun

A. Complete the text with the words in the box.

up-to-date place part athlete race
unfit medal energetic treadmill personal

A year ago I took (1) _____ in a 5km
(2) _____ which was organised by a local
sports centre. I knew I wasn't a professional
(3) _____, but I did really badly. I think I
came last. I hadn't realised how (4) _____
I was, so I decided to join a gym. It was a new gym and
it had lots of (5) _____ machines, but my
favourite was the (6) _____. After a few
weeks, I got a (7) _____ trainer, too, and he
really helped me get fit. I feel really (8) _____
now and next month there is another race which is
taking (9) _____ in the city park. I'm
really looking forward to this one. Maybe I'll even win a
(10) _____.

C. Look at the pictures and write what *may, might* or *could* happen using the prompts in the box.

rain / this afternoon buy / TV have / accident
send / email order / soup get into / final



1. _____



2. _____

B. Rewrite the sentences using the words given.

1. I couldn't remember the password.

able

2. Are you able to use this machine?

can

3. If you work out every day, you will manage to lose some weight.

able

4. It's impossible for me to pay the fee.

can't

5. I played a game of table tennis with my uncle, but I wasn't able to beat him.

couldn't



3. _____



4. _____



5. _____



6. _____



D. Complete the exchanges. Make deductions using *must* or *can't* and the prompts given.

1. A: Where's the cat?

B: The children have been playing with Trixie all morning. _____ (they / know / where she is).

2. A: I think Bob needs more exercise. He's not fit.

B: What? He has a two-hour workout every day. _____ (he / be / unfit).

3. A: Do your parents know Saleh?

B: He's come round my house a few times. _____ (they / remember / him).

4. A: Do you know where Faisal is?

B: Well, his car isn't in the garage so _____ (he / be / home).

5. A: Ali won a gold medal in the race.

B: _____ (he / be / fast / runner).

E. Choose a, b or c.

1. I _____ log in to the program because I didn't have the right username or password.

a. can't b. wasn't able to c. might not

2. A: What are you doing this afternoon?

B: Well, I _____ play hockey, but I'm not sure yet.

a. might b. must c. mustn't

3. A: Will you _____ contact Abdulaziz?

B: Yes. I've got his email address.

a. be able to b. can c. could

4. A: Does Mike have trainers?

B: He _____ have trainers. He goes jogging every weekend.

a. can't b. could c. must

5. That _____ be Andy's jacket. His is black.

a. can't b. mustn't c. can

6. Ameer _____ write poems, so he can write something for the school newspaper.

a. may b. is able to c. will be able to



F. Write a sentence expressing your opinion about the following. Also, give a reason to support your opinion, as in the example. Use *In my opinion...*, *In my view...*, *I believe...* or *I think...*.

1. Is the gym a good place to exercise?

I think it's good because you can work out in any kind of weather.

2. Is it important to exercise frequently?

3. Are laptops useful?

4. Do you think History is boring?

A:

1 – part

2 – race

3 – athlete

4 –unfit

5 – up-to-date

6 – treadmill

7 – personal

8 – energetic

9 – place

10 – medal

B:

1 - I wasn't able to remember the password.

2 - Can you use this machine?

3 - If you work out every day. you will be able to lose some weight

4 - I can't pay the fee.

5 - I played a game of table tennis with my uncle but I couldn't beat him

C:

1 - He might send e-mail.

2 - The team could get into the final

3 – It may rain this afternoon.

4 – He might have an accident.

5 - He may order soup.

6 – He may buy a TV

C:

1 - They must know where

2 - He can't be unfit

3 – They must remember

4 -he can't be at home

5 - He must be fast runner

F:

2 - In my opinion it is important because it helps you to be fit.

3 - In my view. they are useful because we can use them everywhere.

4 - I think it's boring because we need to study it a lot.

1c

Hot off the press

A. Circle the correct words.

1. Frankie is a **graphic designer** / writer and works for a science magazine. His articles are always very interesting.
2. At this **page** / stage, there is nothing we can do. It's too late.
3. It's **ordinary** / necessary to work out if you want to lose some weight.
4. Eddie used some great **fonts** / nations for the layout of the page.
5. The furniture you buy at *Home Basix* is **packaged** / delivered to your house for free.
6. I need to get a(n) disk / **article** to save the information I've found on the Net.
7. The reporter interviewed / **printed** the football player for three hours.

B. Complete the sentences with the words in the box.

appealing insert researcher issue errors spelling nation packages

1. The latest _____ of *Planet Earth* has to do with ways to save water.
2. Dr Murphy is a famous _____ who is studying the changes in temperature in the last 15 years.
3. This text is too short. Can you _____ two more paragraphs?
4. After our teacher corrects some _____ we made in the article, we'll send it to the school's newspaper editor to publish it.
5. This company _____ their products in recycled boxes.
6. To make your story more _____, you need to include examples to get your reader interested.
7. Please check this text for any _____ mistakes and then give it back to me.
8. The whole _____ has read this book. It's extremely popular.

C. Complete the sentences with the present simple passive of the verbs in the box.

buy not serve give sell drive read

1. All students _____ the necessary books at the beginning of the school year.
2. I _____ to school every morning because it's far away from my house.
3. In this company new laptops _____ every five years.
4. Dinner _____ at 8 o'clock. We have dinner earlier.
5. This magazine _____ by millions of people all over the country.
6. Some of this shop's mobile phones _____ for 60 euros!

D. Look at the prompts and write sentences. Use the present simple passive, as in the example.

1. tickets / sell / outside the art gallery
Tickets are sold outside the art gallery.
2. Arabic / speak / in many countries

3. lots of festivals / organise / in July

4. new information / save / on computers / every day

5. these hats / not make / in China

E. Circle the correct words.

1. Many photographs are taken / **take** for the magazine.
2. All the clothes we sell **design** / are designed by a famous designer.
3. A message **sends** / is sent to all the winners of the competition.
4. Tina **is spent** / spends lots of money on clothes.
5. Hasna **is often told** / often tells her kids to go to bed early.
6. Many people **invite** / are invited to the school festival every year.

1d Marvellous machines

A. Complete the sentences with the words in the box.

marvellous exist fictional predict brain mow discover factory intelligent

1. These machines _____ to make our lives easier.
2. My father works in a(n) _____ that makes chocolate.
3. I _____ there will be flying cars in our cities in the future.
4. Just because an animal has a big _____ doesn't mean it's clever.
5. Did Captain James Cook _____ Australia?
6. I don't really enjoy reading _____ stories.
7. Travelling to Italy was a(n) _____ opportunity for Tom to practise his Italian.
8. Frank, could you _____ the lawn this afternoon?
9. Scientists say that dolphins are one of the most _____ animal species.

B. Complete the sentences with the present simple passive or the past simple passive of the verbs in brackets.

1. No animals _____ (harm) during this project.
2. This robot _____ (control) by this little machine here.
3. These laws _____ (not write) 200 years ago, but much earlier than that.
4. The telephone _____ (invent) by Alexander Graham Bell.
5. After I finished the race, I _____ (give) a medal.
6. The Science Museum _____ (visit) by millions of people every year.
7. Bamboo plants _____ (grow) in many Asian countries.

C. Write sentences for the quiz using the present simple passive or the past simple passive and the prompts given. Then choose a, b or c and check your answers.

GENERAL KNOWLEDGE QUIZ

1. Many / world's / bananas / produce / India

But what percentage?

- a. 23% b. 43% c. 63%

2. Dolphins / write / Cousteau / 1988

But who is Cousteau?

- a. A scientist b. A teacher c. A robot

3. Pluto / discover / Claud Tombaugh

But when?

- a. In 1730 b. In 1830 c. In 1930

4. Arabic / speak / in many parts of the world

But where is it not spoken?

- a. Saudi Arabia b. Lebanon c. India

5. Traffic lights / invent / 1868

But who invented them?

- a. Thomas Edison b. J.P. Knight c. Karl Benz

6. Volleyball / play / all over / world

But how many players are there in a volleyball team?

- a. 6 b. 8 c. 10



Answers: 1 a 2 a 3 c 4 c 5 b 6 a

1C

B:

1 – issue

2 – researcher

3 – insert

4 – errors

5 – packages

6 – appealing

7 – spelling

8 – nation

C:

1 – are given

2 – am driven

3 – are bought

4 – is not served

5 – is read

6 – are sold

D:

2 - Arabic is spoken in many countries.

3 - Lots of festivals are organised in July.

4 – New information is saved on computers everyday



5 – these hats aren't made in China

1d

A:

1 – exist

2 – factory

3 – predict

4 – brain

5 – discover

6 – factional

7 – marvelous

8 – mow

9 – intelligent

B:

1 – are harmed

2 – is controlled

3 – weren't written

4 – was invented

5 – was given

6 – is visited

7 – are grown



D. Read the text and answer the questions.

ASIMO

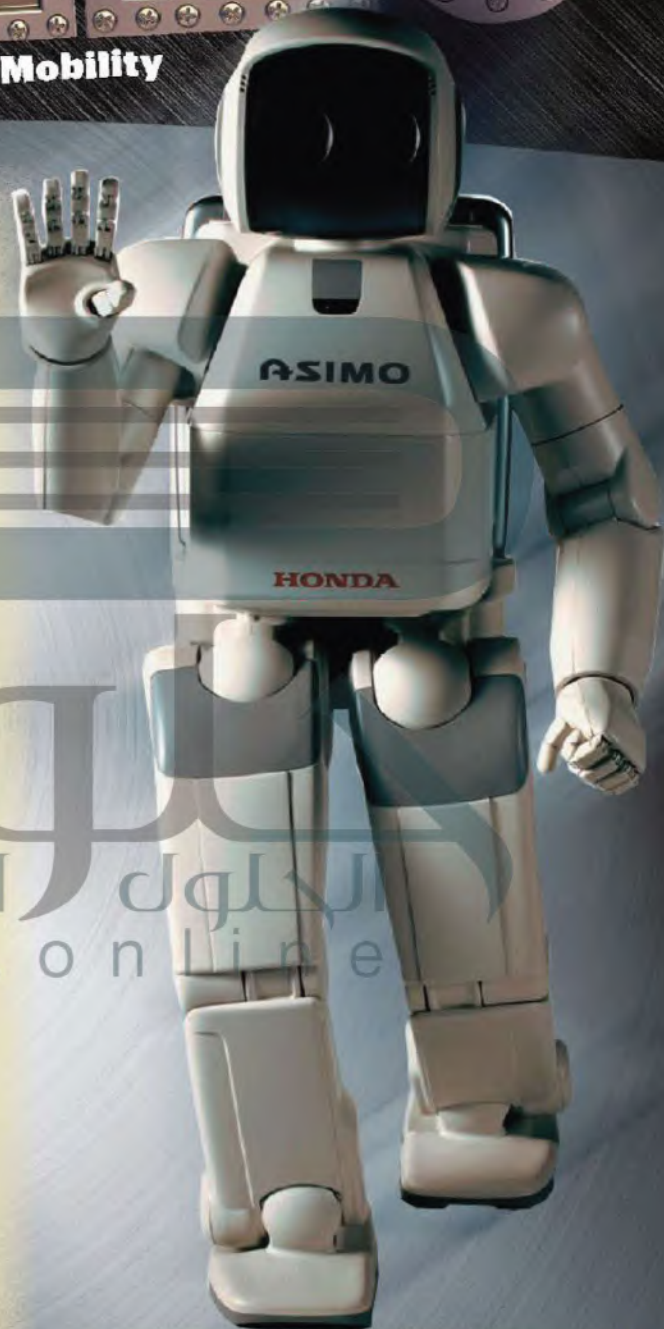
Advanced Step in Innovative Mobility

Nowadays, robots are becoming more and more a part of our lives, and modern technology has made it possible for great ideas to become reality. One of them is ASIMO (Advanced Step in Innovative Mobility), an astronaut-like robot which can do things other robots can't. Above all, ASIMO is quite different because it looks amazingly similar to a human.

ASIMO was created in 2000 by Honda, after 15 long years of scientific research. It is 1.30m tall and weighs about 55kg. What's impressive about ASIMO is that it can walk like a human, but also climb up or down the stairs and even run at 6km per hour! At this stage, ASIMO runs on a rechargeable battery that lasts for an hour, but the company is working on making ASIMO more energy-saving in the future.

So, why was ASIMO created? Well, it was created to help people, especially those who need help the most, such as people with disabilities. Because of its two camera eyes, ASIMO can see its environment, which means objects, humans, distance and movement. What is more, ASIMO can follow a human, or look at him/her when they come closer. But more importantly, it can understand sounds and react when humans order it to do something. Also, it will answer questions by moving its head and can call 10 different people by name.

ASIMO is just the beginning of a great and very important step to make life easier and better for humans.



1. What does ASIMO mean?
2. Why is ASIMO not like other robots?
3. How long did it take for ASIMO to be created?
4. How tall and heavy is ASIMO?
5. What can ASIMO do?
6. Why was ASIMO created?
7. How can ASIMO understand movement?

D:

1. It means Advanced Step in Innovative Mobility.
2. Because it can do things that other robots can't and because it looks amazingly similar to a human.
3. It took 15 long years.
4. ASIMO is 1.30m tall and weighs about 55kg.
5. ASIMO can walk like a human, can climb up and down stairs and run at 6km/hour. It can also understand and react when humans order it to do something.
6. ASIMO was created to help people, especially those with disabilities.
7. With its two camera eyes.

1e

Can you live without it?

A. Complete the sentences with the correct form of the words in capitals.

1. Sitting too close to the TV screen can be _____ to your eyes.
2. Visiting the museum was fun, but it was also an _____ experience.
3. Be _____.! You almost crashed into that van.
4. I think email is a very useful means of _____.
5. Brian's snake looks dangerous, but it's _____.
6. I don't like your plan because it's got lots of _____.
7. This knife is _____. You can't cut anything with it.
8. Roger wasn't very _____. He just sat there and watched me carry things.

HARM

EDUCATION

CARE

COMMUNICATE

HARM

ADVANTAGE

USE

HELP

B. Circle the correct words.

1. Don't avoid / interrupt me when I'm talking to someone on the phone.
2. It was really nice to meet you. Would you like to exchange / carry phone numbers?
3. Bob's cousin, John, is a really bad influence / quality on him.
4. Maybe you should stop playing computer games all the time and spend your free time more careless / wisely.
5. I don't think I'm addicted / suitable to chocolate, but I eat quite a lot.
6. I saw a gadget / commercial for a new netbook on TV last night, and I really want to get one.
7. Quick! Get out of my way. This is an emergency / advantage!

C. Complete the blanks with one word.

USING THE INTERNET

Nowadays, a great number of people use the Internet. Some cannot imagine life without it, while others believe that we should avoid using it. Personally, I don't think I could live without it. To (1) _____ with, using the Internet has many advantages. (2) _____ of all, you can communicate with people all around the world by email and social networking. (3) _____, it is a great way to find information on any topic you need. In (4) _____, you can download programs or documentaries, or even watch them online. It is also great for shopping! In my opinion, the Internet is a must for any teenager or adult.

A:

1 – harmful

2 – educational

3 – careful

4 – communication

5 – harmless

6 – disadvantages

7 – useless

8 – helpful

C:

1 – begin

2 – first

3 – Furthermore / Also

4 – in addition



1

Round-up

A. Read and choose a, b or c.

Last week my mobile broke, so I decided to get a new one. My dad couldn't give me a (1) _____ to the shops, so I had to (2) _____ the bus. I went to this trendy shop and bought a(n) (3) _____ smartphone. I was really excited. I immediately got (4) _____ to it. I surfed the Net and (5) _____ a great website for my new (6) _____. I (7) _____ some games and also some cool (8) _____. After a while, I gave my best friend a (9) _____. I wanted to make him jealous but, unfortunately, he didn't (10) _____. In the end, I sent him an email from my new phone.

- | | | |
|------------------|---------------|----------------|
| 1. a. run | b. lift | c. call |
| 2. a. catch | b. go | c. collect |
| 3. a. suitable | b. up-to-date | c. personal |
| 4. a. engaged | b. addicted | c. exchanged |
| 5. a. discovered | b. invented | c. existed |
| 6. a. memory | b. password | c. gadget |
| 7. a. clicked | b. downloaded | c. contacted |
| 8. a. ringtones | b. laws | c. commercials |
| 9. a. dial | b. phone | c. call |
| 10. a. hang up | b. log in | c. pick up |

B. Circle the correct words.

- A: Hello, will / could I speak to Ameen, please?
B: I'm sorry. He can't / isn't able come to the phone right now.
- A: Why isn't Mohammed picking up?
B: He may / can be busy.
- A: Can / Must I help you?
B: I need to / need give someone a call. May / Must I use your phone?
- A: You must / can't be tired after playing tennis all afternoon.
B: Not really. I feel great.
- A: I really don't want to go to the stadium by bus.
B: We don't have to / mustn't. My brother can drive us there.
- A: Jack wasn't able to / didn't have to win a medal in the championship.
B: Too bad. Maybe next time.

C. Rewrite the sentences using the passive voice.

- Mr Dalliard picked up the kids at ten o'clock.

- All the other athletes beat James in the race.

- Most people in the city use public transport.

- Tariq mows the lawn every other Thursday.

- The whole school watched the football match.

- Scientists didn't find the answer to this question.



D. Circle the correct words.

- The government took / was taken lots of measures to protect the environment last year.
- The students showed / were shown around the chocolate factory.
- The competition takes / is taken place at the town hall every July.
- Personal passwords gave / were given to all workers.
- All the glasses have filled / were filled with water.
- Mr Lipton doesn't speak / isn't spoken Italian.
- Raymond interrupted / was interrupted me while I was talking.
- They don't do / aren't done anything to improve the quality of the food in this restaurant.

E. Choose a, b or c.

- I think you have the wrong number.
 - I'll call back later.
 - What number did I call?
 - Can I leave a message?
- Do you like skiing?
 - I can't get enough.
 - I'm in a hurry.
 - I go for it.
- Do you think this could come in handy?
 - Yes, it's a waste of time.
 - Yes, it's useful.
 - Yes, I'll call back.
- Could you pick me up?
 - I'll take a message.
 - I'll take part.
 - I'll be there in five minutes.

F. Read and choose a, b or c.

1

Bill,
You'll have to do without the laptop this weekend. I need it at work.

Sorry,
Dad

- Bill isn't allowed to borrow his dad's laptop this weekend.
- Bill won't have to borrow his dad's laptop this weekend.
- Bill won't be able to borrow his dad's laptop this weekend.

2



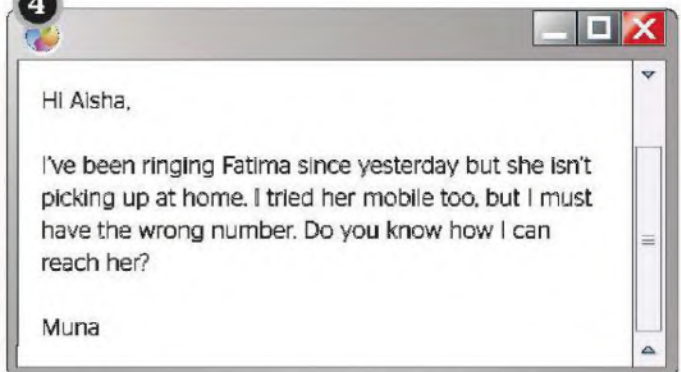
- You use it more than three times a day.
- You can use it more than three times a day.
- You don't have to use it every day.

3



- A better price is offered to students.
- The fitness centre is only for students.
- The fitness centre offers students free classes.

4



- Muna wants Aisha to give Fatima a message.
- Muna is worried because Fatima isn't returning her calls.
- Muna wants Aisha to help her contact Fatima.

1 round up

A:

1 – b

2 – a

3 – b

4 – b

5 – c

6 – c

7 – b

8 – a

9 – c

10 – c

C:

1 - The kids were picked up at ten o'clock.

2 – James is beaten in the race

3 - Public transport is used by most people in the city

4 - The lawn is mowed by Tarig every other Thursday.

5 - The football match was watched by the whole school.

6 - The answer to this question wasn't found by scientists.

1

Project

A super mobile phone

1. Imagine a mobile phone that can have any feature you want.
2. Make a poster for your mobile phone.
3. Include information about what it can do. Use your imagination!



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I want an up-to-date mobile phone.

It can follow the numbers of my friends.

It can tell me the directions.

It can connect to any network.



A. Complete the sentences with the words in the box.

spot bright telescope prove comparison Pole surface position

1. What's the lowest temperature at the North _____?
2. That _____ star up there is called the North Star.
3. How can you _____ that you're telling the truth?
4. Just look at the _____ of the water and you'll see that the river is polluted.
5. See if you can _____ a ship in the distance. It should be coming from the north.
6. Where do you think the best _____ for the sofa is?
7. I can't see those stars without a _____. They're so tiny.
8. By _____, water in poor areas costs three times more than in other areas in Kampala, Uganda.

B. Complete with a, an or the.



Alan Have you ever seen (1) _____ frozen lake?

Ricky Yes. In fact, there is (2) _____ small one near my grandfather's house in Illinois.

Alan Really? What's it like?

Ricky It's beautiful, but also dangerous. Actually (3) _____ boy almost drowned in (4) _____ lake last year.

Alan Oh, no! How did that happen?

Ricky Well, he was playing with some friends on (5) _____ ice close to the lake, and fell in by accident. Fortunately, a man rescued him just in time.

Olivia Are (6) _____ Smiths in France?

Chloe Yes. They're in Paris at the moment. They're staying at (7) _____ hotel in (8) _____ city centre. I think it's (9) _____ Hilton. It's near (10) _____ River Seine. I spoke to Emily yesterday. They're having (11) _____ amazing time.

Olivia That's great. Are they going anywhere else this summer?

Chloe Yes. They're visiting (12) _____ Canary Islands.



Mike Wow! You got (13) _____ telescope for your graduation! That's (14) _____ best present.

Paul I know. My uncle Henry bought it for me.

Mike Henry?

Paul Yeah. He's (15) _____ scientist. There was (16) _____ article about him in (17) _____ Guardian last week.

Mike Cool.



C. Complete the text with *the* or *-*.

(1) _____ USA is a big country in (2) _____ North America. Its capital city is (3) _____ Washington, DC. (4) _____ Canada is to (5) _____ north of this country and (6) _____ Mexico is to (7) _____ south. To (8) _____ east and west of (9) _____ country lie (10) _____ Atlantic and (11) _____ Pacific Oceans. There are also (12) _____ beautiful mountains and two big mountain ranges, (13) _____ Appalachian Mountains and (14) _____ Rocky Mountains. There are also about (15) _____ twenty big rivers in (16) _____ country. (17) _____ longest river is (18) _____ Missouri. In (19) _____ north there are five big lakes. (20) _____ largest is (21) _____ Lake Superior.

D. Read the text and answer the questions.

Victoria Falls

Victoria Falls is called *Mosi-oa-Tunya* by locals, which means 'smoke that thunders'. That's because this amazing waterfall on the Zambezi River between Zambia and Zimbabwe creates an impressive noise, like thunder, and sprays millions of drops of water that look like smoke from far away. 546 million cubic metres of water per second fall almost a hundred metres, so it's easy to understand why visitors to Victoria Falls say that it's one of their most unforgettable experiences, and that everyone should try to visit the place once in their lifetime. However, what makes Victoria Falls different from any other waterfall in the world is that it is approximately two kilometres wide, which makes the falls look like a huge, white curtain that covers the area as far as the eye can see.

Visitors to the falls can enjoy the area in many ways. Firstly, the Victoria Falls Bridge and the Knife Edge Bridge offer tourists the opportunity to see the falls from a safe distance. For people who love adventure, there are also other ways. For example, they can fly on a helicopter close to the waterfall and feel the water spray on their face! They can also bungee jump from the bridge! Some tourists also go swimming in one of the natural swimming pools near the waterfalls. But there's more. Tourists shouldn't miss the many national parks, like Mosi-oa-Tunya National Park, Victoria Falls National Park, and also the bigger one to the south, Zambezi National Park. There are also lots of water sports in the Zambezi River, safaris, day trips and tours.

Tourists should visit the falls between February and May because that's after the rainy season and the view is the most impressive then. Just remember: your camera is definitely going to get wet!



1. Where are Victoria Falls?

2. Why are they called 'smoke that thunders'?

3. How much water runs down the waterfall?

4. Why is this waterfall different from others?

5. What do the two bridges offer visitors?

6. What activities can visitors do?

A:

1 – pole

2 – bright

3 – prove

5 – surface

5 – spot

6 – position

7 – telescope

8 – comparison

B:

1 – a

2 – a

3 – a

4 -the

5 – the

6 – the

7 – a

8 – the

9 -the

10 – the

11 – an



12 – the

13 –a

14 – the

15 – a

17– an

C:

1 – the

2 - /

3 - /

4 - /

5 – the

6 - /

7 – the

8 – the

9 – the

10 – the

11 – the

12 - /

13 – the

14 – the

15 - /



16 – the

17 - the

18– the

19 - the

20 - the

21 - /

D:

1. Between Zambia and Zimbabwe.
2. Because they create an impressive noise like thunder and spray millions of drops of water that look like smoke from far away.
3. 546 million cubic metres of water per second.
4. Because it is approximately two kilometers wide which make the falls look like a huge, white curtain that covers the area as far as the eye can see.
5. They offer the opportunity to see the falls from a safe distance.
6. They can fly on a helicopter close to the waterfall. They can bungee jump from the bridge. They also go swimming in one of the natural swimming pools near the waterfalls go on safaris, trips and tours.

2b

A day to remember

A. Complete the dialogues with the sentences a-f.

- a. Have you lost your way?
- b. It's the other way round.
- c. By the way, did you ask him about tomorrow?
- d. You're in my way.
- e. He's on his way.
- f. I don't really know my way around here.



1.

A: Hello. Can you help me?

B: Sure. _____

A: Yes. I'm looking for the stadium.

B: I'm sorry. _____ But my friend does. Let me ask him.

A: Thanks.
2.

A: Where's Gavin?

B: _____

A: I hope he's not too late. _____

B: Yes, of course. He said he can give us a lift.

A: Great.
3.

A: Excuse me, _____ Can you please move a bit? I'm trying to get out.

B: Of course. But I think you're going the wrong way.

A: Are you sure? This is the exit, isn't it?

B: No. _____ This is the entrance.

A: Oh, sorry.



B. Circle the correct words.

1. Aisha's going to the supermarket get / to get some milk for breakfast. She also wants buy / to buy some bread.
2. You shouldn't spend / to spend so much time in front of the computer. It's not good for your eyes.
3. Mary never lets her sister borrow / to borrow her clothes.
4. This is a very difficult exercise do / to do. Can you help me, please?
5. Unfortunately, I haven't got enough time go / to go to the gym every day.
6. Brad made his younger brother clean / to clean his room.
7. I might visit / to visit Peter this weekend. Would you like to come along?

C. Complete the sentences using the prompts.

- Richard _____
(forget / call / dad) and he was very upset.
- Students _____
(not must / talk) in the classroom.
- Mr Adams will _____
(help / me / finish) my project.
- My brother _____
(make / me / do / washing-up) after every meal.
- Yesterday, William _____
(try / fix / drawer), but he _____
(not manage / do / it).
- We were all very _____
(surprised / see / Kelly) at Anne's place. We didn't
know they were friends.
- Can I _____
(call / Ryan / ask / him) something?
- Khaled _____
(go / out / get / present) for his cousin last Thursday.
- Mum _____
(buy / eggs / make / cake) yesterday afternoon.

E. Read the notes and make suggestions/arrangements.

D. Complete the dialogue with the sentences a-h.
There are two extra sentences which you do not need to use.

- Get out of here!
- They announced it at the end.
- Please, don't say no.
- You can say that again.
- I reckon I might go.
- If you decide to come, please let me know soon.
- It's sorted.
- Waiting for your reply.

Lee That was the best science fair ever!

Ken (1) ____ It was brilliant!

Lee They're having another fair next month, you know.

Ken (2) ____

Lee It's true. (3) ____

Ken Really? I didn't hear anything.

Lee (4) ____ What do you think?

Ken It sounds great but...

Lee (5) ____ We'll have a fantastic time! We can buy
some more gadgets.

Ken Oh, OK. Let's go.

Lee We can buy the tickets online.

Ken Sure!

Lee (6) ____ I can't wait!



1 Meet outside museum.
7pm, OK?

Why _____

2 Got new bike.
Go mountain biking next weekend?

How _____

3 Exam on Sunday.
Study at my house?

I think _____

4 My brother's got tickets for the basketball game.
Want to come?

Would _____

A:

1 – a – f

2 – e – c

3 – d – b

C:

1 - forgot to call dad

2 - mustn't talk

3 - help me to finish

4 - makes me do the washing up

5 - tried to fix the drawer - didn't manage to do it

6 - surprised to see Kelly

7 - call Rvan to ask him

8 - went out to get a present

9 - bought eggs to make cake

E:

1 - don't we meet outside the museum at 7pm?

2 - about going mountain biking next week?

3 - it would be a good idea to study at my home

4 - you like to come to the basketball game?

2c

Good night!

A. Complete the sentences with prepositions.

1. My doctor told me that lack _____ sleep can lead _____ health problems.
2. Harry bought a new bike last week, but he can't get used _____ it.
3. Rick was talking in his sleep last night, but he wasn't aware _____ it.
4. Maybe we should stop running for a while and let the others catch _____.
5. Bill wasn't feeling well yesterday, so he isn't likely _____ come today.
6. Mike always shouts at other drivers when he's _____ the wheel.
7. According _____ Kareem, it's a great book.



B. Complete the sentences with the words in the box.

lifetime sleepy sense list awake research common smell

1. Alex's story didn't make any _____.
2. What's that _____? Is your neighbour cooking again?
3. Khaled felt a bit _____, so he went to bed.
4. It's almost nine o'clock and Fay isn't _____ yet. She's going to be late again!
5. Van Gogh wasn't very well-known during his _____.
6. Smith is the most _____ surname in the UK.
7. Lots of _____ has been done on sleeping habits.
8. Let's make a(n) _____ of the things we need before we go to the supermarket.

C. Rewrite the sentences starting with the words given. Use the infinitive or -ing form.

1. That museum is very interesting. You should visit it.

That museum is worth _____

2. Let's go to the zoo on Friday.

I suggest _____

3. Brian forgot to take the letters to the post office.

Brian didn't remember _____

4. I'd love to be able to travel all year round.

Imagine _____

5. We saw Phil at the café. We were happy.

We were happy _____

6. We'd like to go for a walk along the beach.

We feel like _____

7. Bill didn't want to show us his new painting.

Bill refused _____

8. I'd like you to stop making that noise, please.

Will you _____

D. Complete the dialogues with the bare or full infinitive, or the -ing form of the verbs in brackets.

1.

Darren Hi, Barry. What's up?

Barry Not much.

Darren How's the study group going?

Barry Well, we've stopped

(1) _____ (meet)

for the moment.

Darren Why is that?

Barry My parents don't let us (2) _____ (get) together at my house any more. There were ten of us, and our neighbours couldn't stand (3) _____ (hear) all that noise. So, now we're trying (4) _____ (find) somewhere else to meet.

Darren How about (5) _____ (ask) the youth centre?

Barry You reckon?

Darren Yeah. They always like (6) _____ (help) young people.

Barry Great. Would you like (7) _____ (go) over there now and ask?

Darren Sure. Could you (8) _____ (get) my jacket for me? It's right behind you.

Barry OK.



2.

Steve Hey, some friends of mine are planning

(9) _____ (go) sailing on

Saturday morning. Are you interested in

(10) _____ (come)?

George Sure. I love (11) _____ (do) water sports. And the weather should be nice. What time?

Steve We've arranged (12) _____ (meet) at my house at half past five.

George In the morning? No way. I hate (13) _____ (wake) up early at the weekend.

Steve But we need (14) _____ (start) early so we can get the most out of the day.

George Sorry. I might (15) _____ (join) you if you leave a bit later. But half past five is too early.

Steve OK. Maybe another time.



E. Complete the sentences with your own ideas.

1. I'd love _____
2. I may _____
3. I enjoy _____
4. I must _____
5. I avoid _____
6. I've promised _____
7. I don't mind _____

A:

1 – of – to

2 – to

3 – of

4 – up

5 – to

6 – behind

7 – to

B:

1 – sense

2 – smell

3 – sleepy

4 – awake

5 – lifetime

6 – common

7 – research

8 – list

C:

1 – visiting

2 - going to the zoo on Friday

3 - to take letters to the post office



4 - traveling all year round

5 - to see Phil at the café

6 - going for a walk along the beach

7 - to show us his new painting

8- stop making that noise please?

D:

1:

1 – meeting

2 – get

3 – hearing

4 – to find

5 – asking

6 – helping

7 – to go

8 – get

2:

9 – to go

10 – coming

11 – doing

12 – to meet

13 – walking



14 – to start

15 – join

E:

1 - to go to the park.

2 - go shopping

3 - playing football

4 - cook for lunch

5 - talking to her

6 - to visit my friend

7 - watching the film

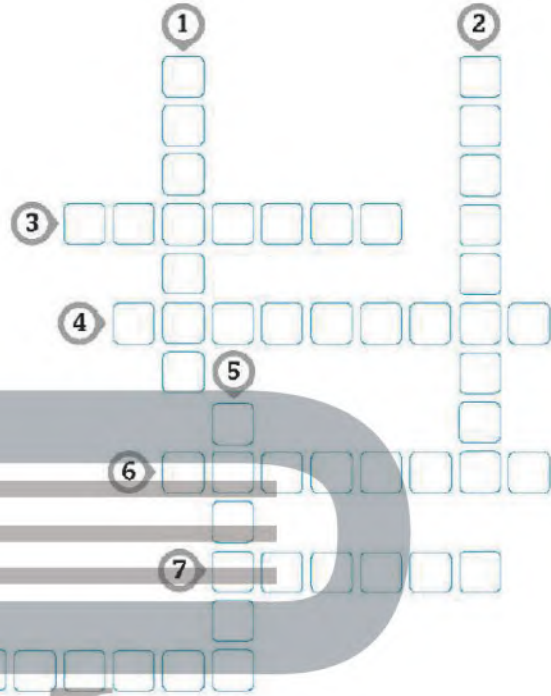


2d

Keep it green!

A. Complete the sentences and the crossword.

- The _____ to the village by the sea took three hours.
- You can _____ your carbon footprint on this website.
- Global _____ is caused mainly by greenhouse gases.
- The plants should be watered _____. Don't let the soil become too dry.
- Air pollution has become worse in the last _____.
- We must take _____ to protect the wildlife in this area.
- A large _____ of carbon dioxide is produced when fuel is burnt.
- My mobile isn't working. I need to _____ it.



B. Look at the pictures and the prompts and write sentences. Use should/shouldn't.



1. we / throw / rubbish / street

3. firefighters / put out / fire

2. recycle / any of the rubbish / ?

4. students / plant / new trees / soon

C. Read the dialogue below about an Environment Day organised at the Springfield Youth Centre. Complete the blanks with *should/shouldn't* and the verbs in brackets.

Mr Brown: OK, boys. Let's think about different ideas to get 'greener' here at the youth centre.

Adam: Maybe we (1) _____ (put) recycling bins in the youth centre to recycle paper, cans and plastic bottles.

Bill: We also have an old TV that's not working. We (2) _____ (throw) it in the rubbish bin. We (3) _____ (recycle) it.

Mr Brown: Excellent. Any other ideas?

Lee: I know! We (4) _____ (do) arts and crafts with recycled materials. We (5) _____ (also / reuse) things instead of buying new ones.

Mr Brown: What about your old books, PC games and gadgets?

Brad: We (6) _____ (throw) anything away. We (7) _____ (exchange) them for something else.

Mr Brown: Good idea! We (8) _____ (do) this once a month.



D. Read the problems below and write what the people should/shouldn't do, as in the example.



People don't recycle as much as they could and, as a result, they produce a lot of rubbish. This makes the city look dirty and pollutes the atmosphere.

1. People should recycle rubbish.



The traffic in the city centre is really bad. They should do something to reduce it.

2. _____



Our forests are disappearing because people cut down trees to create areas where they can build. Governments could take measures against them.

3. _____



Most of the fish in our river have died because of the water pollution which has been caused by a nearby factory. The mayor must do something about it.

4. _____

A:

- 1 – journey
- 2 – calculate
- 3 – warming
- 4 – regularly
- 5 – decade
- 6 -measures

7 – amount

8 – charge

B:

1 - We shouldn't throw rubbish in the street.

2 - Should we recycle any of the rubbish?

3 - The firefighters should put out fire.

4 - Students should plant new trees soon

C:

1 – should put

2 – shouldn't throw

3 – should recycle

4 – should do

5 – should also reuse

6 – shouldn't throw

7 – should exchange

8 – should do

D:

2 - People shouldn't use their cars so much. They should use public transport or walk.

3 - Governments should not allow people to cut down trees. They should organise tree-planting days.

4 - The mayor should move the factory away from the city

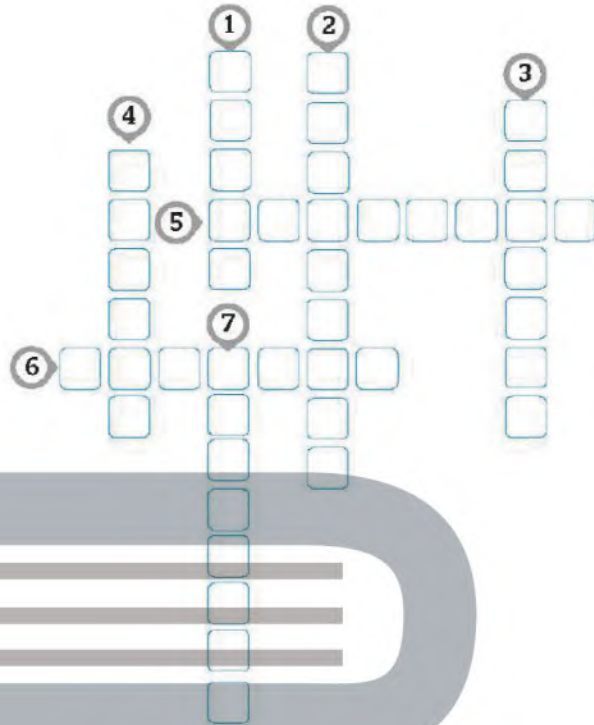
He should also organise a clean-up day.

2e

Let's celebrate!

A. Do the crossword.

1. A small, green or dark purple fruit.
2. These produce bright coloured lights and often loud noises in the sky. They're used especially during celebrations.
3. A lamp that you carry around, usually with a candle inside it.
4. Happening once a year.
5. Very nice and enjoyable.
6. Having a taste that is salty, not sweet.
7. A time when an event takes place.



B. Read the description and complete with the sentences a-d.

- a. They even paint their cars green, or draw the Saudi flag on them.
- b. The Saudi National Day is an opportunity not only for celebration but also to get to know Saudi history, tradition and culture better.
- c. It is one of the most important events not only in Saudi Arabia but also in the whole region.
- d. They can try traditional Saudi food and watch the traditional Saudi sword dance - *ardah*.



THE SAUDI NATIONAL DAY

Every year, on the 23rd September, all Saudis across the Kingdom of Saudi Arabia celebrate their National Day.

(1) ____ In 1932, King Abdulaziz Al-Saud unified the nation and created the modern kingdom.

People of all ages, especially young men, drive their cars waving Saudi flags. (2) ____ Moreover, on that special day people can visit museums and parks and get some taste of Saudi culture and hospitality. (3) ____

(4) ____ If you ever have the chance to visit Saudi Arabia on that specific day, you will definitely enjoy it!

A:

1 – grape

2 – fireworks

3 – lantern

4 – annual

5 – pleasant

6 – savoury

7 – occasion

The Saudi national day

1 – c

2 – a

3 – d

4 - b



2

Round-up

A. Choose a, b or c.

- On a special _____, such as his graduation, I will give this to my brother.
a. position **b. occasion** c. point
- John is very _____ to leave earlier.
a. likely b. aware c. common
- I just love the _____ of these flowers.
a. smell b. touch c. sense
- I don't want to have any chocolate cake. I feel like having something _____.
a. clear **b. savoury** c. sweet
- Did they _____ where the festival will take place?
a. consider **b. arrange** **c. announce**
- Which _____ will the event take place at?
a. surface **b. venue** c. atmosphere
- Dina was carrying a _____ so she could see in the dark.
a. decoration **b. streamer** **c. lantern**
- Peter is _____ his way to the library.
a. in **b. on** c. by
- _____ of water can lead to serious health problems.
a. Lack b. Measures c. Amounts

B. Complete the sentences with one word.

- Don't worry about Mohammed. He won't get lost. He knows his _____ around.
- Are you _____ of the new measures the government has taken to protect the environment?
- I don't understand what you're talking about. It just doesn't make _____.
- Can I have a _____ with you, Mike?
- My friends never _____ me down. I can always rely on them.
- Why were you so late? Did you _____ your way?
- It took me a while to get _____ to waking up at 6 o'clock every morning.
- The museum opening is _____ out, so we didn't find any tickets.

C. Complete the sentences with *the* or *-*.

- Our new house will be ready in _____ March.
- That's _____ worst match I've ever watched.
- Is Roberto from _____ Italy? He speaks _____ Italian very well.
- I'm really tired. I'm going to _____ bed.
- Would you like to have _____ lunch here or do you want to go to _____ new Chinese restaurant near _____ park?
- James plays _____ tennis and I play _____ volleyball.
- This is _____ telescope I want to buy.
- _____ Wilsons want to go on a boat trip down _____ Amazon.
- Ian lives in _____ New York City. Actually, he lives near _____ Central Park.

D. Write sentences using *should* / *shouldn't*.

- Rita wastes so much water every day.

- Fruit is cheaper at the market than at the supermarket.

- Fatima drinks coffee at night so she doesn't sleep well.

- Frank wants to go to the Technology Fair but there aren't many tickets left.

- The kids want to play a computer game, but their father is sleeping and the noise might wake him up.

- John eats chocolate every day.

E. Rewrite the following sentences. Use the words given.

1. I'm very sleepy. I can't study. **too**

2. Can I use your mobile, Steve? **let**

3. It's a good idea to stay at home when you are ill. **should**

4. Why don't we get some more candles? **How**

5. I'm interested in learning more about other cultures. **would**

6. Could you read this poem, please? **mind**

F. Complete the dialogue with the sentences a-g. There are two extra sentences which you do not need to use.

- | | |
|----------------------------|---------------------------|
| a. He's on his way now. | e. It depends. |
| b. I reckon. | f. I had a word with him. |
| c. It's sorted, then. | g. Get out of here! |
| d. You can say that again. | |

Paul Guess what I've got two tickets for!

Steve What?

Paul The FA Cup Final, tonight.

Steve (1) _____ I thought the match was sold out.

Paul Yes, but luckily my brother, Jeff, had bought some extra tickets last week. (2) _____. He says we can have them. Great, isn't it?

Steve (3) _____

Paul So what do you say? Do you want to come with me?

Steve Are you kidding? Of course I do.

Paul Cool. (4) _____

Steve I'm so excited! I really didn't want to miss a match like that.

Paul So when is your brother giving us the tickets?

Steve (5) _____.

G. Read the text and answer the questions.

SLEEPING DISORDERS

There are many different problems you can have with sleeping. Some are medical problems where you need to see a doctor, others are just annoying.

Sleepwalking is probably the most common sleeping disorder. It can be just sitting up in bed while you're asleep or walking around and doing activities, where accidents can happen. These activities can include walking to the bathroom or cleaning, but also dangerous activities like cooking or even driving. Sleepwalking can last from 30 seconds to 30 minutes. Sleepwalkers show no emotion on their faces and their eyes are open. However, they don't remember anything when they wake up.

Insomnia is not being able to sleep. This happens to most people at some point, but when it lasts for a long time it can be bad for your health. The Guinness World Records used to have world records for people staying awake, but they stopped because it's too dangerous. Some people have somniphobia, which is the fear of sleeping. They're too scared to go to sleep, perhaps because of nightmares that they've had, or sometimes they are scared they will die in their sleep. Narcolepsy, on the other hand, is not being able to stay awake. People with this disorder often don't sleep well at night. This causes them to be so tired during the day that they can't stop themselves from falling asleep. Obviously, this can be quite embarrassing.



1. Why is sleepwalking dangerous?

2. How long can someone sleepwalk for?

3. What do sleepwalkers remember when they wake up?

4. Why has the Guinness World Records stopped having 'staying awake' records?

5. What may cause people to be somniphobic?

6. Why could narcolepsy be embarrassing?

B:

1 – way

2 – aware

3 – sense

4 – word

5 – let

6 – lose

7 – used

8 – sold

C:

1 - /

2 – the

3 - / - /

4 - /

5 - / - the – the

6 - / - /

7 – the

8 – the – the

9 - / - /

D:

1 – She shouldn't waste water



2 - We should buy fruit from the market.

3 - She shouldn't drink coffee at night.

4 - He should have a ticket soon as possible.

5 - They shouldn't be noisy

6 - He shouldn't eat chocolate every day

E:

1 - I'm too sleepy to study

2 - Will you let me use your mobile, Steve?

3 - You should stay at home when you are ill.

4 - How about getting some more candles?

5 - I would like to learn more about other cultures.

6 - Would you mind reading this poem?

F:

1 - g

2 - f

3 - d

4 - c

5 - a

G:

1. Because accidents can happen.

2. They can sleepwalk from 30 seconds to 30 minutes.

3. Nothing.

4. Because it's too dangerous.

5. The fear of having nightmares or dying in their sleep.

6. Because people who have got this disorder can't stop themselves from falling a sleep.

2 project in next page:

Let's clean up the neighborhood

There's rubbish everywhere

The trees need water

The park is dirty

We have to do something now!

Things you can do to help:

you can collect rubbish

2

Project

Clean-up day

1. Make a poster for a clean-up day.
2. Imagine you are organising a day to clean up a beach, river, lake, etc. in your area.
3. Find a name for your poster, e.g. LET'S CLEAN UP LOUGHTON LAKE and write it at the top.
4. Think of different problems the place may have and write them down. Use ideas from pp.26-27 in the Student's book.
5. Write down a list of activities people can choose from to help clean up the place.
6. Decorate your poster with pictures of the place you are going to clean up.

LET'S CLEAN UP LOUGHTON LAKE!



- The lake is polluted and must be cleaned up soon!
- There's rubbish everywhere!
- The fish are in danger!

We have to do something now!

Things you can do to help:

- You can collect rubbish.

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3a Solving crimes

A. Complete the text with the words in the box.

need arrest brand pickpocket owner obvious stolen

Last Monday Todd decided to take the bus to work. It was crowded but he got on anyway because he was already late. There was a lot of traffic so he decided to call his work. He opened his bag to find his mobile but, to his surprise, it wasn't there! His wallet with all his money and his (1) _____ new mobile phone were gone! It was (2) _____ that there was a (3) _____ on the bus. 'Please stop the bus and don't open the doors!' shouted Todd to the bus driver. 'What's wrong?' the bus driver asked. 'Someone has (4) _____ my wallet and my mobile phone!' Todd said. 'Look!' a man said. 'That man over there is trying to escape through the window! He must be the thief! Someone call the police!' 'No (5) _____, I'm a police officer and I'll (6) _____ him!' said another man. Luckily, the thief didn't manage to escape and both the wallet and the mobile phone were returned to their (7) _____.



B. Complete the sentences with the correct form of the words in capitals.

- They say that a very dangerous _____ has escaped from prison.
- _____ is a serious problem nowadays.
- Lots of bank _____ have taken place in our town lately.
- We need a new _____ for the offices because they're filthy. Do you know anyone who wants the job?
- The two _____ were caught by the police in the end.

CRIME
PICKPOCKET
ROB
CLEAN
THEFT

C. Write questions. The words in bold are the answers.

- A: Who _____?
B: A young boy was caught shoplifting.
- A: What _____?
B: They managed to steal two famous paintings.
- A: Which _____?
B: The National Bank was robbed.
- A: What _____?
B: A tree in the garden caught fire.
- A: Which _____?
B: I want to buy the blue mobile.
- A: Who _____?
B: The police arrested a forty-year-old man.

D. Read the prompts and write subject / object questions.



Which / Hoover / you / buy?



Which / suitcase / belong / to John?



Who / like / detective stories?



Who / live / here?



Who / Mark / see / on TV?



Which / class / you enjoy / most / at school?

E. Choose the correct question a or b.

- A: _____

B: Mr Davidson did.

a. Who saw the burglar?

b. Who did the burglar see?
- A: _____

B: The left one.

a. Which knee did you injure?

b. Which knee you injured?
- A: _____

B: He had chicken with rice.

a. What ate Jack?

b. What did Jack eat?
- A: _____

B: The security guard, the only person there at the time of the theft.

a. Who arrested the police?

b. Who did the police arrest?

F. Match.

- Do you need any help with that project?
- Were you at home at the time of the robbery, Mr Harris?
- Take a look at my new laptop.
- Who investigated the crime?
- What was Robert arrested for?
- Can you tell us what the thief looked like?
- You wanted to become a detective when you were young, right?

- Sorry, I didn't see him very well.
- Certainly I was, but I was on my own.
- Wow! Was it expensive?
- Shoplifting.
- Yeah, but I changed my mind.
- No need. I just finished.
- I think it was Inspector Taylor.



A:

- 1 – brand
- 2 – obvious
- 3 – pickpocket
- 4 – stolen
- 5 – need
- 6 – arrest
- 7 – owner

B:

- 1 – criminal
- 2 – pickpocket
- 3 – robberies
- 4 – cleaner
- 5 – thieves

C:

- 1 - was caught shoplifting
- 2 - did they manage to steal
- 3 - bank was robbed
- 4 - caught fire
- 5 - mobile do you want to buy
- 6 - did the police arrest



D:

1 - Which Hoover did you buy?

2 - Which suitcase belongs to John?

3 - Who likes detective stories?

4 - Who lives here?

5 - Who did Mark see on TV?

6 - Which class did you enjoy most at school?

F:

1 - f

2 - b

3 - c

4 - g

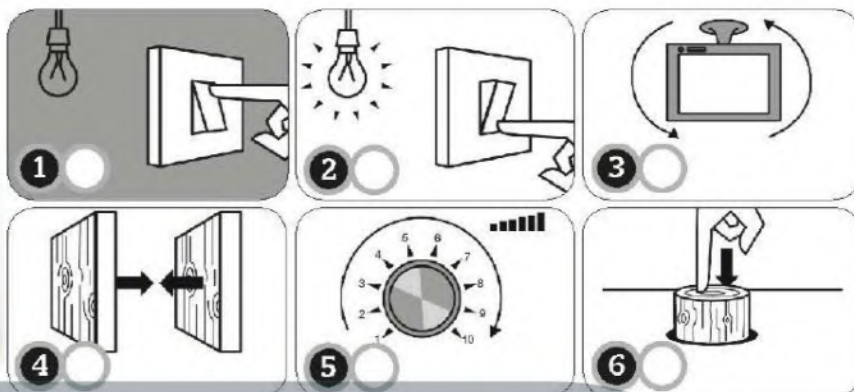
5 - d

6 - a



A. Match the sentences with the pictures.

- Attach the two pieces of wood together.
- Turn the monitor upside down.
- Turn up the volume.
- Turn off the lights.
- Push the bit of wood into the hole.
- Turn on the lights.



B. Complete the sentences with the correct reflexive pronoun.

- I don't need the instructions. I can put it together by _____.
- Don't worry about the garage door. It closes by _____.
- I think Timmy and Jake are old enough to look after _____.
- My baby sister turned over by _____.
- Hey guys, make sure you don't hurt _____ when you get off the boat.
- Mohammed went into town to buy _____ a book about DIY.



C. Circle the correct words.

- There's an advert in the newspaper for the new shopping centre. Did you see it / itself?
- My father cut him / himself on a piece of glass and there was blood everywhere.
- Did the children enjoy them / themselves in Singapore?
- It was nice to meet up with Khaled. I hadn't seen him / himself for ages.
- Could you give me / myself that screw?
- We don't need a lift. We can get there by us / ourselves.
- Ameer wanted a new bedside table so he got one for him / himself last week.

D. Complete the dialogue with the sentences a-g. There are two extra sentences which you do not need to use.

- You have a point.
- I can't be bothered.
- I can't hear myself think.
- Whatever you say.
- But how am I supposed to study for my exam?
- It'll be a piece of cake.
- Can you turn it down?

Paul John!... JOHN!

John What?

Paul Can you stop playing that computer game for a bit? (1) _____

John But I have nothing else to do.

Paul Yeah, I know. (2) _____

John What subject?

Paul History.

John You're really good at History. (3) _____

Paul Maybe, but I still need to study. Why don't you go to Kyle's house and hang out?

John (4) _____ And anyway, it's raining. I don't want to walk to Kyle's house in the rain.

Paul (5) _____ The weather's bad, but what am I going to do?

John Listen, I'll play for another ten minutes. Then I'll stop, OK?

Paul Thanks.

A:

1 – d

2 – f

3 – b

4 – a

5 – c

6 – e

B:

1 – myself

2 – itself

3 – themselves

4 – herself

5 – yourselves

6 – himself

D:

1 – c

2 – e

3 – f

4 – b

5 – a



3C

A friend in need

A. Circle the correct words.

1. You shouldn't blame / treat your friends for your own mistakes.
2. Jake is always late. I can't count on / with him.
3. Don't pretend / trouble that nothing happened! You didn't keep my secret and I know it!
4. It's not my fault / wrong that Joe broke your skateboard.
5. You must always help friends who are for / in need.
6. Hey! You ate the whole cake and there's none left for me. That's ridiculous / unfair!
7. If you try hard, you will find the solution / blame to your problem.
8. Everyone thinks I'm selfish. I have to make / do an effort to change their minds.
9. Stop avoiding the problem and deal to / with it!



B. Complete the sentences with the correct form of the verbs in brackets to form conditional sentences type 2.

1. If my best friend _____ (need) help, I _____ (try) to help him.
2. I _____ (tell) them everything if I _____ (know) the truth.
3. If I _____ (be) you, I _____ (not go) on a trip without asking my parents first.
4. What _____ you _____ (choose) if you _____ (want) to buy a present for Abdullah?
5. If I _____ (have) a lot of money, I _____ (buy) a sports car and a new flat.
6. Fred _____ (not make) fun of you if you _____ (not make) fun of him.
7. If that _____ (happen) to me, I _____ (not know) how to deal with the situation.

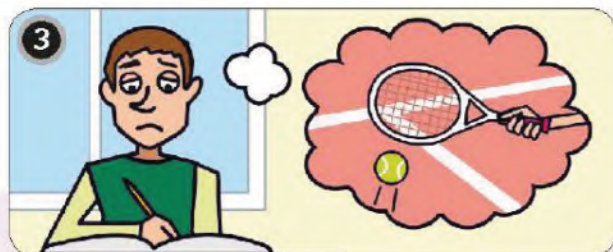
C. What are the people in the pictures thinking about? Write conditional sentences type 2, using the prompts given.



not live / far from school → walk / there / with / friends



weather / be / nice → play / football



have / free time → take up / tennis

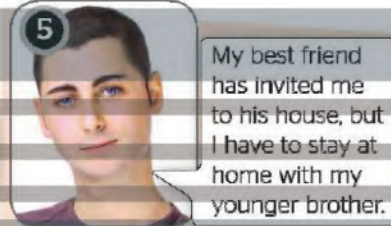


train / every day → win / gold medal

D. Read the situations and give advice. Use *if I were you...* and the prompts given.

buy / blue one apologise / him / and / treat / to lunch
save money / buy / new one see / doctor

ask him / to come over
tell / teacher



E. Use the following sentences to complete the emails below.

- If I were you, I'd ask her if she could lend you one of her mobiles for a while.
- So, you shouldn't embarrass her.
- I hope I haven't troubled you too much.
- I've got a problem and I'd like your advice.
- If you were me, would you ask her to give you one?
- I hope the following advice will help you.
- How should I deal with the situation?
- Let me know how everything goes.

Dear Alice,

How's everything? I'm not that great. (1) _____

Last Tuesday I lost my new mobile phone. It was a very expensive model and I had saved up all the money to buy it myself. Of course, when I realised that I didn't have it any longer, I felt terrible. Anyway, yesterday, when I visited my friend Judy, I saw she had two mobiles on her desk. I know she doesn't need them both. (2) _____ I mean, we're best friends and everything. (3) _____ I have no ideal (4) _____ Let me know what you think asap. I'm counting on you.

Take care,
Susan

Hi Susan,

I was sorry to hear that you've got mobile phone problems. (5) _____

First of all, don't tell Judy to give you one of her mobiles. If she can't give it away for any reason, she'll feel terrible. (6) _____ However, there is something you can do. (7) _____ That will give you some time to save money and buy your own.

(8) _____

Talk soon,
Alice

B:

1 – needed – would try

2 – would tell – knew

3 – were – wouldn't go

4 – would – choose – wanted

5 – had – would buy

6 – wouldn't make – didn't make

7 – happened – wouldn't know

C:

1 – If I didn't live far from school, I would walk there with friends

2 – If the weather was nice, I would / could play football

3 – If I had free time, I would / could take up tennis

4 – If I trained everyday, I would / could win the gold medal

D:

1 - If I were you, I would tell the teacher.

2 - If I were you, I'd see the doctor

3 - If I were you, I'd apologise to him and treat him to lunch.

4 – If I were you. I'd buy the blue one

5 - If I were you, I'd ask him to come over

6 - If I were you, I'd save money and buy new one

D:

1 – d

2 – e

3 – g

4 – c

5 – f

6 – b

7 – a

8 – h



3d

Helping out

A. Complete the sentences with the words in the box.

patient extremely care injured donation tough fundraising

1. Working as an ambulance driver can be _____ difficult work.
2. I'd like to make a _____ to your charity.
3. My grandmother is a _____ at Memorial Hospital.
4. My school is organising a _____ event for the homeless.
5. Peter stayed at home to _____ for his son who was ill.
6. Choosing which car to buy was a _____ decision but I think I made the right one.
7. My uncle got _____ during the war.

B. Do the crossword.



1. The situation in which a person is not feeling well.
2. A person who works without getting paid.
3. To care for a sick person.
4. To teach someone, to inform them of something.
5. The action of raising money or the organisation which raises money for those in need.
6. A situation in which countries fight each other.

C. Read the text about a nurse called Ibrahim and write T for True, F for False or NM for Not Mentioned.



NURSE SAVES THE DAY

I've been a nurse for fifteen years. After I finished nursing school, I worked at a hospital for a while. But when I saw a documentary about the situation in Africa, I decided I needed to do more to help people. I became a volunteer and spent ten years helping people in many African countries. I wish the world was a better place.

Anyway, during a short trip home to visit family and friends, something terrible happened. I was walking down a street in the city centre when I heard a loud noise. Then I saw two men running from a bank and getting into a car. I immediately ran into the bank to see what had happened. There, I found a security guard on the floor. They had hurt him very badly. Someone had called for an ambulance, but I wasn't sure it would arrive in time. So, I did what I could to save his life. I used all the skills I had learnt from my time as a volunteer. And in the end, that is what saved his life.

I returned to Africa the week after. While I was there, a friend sent me a copy of the local newspaper, and I was amazed to see a story in it about me being a hero. It put a smile on my face, but I'm not really a hero. It's all part of the job.



1. Ibrahim became a volunteer because he saw a TV programme.
2. Ibrahim decided to stop being a volunteer and come home.
3. Ibrahim saw two men putting the stolen money into a car.
4. The bank robbers injured a security guard.
5. Ibrahim called for an ambulance.
6. The security guard survived because of Ibrahim's skills.
7. Ibrahim didn't know he was in the newspaper until he returned to Africa.
8. The security guard sent Ibrahim a thank-you letter.

A:

- 1 –extremely
- 2 – donation
- 3 – patient
- 4 – fundraising
- 5 – care
- 6 –tough
- 7 – injured

B:

- 1 – illness
- 2 – volunteer
- 3 – treat
- 4 -educate
- 5 – charity
- 6 – war

C:

- 1 – T
- 2 – F
- 3 – NM
- 4 – T
- 5 – F
- 6 – T
- 7 – T
- 8 – NM



A. Match the words with the definitions.

1. competitor ☐
2. judge ☐
3. audience ☐
4. contestant ☐
5. details ☐
6. adventurous ☐

- a. the person who decides who has won a contest or a competition
- b. specific information about something
- c. a person who takes part in a contest
- d. the people who have come to see or hear an event (but not a sports event)
- e. liking exciting activities
- f. a person who takes part in a competition, game, race

B. Read Mark's email and the notes Oliver has made. Then complete Oliver's email using his notes.

Hi Oliver!

How's it going? Listen, next Thursday we are planning a day trip to Warwick Castle. It's a fantastic place, and it's easy to get to from London. That's why we chose it. Would you like to join us? We're going to have a great time there! Matt and Kevin are coming, too!

So, we're leaving at 7am from London Marylebone and we are arriving at Warwick Station at about 8:30. We will then catch a local bus to Warwick Castle. The good thing is that on that day there are some celebrations there and we can take part as well. After that, we were thinking of going to one of the nearby parks to have our lunch. Any ideas of what each of us can prepare? And at about 5 or 6 o'clock we can take a coach back to London.

Anyway, let me know if you're joining us. Write back soon.

Take care,
Mark

great!

like what? Send details

We can...

Hi there!

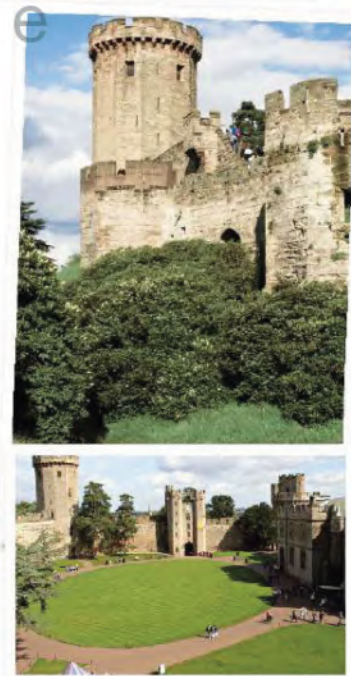
Thanks for the invitation. (1) _____

I've never been there before and I've heard so many things about it! So, you can count me in. And I really want to see Matt and Kevin again. I haven't seen them for ages.

Also, I'm really excited about the celebrations you mentioned in your email! (2) _____ I really want to take part because it will help me write an article for our school newspaper or I can even suggest going on a school trip there next year. As for the food, here are my ideas. (3) _____

Don't forget to write back.

See you soon,
Oliver



A:

1 – f

2 – a

3 – d

4 – c

5 – h

6 – e

B:

1 - It's a great idea

2 - Can you send me some details?

3 - We can take a camera

3

Round-up

A. Circle the correct words.

1. You shouldn't **fault** / **blame** others for your mistakes.
2. If I were you, I would tell the police about the **theft** / **steal**.
3. Do you know how to **deal** / **treat** with an emergency?
4. Debbie's always late. You can never **turn** / **count** on her to help you.
5. How did he **turn into** / **over** a criminal? He used to be such a nice guy.
6. The bank robber **pretended** / **competed** to be a security guard and got into the bank.
7. You don't need the instructions to make this. It's **tough** / **obvious**!
8. There are more than 300 **contestants** / **patients** in this hospital.
9. I don't think I can find a(n) **solution** / **excuse** to this problem.
10. Your shoes are **empty** / **filthy**. Clean them!



B. Write questions. The words in bold are the answers.

1. A: _____

B: **The students** have organised a fundraising event.

2. A: _____

B: **The older** contestant won the competition.

3. A: _____

B: The police arrested **the burglars** last night.

4. A: _____

B: We are watching **the football match** tomorrow afternoon.

5. A: _____

B: **The snow** caused problems in the city centre.

C. Choose a, b or c.

1. I can't clean this huge place by _____. Will you help me?

- a. yourself b. me c. myself

2. Why don't you call Adam and tell _____ to come round?

- a. him b. himself c. yourself

3. Have you seen my sunglasses? I've looked for _____ everywhere!

- a. themselves b. them c. they

4. How can Tina take care of a pet? Your sister can't even look after _____!

- a. myself b. her c. herself

5. After you feed the cat, let _____ go outside for a while.

- a. it b. itself c. himself

6. Kareem and I found a solution to the problem

- all by _____.
a. ourselves b. us c. themselves

D. Read the situations below and write conditional sentences type 2.

1. I'd love to make a donation, but I don't have enough money.

2. Ahmed wants to enter the competition but he isn't over 17.

3. Alex is scared. That's why he doesn't try bungee jumping.

4. Bob can't put the bedside table together because he needs more screws.

5. Jim never studies hard. That's why he doesn't do well in his tests.

E. Expand the notes to make sentences.

1. Ted / win / competition / if / not be / tired

2. If / Lynn / be / sick / stay / home / today

3. If / I / save / some / money / be able / travel / in summer

4. the boys / become / detectives / if / want

5. If / Dennis / have / money / buy / new house

F. Match.

1. I can't do this exercise. It's difficult.
2. Don't forget to attach the wheels.
3. What does this painting show? Can you tell?
4. I haven't got time to prepare dinner.
5. Why did you turn the TV off?
6. I thought you put your new bookcase together last night.

- a. It's supposed to be a small house by a lake.
- b. I was so tired that I couldn't be bothered.
- c. I don't think so. It's a piece of cake for me.
- d. No need. We're going out tonight.
- e. Because I can't hear myself think.
- f. Oh, you have a point. I forgot about them.

G. Read the posters about three fundraising events and answer the questions. Write A, B or C.

A

CAR WASH FUNDRAISER

Let's improve Riverview Park!
Let's make a new playground!
Let's buy and plant more trees!



Come to the town car park. We offer a free car wash. All you have to do is make a donation!

FRIDAY
23 MAY, 9am - 5pm

Bring your car to us and you'll get it back looking brand new! Lots of soft drinks and snacks available.

Interested in becoming a volunteer and helping us out? Everyone over 10 is welcome.

Contact Mr Dale: 0954873210

B

SECOND-HAND BOOK SALE

Do you like reading?
Do you want to buy second-hand books?
Do you have second-hand books you want to sell?
Then you're invited to our book sale!

WHEN?
Thursday 22nd May: 9am - 4pm
Friday 23rd May: 3pm - 8pm

WHERE?
Riverview Secondary School

WHY?
To help us raise money for a new gym

WHO?
People of all ages

SPECIAL EVENTS:
Take part in competitions and win special editions.

C

TOWN BAKE SALE

Do you care about the homeless?
Then join us!



Riverview Stadium
Thursday 22nd May, 10am - 6pm

- Can you bake? Then bring us cakes and biscuits to sell.
- Can't bake? Then come and buy our delicious baked goods.
- Want to be creative? Then enter our competitions for the best recipes and win money for the homeless.

Come and help us raise money for charity!

1. If you wanted to help people in need, which fundraiser would you attend?
2. At which fundraisers can people have something to eat?
3. Which fundraiser raises money to help the environment?
4. Which fundraiser takes place on more than one day?
5. Which fundraiser gives you the chance to create something?
6. Which fundraisers organise a competition?
7. At which fundraiser is there a competition with no prize for the contestants?

and

and

B:

- 1 - Who have organized a fundraising event?
- 2 - Which contestant won the competition?
- 3 - Who did the police arrest?
- 4 - What are you watching tomorrow afternoon?
- 5 - What caused the problem in the city centre?

D:

- 1 - If I had enough money, I would make a donation.
- 2 - If Ahmed was over 17 ,he would enter the competition.
- 3 - If Alex wasn't scared, he would try bungee jumping.
- 4 - If Bob had more screws, he would put the bedside table together.
- 5 - If Jim studied hard, he would do well in his test.

E:

- 1 - Ted would win the competition if he wasn't tired.
- 2 - If Lyn was sick, he would stay home today.
- 3 - If I saved some money, I would be able to travel in summer
- 4 - The boys would become detectives if they wanted
- 5 - If Dennis had money, he would buy new house

F:

1 – c

2 – f

3 – a

4 – d

5 – e

6 – b

G:

1 – A

2 -A

3 – A

4 -B

5 -C

6 – B

7 -C

The answers in the next page:

When did Islamic Relief start?

It was founded in 1984 in the United Kingdom

Who do they help?

It helps people from throughout Africa, Asia, Latin America and the Middle East.

What are their plans for the future?

Inspired by Islamic values, the organization's stated vision is of a caring world where communities are empowered, social obligations are fulfilled and people respond as one to the suffering of others

Project:



Islamic Relief Worldwide is an international humanitarian organization. It was founded in 1984 in the United Kingdom. It helps people from throughout Africa, Asia, Latin America and the Middle East. It provides development programs and humanitarian relief across the globe, regardless of race, political affiliation, gender or belief. Inspired by Islamic values, the organization's stated vision is of a caring world where communities are empowered, social obligations are fulfilled and people respond as one to the suffering of others.



3

Project

A charity

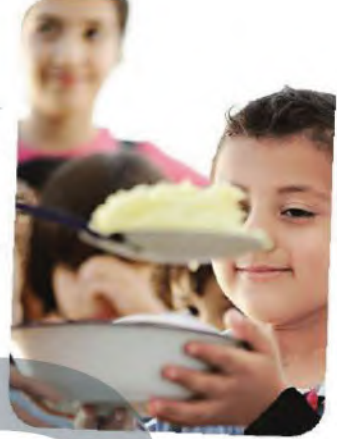
1. Find out information about a charity or organisation.
2. Write short paragraphs presenting the information. If it helps, write questions for titles and answer them: e.g. Who do they help?
3. Draw or stick pictures for decoration.

Islamic Relief

- When did Islamic Relief start?

- Who do they help?

- What are their plans for the future?



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4a

What an adventure!

A. Complete the sentences with the words in the box.

book passion location safety impression enjoyable globe experienced

1. Don't forget to _____ a room for next weekend.
2. You must follow many _____ rules when scuba-diving.
3. Mike's _____ for books led him to become a writer.
4. Faisal is a very interesting young man. He's travelled around the _____ and speaks four languages.
5. The _____ of the hotel is perfect. It's by the sea.
6. Harry made a terrible _____ on his new Maths teacher.
7. Last year's holiday in Makkah was the most _____ experience I've ever had!
8. Mr Ameer is a(n) _____ teacher.

B. Label the types of holiday.



C. Complete the dialogue using *so* or *such*.

Rita So, what did you do at the weekend?

Tina Well, I called my friend Betty and invited her to my place. She was feeling (1) _____ down that I decided to surprise her by making her dinner.

Rita Oh, how nice of you! I'm sure she loved it!

Tina Well, my dinner didn't work out very well. I got this recipe from a friend at school. It was (2) _____ an easy recipe that a little girl could make it. That's what my friend said, anyway.



Rita And was it?

Tina Not really. It needed a lot of things, so my brother offered to go to the supermarket and get them for me while I cleaned the house.

Rita Did he come back in time?

Tina Well, he waited for (3) _____ a long time to pay that he had to run back home so I could finish before Betty arrived. Anyway, I prepared the dish quickly, put it in the oven and sat down to relax a bit. But I was (4) _____ tired that I fell asleep.

Rita Oh, no!

Tina I only woke up when Betty rang the bell. Of course, the food was burnt.

Rita Did you try to cook something else?

Tina No, I was (5) _____ annoyed with myself that I didn't even want to go near the kitchen. Good thing Betty had brought some snacks.

Rita Any good?

Tina Yes, delicious.

D. Make one sentence using *so* and one using *such*.

1. The book was popular. It became a best-seller.

2. Peter runs very fast. He won the race.

3. The thobes were very nice. Saleh bought three of them.

4. The camping holiday was very enjoyable. Jason decided to go again.

5. Jeddah is a beautiful city. Lots of tourists visit it every year.

6. It was a boring documentary. Jake fell asleep.

E. Circle the correct words.

1. The exhibition was so / such interesting that 10,000 people visited it every day.

2. Fay was such / so shocked when she heard the news that she couldn't speak.

3. It was such / so an expensive trip that we decided not to go.

4. The children were so / such hungry that they ate their sandwiches in minutes.

5. Harnid is such / so a good student that his parents are proud of him.

6. Parking in the city centre is such / so difficult that people usually take the bus.

A:

1 – book

2 – safety

3 – passion

4 – globe

5 – location

6 -impression

7 - enjoyable

8- experienced

B:

1 - holiday by the seaside

2 – cruise

3 – safari

4 – backpacking holiday

5- guided city tour

6- camping holiday

C:

1 – so

2 – such

3 – such

4 – so

5 – so

D:

1 – The book was so popular that it became a best seller

2 - Peter is such a fast runner that he. won the race.

3 – The thobes were so nice that saleh bought three of them

4 – It was such very enjoyable coming holiday that Jason decided to go again

5 – Jeddah is so beautiful that lots of tourists visit it every year

6 – It was such a boring documentary that Jake fell a sleep



4b

The great outdoors

A. Match. Then complete the sentences with the phrases.

1. make

2. have some time

3. at all

4. waste

5. give me

6. from time

a. times

b. time

c. to time

d. a hard time

e. your time

f. to kill

1. My parents _____ when I don't tidy my bedroom.

2. Don't _____ looking for a new camera. You can have my old one.

3. _____, I like to go fishing.

4. Please wear your boots _____.

5. I always try to _____ to ring my grandfather, although I'm usually busy.

6. We _____ before the match starts. How about getting something to eat?

B. Read and choose a, b or c.

TAKE THIS BUCKET TO THE SHED, PLEASE.

Don't feed the chickens!

1. The farmer asked _____ the bucket to the shed.

a. to take me

b. me to take

c. me take

2. The man told us _____ the chickens.

a. to don't feed

b. to not feed

c. not to feed

USE THE OTHER SPADE!

Don't throw mud at your brother.

3. My father told me _____ the other spade.

a. to use

b. not to use

c. use

4. Jeff told his son _____ mud at his brother.

a. don't throw

b. to not throw

c. not to throw

C. Rewrite the sentences using reported speech and the words given.



1. 'Steer clear of the cows,' my uncle said to me.

told



2. 'Stay here and be quiet,' Mr Kline said to his son.

ordered



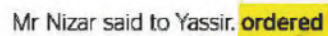
3. 'Don't play football here,' the man said to the boys.

told



4. 'Turn the volume down, please,' Bob said to Lee.

asked



6. 'Don't close the window, please,' the man said to Ethan. **asked**

DATE:111

A:

1 – b

2 – f

3 – a

4 – e

5 – d

6 – c

C:

1 – My uncle told me to steer clear of the cows.

2 – Mr Kline ordered his son to stay here and be quiet

3 – The man told the boys not to play football here

4 - Bob asked Lee to turn the volume down

5 – Mr Mitchell ordered Oliver to get Roberts on the phone

6 - The man asked Ethan not to close the windows

D:

1 – b

2 -d

3 – a

4 – e

5 -c

E:

Dear Noha,

Last week, we went to our farm. I went with my family. I decided to go for a walk with my sister. When we were walking, my sister fell. I thought she fainted but she tried to trick me. I was afraid and tried to call my mother. I cried so she opened her eyes and started to laugh. I was very annoyed.

Yours,

Nada

4c

What went wrong?

A. Choose a, b or c.

- Abdulaziz was _____ with his computer so he took it back to the shop.
a. disorganised b. unpleasant c. dissatisfied
- Mike _____ his flight, so he had to catch another one.
a. threw b. missed c. lost
- I'm sorry but you can't get on the plane without a _____.
a. passport b. passenger c. suitcase
- The hotel was even better than it looked in the _____.
a. cabin b. brochure c. agency
- I'm going to _____ to see if we can have a bigger room.
a. complaint b. service c. reception
- The hotel was so _____ I felt like a king staying there.
a. tasteless b. luxurious c. patient
- It's easy to _____ of money during your holidays when you're not careful.
a. break down b. pack c. run out



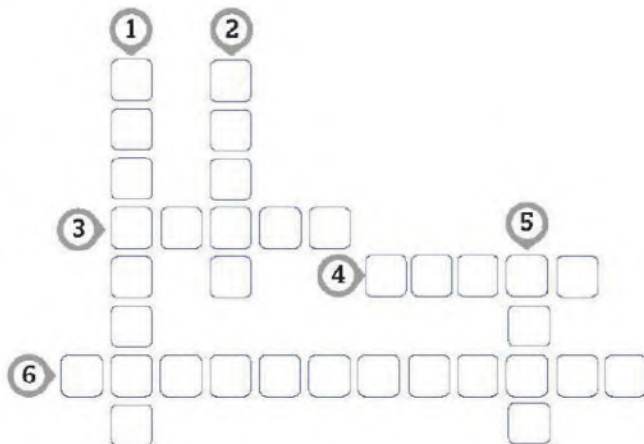
B. Complete the sentences with the correct form of the words in capitals.

- Don't be _____. Dinner will be ready when it's ready.
- I _____ with you. I don't think it's a good idea.
- She was very upset because all her efforts were _____.
- It was _____ of George not to say hello.
- These shoes are very _____. I'm never wearing them again.
- I'm sorry but it's _____ for me to be there before eight o'clock.
- That's _____. I've never seen an umbrella like that before.
- My cat has _____. I can't find it anywhere.

PATIENT
AGREE
SUCCESSFUL
POLITE
COMFORTABLE
POSSIBLE
USUAL
APPEAR

C. Complete the sentences and do the crossword.

- How did you manage to get _____?
You only stayed on the beach for half an hour!
- I think there's going to be a(n) _____
of about two hours. Let's get something to eat.
- What time did you _____ the ship?
- It was a _____ to see Frank after so
many years. I couldn't believe it.
- One of the reasons this cruise ship is popular is
that the _____ are very friendly and
helpful.
- Did you hear what the captain's _____
was about?



D. Read the three postcards and answer the questions below. Write M for Mum, D for Dad or N for Neil.

Hello Ken,

How's your studying going? We're having a great time camping. I didn't think I'd like it but it's good fun. I've created a new soup recipe and your dad really loves it. Neil hardly touches it. He just eats sandwiches and crisps all day. My tent is a bit uncomfortable, but I sleep all right. Must be the fresh country air.

Talk to you soon,
Mum

Dear Ken,

Sorry you can't be with us. We're having lots of fun. Our new tents are brilliant and we've found a great place right next to a river. Your brother and I had our first experience fishing but we were unsuccessful, which wasn't a shock. We had good fun, though. Your mum keeps making a very unpleasant soup. I offered to make some dinner, but she says she doesn't mind cooking for us. What can I do?

Take care,
Dad

Hi Bro!

You're so lucky. I can't wait to go to university so I can avoid these trips with Mum and Dad. I spent yesterday afternoon fishing with Dad. I pretended to have fun, but it was tiring. Mum has come up with a new soup recipe and it's disgusting. She thinks Dad loves it so she's making it every day. Also, I want my room back, I can't sleep in my tent!

See you soon,
Neil



1. Who isn't having a good time?
2. Who hasn't been sleeping well?
3. Who wants to go home?

4. Who didn't expect to have a good time?
5. Who tried a new activity?
6. Who expected to be bad at something?

and

B:

1 – impatient

2 – disagree

3 – unsuccessful

4 – impolite

5- uncomfortable

6 – impossible

7 - unusual

8- disappeared

C:

1 – sunburnt

2 – delay

3 – board

4 – crew

5 – announcement

D:

1 - N

2 N

3- N

4 – M

5 – D

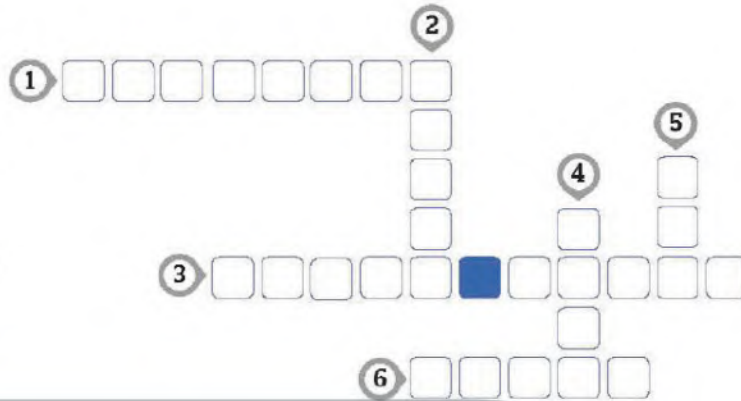




4d Going abroad

A. Complete the crossword.

1. The hairy parts on your face above your eyes.
2. To make an expression with your mouth to show you are happy.
3. To greet someone by holding their hand and moving it up and down.
4. To move your hand from side to side to say hello or goodbye.
5. To move your head up and down to show you agree with something.
6. To say hello when you meet someone.



B. Choose the correct words.

1. We had to **refuse / remove** our shoes before entering the house.
2. Jack is very rude. He didn't **owe / accept** my gift.
3. Are you familiar **of / with** this book?
4. My friend offered me a **gift / host** to welcome me.
5. Edward **offends / owes** me a lot of money. When is he going to give it back?
6. Whoever knows the answer, please **raise / point** your hand.
7. The parents got very angry with their child's bad **custom / behaviour**.
8. What's that on your **forehead / shoulders**? Did you hurt your head again?



C. Match.

1. I'm going to paint this wall black.
2. Have you seen Sally and Linda lately?
3. What happened when you fell off the chair?
4. I told them a joke but nobody laughed.
5. Are you going to visit your friend in Geneva?



- a. Everyone started laughing. I made a fool of myself.
- b. Actually, I bumped into them on my way home today.
- c. Are you serious? It'll look horrible.
- d. No. I had to refuse the invitation.
- e. Maybe you've offended them in some way.

A:

1 – eyebrows

2 – smile

3 – shake hands

4 – wave

5 – nod

6 – greet

C:

1 – c

2 – b

3 – a

4 – e

5 – d



Holiday plans

1



Do you know

What time does the museum open?

2



Can you please tell me

How much do I have to pay?

3



Could you let me know

How much do skis cost at the resort?

4



Would you inform me about

What facilities are available?

B. The email below is supposed to be semi-formal. Rewrite it in an appropriate style.

A:

1 - what time the museum opens?

2 - much I have to pay?

3 – how much skis cost at the resort?

4 - What facilities are available?

B:

Dear Mr Ingles,

I saw your advertisement in the newspaper and I was interested in it.

I'm writing to ask for more information.

Firstly, which sights does the tour go to? Also, what kind of food do you provide for lunch? Lastly, how big does a group have to be to get a special offer?

I look forward to hearing from you.

Best wishes,

Jim Bowen

A. Complete the sentences with the correct form of the words in capitals.

- The _____ said there would be a 2-hour delay.
- This Maths problem is _____ to solve. I just can't do it.
- I couldn't sleep well because the bed was _____.
- This salad is _____. Can you give me the salt?
- I need to join the gym. I'm really _____.
- Before going to the zoo, all the children were full of _____.
- There are some _____ discounts at that shop.
- Would it be _____ to ask you to take off your shoes?

ANNOUNCE

POSSIBLE

COMFORTABLE

TASTE

FIT

EXCITE

BELIEVE

POLITE

B. Choose a, b or c.

- You're looking very _____ this evening, Anthony.
a. luxurious b. smart c. enjoyable
- The ski instructor we had was very _____.
a. experienced b. delayed c. minimum
- When the horse left the _____, I had to clean it up.
a. stable b. cabin c. resort
- I'll try to _____ some time to visit Tom this afternoon.
a. pass b. spend c. make
- If all the _____ are on board, we can leave.
a. passports b. hosts c. passengers
- Why are you _____? I know you don't agree with me.
a. shaking b. nodding c. pointing
- A: I _____ into Saleh the other day.
B: Really? How is he?
a. poured b. bumped c. tapped
- We have no _____ but to wait here for Dad to pick us up.
a. slope b. behaviour c. choice

C. Choose a, b or c.

- A: I'm sure I won't win the competition.
B: _____
a. It's a good laugh.
b. Don't talk nonsense.
c. Don't waste time.
- A: I have to get ready.
B: _____ We're not late or anything.
a. Take your time.
b. From time to time.
c. Make some time.
- A: _____
B: Were you really embarrassed?
a. I was unpleasant.
b. I made a fool of myself.
c. I was disorganised.
- A: _____
B: Yes, I think they liked me.
a. Did you make a good impression?
b. Did you have a passion for it?
c. Were they familiar with you?

D. Rewrite using direct speech.

- Edwin asked us to go camping with him.

- Mr Gibson told me to take a break in half an hour.

- The man asked me to help him find his cabin.

- John told me to pack my suitcase.

- The police officer asked us not to speak.

- My teacher told me to raise my hand.



E. Rewrite the sentences using reported speech.

1. 'Omar, give me that brochure, please,' said Khaled.

Khaled _____

2. 'Don't push me, Tim,' Mark said.

Mark _____

3. 'Be quiet and sit down,' said my teacher.

My teacher _____

4. 'Please help me with my homework, Hasna,' said Sahar.

Sahar _____

5. 'Stop eating junk food and start exercising,' the doctor said to Mr Green.

The doctor _____

F. Read the text and answer the questions.

VISIT MALTA

The Republic of Malta is a group of three islands, just off the coast of Sicily. Malta, Gozo and Comino are rich in history and culture. They are found right in the middle of the Mediterranean, which means sun all year round, making it a perfect holiday destination.

Malta is the largest island with a population of about 400,000. The capital is Valletta and its population is about 6500. Here you can visit museums and see lovely historic architecture. The largest city on the island is Birkirkara with a population of 21,775. Of course, the main reason people visit Malta is for the beautiful beaches and clear blue waters and you don't have to go far to find them.

Gozo is the greenest of the three islands. It is covered with beautiful Mediterranean trees. If you want to relax in the sun, go to Ramla Bay, which is famous for its red sand and clear blue waters.



Comino is the smallest of the islands with a population of just 8! There are a few buildings on the island, but no cars! It's the perfect place for those who want a bit of peace and quiet. Comino's Blue Lagoon is a popular place for water sports, especially scuba-diving.

1. Where is the Republic of Malta?

2. What's the weather usually like there?

3. Which city on Malta has the largest population?

4. Why does the writer say Gozo is the 'greenest' island?

5. What is Ramla Bay famous for?

6. How many people live on Comino?

7. Why are there no petrol stations on Comino?

A:

1 – announcement

2 -impossible

3 -uncomfortable

4 – tasteless

5 – unfit

6 – excitement

7 -unbelievable

8 – impolite

D:

1 - "Go camping with me" Edwin said to us

2 - " Take a break in half an hour" Mr Gibson said to me

3 - "Please help me find my cabin." the man said to me.

4 - " pack your suitcase" John said to me.

5 - "Please don't speak" the police officer said to us

6 - " Raise your hand" My teacher said to me

E:

1 - asked Omar to give him that brochure.

2 - told Tim not to push him.

3 – asked me to be quiet and sit down

4 - asked me to help her with her homework.

5 - told Mr Green to stop eating junk food and start exercising.

F:

1 - It's just off the coast of Sicily.

2 - It's sunny all year round.

3 - Birkirkara.

4 - Because it is covered with beautiful Mediterranean trees.

5 - It is famous for its red sand and clear blue water.

6 - It is an island with a population of just 8.

7 - Because there are no cars.

Project in next year

Mediterranean sea water sports!

The best place to do water sports

Scuba diving

SAR 350

Per hour

Thu & Fri : 1 pm- 4 pm



A water sports resort

1. Make a poster for your own water park.
2. Think of a good title and write it in big letters.
3. Think of the different activities you can do there: e.g. sailing, waterskiing, canoeing, etc.
4. Draw or stick pictures of the activities and write information about each one, such as:
 - What are the opening hours and when can you do each activity?
 - How much does it cost? Are there any special offers?
 - Is there an instructor?
 - How old do you have to be?

RED SEA WATERSPORTS!

The only place to do water sports!



SCUBA DIVING

SAR400

per hour

Thu & Fri: 12pm-3pm



JET SKIING

SAR200

per 2-hour session

Every day except Friday

حلول
الجلول اون لاين
hulul.online

CONSOLIDATION: MODULES 1-4

A. Put the words in the correct group and add one more word to each group.

robber point board lantern chin cruise burglar candle safari
bow streamer eyebrow cheek guided city tour thief nod signal
pickpocket backpacking suitcase shoulder passport brochure decoration

CRIMINALS	HOLIDAY TYPES	PARTS OF THE BODY	GESTURES	TRAVELLING	CELEBRATIONS

B. Complete with the words in the box.

reckon engaged point impossible passion
Why not pick entered excitement lift

Dad Hey, Derek, how are you?

Derek Just fine, Dad. I'm waiting for a friend to (1) _____ me up.
We are going to an exhibition together.

Dad Oh, do you want me to give you two a (2) _____?

Derek No, it's fine. I (3) _____ James will be here any minute now.

Dad James? Are you sure?

Derek Yes. Why?

Dad Today it's the hang-gliding competition and I know he (4) _____ it. I talked to his dad this morning.

Derek What? That's (5) _____.

Dad Maybe with all the (6) _____, he forgot to tell you.

Derek I'm calling him right now. Wait... oh, no. It's (7) _____.

Dad Did you have tickets for the exhibition?

Derek Yes! We booked them weeks ago online! How could he forget?

Dad Don't get upset. You know he has a (8) _____ for extreme sports. And the competition is only once a year.

Derek You have a (9) _____. We can go to the exhibition together.

Dad (10) _____?

C. Match the sentences 1-6 with the sentences a-f.

- | | |
|---|--|
| 1. Do you ever work out at home? | a. I couldn't hear myself think. |
| 2. Why did you turn the TV off? | b. You can say that again. |
| 3. These fireworks are very impressive! | c. Take your time. I'm not in a hurry. |
| 4. Todd is American and Jeff British, right? | d. From time to time. |
| 5. You won't believe who I bumped into today. | e. It's the other way around, actually. |
| 6. I'll be ready in two minutes. | f. Jim, I know. I had a word with him today. |

CONSOLIDATION: MODULES 1-4

D. Circle the correct words.

- The machine turned **Into / out** to be more useful than I thought.
- Don't **pretend / predict** you don't know anything about the trip! I know you do.
- All of a sudden, John got up and left. It just doesn't make **sense / impression**.
- Are you **aware / familiar** with this area? I don't know my way around.
- It's very **likely / wisely** to rain later today, so take your umbrella.
- The police told us to steer **clear / free** of the building which was on fire.
- We went to the manager because we were really **dissatisfied / unpleasant** with the service.
- We **waved / tapped** at Frank until his train disappeared in the distance.

F. Circle the correct words.

- In the future, you **won't be able to / can't** take this bus to the city centre.
- A: **May / Will** you come with me to the library today?
B: Sorry, but I **have to / need** finish my homework.
- Do we need / Need we** take the bus to the city centre? We can always walk.
- I called Jack, but he wasn't at home. He **can / must** be at work.
- You **don't have to / don't need** bring anything to the picnic. My mother will cook.
- Ken **had to / didn't have to** be at work early, but he overslept.
- Will you be able to / Will you need** to help me with my project?
- They **might / must** leave now if they want to catch the plane.
- Would / May** you like some cake for dessert?
- They **needn't / don't need** be here before 9.

E. Choose a or b.

- Do you eat sweet or _____ food at the festival?
a. **savoury** b. lively
- After a wonderful dinner, we thanked our _____ and went home.
a. guests b. **hosts**
- Dr Murphy is a scientist who studies _____ life.
a. **marine** b. seaside
- The school organised a _____ event to help the poor.
a. donation b. **fundraising**
- He felt completely _____ in a city where he knew nobody.
a. harmless b. **helpless**

G. Complete with so / such.

- Steve is _____ a nice person that everyone likes him.
- Alex is _____ shy that he rarely talks to anyone.
- It was _____ a lovely day that we decided to take a walk around the city.
- He was _____ stressed that he didn't do well in his exam.
- This gadget is _____ useful that everyone should have one.
- The Wilsons are _____ wonderful guests that people invite them for dinner all the time.
- It took Ian _____ a long time to park that he was late for work.
- The Maths problem was _____ difficult that the students couldn't solve it.
- Saleh is _____ a great neighbour that everybody likes him.
- Abdullah and Hamid are _____ nice kids that their parents are really proud of them.

H. Change the sentences from the active to the passive voice.

1. They feed the animals at the zoo at 6am.

The animals _____

2. The rescue team saved the trapped men.

The trapped men _____

3. They don't sell mobile phones in this shop.

Mobile phones _____

4. The earthquake caused a lot of damage.

A lot of damage _____

5. The police didn't arrest the two shoplifters.

The two shoplifters _____

6. A man took our suitcases to the hotel.

Our suitcases _____

7. They built a new park in the area.

A new park _____

J. Choose a, b or c.

1. If you _____ in the sun for too long, you would get sunburnt.

a. sat b. would sit c. were sitting

2. They wouldn't let you enter the museum if you _____ a ticket.

a. didn't buy b. bought c. could buy

3. If I were you, I _____ to my friend.

a. will apologise b. would apologise c. apologised

4. If my parents agreed, I _____ a successful chef.

a. become b. could become c. will become

5. The team _____ all their matches if they played better.

a. would lose b. wouldn't lose c. don't lose

I. Complete the sentences with the full infinitive, bare infinitive or -ing form of the verbs in brackets.

1. Rob always makes me _____
(do) the washing-up.

2. I hope _____ (see) you again
soon.

3. William enjoys _____ (read)
books in his free time.

4. Let's go _____ (sail) tomorrow.
The weather is going to be perfect.

5. Will you stop _____ (scream)?
I can't understand you.

6. We arranged _____ (meet)
outside the shopping centre.

7. I don't mind _____ (work) at the
weekend.

8. Sally promised _____ (keep) our
secret.

6. If the rain _____, I'd leave the house.

a. didn't stop b. had stopped c. stopped

7. If I _____ exams next week, I'd study hard.

a. had b. didn't have c. wouldn't have

8. If Ian had more money, he _____ a house.

a. bought b. would buy c. will buy

9. If it _____ so cold, I'd go swimming.

a. would be b. weren't c. was

10. If I _____ part in the swimming competition, I'd win.

a. would take b. took c. didn't take

11. My father enjoys _____ to work, but he takes the bus.

a. to drive b. drive c. driving

12. _____ I get you something to drink? What about a glass of orange juice?

- a. Can b. Must c. Need

13. I'd tell Ian about Keith's accident if I _____ him.

- a. will see b. saw c. see

14. Mary cut _____ while she was peeling the potatoes.

- a. her b. hers c. herself

15. _____ Jizan is famous for its fruit.

- a. A b. The c. —

16. I feel exhausted and I _____ sleep at night.

- a. wouldn't b. 'm not able to c. needn't

17. Saud is a very clever student. He did all his Science homework by _____.

- a. his b. him c. himself

18. Mike _____ work out every day, but he says he doesn't have a lot of free time.

- a. can't b. might c. should

K. Write questions. The words in bold are the answers.

1. A: What _____ ?

B: Paul lost **his passport** on his way to the airport.

3. A: Which _____ ?

B: **The silver** car is my brother's.

2. A: Who _____ ?

B: **John and Ryan** tried scuba-diving.

4. A: Who _____ ?

B: **My sister** always gives me a hard time.

L. Rewrite the sentences using reported speech.

Study for your History exam.

1. The teacher _____

Turn on the TV, please!

5. Paul _____

Come to London immediately!

2. Tom _____

Don't interrupt me when I'm on the phone, please.

6. Jake _____

Write an email to Jack.

3. Mark _____

Open the window.

7. The teacher _____

Please lend me some money.

4. Terry _____

Give me a call on Thursday morning, OK?

8. She asked Melanie _____

A:

Criminals: robber - burglar - thief - pickpocket

Holiday types: cruise - safari - guided City tour – backpacking

Parts of the body: chin eyebrow - cheek – shoulder

Gestures: point - bow - Signal – nod

Travelling: board – suitcase – passport – brochure

Celebrations: lantern – candle – streamer – decoration

B:

1 – pick

2 – lift

3 – reckon

4 – entered

5 – impossible

6 – excitement

7 – engaged

8 - passion

9 – passion

10– why not

G:

1 – such

2 – so

3 – such



4 -so

5 -so

6 – such

7 – such

8 – so

9 – such

11– such

H:

1 - are fed at 6am at the zoo

2 - were saved by rescue team.

3 – aren't sold in the shop

4 - were caused by the earth quake

5 - weren't arrested by the police

6 - were taken to the hotel

7 - was built in the area

I:

1 – do

2 – to see

3 – reading

4 – sailing

5 -screaming

6 -to meet

7 -working

8 – to keep

K:

1 - did Paul lose on his way to the airport?

2 - tried scuba diving

3 - cult is my brother's

4 - always gives you a hard time

L:

1 - told me to study for my History exam

2 - ordered me to come to London immediately

3 - Told me to write an e-mail to Jack

4 - asked me to lend him some money

5 - asked me to turn on the TV

6 - Jake asked me not to interrupt him when he is on the phone.

7 - told me to open the window

8 - to give her a call on Thursday morning

Self-assessment (What I can do in English)

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Add to the list - perhaps with the help of your teacher - other things you can do, or that are important for your English learning at this stage.

Use the following symbols:

In columns 1 and 2

✓ I can do this under normal circumstances

✓✓ I can do this easily

In column 3

! This is one of my goals

	me	my teacher/ other	my goals
Listening	1	2	3
I can understand when someone speaks clearly to me on subjects I'm familiar with.			
I can understand clear short conversations about topics I'm familiar with.			
I can understand the essential information in short recorded passages dealing with everyday matters which are spoken clearly.			
I can understand short, simple stories when told clearly and slowly.			
I can understand the main point in short, simple messages and announcements.			
I can understand the main point and some details of a telephone conversation on a topic I'm familiar with.			
I can understand when people are talking about the present or the past.			
I can understand short radio extracts which are spoken clearly.			
I can understand short TV programmes with the help of images.			
I can understand simple, concrete instructions about how to use materials and equipment.			
I can also ...			
...			
Reading	1	2	3
I can understand a simple personal letter in which the writer tells or asks me about everyday life.			
I can find the most important information in simple newspaper or magazine articles with the help of names and pictures.			
I can understand short narratives in simple language.			
I can find the most important information in information leaflets.			
I can understand instructions when expressed in simple language.			
I can understand basic types of standard letters/emails (giving advice, inviting, etc.).			
I can understand whether a text refers to the present or the past.			
I can use the overall meaning of short texts to guess the meaning of unknown words from the context.			
I can also ...			



Speaking	1	2	3
I can describe my hobbies and interests.			
I can present the advantages and disadvantages of something familiar.			
I can narrate events and experiences.			
I can describe events (e.g. festivals).			
I can discuss with other people what to do, where to go and make arrangements to meet.			
I can make and respond to invitations.			
I can agree and disagree.			
I can say what I like and dislike, giving reasons why.			
I can express my opinion on a practical problem.			
I can express feelings such as enthusiasm.			
I can ask for, give and refuse permission.			
I can make requests and offer to help.			
I can handle simple telephone calls (e.g. say who is calling, ask to speak to someone, give my number, take a simple message).			
I can ask for and give advice on familiar topics.			
I can answer simple questions and respond to simple statements in an interview.			
Writing	1	2	3
I can write a description of an invention.			
I can write a story and describe the main characters' feelings.			
I can use the most important linking words to show the chronological order of events (first, then, after, later).			
I can write a paragraph on a familiar topic, discussing advantages or disadvantages and giving my opinion.			
I can use linking words/phrases to express contrast, result-consequence, cause-reason and to list points.			
I can write a short letter or email of invitation.			
I can describe an event using simple sentences and report what happened, when and where (e.g. an accident).			
I can write a letter or email to a friend asking for or giving advice.			
I can write a letter or email asking for information.			
I can also ...			
...			



Writing Section

1e Writing Plan: A paragraph expressing your opinion

Before you write:

- What are you writing?
- Why are you writing?

Brainstorm
ideas for your
paragraph

State your opinion:

What topic are you expressing
your opinion about?

What are the advantages or the
disadvantages?

1

Example:

2

Example:

Make a general comment to sum up your opinion.

Writing Section

2e Writing Plan: A description of an event

Before you write:

- What are you writing about?
- Why are you writing?

Brainstorm
ideas for your
description

INTRODUCTION

Name: _____
 Venue: _____
 Date: _____
 Purpose: _____
 Who takes part: _____

MAIN PART

Are any preparations
necessary?

What do people do?

Do people eat any
special dishes?

_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
---	---	---

CLOSING PARAGRAPH

An overall opinion about the event:

A general comment about the event:

3e Writing Plan: An informal email/letter based on prompts

Before you write:

- What are you writing?
- Who are you writing to?

Brainstorm
ideas for your
email/letter

GREETING

Use an appropriate greeting.

OPENING PARAGRAPH

Begin your email/letter by referring to your friend's email/letter.

Comment on his/her news.

MAIN PART

Express enthusiasm

Make a suggestion

Ask for something

CLOSING PARAGRAPH

End your email/letter in an appropriate way (e.g. asking your friend to write back soon, etc.).

SIGNING OFF

Use an appropriate phrase (e.g.: Take care, Bye for now, etc.).

SIGNATURE

Write your first name.

Writing Section

4e Writing Plan: A semi-formal letter asking for information

Before you write:

- Why are you writing this letter?
- Who are you writing the letter to?

Brainstorm
ideas for your
letter

GREETING

How will you begin your letter?

OPENING PARAGRAPH

Say where you saw the advertisement and why you are writing.

MAIN PART

Cost for 1 week?

Any special offers
in August?

Which sports?

Minimum age
for sports?

CLOSING PARAGRAPH

Thank the person and mention you would like a reply as soon as possible.

SIGNING OFF

Close with an appropriate phrase.

SIGNATURE

Write your full name.

Full Blast 6

Grammar Book

OPTIONAL

The Grammar Book contains:

- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Communicative activities
- Oral and written practice
- Revision sections

Module 1 (1a) can / could / may / will / would must / have to / need (to)

Read the texts.



Now answer the questions.

1. Who is going to pick up Mike's brother?

3. Why is Paul going to be late?

2. Where has Mike gone?

4. Are they going to eat together?

Grammar

Can, could, may, will, would, must, have to, need (to), etc. are modal verbs and:

- they do not form all the tenses.
- they are the same in all persons, singular and plural (except for **need (to)** and **have to**).
- they form the interrogative and the negative without auxiliary verbs (**do/did**).
- they are followed by the **base form of a verb, without to**.

a can/could/may/will/would

We use Can I...?, Could I...?, May I...?:

- to ask for, give or refuse **permission**.
Can/Could/May I go to the park, Dad?
Yes, you can/may. No, you can't/may not.
- To make polite requests and offer help.
Can/Could/May I have some more tea?
Can/Could/May I get you some coffee?

We use Can/Could/Will/Would you...?:

- to make polite requests or ask for a **favour**. **Could** and **would** are more polite.
Can/Could/Will/Would you give me a lift?

B must/have to

We use **must**:

- in the affirmative and interrogative to express **obligation** in the present and future.
I must give Ameer a call. Must we go so soon?
- in the negative to express **prohibition**.
You mustn't touch anything in the museum.

We use **have to**:

- in the affirmative and interrogative to express **obligation** in the present and future.
You have to wear a uniform. Do you have to work on Thursdays?
- in the negative to express **absence of obligation**.
He doesn't have to eat the cake if he doesn't like it.

NOTE:

- Must** expresses an obligation that the speaker imposes on himself/herself or others. **Have to** expresses an obligation that is imposed by somebody or something else.
- Must** and **have to** form the past with **had to/didn't have to** and the Future with **will have to/won't have to**. The affirmative expresses obligation and the negative absence of obligation in the past or the future respectively.
*Aisha didn't have to go to school yesterday because she was ill.
You must sleep well tonight because you will have to train hard tomorrow.*
- To express prohibition, we can also use **can't**.
You can't use your mobile phone in the hospital.

C need (to)

We use **need**:

- as a **main verb** in all tenses in the affirmative, interrogative and negative. It is followed by a **full infinitive** (or a noun) and forms the interrogative and negative with **auxiliary verbs** (do/does, did, etc.)
- as a **modal verb** in the interrogative and negative of the **present simple** only. It is followed by a **bare infinitive** and forms the interrogative and negative without **auxiliary verbs**.

Affirmative	Negative	Questions
I need to go	I don't need to go I needn't go	Do I need to go? Need I go?
He/She/It needs to go	He/She/It doesn't need to go He/She/It needn't go	Does he/she/it need to go? Need he/she/it go?
We/You/They need to go	We/You/They don't need to go We/You/They needn't go	Do we/you/they need to go? Need we/you/they go?

We use **need**:

- in the affirmative and interrogative to express **necessity**.
I need to talk to Abdullah.
- in the negative to express **absence of necessity**.
*You don't need to buy anything.
She needn't do the washing-up. I'll do it tomorrow.*

Activities

A. Circle the correct words.

1. **Can / May** you get me a newspaper when you go out?

2. **A: Will / Could** I go shopping with my friends, Dad?

B: No, you **won't / can't**. You've got lots of homework to do.

3. **A:** Please remember that you **must / need** bring the car before 2pm.

B: OK. I'll **must / have to** leave work earlier.

4. **A: Would / May** you teach me how to drive?

B: I'm sorry, son, I **may not / can't**. You are too young to drive.

5. **A: Could / May** I leave a message, please?

B: Sure.

A: Please tell Mr Saud that his car is ready.

6. **A:** Excuse me, **may / would** I take this bag with me on the plane?

B: Of course you **would / may**, sir.

7. **A:** Jake, when can I borrow your camera? I really **need / need to** it.

B: I **must / can** give it to you on Monday and you **don't have to / mustn't** give it back to me for another week or so.

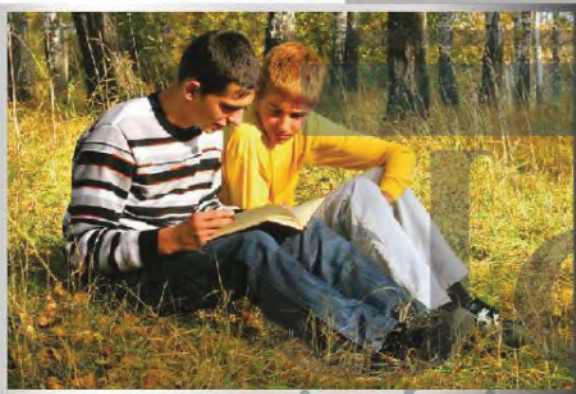
8. **A: Do I need / Need** I wash the car today?

B: Yes, the car needs washing.

9. **A: Can / Will** I give you a lift?

B: Thanks.

B. Complete the dialogues using the words in the box.



would need have to



need to can't could can

1. **A:** I _____ some help. _____ you mind helping me?

B: Oh, I'm sorry. I'm too busy. I _____ finish this project in two hours.

2. **A:** I _____ drive you home if you like.

B: That's very kind of you, but I _____ buy some things from the supermarket. _____ you drive me there, first?

A: I'm afraid I _____, I'm in a hurry.

C. Circle the correct words.

1. Hamid **has to / needs** be back home by midnight.

2. You **mustn't / don't have to** eat if you aren't hungry.

3. You've got all day tomorrow to work on the project. You **mustn't / don't need** to finish it tonight.

4. Fatima **must / have to** take her medicine.

5. You **needn't / don't have** cook. We're eating out tonight.

6. We **need / must** to buy bus tickets.

7. I don't have school tomorrow so I **mustn't / don't have to** get up early.

8. Thanks a lot for the present, but you **had to / didn't have to** buy me anything.

9. You **mustn't / don't have to** run in the museum.



D. Complete the sentences with the correct form of *need*.

1. We haven't got any milk or eggs. We _____ to go to the supermarket today.
2. You _____ hurry. We have lots of time.
3. _____ Charlie go to the meeting tomorrow?
4. You _____ to shout! I can hear you.
5. Dad _____ to use the car today. We can't take it.
6. Sir, which units of the book _____ we _____ to study?
7. Mahmud _____ to practise a lot. He's an excellent tennis player!
8. You _____ take the bus. I'll drive you home.
9. Excuse me, I _____ to return a call.
10. You _____ call back. Mr Roberts is coming in now.

E. Look at the pictures and write sentences using the verbs given and *mustn't* or *don't/doesn't have to*, as in the example.



1. *He doesn't have to pay for a ticket.*



2. _____



3. _____



4. The weather is fine outside.



5. It's raining outside.



6. _____

F. Complete the dialogue with the correct form of *must*, *can*, *could* or *need to*.

- A: (1) _____ you please turn off your mobiles? You
(2) _____ use them in the museum. And please
remember that you (3) _____ touch anything.
- B: (4) _____ I take photos?
- A: I'm afraid you (5) _____, sir. And, you
(6) _____ take that bottle of water inside.
- B: But I (7) _____ drink water. It's very hot.
- A: I'm sorry. You (8) _____ enter with the bottle.
- B: What? (9) _____ I speak to the director of the
museum, please?



Speaking

A. Talk in pairs. Discuss what you should say in the following situations. Think of as many possible ways you can to express yourself. Use *can/could/may/would/will/must/need/have to*.

- You're in class and you want to go out. Your partner is the teacher.
- You're in a small room with closed windows and it's very hot.
- You need your parents' permission to go to a friend's house. Your partner is your father.
- You're in a hospital and someone is talking on his/her mobile phone.
- You're in a museum and someone is taking photographs.
- You have a terrible toothache.
- You're at a restaurant and want some salt. Your partner is the waiter.

B. Choose a situation and act it out.

Can/Could/May I go out, please?
No, you may not.
But I need to, Sir. Please!
OK, then, if you have to...

Writing

Write one sentence for each of the situations below. Use the words given and *can/could/may/will/would/need/have to/must*.



try on



shout



doctor



supermarket



tea

Module 1 (1b) can / could / be able to may / might / could must / can't

Read the dialogue.

- Stan** So, Bob, are you coming to the gym?
Bob Sorry! I **won't be able to**. I've got too much homework.
Stan Oh. OK, then. Where's your brother?
Bob Alex? He **must be** at home.
Stan He **can't be** at home. I just called and no one answered. I **can't find** him anywhere. Even his mobile is turned off.
Bob It's not turned off. It's broken. Ring Tony. My brother **might be** with him. They usually play computer games together.
Stan Oh. OK.



Now match.

- Bob** will go to the gym.
 has got a mobile which isn't working.
Stan can't go to the gym.
 may be with a friend.
Alex is trying to find someone.

Grammar

a can/could/be able to

We use **can**:

- to express ability in the present.
My father can use a computer.

We use **could**:

- to express ability in the past.
He could ride a bike when he was young.

NOTE: **Be able to** expresses **ability** and forms all tenses. It is mainly used in tenses where we cannot use **can** (future, present perfect, etc.).
He'll be able to come on Friday.
Have you been able to visit your friends?

B may/might/could

We use **may, might** and **could**:

- to express **possibility** in the present or future. **Might** expresses **slight possibility**.
We may/might/could go to Taif next year.

NOTE: We use **may not/might not** to express **lack of possibility** in the present or future.
Fred may not/might not be able to come with us tonight.

C must/can't

We use **must** and **can't**:

to express a **logical deduction** and refer to the present.

- We use **must** to express a **positive logical deduction**.
It's ten o'clock and John is still sleeping. He must be tired.
- We use **can't** to express a **negative logical deduction**.
He can't be at home. He was at work a few minutes ago.

Activities

A. Circle the correct words.

- Jeff **couldn't** / **wasn't able** buy the treadmill he liked, because it was too expensive.
- When I was younger, I **wasn't able** / **was able to** work until late in the evening and then go jogging. I **can't** / **not able to** do that any more.
- Bob will be 17 next month. Then he **will be able to** / **can't** get a driving licence.
- Mr Smith **can't** / **couldn't** speak to you right now. If you call back in half an hour, he **will be able to** / **could** speak to you.
- I **couldn't** / **can't** find any fresh strawberries this morning, so I **can't** / **will be able to** make a strawberry cheesecake.
- In a few years' time, some lakes will be so polluted that fish **won't be able to** / **can't** live in them.
- Tom **can** / **could** wear his jeans now, but he **couldn't** / **wasn't able** wear them last year because he had put on a lot of weight.
- I **won't be able to** / **wasn't able to** log in because I had forgotten my password.
- Faisal is working out at the moment, but he **will be able to** / **be able to** call you back in about an hour.
- John **could** / **wasn't able to** speak a word of Arabic when he first went to Riyadh, but now he **can** / **will be able to** speak fluently. You should hear him.
- My dad **couldn't** / **wasn't able** use the computer but he's taking some computer lessons now and, in a few months, he **can** / **will be able to** do everything.



B. Look at the pictures and the prompts and write sentences expressing possibility using *may/might/could*.

1. _____

burn / food



crash into / tree

2. _____

3. _____

bite / man



not catch / bus

4. _____

5. _____

rain



C. Complete with *must* or *can't*.

1. **Harry** Where's Derek? The documentary starts in ten minutes.

Mike I called him at home but nobody answered the phone, so he _____ be there. He _____ be on his way here.

2. **Aisha** I think the baby is hungry.

Muna He _____ be hungry! I just fed him.

3. **Jenny** Who's that woman Ellen is talking to? Her mother?

Ann She _____ be her mother. She's too young. She _____ be her sister.

4. **Mark** Tom _____ be in the race.

Danny That's right. He's still injured.

5. **Keith** I have just eaten three bowls of popcorn!

Adam You _____ be really thirsty now.

6. **Hana** Our neighbours' garden is so beautiful! When do they find the time to take care of it?

Afaf They _____ have a gardener. They _____ do all that work by themselves because they both work long hours.

7. **Ted** You _____ be quite tired after playing football all afternoon!

Vince No, not really. I feel fine.

8. **Tina** Mary _____ be sleeping.

Jane Yeah. It's almost midnight.

D. Read the sentences and tick (✓) the correct box.

	Ability	Possibility	Deduction
1. I'm not sure where Saleh is. He could be at the gym.			
2. Rob has just left work. He can't be at home.			
3. I could swim for four hours when I was young.			
4. I can't find my keys anywhere. Have you seen them?			
5. I might travel to Jeddah next week.			
6. That girl doesn't look like Jane. She can't be her sister.			
7. We can't go to the park tonight. The cup final is on!			
8. Andy can't be 50 years old. He looks much younger.			

Speaking

Talk in pairs. Discuss what present you're going to get for a friend. Use the ideas below.

- what your friend likes
- what he/she needs most
- how much money you can spend



We can/could buy him/her a(n)...

He/She must...

Well, we can't spend more than...

He/She may/might like...

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Writing

Look at the pictures below and write one sentence about each of them using *can/could/may/might/must/can't* and the prompts in the box.

break/window
be/hungry
rain
scuba dive/when/young
not understand/other man



Module 1 (1c, 1d) Passive Voice (Present Simple - Past Simple)

Read the text.

Artificial Intelligence (AI) **is used** to make intelligent machines and especially intelligent computer programs.

AI Facts

- In 1637, it **was predicted** by René Descartes, a French scientist, that it would not be possible to have machines that think like humans do.
- About two centuries later, a test **was presented** by the father of AI, Alan Mathison Turing, known as the 'Turing Test'. The test **was designed** to show that AI exists.
- The idea of AI **is found** in many popular books today.



Now read the sentences below and write T for True or F for False.

1. In the past, scientists predicted that machines would be able to think like humans.
2. Turing wanted to show that AI is possible.
3. AI is not found in books.

Grammar

Passive Voice

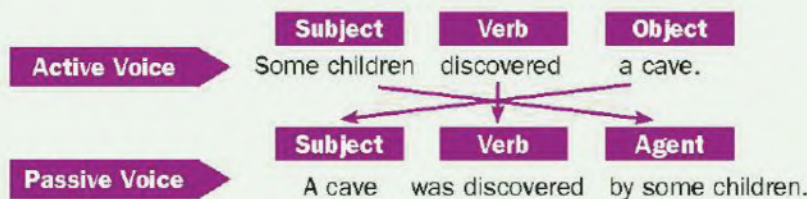
- The **active voice** shows that the subject of the verb does an action.
People send lots of emails to friends.

The passive voice:

- is used to emphasise the action rather than who or what is responsible for it.
Lots of emails are sent to friends (by people).

Transforming a sentence from active voice to passive voice:

- the **object** of the verb in the **active voice** becomes the **subject** of the verb in the **passive voice**.
- we **use** the verb **be** in the same tense as the verb in the **active voice**.
- we **use** the **past participle** of the main verb.
- if we want to show who does the action (**agent**), we use the preposition **by** with the subject of the verb in the **active voice**.



NOTE: We usually omit the **agent**:

- when we don't know the **agent**.
Mr Stone was robbed last night.
- when it is easy to figure out who the **agent** is.
Painting is taught at our school (by the Art teacher).

a Present Simple Passive

Affirmative	Negative	Questions
I am called/given	I am not called/given	Am I called/given?
He/She/It is called/given	He/She/It isn't called/given	Is he/she/it called/given?
We/You/They are called/given	We/You/They aren't called/given	Are we/you/they called/given?

b Past Simple Passive

Affirmative	Negative	Questions
I/He/She/It was called/given	I/He/She/It wasn't called/given	Was I/he/she/it called/given?
We/You/They were called/given	We/You/They weren't called/given	Were we/you/they called/given?

Activities

A. Complete the text with the present simple passive of the verbs in brackets.

The main purpose of the Wilmington Bird Sanctuary is to help and protect birds. Each year hundreds of birds

- (1) _____ (find) with broken wings or legs and they need help and care. These birds
(2) _____ (bring) to the sanctuary and they (3) _____ (take care of) by experts. All the
birds (4) _____ (keep) in large cages, they (5) _____ (feed) twice a day and their cages
(6) _____ (clean) three times a week.

- The sanctuary (7) _____ (visit) by many people every year. They
(8) _____ (show) around and they (9) _____ (inform) about
the different species. Visitors don't have to buy a ticket to enter the sanctuary, but they
(10) _____ (ask) to give whatever they can. This money (11) _____
(use) to make the birds' stay a more pleasant one. However, the birds (12) _____
(not keep) at the sanctuary longer than necessary. As soon as they are well again, they
(13) _____ (return) to the wild.





B. Look at the pictures and the prompts to write sentences in the past simple active and passive voice, as in the example.

1. *The fire destroyed the house.*

The house was destroyed by the fire.

destroy



organise

2. The school _____

A summer trip for students _____

3. They _____

King Fahd's Fountain _____

build / in 1983



design / in the 20th century

4. Gaudí _____

Park Güell _____

5. The old man _____

A picture _____

paint



C. Rewrite the sentences so that they mean the same as the first one.

1. My grandmother cooked dinner last night.

Dinner _____ my grandmother
last night.

2. People send millions of emails every year.

Millions of emails _____ every year.

3. Arneer mowed the lawn yesterday.

The lawn _____ Arneer yesterday.

4. A computer controls the traffic lights.

The traffic lights _____ by a computer.

5. Everybody enjoyed the water sports available.

The water sports available _____

everyone.

6. They sold that old boat a month ago.

That old boat _____ a month ago.

D. Circle the correct words.

In the 16th century the Spanish explorer Hernán Cortés (1) **travelled / was travelled** to South America. There, he met the Aztecs and he (2) **was served / served** a drink called 'xocoatl' by them. Xocoatl (3) **was made / made** from cocoa beans which (4) **grow / are grown** on cocoa trees. Cortés (5) **took / was taken** some beans to Spain. Later, sugar (6) **was added / added** to the powder and a tastier drink (7) **produced / was produced**. Soon, it became popular all over Europe.

Today everyone (8) **loves / is loved** chocolate. It (9) **is eaten / eats** by millions of people all over the world.



E. Complete the sentences with the present or the past simple passive of the verbs in the box.

kill wear not call make hit invent build discover not harm

- In the 19th century, gold _____ in California.
- My cat _____ by a car yesterday, but he's OK.
- Many animals _____ every year.
- This thobe _____ in Saudi Arabia.
- Jeans are very popular. They _____ all over the world.
- The National Museum of Saudi Arabia _____ in 1999.
- My aunt _____ Aisha. Her name is Fatima.
- Who _____ this machine _____ by?
- Fortunately, my flowers _____ by the snow.



Speaking

Imagine that you are a scientist and you have created an intelligent machine. Your partner wants to interview you. Answer your partner's questions. Then swap roles. Use the ideas in the box.

What / machine / call?	When / create?
What / use for?	How much / cost?

Writing

Write a short paragraph presenting your new intelligent machine. Use the ideas you discussed with your partner in the Speaking activity above.

Revision: Module 1

A. Read the sentences and write down what they express: an offer, possibility, request, permission, prohibition, ability, deduction, obligation, necessity, absence of necessity.

1. I will help you decorate your room. _____
2. This sign says that you **mustn't** eat in the museum. _____
3. John **can** paint very well. That's why he became an artist. _____
4. Aisha **may** be at home now. _____
5. Look how fast he runs! He **must** be an athlete! _____
6. **Could** I borrow your dictionary? _____
7. They **don't have to** finish painting the house today. _____
8. We need to go shopping. There's nothing in the fridge. _____
9. If you want to go out, you **have to** tidy your room. _____
10. Dad, **can** I stay at my cousin's house tonight? _____

B. Circle the correct words.

1. A: **Will / May** you turn off the television, please?
B: I **can't / mustn't**. I'm on the phone right now.
2. A: Don't worry. You **mustn't / don't have to** finish your project today. You **can / might** finish it tomorrow.
B: I know. But I want to finish it now.
3. A: Hamid **must / can't** be at home studying.
B: That's right. He's got two exams tomorrow.
4. A: **May / Need** I tidy my room now? I want to go out and play.
B: Well, you **can't / couldn't** go out until you tidy your room!

C. Read the situations below and write sentences or questions. Use modal verbs.

1. You need to make a phone call, but don't have a mobile. Ask your friend for permission to use his/her mobile.

2. You don't know how to use a computer well, but you need to download something from the Internet. Ask your Computer teacher to show you how to do it.

3. You saw Mary walking into the library ten minutes ago. A friend asks you where she is. What do you say?

4. You're at school, but you've left your project at home. You call your father to ask him to bring it to school. What do you say?

D. Rewrite the sentences using the passive voice.

1. They painted the house last month.

2. Bill cleans the garage on Saturdays.

3. The students in Mr Marple's class solved the Maths problems.

4. The police caught the robber.

5. Someone takes out the rubbish every day.

6. The security guard arrested the thief.

7. We never throw rubbish on the ground.

8. A famous reporter interviewed the football player.

9. They sold their house to the Adams.

E. Circle the correct words.

Today, English (1) **speaks / is spoken** all over the world and has many different forms. The oldest form of English (2) **spoke / was spoken** by the Anglo-Saxons about 1500 years ago, but it was very different from the English of today. If we (3) **heard / were heard** someone using that form, we wouldn't understand them. English has changed over the centuries. Today, many people (4) **learn / are learnt** English as a second language and it (5) **is used / was used** in many international events, such as the Olympic Games.

Use of English

Complete the sentences with the prepositions in the box.

on in up in up in up in for from

1. I'm sorry I can't wait for you. I'm _____ a hurry.

2. Can you pick Ammar _____ from the airport tonight?

3. My father isn't very outgoing. _____ the other hand, he's very active. He works out at least 4 times a week.

4. I couldn't log _____ last night. There was a problem with my Internet connection.

5. Mark is still angry at me. I called him but he just hung _____.

6. I'm sure you can take part in that race and get a medal. Just go _____ it!

7. _____ my view, James should start working out more.

8. The money I earned from my summer job came _____ very handy.

9. Can you collect my new mobile _____ the shop?

10. Pick _____ the phone, please. I'm busy.

Module 2 (2a) The article 'the'

Planet Earth Quiz

Do the quiz and find out how much you know about the world around you.



- Which is the biggest desert in Saudi Arabia?
 - The Ad Dahna
 - The An Nafud
 - The Rub' al Khali
- Which is the longest river in Europe?
 - The Volga
 - The Danube
 - The Don
- Which of the following seas is actually a lake?
 - The Black Sea
 - The North Sea
 - The Caspian Sea
- In which continent can you find K2, the world's second highest mountain?
 - In Asia
 - In Europe
 - In Africa
- Which group of islands may disappear in 50 years' time?
 - The Galapagos
 - The Maldives
 - The Philippines

Grammar

The article 'the'

We use the definite article **the** before uncountable nouns and countable nouns, both in the singular and in the plural.

We use **the** before:

- something **specific** or **already mentioned**.
There is a new armchair in the living room. It's the armchair Ibrahim bought last week.
The T-shirt that Paul is wearing today is very expensive.
- things that are **unique**.
How many astronauts have walked on the moon?
- names of **seas, rivers, oceans, deserts**.
the Red Sea the Amazon (River) the Atlantic (Ocean) the Gobi (Desert)
- groups of **islands, mountain ranges** and **countries** in the **plural**.
the Maldives the Rocky Mountains the Netherlands
- nationalities**, when we refer to the whole nation.
The Spanish explored America in the 15th century.
- surnames**, when we refer to the whole family.
The Browns travelled to Africa last summer.
- names of **hotels, restaurants, museums** and **newspapers**.
the Hilton Hotel The Food Palace the Louvre The Times
- the **cardinal points**.
Asir National Park is in the south of Saudi Arabia.
- adjectives and adverbs in the **superlative** form.
Abdullah is the best student in the class. Omar runs the fastest of all the students.

We do not use the before:

- uncountable nouns and countable nouns in the plural, when we are talking about something in **general**.
Milk is good for children.
- names of **people, mountains, islands, lakes, countries, continents** and **nationalities**.
Mark isn't British; he's American.
Mount Everest Lake Michigan Sicily Saudi Arabia Asia
- names of **cities, streets, roads, parks, squares**.
Oxford Street, Hyde Park and Trafalgar Square are in London.
- names of **subjects, sports, games, colours, magazines** and **languages** (when they are not followed by the word *language*).
John likes tennis. Hasna is good at History. My favourite colour is blue.
'Sportslife' is a very popular magazine. Faisal speaks Arabic and Italian.
- names of **days** and **months**.
My graduation is in August.
- **abstract nouns** (hope, help, etc.)
George needs help with his homework.
- the words **breakfast, lunch, dinner**.
Dinner is ready.
- the words **home, school, bed, hospital, work, prison, university**, when they are used for the purpose for which they exist.
Nobody is at home in the morning. My parents are at work and I'm at school.

Activities

A. Complete the blanks with *the* or *-*.

Good morning, (1) _____ boys. We hope that you will enjoy our tour of (2) _____ London. On your left you can see (3) _____ Houses of Parliament and that's (4) _____ Thames, London's famous river... We continue our tour...

This is (5) _____ famous Tower of London... Now, we're on (6) _____ Great Russell Street. On your right is (7) _____ British Museum.

Now, about tonight. Remember that we're having traditional English food for (8) _____ dinner at (9) _____ restaurant '(10) _____ Tasty Fish'. (11) _____ most popular English food is fish and chips. (12) _____ people love this restaurant. You will love it, too!

B. Circle *the* or *-*.

- Alex** Do you know when **the / -** Mount Vesuvius erupted?

John No, I don't. Let's check on **- / the** Net.
- Max** Who's on **the / -** phone?

Jake **- / The** Mark. He's talking to his friend from **- / the** university.
- Bob** **The / -** Joneses bought a new house and **they're** moving next week.

Tom Are you sure? I thought it was **- / the** Smiths who were moving house!
- Pablo** What did you do during the summer?

Pedro I went to **- / the** Greece and saw **- / the** Acropolis and other interesting sights.



5. **Mr Rubert** Where are — / the children?
Mrs Rubert I sent them to — / the bed because it's too late. They have to go to — / the school tomorrow.
6. **Brad** My favourite sport is the / — tennis.
Andy Really? The / — World Tennis Championship is going to be held at Norton Stadium next week. Do you want to go?
7. **Lorenzo** Where did — / the Mike go on holiday?
Alex Well, he went to the / — Egypt to see the / — Pyramids and then he went to the / — Sahara Desert! Great, isn't it?
8. **Marlo** I want to have the / — Italian food for dinner tonight.
Leo OK. Let's go to the / — Italian restaurant near the river.

C. Read the text below. Choose a, b or c.

(1) _____ Jean is (2) _____ French. He lives in (3) _____ village in (4) _____ France. (5) _____ village is near (6) _____ Paris, so he often goes there. (7) _____ Jean lives in (8) _____ yellow house in (9) _____ centre of (10) _____ village. His house has got (11) _____ living room, (12) _____ two bedrooms, (13) _____ kitchen and (14) _____ bathroom. There is also (15) _____ big studio, where Jean works. He's (16) _____ artist. He paints beautiful pictures. His favourite subject is space.

- | | | | | | |
|-----------|--------|--------|------------|--------|--------|
| 1. a. A | b. The | c. — | 9. a. — | b. a | c. the |
| 2. a. the | b. — | c. a | 10. a. a | b. the | c. — |
| 3. a. the | b. a | c. — | 11. a. the | b. a | c. an |
| 4. a. — | b. the | c. a | 12. a. a | b. the | c. — |
| 5. a. A | b. — | c. The | 13. a. — | b. a | c. the |
| 6. a. a | b. the | c. — | 14. a. the | b. — | c. a |
| 7. a. The | b. — | c. A | 15. a. a | b. the | c. — |
| 8. a. a | b. the | c. an | 16. a. the | b. a | c. an |



Speaking

Play a guessing game in pairs or groups. One student says a geographical feature or place and the others have to say where it is.

SA: The Maldives.

SB: The Maldives are in the Indian Ocean. My turn now. The Nile.

SA: The Nile is in...

Writing

Write a paragraph about a country you would very much like to visit. Mention where it is and some of its important geographical features and sights.

Module 2 (2b, 2c) Infinitive -ing form

Read the text and choose a, b or c.

Nobody knows what happened at Crimson Creek on 29th September. Jack and David Thomas went (1) _____ at the lake near their house and they promised (2) _____ back before noon because they always helped their mother (3) _____ lunch. But they hadn't returned so Mrs Thomas decided (4) _____ without them. Mrs Thomas was in the kitchen when she heard a strange noise. She stopped (5) _____ and went outside, but she couldn't (6) _____ anything. She got scared and ran to the lake (7) _____ if the boys were in danger. Unfortunately, there was no sign of them. Now it's up to the police to find out what really happened.

- | | | | | | |
|-----------------|-------------|-------------|---------------|------------|---------|
| 1. a. fishes | b. fishing | c. fish | 5. a. to cook | b. cooking | c. cook |
| 2. a. to be | b. being | c. be | 6. a. to hear | b. hearing | c. hear |
| 3. a. preparing | b. prepare | c. prepares | 7. a. to see | b. seeing | c. see |
| 4. a. to start | b. starting | c. start | | | |

Grammar

a Infinitive

There are two types of **infinitive**:

full infinitive: to + base form of verb
to play

bare infinitive: base form of verb **without to**
play

We use the full infinitive:

- to express **purpose**.
He went to the post office to post a letter.
- after the verbs: **want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange, choose, offer, refuse, expect**.
I plan to go to Abha in spring.
- with **too** and **enough**.
The soup is too cold to eat.
- after the structure **it+be+adjective**.
It's easy to learn Spanish.
- after the adjectives: **afraid, surprised, free, happy, ready, sorry**.
He was free to go wherever he wanted.

We use the bare infinitive:

- after modal verbs: **can, could, will, would, should, may, might, must**.
Will you stop laughing? *You should taste some Australian food.*
- after the verbs **let** and **make**.
My mother makes me clean my room twice a week. *Let me do it; it's not difficult.*

NOTE: We can use the verb **help** with a **full** or a **bare infinitive**.
*I always help my father **clean** the garage.* **OR** *I always help my father **to clean** the garage.*

b -ing form

The **-ing form** (base form of the verb +ing) can be used as a noun.

We use the -ing form:

- as the **subject** of a verb.
Travelling is great fun.
- after certain verbs such as: **like, love, hate, enjoy, prefer**, etc.
I hate studying Maths.
- after certain verbs such as: **continue, stop, finish, start, begin**, etc.
I started taking photography lessons.
- after certain verbs such as: **avoid, imagine, keep, practise, suggest, risk, spend (time)**, etc.
I spent my summer lying under the sun.
- after certain expressions: **don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like, there's no point, look forward to**, etc.
I can't stand waiting for the bus for hours.
- after **prepositions**.
Are you good at playing tennis?
- after the verb **go** to indicate activities: **go swimming/shopping/fishing**, etc.
I'm going shopping this Thursday.

- NOTE:**
- The verbs **like, dislike, love, hate, start, begin** are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like taking pictures when I go on holiday. I like to take pictures when I go on holiday.
 - The verbs **stop** and **remember** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning.
Harry stopped cleaning the garden. (= He is not cleaning the garden any more.)
Harry stopped to clean the garden. (= He stopped what he was doing and started cleaning the garden.)
I remember giving you the book this morning. (= I gave you the book and I remember that I did so.)
I remembered to give you the book this morning. (= I did not forget to give you the book.)

Activities

A. Complete the sentences with the full or bare infinitive of the verbs in the box.

do buy play visit understand be watch go find rain approach go

1. I have decided _____ a new bike.
2. It's too difficult _____ what he's saying.
3. Alex was too scared _____ the old house.
4. Bill's parents don't let him _____ TV on weekdays.
5. My friends and I are planning _____ camping this weekend.
6. It might _____ tomorrow, so take an umbrella.
7. Our teacher made us _____ three projects in one week.
8. My mother was surprised _____ a present in her bag.
9. Unfortunately we didn't have enough time _____ the museum.
10. Joe and Kevin have gone to the football ground _____ football.
11. Andy promised _____ here on time, but he's late again!
12. You really must _____. You're late.

B. Rewrite the sentences using the full infinitive.

1. Julie didn't touch the snake. She was afraid.

Julie was afraid _____

2. Phillip saw John at the museum last night. He was surprised.

Phillip was surprised _____

3. I go to the gym after work. I think it's relaxing.

I think it's relaxing _____

4. Mike is very tired. He can't visit his friends tonight.

Mike is too tired _____

5. Tina isn't very tall. She can't reach the shelf.

Tina isn't tall enough _____

6. Khaled can take the driving test. He is ready.

Khaled is ready _____

7. Sami went to the library. He wanted to borrow a book.

Sami went to the library _____

C. Look at the pictures and write sentences. Begin with the words given.



1. John wants _____



2. Tom's brother won't let _____



3. Mr Evans would like Bill _____



4. Rick has decided _____



5. Mark's friends want _____



6. Mr Jones made _____



D. Complete the sentences with the *-ing* form of the verbs in the box.

laugh succeed have watch shop visit buy teach look

1. Imagine _____ in everything you do. Wouldn't it be great?
2. I'm looking forward to _____ my cousins in Saudi Arabia this summer.
3. I really like this painting. I can't stop _____ at it!
4. _____ a good time is really important.
5. Liz started _____ French three years ago.
6. He couldn't help _____ when he saw his brother's funny hat.
7. Jane hates _____ at shopping centres.
8. My grandpa loves _____ documentaries.
9. I'm thinking about _____ a telescope.

E. Complete the blanks in the text by choosing a, b or c.



Are you looking for a wonderful place (1) _____ your holiday? Then you should (2) _____ the Blue Sea Hotel. The Blue Sea Hotel is perfect for people who want (3) _____ or who are just looking forward to (4) _____ an exciting holiday. You'll be surprised (5) _____ how many things you can (6) _____ there. You can (7) _____ in the sea or in the pool. Those who enjoy (8) _____ will be able (9) _____ the gym and the basketball and tennis courts. Finally, if you are interested in (10) _____ sightseeing, the hotel organises trips to museums and

to other places of interest. It's never too early (11) _____ on a summer holiday. Don't forget (12) _____ your travel agent for our special prices for May and June.

- | | | | | | |
|-------------|-------------|-------------|--------------------|----------------|---------------|
| 1. a. spend | b. to spend | c. spending | 7. a. swim | b. to swim | c. swimming |
| 2. a. visit | b. to visit | c. visiting | 8. a. for exercise | b. to exercise | c. exercising |
| 3. a. relax | b. to relax | c. relaxing | 9. a. use | b. to use | c. using |
| 4. a. have | b. to have | c. having | 10. a. to go | b. go | c. going |
| 5. a. find | b. to find | c. finding | 11. a. go | b. to go | c. going |
| 6. a. do | b. to do | c. doing | 12. a. ask | b. to ask | c. asking |

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

1. Yuck! The tomato soup is too salty _____ (eat).
2. My father hates mobiles. It's extremely difficult for him _____ (use) one.
3. Let me _____ (ask) you a question.
4. I don't mind _____ (watch) that documentary again. It's very good.
5. I remember _____ (take) my keys this morning, but I can't find them now.
6. He keeps _____ (refuse) to give me his phone number.

G. Rewrite the sentences using the words given.

1. My sister always cries when she reads that book.

help

2. This shirt is old. I can't wear it.

too

3. Let's have dinner at a Lebanese restaurant tonight.

how about

4. I hate reading science fiction novels.

stand

5. There is no way of contacting Ahmed at the moment.

impossible

6. Mike didn't close the door when he left the house.

without

Speaking

Work in pairs. What is the best way to relax? Use the ideas below and talk about the advantages or disadvantages of each.

- Internet
- sleep
- hang out with friends
- cook
- read books
- watch documentaries

In my opinion, the best way to relax is by hanging out with friends because they help you...
Yes, but there are some disadvantages.
One is that...

Writing

Write a paragraph discussing the advantages and disadvantages of one of the ideas in the box in the Speaking activity.

Revision: Module 2

A. Read the sentences and complete with *the* or *—*.

1. This is _____ most beautiful painting in the gallery.
2. What time are we having _____ lunch? I'm hungry!
3. Faisal went for a walk in _____ Central Park.
4. Have you ever been to _____ Netherlands?
5. Hasna's favourite colour is _____ green.
6. Ammar hates _____ tennis, but he really loves playing _____ football with his friends.
7. _____ Chinese have got a very interesting history.
8. John has known _____ Smiths for ten years.
9. I live in _____ south of Riyadh.
10. A: Does Andy go to _____ university every day?
B: I don't think so. He has to go to _____ work three days a week.

B. Circle the correct words.

Dear Helpline,

My best friend Jake refuses (1) **answer / to answer** my calls. I don't remember (2) **doing / to do** anything that could make him angry. We are best friends, so I expect him (3) **to talk / talking** to me when there is a problem, but he doesn't want (4) **speak / to speak** to me! It isn't very nice of him (5) **to do / do** this. I can't help (6) **to wonder / wondering** what I've done wrong!
A confused friend

Dear Confused Friend,

I think you should (7) **write / to write** an email to your friend to let him (8) **know / to know** how you feel. Explain that you would like (9) **to know / know** why he is not speaking to you. Tell him that there's no point in (10) **to avoid / avoiding** each other and that you are both old enough (11) **to solve / solving** your problems in a friendly way. Offer (12) **meet / to meet** somewhere to talk everything over.

C. Rewrite the sentences using the words given.

1. Babies always cry when they are hungry.

Babies _____

2. This Maths problem is very difficult. I can't do it.

This Maths problem _____

3. I asked Paul to lend me his bike. He said 'no'.

Paul _____

4. I had to call Mr Henderson but I forgot.

I didn't _____

5. I asked my father to go to the park. He said 'yes'.

My father _____

6. There's a possibility that I'll travel abroad next month.

I _____

7. I saw Andy at the stadium. I couldn't believe it.

I _____

8. Do you want to go to the beach tomorrow?

Do you _____

D. Choose a or b.

1. After driving for three hours, they stopped at a restaurant _____ something to eat.

a. to have b. having

2. How about _____ the National Museum tomorrow afternoon?

a. visiting b. visit

3. Saud was ready _____ when his friend called and cancelled their meeting.

a. leaving b. to leave

4. How did you manage _____ your Science project on time?

a. finish b. to finish

5. Our teacher taught us _____ each other.

a. respecting b. to respect

6. Aisha is interested in _____ more about the culture of the Bedouins.

a. learning b. learn

7. Ameen suggested _____ to Abha the following day.

a. to drive b. driving

8. _____ is a great way to spend a peaceful afternoon.

a. To read b. Reading

Use of English

Complete the sentences with the correct form of the phrases in the box.

lose one's way the other way round by the way know one's way around on one's way in one's way

1. Excuse me, sir! You're _____ and I can't get off the bus.

2. Ted Oh, _____ there's been a change of plan. We're not going to the park.

Peter I don't believe this! I'm already _____ there. Why didn't you call me earlier?

3. Jack didn't pass the ball to Leo. It was _____.

4. Mark Jack is late! Do you think he _____?

Gary I wouldn't worry about him. He _____ He'll be here any minute.

Module 3 (3a, 3b)

Subject - Object Questions Reflexive Pronouns

Read the brochure.

Have you had the same furniture for a long time?

Do you feel like you need a change?

Well, here's your chance!

Buy new furniture without having to spend more than you want.

Come to **EASY HOME**

We've got all the furniture you need! It's modern and cheap! Come and see for **yourselves!**

Why should you pay a lot of money to create the house of your dreams? Are you tired of paying more than you should? Our prices are the best you can find.

Every piece of furniture comes with clear instructions. This way our customers can easily put the furniture together by **themselves.**

Come now and get our special offers!

Now answer the questions.

1. What's so great about the furniture at Easy Home?

2. According to the brochure, who puts the furniture together?

3. What helps the customers with the furniture?

Grammar

Subject Questions - Object Questions

Subject Questions

- When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb** in the **affirmative form**).

*Who saw the documentary?
Tim (saw the documentary).*

*What fell on the floor?
A glass (fell on the floor).*

Object Questions

- When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb** in the **interrogative form**).

*Who did you see at the park?
(I saw) Abdullah and Saleh.*

*What are you watching?
(I'm watching) a documentary.*

b Reflexive Pronouns

Reflexive pronouns show that an action returns to the person who does it. In other words, the object of the verb is the same as its subject.

Tony cut himself while he was making a salad.

Reflexive pronouns are used:

- as objects of verbs when the subject and the object of the verb are the same.
I'm hungry. I'll make myself a sandwich.
- after prepositions.
Don't worry about Phil. He can take care of himself.
I don't like Jack. He always talks about himself.

Reflexive Pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

NOTE: • We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.
My sister learnt how to speak English by herself.

Activities

A. Read the questions and tick (✓) the correct answers, as in the example.

1. What has Saad lost?

Saad has lost a screw. ☒

A screw has lost Saad. ☐

2. Who did Mike write a letter to?

Alex wrote a letter to Mike. ☐

Mike wrote a letter to Alex. ☐

3. What did the car hit?

A tree hit the car. ☐

The car hit a tree. ☐

4. Who hates spiders?

My sister hates spiders. ☐

Spiders hate my sister. ☐

5. Who phoned Mark?

Bob phoned Mark. ☐

Mark phoned Bob. ☐

6. What fell from the top of the building?

The top of the building fell from a television set. ☐

A television set fell from the top of the building. ☐





B. Write questions. The words in bold are the answers.

1. _____
My brother had an accident yesterday.
2. _____
Gary tells me **all his secrets**.
3. _____
My father is calling for an ambulance.
4. _____
Harry was injured last night.
5. _____
Anna will visit **Kim** after school.
6. _____
Paul saw **Andy** in the café.
7. _____
Hamid is wearing **a thobe**.
8. _____
A virus damaged my computer.

C. Choose a, b or c.

1. Congratulations! You've all passed the exam, so you should be happy with _____.
a. yourself b. you c. yourselves
2. Jack invited _____ to his house for dinner.
a. me b. myself c. himself
3. John managed to fix the shelf by _____.
a. him b. himself c. myself
4. I hate it when you only think about _____.
a. itself b. myself c. yourself
5. Did you talk to _____ about tomorrow?
a. herself b. her c. yourself
6. The boys drew the picture by _____.
a. themselves b. ourselves c. itself
7. The teacher told Mike to study harder, but he didn't listen to _____.
a. himself b. myself c. him
8. This pizza is delicious! Did you make it _____?
a. yourself b. you c. itself
9. I was painting the wall when I fell and hurt _____.
a. me b. himself c. myself
10. She didn't want to tell _____ what had happened.
a. myself b. me c. herself

D. Complete the sentences with the correct reflexive pronoun.



1. Ahmed feels good about _____ . He did very well in his exams.



5. We painted the house all by _____ .



2. Salim, do the exercise by _____ for a change!



6. Andrew cut _____ while he was preparing dinner.



3. I don't think Steve ever looks at _____ in the mirror before he leaves the house.



7. The boys enjoyed _____ at Bob's house last night.



4. Donald got angry with _____ because he couldn't solve the Maths problem.



8. Do you want a piece of cake? I made it _____ .

Speaking

Work in pairs. Think of something bad/unpleasant that has happened to you. Then ask each other questions about it. Use the ideas below.

- When / happen?
- Where / you?
- What / happen?
- you / alone?
- Who / you / ask / for help?
- What / you / do?
- What / happen / in the end?

When did it happen?
It happened last October.
Where were...?

Writing

Write a paragraph about the situation you described in the Speaking activity above.

Module 3 (3c) Conditional Sentences Type 2

Look at the pictures. Match the speech bubbles with the situations.



a If I were you, I'd try on both shirts.

c If it were sunny, I could go for a walk.

b If they had this in blue, I'd buy it.

d If I had a different job, I would be happier.

Grammar

Conditional Sentences Type 2

We use **conditional sentences type 2** for unreal or imaginary situations and situations which are unlikely to happen in the present or future.

if-clause	main clause
if + past simple	would could + bare infinitive
If I had the camera, If they made more money,	I would give it to you. they could buy a car.

- NOTE:**
- In **conditional sentences type 2** **were** is often used instead of **was** in the if-clause in all persons.
If I were Larry, I would accept the offer.
 - We use **if I were you** to express an opinion or give advice.
If I were you, I'd study harder for the exams.

Activities

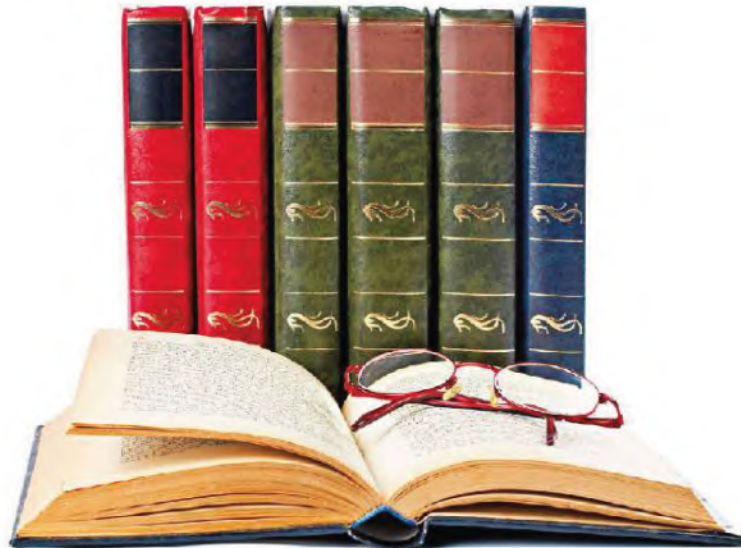
A. Choose a, b or c.

- If the teacher found out about this, he _____ very upset.
a. will be b. would be c. can be
- If you _____ a little faster, we could get there by noon.
a. will drive b. have driven c. drove
- If I _____ you, I'd invite Tom to my house.
a. am b. were c. will be
- If Gary ever went camping, he _____ it difficult to survive.
a. would find b. will find c. can find
- If you _____ to the desert, you would see lots of sand dunes.
a. go b. will go c. went
- If I won a lot of money, I _____ on a long holiday.
a. would go b. will go c. went



B. Complete the dialogue with the correct form of the verbs in brackets.

- A: Robert, if you (1) _____ (not work) in this shop what (2) _____ (you / like) to do?
- B: Well, if I (3) _____ (not be) a salesperson, I (4) _____ (be) a rich and famous writer.
- A: Ah, you need to be a bit more realistic!
- B: Why do you say that? If I (5) _____ (write) a book, I'm sure it (6) _____ (be) a huge success.
- A: If I (7) _____ (be) you, (8) _____ (not be) so sure. Writing a book isn't easy.
- B: How do you know?
- A: If I (9) _____ (tell you that I tried to write a book, (10) _____ (you / believe) me?
- B: You're kidding! Was it any good?
- A: What do you think?





C. Read the situations below and write sentences starting with *if I were...* Use the prompts in the box.

wake up/earlier/morning go/shopping centre paint/it/blue start/exercising buy/him/new pair

1. Jack has put on five kilos since last year.

2. Peter lent Steve his sunglasses last week and he thinks he's lost them.

3. I always miss the school bus.

4. What colour should Alex paint his bedroom?

5. Where can I buy a present for my sister?

D. Read the situations below and complete the sentences using conditional sentences type 2, as in the example.

1. I can't go to university because I'm not old enough.
If I were old enough, I would go to university.
2. I am very busy so I don't see my friends very often.

3. My neighbours are noisy and I don't get enough sleep.

4. I haven't got any money on me so I can't buy this thobe.

5. It's very cold today! We can't go to the park.

E. Complete the sentences about yourself.

1. If I were a teacher, _____
2. If I had a lot of money, _____
3. If I lived in the UK, _____
4. If I were hungry, _____

Speaking

Work in pairs. Read the notes below and imagine you have the problem described. You have decided to call a helpline and your partner is the person you call to ask for advice. Describe your problem to him/her and ask for advice. Then swap roles.

my two best friends / not get along
they / argue / when / we / hang out together
I / want / both / be friends

Writing

Write a short email to a friend who has the problem you discussed in the Speaking activity above. Give him/her your advice.

Revision: Module 3

A. Read what the people say and write conditional sentences type 2.

1. Peter's home isn't close to work, so he can't walk there.

2. I want to save a lot of money so that I can buy a big house.

3. Jameel isn't old enough to travel alone.

4. Jasmin can't cook so she won't invite her friends for dinner.

5. I will be out of town, that's why I can't help you.

6. Derek doesn't have a bike, that's why he doesn't exercise every day.

B. Read the sentences and choose a, b or c.

1. If I _____ a lot of money, I would travel around the world.

a. have

b. had

c. were having

2. You could _____ a car if you were older, Bill.

a. bought

b. buys

c. buy

3. If I _____ taller, I could play basketball.

a. were

b. am

c. is

4. If Ronald _____ in Italy for 5 years, he would learn Italian.

a. lives

b. will live

c. lived

5. If I had more money, I _____ go on holiday.

a. can

b. could

c. will

6. Tom says that if he _____ his favourite writer, he would get his autograph.

a. meet

b. met

c. would meet

7. If Tracy _____ a younger sister, she wouldn't feel lonely.

a. has

b. had

c. will have

8. Muna would _____ if she saw a snake.

a. scream

b. have screamed

c. screamed

C. Circle the correct words.

Tom Hi, Pete. Can I help (1) **you / yourself** with that?

Pete No, I can carry it by (2) **me / myself**.

Tom What is it, anyway?

Pete It's a tennis racket for Harry.

Tom You bought (3) **him / himself** a racket? Is he taking lessons?

Pete No. He's teaching (4) **him / himself** how to play.

Tom Wow. It's nice to see that your kids are keeping (5) **them / themselves** busy.

Pete Yes, but they never stick to anything. Bob, for example, wanted a computer last month. I gave (6) **him / himself** mine and yesterday he told (7) **me / myself** that he's bored with (8) **it / itself** already.

Tom I can't believe it!

Pete Well, I couldn't believe it (9) **me / myself**

D. Read the questions and choose the correct answer.

1. Who gave you those flowers?

- a. My son gave them to me. b. I gave them to my son.

2. What did John send his sister?

- a. He sent her a letter. b. She sent him a letter.

3. Who did Peter call last night?

- a. Mark called Peter. b. Peter called Mark.

4. Who did Alex meet at the park?

- a. Mike met Alex at the park. b. Alex met Mike at the park.

5. What did you see in the woods?

- a. I saw a bear. b. A bear saw me.

6. What happened to your sunglasses?

- a. I broke them. b. They broke me.

Use of English

Complete the sentences with the correct form of the phrasal verbs in the box.

turn out turn off turn on turn over turn into turn down turn up

1. I can't see anything in here. Can you please _____ the lights _____?

2. Don't _____ the volume. The baby is sleeping.

3. I think you should _____ your mobile phone because the lesson starts in two minutes.

4. _____ the TV _____. I have a terrible headache and I can't stand that noise.

5. Bill has _____ the basement _____ an office and works there in the evenings and at weekends.

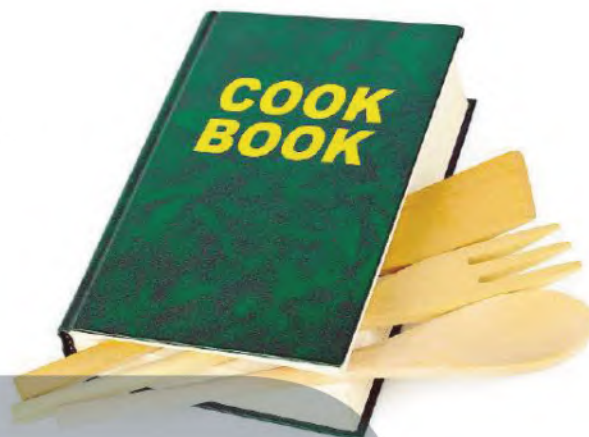
6. Steve had a terrible car accident. His car _____ and crashed into a tree. Fortunately, he wasn't seriously injured.

7. Saleh _____ to be more outgoing than we expected.

Module 4 (4a) Clauses of result

Read the dialogue.

- Hana** So, what did you think of the cookbook I lent you?
- Aisha** Well, I've been **so** busy **that** I haven't even had time to open it.
- Hana** Oh, OK. But you should really have a look at it. It's got many great recipes. You won't know which one to choose.
- Aisha** Is it really that good?
- Hana** Yeah. And the best part is that it's got **such** simple recipes **that** you can prepare them in less than an hour.
- Aisha** Hey, I have an idea. How about coming round for dinner tomorrow night? I'll make one of the recipes in the book. Which one's your favourite?
- Hana** Don't worry about that. You're **such** a great cook **that** I'm sure I'll love anything you make.



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

1. The reason Aisha hasn't used the cookbook is because she's very busy.
2. The cookbook hasn't got a lot of recipes in it.
3. The recipes in the cookbook are easy to make.
4. Hana is looking forward to having dinner with Aisha.

Grammar

Clauses of Result

Clauses of result express the **result** of an action or a **conclusion**. They are formed with **so... that** and **such... that**.

The house was so expensive that we couldn't afford it.

It was such a beautiful day yesterday that we went for a swim.

Clauses of result are formed with:

- **so + adjective/adverb + that**
The lesson was so interesting that everybody paid attention.
He runs so fast that he has never lost a race.
- **such + a/an + (adjective +) singular countable noun + that**
He is such a fast runner that he has never lost a race.
- **such + (adjective +) uncountable/plural countable noun + that**
The teacher asked such difficult questions that the students couldn't answer them.

NOTE: **That** can be omitted.
He runs so fast (that) he has never lost a race.

Activities

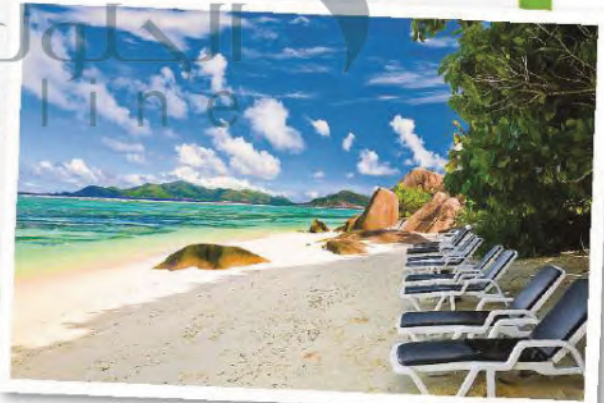
A. Circle the correct words.

1. Winning the championship was **so** / **such** a great achievement that the team felt proud.
2. Hasna is **so** / **such** nice that everyone wants to be her friend.
3. Faisal drives **so** / **such** carefully that he never gets into any accidents.
4. It was **so** / **such** a good book that it became a best-seller.
5. Andy is **so** / **such** an interesting person that I love talking to him.
6. It was **so** / **such** cold that Tony put on two jumpers.
7. They were **so** / **such** difficult tasks that I couldn't do them.

B. Complete with so, such, a/an or that.

Yesterday my friends and I went to the beach. I never really liked the beach, but yesterday I had such (1) _____ amazing time (2) _____ I changed my mind. We left for the beach early in the morning. It was (3) _____ early that I was still very sleepy on the way there. But everybody else was very excited. When we arrived at the beach, the water was (4) _____ cold that I didn't want to go in. Anyway, after a while I

decided to just jump in. We had (5) _____ great fun (6) _____ we didn't even realise how the time passed until it began getting dark! It was (7) _____ a wonderful day that I can't wait to go to the beach with my friends again.



C. Rewrite the sentences using the words given, as in the example.

1. They're a good hockey team and have won three trophies this year.

such

They're such a good hockey team that they have won three trophies this year.

2. Paul is really annoying. I can't get along with him.

so

3. The afternoon was beautiful and we went for a walk.

such

4. Fatima had a terrible headache. She went to the doctor.

such

5. Kelly's backpack is very small. She can't even fit a bottle in it.

so

6. Bob has got a great sense of humour. He always makes me laugh.

such

7. Peter couldn't speak because he was very nervous.

so

D. Match the sentences below and then rewrite them using *so / such... that*, as in the example.

1. The weather was good.

a. I go there every morning.

2. Ken's jokes were very funny.

b. All his students love him.

3. The view from the castle is beautiful.

c. I woke up screaming.

4. I had a very frightening dream.

d. I read it in one night.

5. Mr Thompson is a wonderful teacher.

e. I couldn't stop laughing.

6. It was an interesting book.

f. We spent the day at the park.

1. *The weather was so good that we spent the day at the park.*

2.

3.

4.

5.

6.

Speaking

Work in pairs.

Student A: Describe various classmates to your partner without telling him/her who they are. Use *so/such... that*.

Student B: Try to guess who it is. Then swap roles.

He's so nice that he always shares his things.
Is it Tom?

Writing

Write as many sentences as you remember about the classmates your partner described. Use *so/such... that*.

Module 4 (4b) Reported Speech (Commands - Requests)

Look at the picture and read.

Abdullah: Doctor, please give me a painkiller!

Doctor: Stay in bed. Don't work out for a week.

He **asked the doctor to give** him a painkiller.

The doctor **told him to stay** in bed. He also **told him not to work out** for a week.

Reported Commands and Requests

- To transform **commands** from **direct** to **reported speech**, we usually use the verbs **tell, order**, etc. as reporting verbs.
- To transform **requests** from **direct** to **reported speech** we usually use the verb **ask** as a reporting verb.

The **imperative** changes to **full infinitive** or **not + full infinitive**.

'Sit down,' the teacher said.

The teacher **told me to sit down**.

'Please, Sahar, don't be late,' Aminah said.

Aminah **asked Sahar not to be late**.

Activities

A. Rewrite the sentences using reported speech, as in the example.

1. 'Please, call me tomorrow,' he said.

He told me/us to call him tomorrow.

2. 'Don't stay out late,' Dad said.

3. 'Stop eating junk food,' Dr Brown told Mike.

4. 'Don't forget your car keys,' Steve told Jamie.

5. 'Take the kids to school,' Andy told his brother.

6. 'Please stay one more week in Jeddah,' said Hassan.

7. 'Be quiet and sit down,' said the teacher.

B. Rewrite the sentences using the correct form of the verbs given and reported speech, as in the example.

1. Dennis told Eddie: 'Wash the car, please!'

Dennis asked Eddie to wash the car.

2. The man said to the waiter: 'Bring me some more orange juice, please!'

ask

3. The father told his son: 'Call your uncle.'

tell

4. The man said to the taxi driver: 'Stop the car!'

order

5. Ahmed said to me: 'Don't worry!'

tell

6. Tom said to Paul: 'Give me your mobile phone, please.'

ask

C. Look at the pictures, read the speech bubbles and answer the questions below, as in the example.



1. What did the teacher tell the students to do?

The teacher told the students to open their books to page 23.



2. What did the coach order the football players to do?



3. What did Andy ask his brother to do?



4. What did Mike's father tell him?



D. Rewrite the sentences using direct speech.

1. Abdulaziz asked Omar to finish the project.

2. Hassan told Mahmud to be there on time.

3. Ameer asked us to call Saleh.

4. Sahar asked her parents to take her to the museum on Friday.

5. My father told me to be back at 10.

6. My brother ordered me to go inside.

7. The police officer ordered me to give him my passport immediately.

8. Ken told Mark not to wear warm clothes to the beach.

E. Complete the sentences with *said* or *told*.

1. Fay _____ that we had to leave.

2. Mark _____, 'Put on some sunscreen.'

3. Mrs Baxter _____ her students not to be late again.

4 'Don't turn off the lights', Fahd _____ me.

5. Saud _____ us not to swim in the lake.

6. Mr Good _____ us to carry the boxes.

Speaking

Work in groups. Imagine that you are on a school trip at a museum.

You are the teacher and you tell your students what to do/not to do. Use the prompts in the box and reported commands or requests. Your partners are the students and they will report what you told them to do/ not to do.

be / quiet
not / run around
stay close / to each other
not / use / camera
not / shout
follow / me

'Please be quiet.'
The teacher told us to be quiet.

Writing

Report your conversation.

Revision: Module 4

A. Rewrite the sentences in reported speech.

1. 'It's dark in here. Turn on the lights.'

Khaled asked us _____

2. 'Don't be late again, Mr Wilson.'

The boss told Mr Wilson _____

3. 'Children, don't talk during the test.'

The teacher asked his students _____

4. 'Come home early.'

Father told Thomas _____

5. 'Don't write anything on the board.'

The teacher told us _____

6. 'I'm tired. Please help me wash the car Tom.'

Fred asked Tom _____

7. 'Take some vitamins.'

The doctor told me _____

8. 'Stop the car at once!'

The police officer ordered me _____

B. Circle the correct words.

1. Abdullah was **such** / **so** tired that he fell asleep while watching the news.

2. Fatima is **such** / **so** a good student that she always does well in her exams.

3. Rita was **so** / **such** ill that she didn't go to school yesterday.

4. My room is **such** / **so** a mess that I can't find anything in it.

5. Derek speaks Spanish **so** / **such** fluently that I thought he was from Spain.

6. The Makkah Clock Tower is **so** / **such** a famous landmark that lots of people visit it every year.

7. It was **so** / **such** a comfortable sofa that Saad decided to buy it.

8. He writes **so** / **such** well that he should become a writer.

Tracklist for Student's CD

Track	Module/lesson	Content	Track	Module/lesson	Content
1	Titles		22	3a	3. Read / A
2	1a	1. Read / A	23	3b	2. Read / A
3	1a	4. Listen	24	3b	5. Listen
4	1b	1. Read / C	25	3c	2. Read / A
5	1c	1. Read / A	26	3c	4. Listen
6	1c	4. Listen	27	3d	2. Read / A
7	1d	2. Read / A	28	3d	4. Listen
8	1d	5. Listen	29	3d	5. Pronunciation / A
9	1e	2. Speak & Listen / B	30	3d	5. Pronunciation / B
10	2a	1. Read / A	31	3e	2. Listen
11	2a	3. Pronunciation / A	32	4a	2. Read / A
12	2a	3. Pronunciation / B	33	4a	4. Listen
13	2a	4. Listen	34	4b	1. Read / B
14	2b	2. Read / A	35	4b	2. Vocabulary
15	2c	2. Read / A	36	4c	2. Read / A
16	2c	4. Listen	37	4c	4. Listen
17	2d	2. Read / A	38	4d	1. Vocabulary
18	2d	4. Pronunciation / A	39	4d	2. Read / A
19	2d	4. Pronunciation / B	40	4d	3. Pronunciation / A
20	2e	1. Vocabulary / B	41	4d	3. Pronunciation / B
21	2e	2. Listen	42	4e	2. Listen

Full Blast 6 Third Intermediate Grade Second Semester
Student's Book Including Workbook and Grammar Book
 H. Q. Mitchell - Marileni Malkogianni

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