

المملكة العربية السعودية  
Kingdom of Saudi Arabia

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VISION 2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



وزارة التعليم  
Ministry of Education

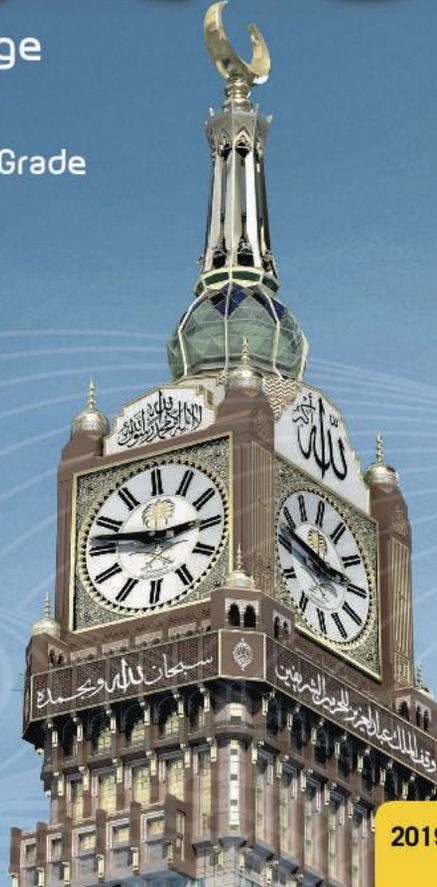
Student's Book and Workbook  
كتاب الطالب والتمارين

# Lift Off!

English Language  
Intermediate Stage  
Third Intermediate Grade  
Second Semester

اللغة الإنجليزية  
المرحلة المتوسطة  
الصف الثالث المتوسط  
الفصل الدراسي الثاني

# 6



طبعة ١٤٤٠ / ١٤٤١ هـ 2019 / 2020 Edition



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Talk about experiences linking past and present time

Present perfect progressive

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Guess the meaning of unknown words; Transfer information from a text to a table; Briefly give reasons and explanations for opinions, plans and actions

Narrate and sequence past actions and events; Discuss past habits and situations

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Talk about experiences linking past and present time

Present perfect progressive

**LESSON 2** Restaurant reviews

Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly; Recognise various intonation patterns; Establish social contact: greetings and farewells, introductions, giving thanks

Discuss a range of familiar topics; Ask for and give information

Questions (question tags, subject-object questions, negative questions, indirect questions)

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Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence

Stress the action in a sentence rather than the agent; Ask for and give information; Discuss advantages and disadvantages

Passive voice (present, past)

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Express opinion/agree and disagree; Express possibility

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Ask for confirmation/agree and disagree; Discuss advantages and disadvantages

Questions (question tags, subject-object questions, negative questions, indirect questions)

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Transfer from verbal to visual information; Guess the meaning of unknown words

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Logically link ideas by using a variety of connectors; Politely express agreement and disagreement; Write straightforward connected texts on familiar topics by linking a series of shorter discrete elements into a linear sequence	Express opinion/agree and disagree; Discuss advantages and disadvantages	Future <i>will</i>
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Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Narrate a story	Narrate and sequence past actions and events	Past perfect simple (Affirmative – Negative – Questions – Short answers); Time expressions; Past simple/ <i>used to</i>
<b>LESSON 2</b> When this device was invented		
Transfer from verbal to visual information; Describe people and places in detail; Follow detailed directions	Define people, places and things; Give and follow instructions; Report commands and requests	Relative pronouns ( <i>who, which, that</i> ); Relative adverb ( <i>where</i> ); Reported speech (commands, requests)
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Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Briefly give reasons and explanations for opinions, plans and actions	Express possibility; Discuss a range of familiar topics	Conditional sentence types 1 and 2
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# VERB LIST

## Present

be	يكون
beat	يهزم
become	يصبح
begin	يبدأ
break	يكسر
buy	يشترى
catch	يمسك
choose	يختار
cost	يكلف
cut	يقطع
do	يفعل
draw	يرسم
drive	يقود
eat	يأكل
fall	يسقط
feel	يشعر
find	يجد
forget	ينسى
fly	يطير
freeze	يتجمد
give	يعطي
get	يحصل على
grow	ينمو
have	يمتلك
hurt	يؤذي
keep	يحافظ

## Present

know	يعرف
leave	يترك - يغادر
lose	يخسر
make	يصنع
meet	يقابل
put	يضع
read	يقرأ
ring	يتصل بـ
rise	يرتفع
say	يقول
see	يرى
sell	يبيع
send	يرسل
set out	يبحر
show	يعرض
speak	يتكلم
spend	يمضي (وقتا) // يصرف (مالا)
steal	يسرق
swim	يسبح
take	يأخذ
teach	يدرّس
tell	يخبر
wear	يلبس
understand	يفهم
win	يربح - يكسب
write	يكتب



# Unit 1 Here and there

Lesson Link



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## LESSON 1 *Old and new pastimes*

**A** **READING** Write the number of the correct text below each picture.

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**Arab crafts and craftsmen**

We're holding examples of Arab crafts.

We have some photos of Arab craftsmen.

Can you match the texts and the pictures?

		
baker <input checked="" type="checkbox"/>	calligrapher <input type="checkbox"/>	carpenter <input type="checkbox"/>
		
metal worker <input type="checkbox"/>	ship-builder <input type="checkbox"/>	tailor <input type="checkbox"/>

- 1 Traditional Arab house doors are made of wood. He is carving a design on the door.
- 2 He is making a thobe. He is cutting pieces of material and preparing to sew them.
- 3 He is making Arabic bread. He's preparing bread for the oven.
- 4 He is helping to make a traditional Arab sailing boat. Here, he is preparing a piece of wood for the boat.
- 5 He's using traditional equipment. He's writing on the paper and producing a beautiful design.
- 6 He's copying a traditional Arab sword. He's decorating the sword and being careful. The sword is very sharp.

**B** **SPEAKING** Ask and answer about pictures A–F. Use sentences 1–6 to help. 

Who's that in picture 1?

He's a baker, isn't he?

Yes. And what's he doing?

He's preparing the bread for the oven, isn't he?

Yes, he is.

**C VOCABULARY** Write the correct words in the gaps. 

- |         |           |         |          |
|---------|-----------|---------|----------|
| camping | driving   | drawing | drinking |
| having  | listening | looking | relaxing |
| sharing | spending  | staying | watching |

Complete these postcards about readers' holidays.



## Saudi Stars: Holiday postcards

**A** Hi Hassan

We're <sup>1</sup> spending our holidays with our uncle and aunt. Last week we went sailing. Today we're near the Red Sea. My brothers are <sup>2</sup> \_\_\_\_\_ along the beach but I'm <sup>3</sup> \_\_\_\_\_ with my uncle and aunt. I'm <sup>4</sup> \_\_\_\_\_ to the wind and <sup>5</sup> \_\_\_\_\_ the clouds.  
Sam



**B** Dear Jane

We're <sup>6</sup> \_\_\_\_\_ in a comfortable hotel in the middle of the city. I'm <sup>7</sup> \_\_\_\_\_ a room with my two sisters. One sister is <sup>8</sup> \_\_\_\_\_ lemon juice and <sup>9</sup> \_\_\_\_\_ out of the window. My youngest sister is <sup>10</sup> \_\_\_\_\_ a picture and watching TV. We're all <sup>11</sup> \_\_\_\_\_ fun.  
Nadia




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**D LISTENING** Check your answers.  Track 1

**E WRITING** Write a postcard to a friend.

- Begin the post card *Hi* and write the name of your friend.
- Write who you are on holiday with.
- Write which town you are in and where you are staying.
- Write what you are doing.
- Write if you are having fun. Say why or why not.
- Sign your name.



# Unit 1 Here and there

## LESSON 2 *An important festival*

### A **SPEAKING** Ask and answer.

Who and what can you see in each picture?  
What are the people doing?



This is a report from a *Saudi Stars* reader about an important festival.



 **Al Janadriyah**



**Saudi Stars**



### B **READING** Which picture is each sentence about?

- |   |  |
|---|--|
| 1 We can see some camels. <input checked="" type="checkbox"/> | 2 Some people are holding swords. <input type="checkbox"/> |
| 3 Craftsmen are making things. <input type="checkbox"/>       | 4 There's a drum playing. <input type="checkbox"/>         |

### C **LISTENING** Check your answers to Exercise B. Track 2

### D **SPEAKING** Correct the sentences. Use polite intonation.

- |  |  |
|--|--|
| 1 Sarah is reporting from Riyadh.            | 2 Sarah is visiting a supermarket.                 |
| 3 Large numbers of people are watching cars. | 4 The camels are running at 13 kilometres an hour. |
| 5 A potter is carving a wooden plate.        | 6 The performers are sitting and eating slowly.    |

**Sarah is reporting from Riyadh.**

**No she isn't. She is reporting from Al Janadriyah.**

**E GRAMMAR** Write sentences with **so + adjective/adverb + that**.

- 1 Al Janadriyah festival/is/important/many people go there
- 2 camel races/enjoyable/large crowds watch them
- 3 camels/run/quickly/reach 30 kilometres an hour
- 4 craftsmen/skilful/crowds come/see/work
- 5 coffee pots/beautiful/lots/people pay high prices/them
- 6 the performer's swords/sharp/they/must carry them/careful

1 The Al Janadriyah festival is so important that many people go there.

**F SPEAKING** Talk about the pictures. 

He's driving fast to win the race.



drive fast/win/race



cut material/make dress



kick/ball/score/goal



weigh/butter/make/cake



jump/high/score/points



boil water/make/cup/tea

**G VOCABULARY** Ask and answer about the meanings of these words. Compare your answers with another group. 

- |               |          |             |              |
|---------------|----------|-------------|--------------|
| 1 calligraphy | 2 tailor | 3 carpenter | 4 potter     |
| 5 decorate    | 6 cloak  | 7 row       | 8 take place |

What is the meaning of *calligraphy*?

It's a special kind of beautiful writing.



# Unit 1 Here and there

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## LESSON 3 Great travellers

**A** **READING** Write the number of the paragraph where you can find this information.

- |                                |                                     |                                    |                          |
|--------------------------------|-------------------------------------|------------------------------------|--------------------------|
| A where caribou live           | <input checked="" type="checkbox"/> | B what caribou look like           | <input type="checkbox"/> |
| C a caribou's food             | <input type="checkbox"/>            | D how fast caribou can move        | <input type="checkbox"/> |
| E why two caribou are fighting | <input type="checkbox"/>            | F why caribou go long distances    | <input type="checkbox"/> |
| G dangers to caribou           | <input type="checkbox"/>            | H what kind of animal a caribou is | <input type="checkbox"/> |

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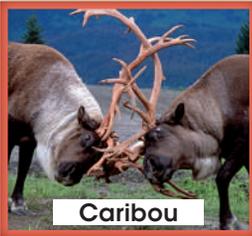
Caribou

**1** Caribou live in North America. They can run at speeds of 50 kilometres per hour. In summer they are brown and in winter they are white. Male caribou are about two metres in length and weigh about 170 kilograms. Females are smaller.



**3** Caribou migrate longer distances than any other land animals to find food. They move in herds – large groups of animals. Herds sometimes have 100,000 animals in them and often travel 5000 kilometres in one year.

**2** In this photo two male caribou are fighting. They are trying to push the other caribou away. The male which wins becomes the head of his group of caribou.



Caribou

**4** Caribou eat grass, plants, leaves and the outside of trees. In winter they live in forests. In spring, they move to open areas to have their young. Caribou are mammals. Mothers feed milk to their young until autumn.

**5** Animals like wolves hunt caribou and so do people. However, caribou are facing a more serious threat to their future. The size of the forests where they live is decreasing because people are cutting down the trees.

**B** **LISTENING AND SPEAKING** Repeat paragraph 3. Track 3

**C** **READING AND SPEAKING** Give the meaning of these words.

- 1 caribou    2 migrate    3 herd    4 mammal    5 wolf    6 threat

What's a caribou?

It's an animal that lives in North America.

**D GRAMMAR** Write questions for these answers in your notebook.

- 1 Caribou live in North America. (where)
- 2 Male caribou weigh about 170 kg. (how much)
- 3 Two male caribou are fighting. (how many)
- 4 They are trying to push the other caribou away. (what)
- 5 Caribou migrate to find food. (why)
- 6 Herds travel 5000 km in one year. (how far)
- 7 Caribou eat grass, plants and leaves. (what)
- 8 In spring, caribou move to open areas. (when)
- 9 Caribou are now facing a more serious threat to their future. (what)
- 10 The size of the forests where caribou live is decreasing because people are cutting down trees. (why)



**E SPEAKING** Work in pairs. Ask and answer the questions. 

Where do caribou live?

They live in North America.

**F LISTENING** Complete the information.  Track 4

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Arctic terns



Arctic terns



On the nest

<p><b>Female:</b> sitting on the <sup>1</sup> <u>nest</u></p> <p><b>Male:</b> <sup>2</sup> _____ the female</p> <p><b>Babies:</b> are born after <sup>3</sup> _____ days</p> <p><b>Length:</b> about <sup>4</sup> _____ cm</p> <p><b>Weight:</b> about <sup>5</sup> _____ g</p> <p><b>Colour:</b> black, white and <sup>6</sup> _____</p>	<p><b>Kind:</b> <sup>7</sup> _____ bird</p> <p><b>Lives for:</b> about <sup>8</sup> _____ years</p> <p><b>Food:</b> eat <sup>9</sup> _____ fish</p> <p><b>Travel:</b> longer than other <sup>10</sup> _____</p> <p><b>Fly south:</b> in <sup>11</sup> _____</p> <p><b>Journey:</b> <sup>12</sup> _____ km</p>
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**G SPEAKING** Talk about arctic terns. Use the information in Exercise F. 

In this photo the female bird is on the nest.

The male bird is feeding her.





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**A VOCABULARY Match and number.**

- |             |            |                |
|-------------|------------|----------------|
| 1 decorator | 2 potter   | 3 calligrapher |
| 4 carpenter | 5 reporter | 6 tailor       |

**STUDY TIP**

Nouns for people or jobs often end with the letters *-er* or *-or*.



## Saudi Stars: Jobs



**B READING Complete each sentence with the correct word from Exercise A.**

- 1 A calligrapher produces beautiful writing.
- 2 A \_\_\_\_\_ makes new clothes.
- 3 A \_\_\_\_\_ paints rooms and houses.
- 4 A \_\_\_\_\_ makes pots and other objects.
- 5 A \_\_\_\_\_ tells people about the news.
- 6 A \_\_\_\_\_ makes things from wood.

**C READING Complete this information about loggerhead turtles.**

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### A loggerhead turtle

These animals <sup>1</sup> are loggerhead turtles. They <sup>2</sup> \_\_\_\_\_ most of their life at sea. When they are small, they <sup>3</sup> \_\_\_\_\_ many threats. When they grow bigger, they <sup>4</sup> \_\_\_\_\_ long distances. Loggerhead turtles grow to about a metre in length and <sup>5</sup> \_\_\_\_\_ 120 kg. They <sup>6</sup> \_\_\_\_\_ small fish, sea grass and other sea life. Females <sup>7</sup> \_\_\_\_\_ eggs under the sand on beaches and the babies are <sup>8</sup> \_\_\_\_\_ there.

**D LISTENING Listen and check your answers. Track 5**

# Saudi Stars: Grammar Study

## Present progressive

### Grammar:

*am/is/are + verb + -ing, e.g. am/is/are asking*

### Use

- 1 For things which are happening at the time of speaking
- 2 For future plans and arrangements
- 3 With words such as *now, at the moment, today, this afternoon*

## Present simple

### Grammar

Verb and verb + *-s*, e.g. *ask, asks*

### Use

- 1 For true information and facts about the world
- 2 For habits and regular events
- 3 With words such as *often, generally, usually, sometimes, never, always*

## E GRAMMAR Complete the sentences with the correct form of the verb.

- 1 Ahmed Abdullah runs (run) a marathon two or three times a year.
- 2 Ahmed goes running most days but he \_\_\_\_\_ (not run) on Thursday or Friday.
- 3 It's Thursday today so he \_\_\_\_\_ (relax) at home.
- 4 He's in the sitting room. He \_\_\_\_\_ (read) a football magazine.
- 5 Salma and her sister Leila usually \_\_\_\_\_ (go) shopping on Thursday.
- 6 But this Thursday they \_\_\_\_\_ (visit) their brother Marwan in hospital.
- 7 Marwan \_\_\_\_\_ (drive) a car and last week he had an accident.
- 8 Marwan injured his arm in the accident but he \_\_\_\_\_ (feel) a lot better now.

## F SPEAKING Talk about the pictures.



arrive/beach/come out/  
water



walk/slow/up beach



make/hole for eggs



come out/egg/go/  
to the sea

What is happening?

The turtle is arriving at the beach  
and coming out of the water.



## LESSON 1



**A READING** Tick (✓) the correct answer.

- |  |                     |                          |                       |                          |
|--|---------------------|--------------------------|-----------------------|--------------------------|
| 1 What kind of text is this?                   | a an article        | <input type="checkbox"/> | b a story             | <input type="checkbox"/> |
| 2 Which of these is the better title?          | a Two popular books | <input type="checkbox"/> | b Journey to the deep | <input type="checkbox"/> |
| 3 'The Mariana Trench is 11 km deep.' Is this: | a a fact?           | <input type="checkbox"/> | b an opinion?         | <input type="checkbox"/> |

### James Cameron

### Saudi Stars

James Cameron has had an interesting life. He has studied at university. He has written books and edited films. He has been a photographer and a deep-sea diver. He has even been a truck driver.

Recently James Cameron has done something that no one has done for more than fifty years. He has dived to the bottom of the Mariana Trench in a special submarine. This equalled the deepest dive which anyone has ever made.



11 km down in the Mariana Trench under the Pacific Ocean, the water is very cold and there is no light. The pressure of the water is enough to kill you immediately. So why did James Cameron want to go there? Because it is the deepest place on the surface of the Earth.



We've just been studying life in the oceans.

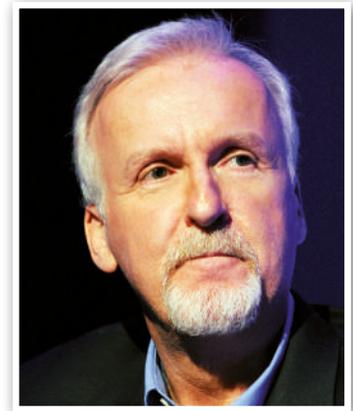
Now we can read about a man who dived to the deepest place on Earth.

**B READING AND SPEAKING** Work in pairs. Ask and answer.

- |   |   |
|---|---|
| 1 Where has James Cameron studied?      | 2 What other job has James Cameron had? |
| 3 What has James Cameron done recently? | 4 What is it like 11 km under the sea?  |
| 5 How did he travel there?              | 6 Why did he go?                        |

**C LISTENING** Complete the table about James Cameron.  Track 6

Year	What happened
1954	James Cameron <sup>1</sup> <u>was born</u> .
<sup>2</sup> _____	his family moved to the United States.
1974	James Cameron left <sup>3</sup> _____.
1977	James Cameron got a job in a <sup>4</sup> _____.
<sup>5</sup> _____	James Cameron went to the Mariana Trench.



**D SPEAKING** Work in pairs. Ask and answer questions about James Cameron. 

What happened in 1954?

James Cameron was born.

When did his family move to the United States?

**E GRAMMAR** Answer these questions in your notebook.

**Tell us about yourself.**

- 1 What's the most beautiful place you have ever been to?
- 2 Who is the most interesting person you ever have ever met?
- 3 What is the highest town you have ever travelled to?
- 4 What is the most frightening dream you have ever dreamt?

1 The most beautiful place which I have been to is ... because ...

**F PRONUNCIATION** Listen and copy the intonation.  Track 7

**G SPEAKING** Work in pairs. 

- 1 Look at the article and table about James Cameron and prepare to interview him.
- 2 Take the parts of an interviewer and James Cameron.



## LESSON 2 *Plans for the future*

Lesson Link



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**A** **READING** Are the sentences below true (T) or false (F)?

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Ambitions • Words

### Great ambitions

The Kingdom of Saudi Arabia has announced its *Vision 2030*. This includes all the positive things Saudi Arabia plans to do by the year 2030. It is a great ambition. But it is more than an ambition. It is a plan for how Saudi Arabia will achieve its goals.

For example, Saudi Arabia plans to increase the number of Umrah visitors from eight million to thirty million people every year! To help with this, a Makkah Metro is going to be built.

The Two Holy Mosques are currently being made larger. And the largest Islamic Museum in the world is going to be built. This museum will also have a great library and a centre for education. Education is also an important part of the *Vision 2030*.

These are just two of the areas in Saudi Arabia's *Vision 2030*. We all need to work together to help Saudi Arabia to achieve its aims.

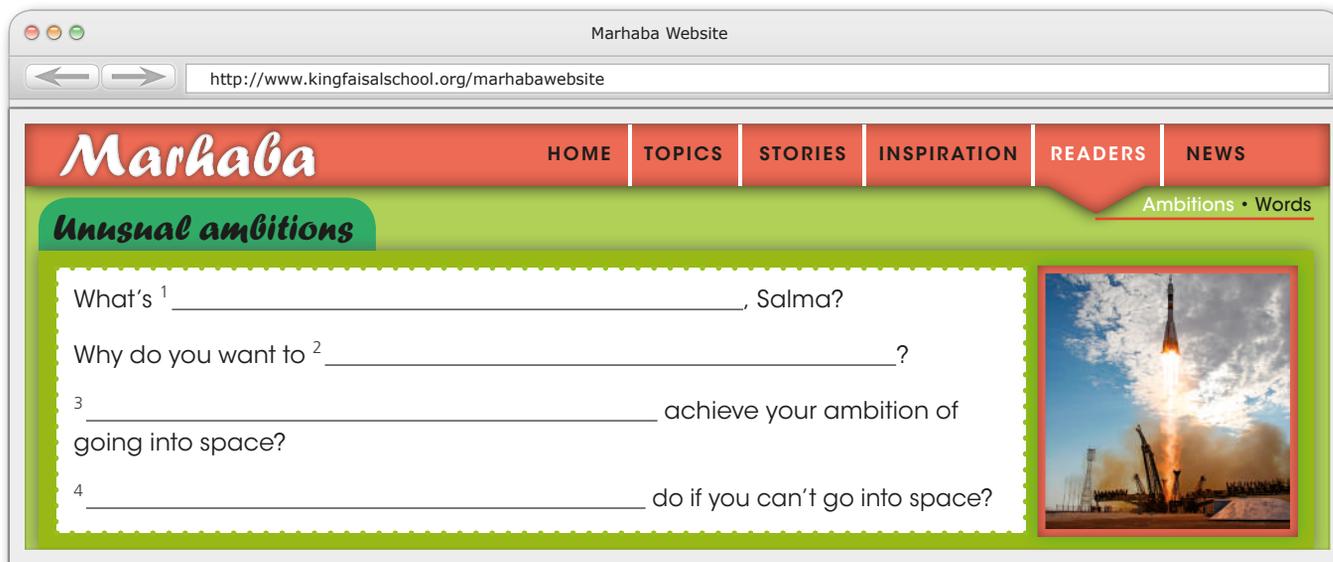


**B** **SPEAKING** Work in pairs. Correct the false statements and say five facts about Saudi Arabia's *Vision 2030*. 👤👤

- 1 Saudi Arabia's vision will be achieved by 2030.
- 2 Thirty million Umrah visitors came to Saudi Arabia this year.
- 3 A new Metro is going to be built in Jeddah.
- 4 The new Islamic Museum will be the largest in the world.
- 5 The museum will also have a hotel.
- 6 Two areas of the *Vision 2030* are Umrah visitors and education.

Saudi Arabia has a great vision for 2030.

**C LISTENING** Complete the questions.  Track 8



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Unusual ambitions Ambitions • Words

What's <sup>1</sup> \_\_\_\_\_, Salma?  
 Why do you want to <sup>2</sup> \_\_\_\_\_?  
<sup>3</sup> \_\_\_\_\_ achieve your ambition of going into space?  
<sup>4</sup> \_\_\_\_\_ do if you can't go into space?



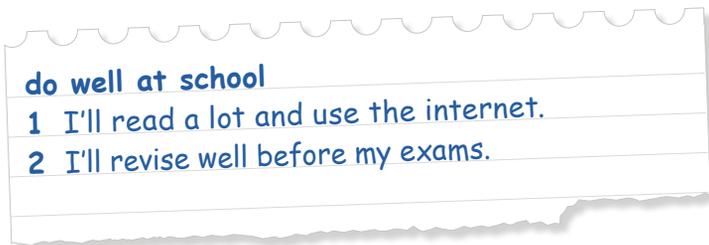
**D LISTENING** Listen again and number these sentences in the correct order.  Track 8

- a Salma has dreamed of going into space for a long time.
- b Salma wants to be the first Saudi female in space.
- c Salma will try and save money for a ticket.
- d Salma has always wanted to see the stars from space.
- e Companies are developing rockets to take people into space.

**E SPEAKING** Work in pairs. 

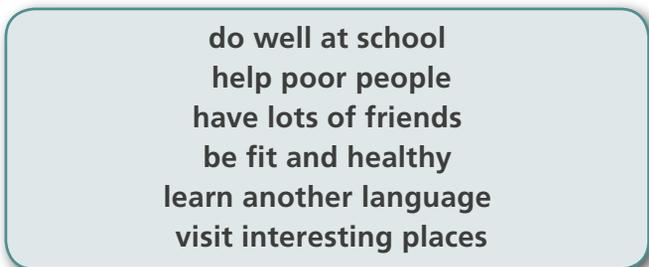
- 1 Interview Waleed about his ambition.
- 2 Interview Salma about her ambition.

**F GRAMMAR** What ideas can help people to achieve these ambitions?  
 Write two sentences with *will* for each ambition.



do well at school

1 I'll read a lot and use the internet.  
 2 I'll revise well before my exams.



do well at school  
 help poor people  
 have lots of friends  
 be fit and healthy  
 learn another language  
 visit interesting places

**G VOCABULARY** Write these words in alphabetical order in your notebook.



determined achievement astronaut  
 ambition cycling championship  
 adventure cyclist carve dive



## LESSON 3 *An amazing story*

Lesson Link



www.iien.edu.sa

We have an amazing story from South America this week.



**A** **READING AND SPEAKING** Look at the pictures. Ask and answer the questions. 👤👤



- 1 Where did this story take place?
- 2 Who was waiting to meet them?
- 3 What was the weather like?
- 4 What happened at the end of the story?

**B** **READING** Now read the story. Were you right?

### Saudi Stars: Alone in the jungle



- 1 Juliane Koepcke is German. When she was 17, in 1971, she was studying at a school which was in Lima, Peru in South America. Her parents were doing research there. One January holiday, Juliane and her mother caught a plane to visit her father who was working in the city of Pucallpa at that time.
- 2 While Juliane and her mother were flying, there was a very bad storm. Suddenly lightning hit the plane. At a height of 3,200 metres, the plane broke into pieces and crashed into the jungle below. Juliane found

herself falling to the ground. 'I was in my plane seat and I was wearing my seat belt when I fell,' Juliane remembered. When she reached the ground, she survived her fall. She had a broken bone in her shoulder, a cut to her right arm and a bruise on her right eye.

- 3 When Juliane recovered a little from her fall, she tried to find her mother. She couldn't. She was alone in the jungle. She later learnt her mother and all the other passengers died in the accident. ☆



**C** **LISTENING AND SPEAKING** Repeat paragraph 2. 👤👤 🎧 Track 9

**D GRAMMAR AND SPEAKING** Work in pairs. Make complete sentences. 

- |  |                                      |
|--|--------------------------------------|
| 1 ... was studying in Peru.            | 2 ... who was working in Pucallpa.   |
| 3 While Juliane and her mother ...     | 4 ... which crashed into the jungle. |
| 5 ... was wearing a seat belt when ... | 6 ... survived her fall.             |
| 7 ... broke a bone, cut her ...        | 8 ... tried to find her mother.      |

**When Juliane was 17, she was studying in Peru.**

**E LISTENING** Complete the story. Number the pictures in the correct order.  Track 10



**F WRITING** Copy and complete Juliane's story in your notebook.

When Juliane Koepcke was 17, she was studying <sup>1</sup>.... Her parents were <sup>2</sup>... One holiday, Juliane and her mother caught <sup>3</sup>... While they were flying, <sup>4</sup>... The plane <sup>5</sup>... and Juliane fell <sup>6</sup>... When she recovered a little from <sup>7</sup>... she tried <sup>8</sup>... Juliane ate <sup>9</sup>... and followed a stream <sup>10</sup>... After nine days she found some men who <sup>11</sup>... They took her <sup>12</sup>... and a plane took her <sup>13</sup>... When she was better, Juliane went <sup>14</sup>... and studied <sup>15</sup>... In 2011 Juliane wrote <sup>16</sup>....





**STUDY TIP**

In words with two or more syllables, one syllable has more stress.

**A PRONUNCIATION** Put a • on the syllable with the most stress and count the number of syllables.

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Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapa Nui

**Syllable stress**

Which is the syllable with the most stress?	How many syllables?	Which is the syllable with the most stress?	How many syllables?
a ambition	3	b achieve	—
c biology	—	d submarine	—
e shoulder	—	f survive	—
g championship	—	h astronaut	—

**B LISTENING** Check your work. Track 11

**C VOCABULARY** Copy this into your notebook. Complete with words from the box.

cycle    dive    lightning    ocean    Peru  
 rain    Saudi Arabia    storm    stream  
 submarine    truck    United States

1 Saudi Arabia    2 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_

**countries**

3 \_\_\_\_\_

**transport**

6 \_\_\_\_\_

7 \_\_\_\_\_    8 \_\_\_\_\_    10 \_\_\_\_\_    11 \_\_\_\_\_

**water**

9 \_\_\_\_\_

**weather**

12 \_\_\_\_\_

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**Grammar Study**

<p><b>Present perfect</b></p> <p><b>Grammar</b> <i>has/have + verb + -ed</i>, for example <i>has dived</i></p> <p><b>Use</b></p> <ol style="list-style-type: none"> <li>1 For an action which began in the past and affects what is happening now.</li> <li>2 With words such as <i>since</i>, <i>for</i>, <i>ever</i> and <i>never</i>.</li> </ol>	<p><b>Past simple</b></p> <p><b>Grammar</b> Verb + <i>-ed</i>, for example <i>asked</i>; or different irregular verbs (e.g. <i>go/went</i>, <i>write/wrote</i>, <i>put/put</i>)</p> <p><b>Use</b></p> <ol style="list-style-type: none"> <li>1 For an action which started and finished in the past.</li> <li>2 With words such as: <i>yesterday</i>, <i>(two weeks) ago</i>, <i>last (July)</i>; <i>in + time (1993)</i>; <i>at + time (6 o'clock)</i>; <i>on + time (Sunday)</i>.</li> </ol>
---	--

**D GRAMMAR** Underline the correct form of the verb to complete the article.

Majid Suleiman <sup>1</sup>*comes/has come* from a small town on the Red Sea coast of Saudi Arabia. He first <sup>2</sup>*has started/started* diving when he was a boy and he <sup>3</sup>*has dived/dived* ever since then. When Majid <sup>4</sup>*has left/left* school four years ago, he <sup>5</sup>*has decided/decided* to work as a diver. Majid <sup>6</sup>*has studied/studied* in diving schools in Jeddah and overseas and he now <sup>7</sup>*works/has worked* as a diver in the oil industry. 'I <sup>8</sup>*enjoy/have enjoyed* my job very much. It's a very interesting job.'



Majid at work

**E WRITING** Write in your notebook.

Write about an unusual or amazing thing which happened to you.

What were you doing at the start of the story?

What unusual or amazing thing happened?

What did you do?

What happened after that?

**An unusual story**

Last Wednesday I was on my way to ...  
Suddenly ...



## LESSON 1 *If I were the new manager*

We have a cartoon about football on the website.



Lesson Link



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**A READING** Tick the best title for the cartoon.

- 1 Supporting different teams
- 2 Zetten win the match
- 3 Changing goalkeepers
- 4 Zetten played yesterday

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**Soccer supporters**

It's time for the match. Zetten are in blue.

Come on, Zetten. You can win.

No way. Nazm are going to win.

Foul!

If I were the referee, I'd show a red card.

He's shown a yellow card.

Another goal! Five nil to Nazm!

We should change our goalkeeper.

If I were the manager, I'd change all of your team.

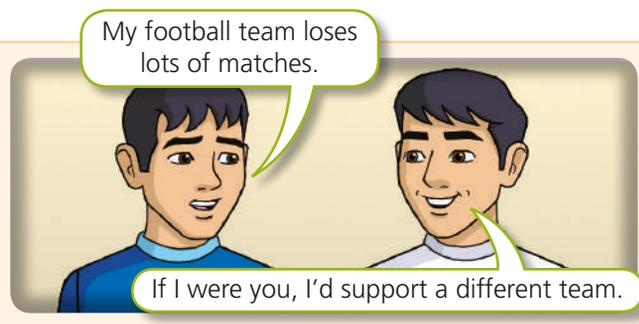
**B READING AND SPEAKING** Correct the sentences. 👤👤

- 1 The Zetten team are in white shirts.
- 2 The boy in white wants Zetten to win.
- 3 The Zetten player fouls the Nazm player.
- 4 The Nazm player gets a red card.
- 5 Zetten win the match easily.
- 6 The boy in red wants to change Zetten's team.

**C LISTENING AND SPEAKING** Repeat the story in the cartoon. 👤👤 🎧 Track 12

**D LANGUAGE HELP** Read and remember.

- 1 We can use *If I were you, I'd ...* to give advice or make suggestions.
- 2 We can say *I'd* or *I would*.



**E READING** Write the letter of the reason next to the correct advice.

Advice

- 1 Buy a new goalkeeper.
- 2 Make the team obey the rules of football.
- 3 Replace the club football shirts.
- 4 Get two new forwards.
- 5 Give the players more training.

Reason

- a They aren't very fit.
- b They aren't scoring many goals.
- c The players get lots of red cards.
- d This one can't stop the ball.
- e I don't like the colour very much.

**F SPEAKING** Give advice or suggestions to the new manager.

If I were you, I'd buy a new goal keeper.

Why?

This one can't stop the ball.

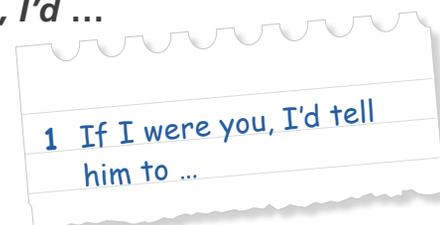
**G PRONUNCIATION** Listen and tick (✓) the correct sound. Track 13

- |                                 |                                |                                 |                                |
|---------------------------------|--------------------------------|---------------------------------|--------------------------------|
| 1 a 'd <input type="checkbox"/> | b 've <input type="checkbox"/> | 2 a 'd <input type="checkbox"/> | b 've <input type="checkbox"/> |
| 3 a 's <input type="checkbox"/> | b 've <input type="checkbox"/> | 4 a 'd <input type="checkbox"/> | b 's <input type="checkbox"/>  |
| 5 a 'd <input type="checkbox"/> | b 've <input type="checkbox"/> | 6 a 'd <input type="checkbox"/> | b 's <input type="checkbox"/>  |

**H LISTENING** Now listen and repeat. Track 13

**I WRITING** Write advice for these problems. Use *If I were, I'd ...*

- 1 Your younger brother eats lots of sweets.
- 2 Your friend often arrives late for class.
- 3 Your maths homework is very difficult.
- 4 You support a football team which loses lots of matches.



LESSON 2 *Different ways of shopping*

Lesson Link



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**A SPEAKING** Ask and answer.



**Saudi Stars: Questionnaire**

- 1 Have you ever shopped ...
  - a in a local shop?    b in a shopping mall?
  - c over the internet?
- 2 Where do you do shop most?
  - a At local shops.    b At large stores.
  - c Over the internet.
- 3 Which sentence do you agree with?
  - a Shopping is not at all enjoyable.
  - b Shopping is quite enjoyable.
  - c Shopping is extremely enjoyable.

**B READING** Write the number (1–3) of the place the owner is talking about.

**Different ways of selling** **Saudi Stars**

- 1 In a local shop    2 Over the internet    3 In a shopping mall store

- |  |  |
|--|--|
| <p><b>A</b> 'Although customers can only see pictures of our goods, they can return anything which they don't like.' <input type="checkbox"/></p> <p><b>B</b> 'We have a big choice of goods. That is extremely popular with our customers. They also like the low prices and attractive décor in our shop.' <input type="checkbox"/></p> <p><b>C</b> 'We don't have a large range of goods but we can order things here if our customers want them.' <input type="checkbox"/></p> | <p><b>D</b> 'On the other hand customers sometimes think we are too far from where they live.' <input type="checkbox"/></p> <p><b>E</b> 'Our customers like us because we know them personally and we are very close to their homes.' <input type="checkbox"/></p> <p><b>F</b> 'We offer cheap products because we don't have a large staff. Customers can shop from home. They love that.' <input type="checkbox"/></p> |
|--|--|

**C READING** Work in pairs. For each way of selling, find three advantages and one disadvantage.

	Advantages	Disadvantage
Local shop		

**D LISTENING** Listen and tick the correct information.  Track 14

**Saudi Stars: Questionnaire**

Bin Haytham Stores		not at all	quite	very	extremely
1	clean and tidy				
2	good value products				
3	attractive décor				
4	polite staff				
5	wide range of goods				

**E SPEAKING** Ask and answer about the questionnaire. 

How clean and tidy is the store?

It's very clean and tidy.

**F LANGUAGE HELP** Read and remember.

- 1 Words like *very*, *quite* and *extremely* come in front of adjectives, for example *quite big*, *very strong*, *extremely hot*.
- 2 These words show how strongly (or not) the speaker or writer feels about that adjective.

**G WRITING** Write and check.

a) Write a short essay about one of the three kinds of shopping: in a local shop, over the internet, in a shopping mall store. Use the ideas below.

1 Plan your essay:

**Audience:** Who are you writing for?

**Purpose:** Why are you writing?

**Plan:** *Paragraph 1* Name the three kinds of shopping. Say which kind of shopping you prefer.

*Paragraph 2* Say why you like it. Give four advantages of this type of shopping.

*Paragraph 3* Give one disadvantage of this kind of shopping

*Paragraph 4* Finish the essay.

2 Write your essay.

3 Check your work. 

b) Check.

The grammar: Is it accurate?

The punctuation: Is it correct?

The paragraphs: Is the information about the subject of the paragraph? Do the sentences fit together and make a good paragraph?



## LESSON 3 Sources of energy



The sun is a source of energy for plants.

**A SPEAKING** Make sentences about each picture. Suggest other sources of energy.



**B READING** Find and underline nine other verbs like *is located*.

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Natural gas
Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapa Nui

Rashed's father is a geologist.



Rashed has written an article about natural gas.

**A** Natural gas, like coal and oil, is an important source of energy. Like coal and oil, natural gas is **located** in rocks underground. **It** formed **there** in the distant past.

**B** To look for natural gas, a hole is drilled deep into rocks underground. If natural gas is discovered, it is pumped to the surface. **There** it is cleaned and then it is separated into its different parts. **This** is because natural gas has a number of different gases in it.

**C** A lot of natural gas is produced in Saudi Arabia. Some natural gas is used **here** to produce electricity, to produce fresh water from sea water and for cooking. Some natural gas is compressed into a liquid when its pressure is increased. **It** is then transported through pipes or in ships to other countries.



**C READING** Who, what or where do the words in bold refer to?

- |   |                                   |
|---|-----------------------------------|
| 1 Paragraph A: <b>It</b> <u>natural gas</u> | 2 Paragraph A: <b>there</b> _____ |
| 3 Paragraph B: <b>There</b> _____           | 4 Paragraph B: <b>This</b> _____  |
| 5 Paragraph C: <b>here</b> _____            | 6 Paragraph C: <b>It</b> _____    |

**D LANGUAGE HELP** Read and remember.

- 1 Verbs like *is located* are in the present simple passive.
- 2 We make the present simple passive with *is/are/am* and the past participle.
- 3 We make the past participle of regular verbs with verb + *-ed*, for example *drilled*.
- 4 The present simple passive is used for actions and facts:

**The present simple passive**



Natural gas is located in underground rocks.

Holes are drilled to look for natural gas.

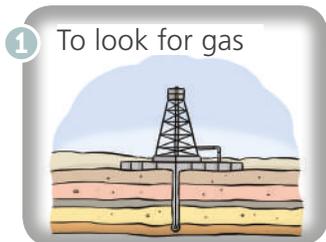
**E PRONUNCIATION** Listen and write the past participles in each sentence in the correct place in the table. Track 15

drilled /d/	pumped /t/	located /ɪd/

**F PRONUNCIATION** Listen and repeat. Track 16

**G SPEAKING** Talk about natural gas. Say sentences about each picture.

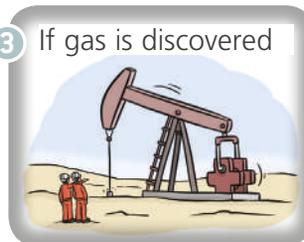
To look for gas, a hole is drilled into the rocks.



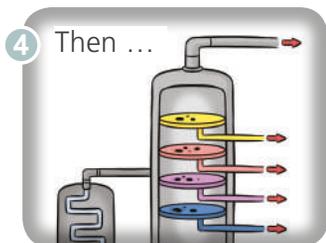
hole/drill/rocks



natural gas/discover



it/pump/surface



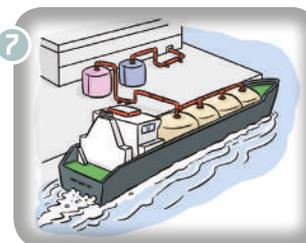
gas/clean/separate



lots of gas/produce



some gas/use/for



some gas/transport





**STUDY TIP**

Always proofread your work.



Check grammar, punctuation and spelling.

**A VOCABULARY Match and number.**

- 1 supporter      2 goalkeeper
- 3 drill            4 pump
- 5 customer      6 shopping mall
- 7 referee        8 store

**Saudi Stars: Photos**



**B READING Tick (✓) the best answer to show your opinion.**

**Saudi Stars: Questionnaire**

		Your local shop			
		not very	quite	very	extremely
1	How good is your local store?				
2	How expensive are the goods there?				
3	How wide is the range of products?				
4	How polite are the staff?				
5	How popular is the store?				

**C SPEAKING Ask and answer the questions from Exercise B. Note the answers and the reasons for them. Swap partners. Tell your new partner what your first partner said.**

My first partner thinks his local shop is very good.

He thinks the goods there are ...

## Saudi Stars: Grammar Study

### Two ways of giving advice:

1 *If I were (you) I'd/would ...*  
*If I were (you) I wouldn't ...*

2 *You had/You'd better + verb*  
*You had/You'd better not ... + verb*

Which shoes should I choose?



You'd better not buy those shoes. They're blue.

If I were you, I'd go to a different shop.

**D WRITING** Use the phrases in brackets and write advice or suggestions for these problems. Write in your notebook.

- |  |                    |
|--|--------------------|
| 1 I have a bad headache.                           | (If I were you)    |
| 2 What shall we do tonight?                        | (If I were you)    |
| 3 I've lost my handbag.                            | (You'd better)     |
| 4 Maths is a difficult subject.                    | (If I were you)    |
| 5 The clothes in this shop are expensive.          | (You'd better not) |
| 6 I've done my homework and now I feel very tired. | (You'd better)     |

**E GRAMMAR** Make complete sentences. 

- A lot of oil/produce/Saudi Arabia
- Many factories/industries/locate/Jubail
- Saudi oil/gas/transport/countries/around/world
- Climate change/cause/by CO<sub>2</sub>/the atmosphere
- Oil/gas/use/to produce/fresh water/sea water
- Traditional Arab coffee pots/decorate/attractive designs

**A lot of oil is produced in Saudi Arabia.**

**F WRITING** Write a short essay in your notebook.

Write about **cars**.

- Start the essay.
- Give three advantages of cars.
- Give three disadvantages of cars.
- Give your opinion of cars.

#### Cars

Cars have advantages and disadvantages.

An advantage of cars is they ...

On the other hand, a disadvantage of cars is ...

In my opinion, cars are ...



# Unit 4 Good stories, sad stories

Lesson Link



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## LESSON 1 Money for good causes

### A READING Tick (✓) the correct answer.

- 1 What kind of text is this?
  - a An article in a magazine
  - b A story in a book
- 2 Which title is better?
  - a Islamic Relief Worldwide
  - b Natural Disasters

We have some stories about people who have been raising money for good causes.



### A good cause



### Saudi Stars

Islamic Relief Worldwide is an international humanitarian and development charity. Islamic Relief Worldwide was founded in 1984. Islamic Relief Worldwide helps the poorest people in the world at times of natural disasters such as floods, drought and eruption of volcanoes. Another important part of the

work of Islamic Relief Worldwide is to run development projects which help people to work and look after themselves. People raise and give money to Islamic Relief so that it can do its work.

### B SPEAKING Work in pairs. Make questions for these answers.

- 1 Islamic Relief Worldwide.
- 2 It is an international aid charity.
- 3 The world's poorest people.
- 4 So it can do its work.

### C READING Number the sentences in the correct order.

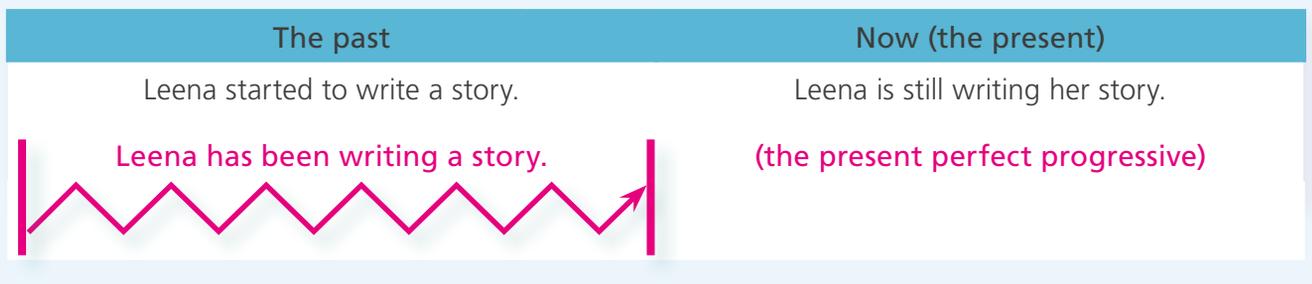
- a Readers have been enjoying the story a lot.
- b Leena has been writing a story about a doctor in a large hospital.
- c Readers have been asking Leena to add to her story.
- d Leena has been helping to raise money for a good cause.
- e Readers have been giving money to Islamic Relief.
- f Leena has been publishing the story in parts on the school website.

**D LISTENING** Check your answers to Exercise C.  Track 17

**E LANGUAGE HELP** Read and remember.

**F SPEAKING** Work in groups. Talk about Leena. 

- 1 Verbs like *have been reading* are in the present perfect progressive tense.
- 2 We make the present perfect progressive tense with *has* or *have* and the verb + *-ing*.
- 3 We use the present perfect progressive to describe actions which started in the past and continue to the present:



**G SPEAKING** Work in pairs. Make sentences about the pictures. 

They have been washing the floors.

### BOYS RAISE MONEY FOR GOOD CAUSES



1 wash the floors



2 pick up rubbish



3 sell sweets and cakes



4 tidy classrooms



5 water plants



6 help in the library



**H WRITING** Write sentences in your notebook.

Boys from King Faisal School have been raising money for good causes. They have been ...

# Unit 4 Good stories, sad stories

Lesson Link



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## LESSON 2 Race to the South Pole

**A** **READING** Write the letter for the paragraph with the following information.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

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Soccer • Explorers • Puzzles • Future • Inventions

### Amundsen and Scott

This is a report of two expeditions a century ago.



One expedition was successful, the other unsuccessful.

**A** About a century ago, Antarctica was the last unexplored continent. Captain Scott from Britain and Captain Amundsen from Norway each wanted to reach the South Pole.

**B** After Scott's and Amundsen's expeditions had arrived separately in January 1911 they made their main camps 400km from each other. They spent about nine months there while they were preparing for the journey to the South Pole.

**C** Amundsen's team left on 20 October 1911, ten days before Scott's. The party travelled quickly. Dogs pulled their sledges. They reached the Pole on 15 December 1911. After they had left, they quickly returned to their camp on 25 January 1912.

**D** Scott and four men began their journey to the South Pole on 1 November 1911. They travelled with motor sledges and horses but the horses died and the motor sledges didn't work in the cold. After the sledges had broken, Scott's men pulled the sledges themselves. By the time Scott's party arrived at the South Pole on 17 January, they found Amundsen had already left a flag.

**E** Scott's party started their journey back two days later but they had already begun to suffer from lack of food and terrible weather. One man died on 17 February and another a month later. The other three men continued until a snow storm trapped them. Scott's last words in his diary on 24 March were: *We are getting weaker. The end cannot be far.*



- 1 not the first person there
- 3 a competition to be first
- 5 Scott's last words
- 7 there and back

- 2 not enough to eat
- 4 the first to leave
- 6 starting from different places
- 8 equipment that didn't work

**B** **LISTENING AND SPEAKING** Repeat paragraph D. Track 18

**C READING** Complete this information about Amundsen's and Scott's race to the South Pole.

	Amundsen's journey			
	1911		1912	
	January	20 Oct	15 Dec	<sup>4</sup> _____
	<sup>1</sup> arrived in Antarctic	<sup>2</sup> _____	<sup>3</sup> _____	returned safely

	Scott's journey					
	1911		1912			
	<sup>5</sup> _____	1 Nov	17 Jan	<sup>8</sup> _____	Feb and March	24 March
	arrived in Antarctic	<sup>6</sup> _____	<sup>7</sup> _____	began return to camp	<sup>9</sup> _____	<sup>10</sup> _____

**D LANGUAGE HELP** Read and remember.

We can also use verb + *-ing* to join different sentences in the past together with words such as *when*, *after*, *before*, *on* and *while*:

*Scott reached Antarctica. Scott planned his route to the South Pole.*

*On reaching Antarctica, Scott planned his route to the South Pole.*

**E WRITING** Work in pairs. Write two sentences for each prompt in your notebooks. 

- 1 Scott arrived in Antarctica. He built his main camp. (On) (After)
- 2 Scott reached the South Pole. He saw Amundsen's flag. (On) (After)
- 3 Amundsen reached the South Pole. He started his return journey very quickly. (On) (After)
- 4 Amundsen returned safely with his news. He became very famous. (After) (When)
- 5 Amundsen left Antarctica. He went back to Norway. (On) (After)

1 *On arriving in Antarctica, Scott built his main camp.*  
*After he had arrived in Antarctica, Scott built his main camp.*

**F SPEAKING** Work in groups. Discuss these questions. Give your opinion. 

- 1 How did Amundsen feel when he reached the South Pole?
- 2 How did Scott feel when he saw Amundsen's flag at the South Pole?
- 3 Why do people do dangerous things like climb mountains or race to the South Pole?



# Unit 4 Good stories, sad stories

Lesson Link



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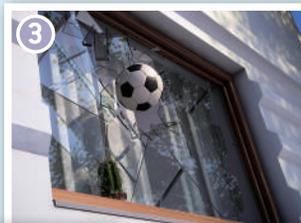
## LESSON 3 Accidents

For each picture, suggest what has happened.



**A SPEAKING** Work in pairs. Look at each picture in the newsletter. Ask and answer.

### Saudi Stars: Photos



**B LISTENING AND SPEAKING** Work in pairs. Tick (✓) the correct choice. Ask and answer. Track 19

- The second person to speak each time is:
  - apologising for a problem
  - explaining a problem
- What happened in each picture?
- How or where did it happen?

**C LISTENING** Tick (✓) the correct choice.



The person who apologises is:

- |             |                                    |                                      |
|-------------|------------------------------------|--------------------------------------|
| Dialogue 1: | a sincere <input type="checkbox"/> | b insincere <input type="checkbox"/> |
| Dialogue 2: | a sincere <input type="checkbox"/> | b insincere <input type="checkbox"/> |
| Dialogue 3: | a sincere <input type="checkbox"/> | b insincere <input type="checkbox"/> |
| Dialogue 4: | a sincere <input type="checkbox"/> | b insincere <input type="checkbox"/> |
| Dialogue 5: | a sincere <input type="checkbox"/> | b insincere <input type="checkbox"/> |

**D LISTENING AND WRITING** In your notebook write the exact words each person uses when he or she is apologising.



**E PRONUNCIATION** Listen and repeat. Track 21

**F** LANGUAGE HELP Read and remember. 

We use different phrases to make and accept apologies:

**Making apologies**

I'm very/really/extremely sorry.

I must apologise.

I'm afraid I've ...

**Accepting apologies**

No problem.

It's OK. It doesn't matter.

Don't worry about it.

Never mind.

**G** READING Complete the article.

## Saudi Stars: Apologies



Dr Mona Howeish tells us six easy steps to sincere and successful apologies:

- Step 1:** Take responsibility for what happened or for what you did or said. When something was your fault, say it was your <sup>1</sup> \_\_\_\_\_.
- Step 2:** Do not make <sup>2</sup> \_\_\_\_\_. An apology with an excuse is not an apology.
- Step 3:** Decide when to <sup>3</sup> \_\_\_\_\_. Sometimes it's better to wait. Sometimes apologise immediately.
- Step 4:** A sincere and <sup>4</sup> \_\_\_\_\_ apology is best face to face. An apology by phone or <sup>5</sup> \_\_\_\_\_ is possible, but it can look or sound insincere.
- Step 5:** <sup>6</sup> \_\_\_\_\_ your apology by telling people what you're apologising for. Don't use the words 'but' or 'if'. 'I am sorry but ...' really means 'I am not <sup>7</sup> \_\_\_\_\_'.
- Step 6:** Ask for a chance to make things better. Don't be dishonest. A sincere apology <sup>8</sup> \_\_\_\_\_ that you will do what you say you will do.

**H** VOCABULARY Write the opposite words in your notebook.

- |              |                 |               |       |
|--------------|-----------------|---------------|-------|
| 1 impossible | <u>possible</u> | 2 insincere   | _____ |
| 3 dishonest  | _____           | 4 inexpensive | _____ |
| 5 unbroken   | _____           | 6 undamaged   | _____ |

**I** SPEAKING Work in pairs. Make and accept apologies for these situations. 

- |  |                                       |
|--|---------------------------------------|
| 1 You have lost your friend's phone.   | 2 You have arrived late for class.    |
| 3 You have left your homework at home. | 4 You have damaged your friend's DVD. |



see Workbook pp118–119

Unit 4 • Lesson 3



**A VOCABULARY** Write the letter of the correct words to go with each verb.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 damage <input type="checkbox"/>  | a money for a good cause       |
| 2 explore <input type="checkbox"/> | b by motor sledge              |
| 3 leave <input type="checkbox"/>   | c your health                  |
| 4 make <input type="checkbox"/>    | d from a bad cold              |
| 5 raise <input type="checkbox"/>   | e responsibility for a mistake |
| 6 suffer <input type="checkbox"/>  | f a sincere apology            |
| 7 take <input type="checkbox"/>    | g a new continent              |
| 8 travel <input type="checkbox"/>  | h a mark on the carpet         |

**STUDY TIP**

If you don't understand someone, ask the person to speak more slowly.



Or ask the person to repeat what he or she has just said.

**B SPEAKING** Work in pairs. Make sentences with the words in Exercise A. 👤👤

One: 'damage your health'.

Smoking damages your health. Two: 'explore ...'

**C READING AND SPEAKING** Ask and answer. 👤👤

Marhaba Website

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Marhaba

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Olympics® • Fitness • Teamwork

Racing at the Olympics® in Sydney, Australia



Race to the line

Hadi Soua'an Al-Somaily is a famous Saudi sportsman. He was born in Taif in 1976. When he was running, he won silver and gold medals in lots of sports championships.

Hadi's most famous race was in the year 2000 in the Olympic® Games in Sydney when he ran the fastest race of his life. For 399 out of the 400 metres Hadi was in first place but in the last metre, another runner just beat him to the line and the gold medal. Hadi won the silver medal.

- |   |  |
|---|--|
| 1 Who is in this photo?                 | 2 Where is he from?                          |
| 3 Why is he famous?                     | 4 What was special about the race in Sydney? |
| 5 What happened at the end of the race? | 6 How do you think Hadi felt about this?     |

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**Grammar Study**

**Past perfect simple to show an action in the past before a second action**

<b>Sentences</b>		<b>Negatives</b>	
I/You	gone home.	I/You	gone home.
He/She/It	<b>had</b> already left.	He/She/It	<b>hadn't</b> already left.
We/They	finished.	We/They	finished.

<b>Questions</b>	<b>Short answers</b>
you done the exercise?	Yes, I had. No, I had not. No, I hadn't.
<b>Had</b> Yazeed seen the photo?	Yes, she had. No, she had not. No, she hadn't.
Leena and Julie eaten?	Yes, they had. No, they had not. No, they hadn't.

**D GRAMMAR AND SPEAKING** Say sentences in the past perfect simple tense.

- 1 Adel/write/letter
- 2 Julie/visit/China
- 3 Sami and Adel/do/homework
- 4 Leena/read/interesting article
- 5 Dalal/enjoy/Leena's stories
- 6 Yazeed and Sami/finish/edition of Marhaba

Adel had written the letter.

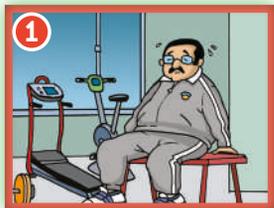
Had Adel written the letter?

Adel hadn't written the letter.

**E WRITING** Write in your notebook.

1 Sultan has been trying to get fit.

**Sultan's fitness plan**



try/get fit



get up/early



exercise/every day



eat/healthy food



walk/work



swim/every Friday



feel/very tired



LESSON 1 *Ramadan blog*

**A READING** Write the letter for each blog entry in the box next to the correct heading.

- |                                  |                          |                             |                          |
|----------------------------------|--------------------------|-----------------------------|--------------------------|
| 1 Making new friends             | <input type="checkbox"/> | 2 Ramadan is over           | <input type="checkbox"/> |
| 3 Starting and ending the fast   | <input type="checkbox"/> | 4 Trying to improve oneself | <input type="checkbox"/> |
| 5 Telling others about the faith | <input type="checkbox"/> | 6 The start of Ramadan      | <input type="checkbox"/> |
| 7 Strength from other Muslims    | <input type="checkbox"/> | 8 First time away           | <input type="checkbox"/> |

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**Ramadan is here**

During this holy month, a British Muslim, Hussein Khan, has been writing a Ramadan blog for *Marhaba*.



**A** It's the day before Ramadan. I have been feeling a little nervous because I have never been away from home for Ramadan. I pray to Allah I will be strong and faithful.

**B** It is the first day of the holy month. I haven't been eating or drinking all day. Thanks to Allah I can improve my self-control and my patience during this fast.

**C** I have been trying to stop my bad habits like watching too much TV and getting angry easily. I have also been praying and reading the Holy Qur'an as I usually do.

**D** I've been thinking about Muslims in Islamic countries and the rest of the world who have been fasting. This makes me strong and determined to be like them.

**E** I have made two friends in the Islamic Society at the university, Yousef from Saudi Arabia and Jamal from Kuwait. We have been talking about our faith and praying together at the mosque.

**F** I have been eating with Yousef and Jamal before dawn and breaking my fast with them after sunset. It is great to do this with friends.

**G** When English friends have asked me why I am not eating and drinking during the day, I have been telling them about Islam and the duties of a Muslim during Ramadan.

**H** Ramadan is over and I have come home to my family. We have been celebrating Eid-ul-Fitr together. It's great to be home!

**B SPEAKING** Work in pairs. Talk about what Hussein has and hasn't been doing during the holy month of Ramadan. Say ten sentences. 

Hussein has been ...

**C VOCABULARY** Find the words in the Ramadan blog with these meanings and write them.

- 1 completed or finished \_\_\_\_\_
- 2 the beginning of day and light \_\_\_\_\_
- 3 the ability to wait calmly and for a long time \_\_\_\_\_
- 4 when the sun goes down before night arrives \_\_\_\_\_
- 5 not eating or drinking for religious reasons \_\_\_\_\_

**D LANGUAGE HELP** Read, complete and remember.

The present perfect progressive	
Sentences	Negatives
Hussein <sup>1</sup> <u>has</u> been reading the Holy Qur'an.	Hussein hasn't been <sup>2</sup> _____ a lot of TV.
Yousef and Jamal have been <sup>3</sup> _____ the Holy Qur'an, too.	Yousef and Jamal <sup>4</sup> _____ been watching a lot of TV, either.
Questions	Short answers
Has Hussein <sup>5</sup> _____ fasting in Ramadan?	Yes, he <sup>6</sup> _____ .
<sup>7</sup> _____ Jamal and Yousef been eating and drinking during the day in Ramadan?	No, <sup>8</sup> _____ haven't.

**E SPEAKING** Work in pairs. Make sentences about Hussein and his family during Eid-ul-Fitr. 

- 1 celebrate/Eid-ul-Fitr
- 2 eat/special food
- 3 wear/smart clothes
- 4 help/poor people/money
- 5 spend time/family/friends



**Hussein and his family have been celebrating Eid-ul-Fitr.**

**F WRITING** Write an e-mail to a friend in another town. Write about school and home.

Start the e-mail. Greet your friend and ask how he/she is.  
 Say what you have been doing at home this week.  
 Say what you have been doing at school this week.  
 Finish the e-mail.

At home this week I have been ...





## LESSON 2 Restaurant reviews

### A READING AND SPEAKING Ask and answer.

- 1 Where is the Al-Nasseem Restaurant?
- 2 What can you eat in the Abu Zaidan Restaurant?
- 3 Which restaurant has the best facilities?
- 4 Which is the most expensive restaurant?
- 5 When does Giorgio's Kitchen close?
- 6 Which restaurant would you like to go to? Why?

Here are some advertisements for restaurants.



We visited them with our families and wrote reviews.

### Places to eat

#### Abu Zaidan Restaurant

Al-Mina Street, next to TV building

*'The best Saudi food in town'*

- SR45-75
- TV screens
- Single section
- Family section

#### Giorgio's Kitchen

*Italian Restaurant,*

Hera Street

Children welcome

Open 8am-2am **SR40-70**

#### Facilities

- Wi-Fi
- TV screens
- Single section
- Family section

TASTY FOOD

### Saudi Stars

#### AL-NASSEEM

EGYPTIAN RESTAURANT

Delicious takeaway food

Open 8am-11pm

Prices: SR25-45

Jasr Al-Aboud Street

### B LISTENING Complete

Julie's notes.  Track 22

#### Saudi Stars: Restaurant review

Restaurant: <sup>1</sup> Giorgio's Kitchen

Date of visit: last month on 15 <sup>2</sup> \_\_\_\_\_

Reason for visit: saw advertisement, <sup>3</sup> \_\_\_\_\_ very good

Atmosphere: felt <sup>4</sup> \_\_\_\_\_ and friendly

Décor: looked smart and <sup>5</sup> \_\_\_\_\_

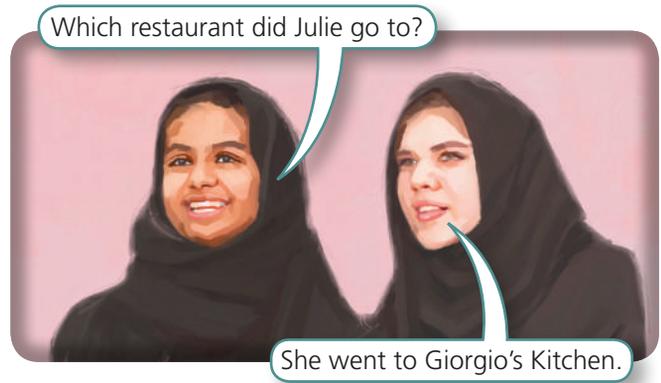
Food: smelled and <sup>6</sup> \_\_\_\_\_ delicious

Cost: SR270; expensive but <sup>7</sup> \_\_\_\_\_

Comments: <sup>8</sup> \_\_\_\_\_ restaurant for all the family

**C SPEAKING** Work in pairs. Ask and answer questions about Julie's review. 

- 1 Which restaurant/go to?
- 2 When/eat there?
- 3 Why/choose/Giorgio's Kitchen?
- 4 What/atmosphere like?
- 5 What/décor like?
- 6 How/food?
- 7 How much/restaurant/cost?
- 8 What/opinion/restaurant?



**D LANGUAGE HELP** Read and remember.

- 1 We use adverbs to add information to verbs, for example *The bird flew away quickly.*
- 2 A few verbs, for example *sound, look, feel, smell, taste, keep, stay*, take adjectives:

<p><b>Correct</b></p> <p><i>Did you sleep badly? You look tired.</i></p> <p><i>Can I switch on the fire? I feel cold.</i></p>	<p><b>Incorrect</b></p> <p><i>Did you sleep badly? You looked tiredly.</i></p> <p><i>Can I switch on the fire? I feel coldly.</i></p>
---	---

**E LISTENING** Is each comment positive 😊 or negative 😞? Underline the correct picture.  Track 23

- 1 A 😊 B 😞    2 A 😊 B 😞    3 A 😊 B 😞    4 A 😊 B 😞    5 A 😊 B 😞

**F PRONUNCIATION** Listen and repeat.  Track 24

**G VOCABULARY** Work in groups. Are these adjectives positive or negative? Write them in the correct group in your notebook. 

attractive	awful	amazing	bad
confident	delicious	excellent	fantastic
impatient	nervous	terrible	untidy



**H SPEAKING** Work in pairs. 

- 1 Prepare a conversation between a customer and a waiter. In the first part:
  - greet each other
  - ask for the menu
  - order the food.

In the second part, ask the customer's opinion of the food and restaurant.

- 2 Now say the conversation.

 see Workbook pp122–123





## LESSON 3 From Saudi Arabia

### A VOCABULARY Match and number.

- 1 cement    2 dates    3 gold    4 mineral water  
5 petrol    6 plastics    7 steel

The screenshot shows a web browser window titled 'Marhaba Website' with the URL 'http://www.kingfaisalschool.org/marhabawebsite'. The website header includes 'Marhaba' and navigation links: HOME, TOPICS, STORIES, INSPIRATION, READERS, NEWS. Below the header, there are categories: Saudi Arabia, Wildlife, Natural Gas, Grammar Study. The main content area is titled 'Saudi products' and features a speech bubble that says 'These dates are delicious. They're from Saudi Arabia.' and another that says 'Learn about other Saudi products.' There are seven images labeled A through G: A shows dates, B shows cement, C shows gold bars, D shows a mineral water bottle, E shows a gas pump nozzle, F shows plastic containers, and G shows steel rods.

### B READING AND GRAMMAR Look at the map and complete the sentences.

- Cement is produced (produce) in Yanbu.
- Gold \_\_\_\_\_ (mine) in \_\_\_\_\_.
- Dates and other agricultural products \_\_\_\_\_ (grow) in \_\_\_\_\_.
- Mineral water \_\_\_\_\_ (produce) and bottled in \_\_\_\_\_.
- Petrol and other petroleum products \_\_\_\_\_ (refine) and exported from \_\_\_\_\_.
- Plastics \_\_\_\_\_ (manufacture) in \_\_\_\_\_.
- Steel \_\_\_\_\_ (make) in \_\_\_\_\_.



### C LISTENING Check your work. Track 25

**D SPEAKING** Work in pairs. Ask and answer questions. 

Where is cement produced?

It's produced in Yanbu.

What is manufactured in Dammam?

Plastics are manufactured there.

**E LANGUAGE HELP** Read and remember.

The present simple passive is used in sentences where an action is more important than the person who does the action. For example, in the sentence *Dates are grown in Taif.* growing dates is more important information than the name of the farmer who grows the dates.

**F SPEAKING** Work in pairs. Make sentences in the passive. 

Many products are exported from one place to another.



### Exporting products

- 1  Flowers/grow/Africa
- 2  Then send/Middle East/Europe
- 3  To reach shops quickly flowers/transport/by plane
- 4  During the flight, a lot of CO<sub>2</sub>/release
- 5  When the flowers arrive, sell/in big shops

**G WRITING** Write a short essay in your notebook about flowers from Africa. Join the sentences with *but*, *on the other hand* or *however* and use passive verbs.

Advantages	Disadvantages
increase jobs in Africa	reduce jobs in Europe and Middle East
increase development and bring money into Africa	increase pollution during plane flights
sell good value products to customers	use land for growing flowers not for food





**STUDY TIP**

Look at the letters in each new word and say the word.



Cover each word and write it in your notebook. Finally, check your spelling.

**A VOCABULARY** Work in pairs. 👤👤

1 Read and remember the spelling of these new words:

over dawn blog faith reduce cement  
mineral release celebrate manufacture

2 Ask and answer about the spelling.

How do you spell 'over'?

O-V-E-R

**B SPEAKING** Work in pairs. Make sentences. 👤👤



This is Adnan. Say what he has been doing during Ramadan.

Adnan has been ...



**C READING** Copy the notes and complete them with information from the review.

**Saudi Stars: Restaurant review**

Last Thursday I went to *Café Royale*, the new French restaurant which people have been talking about.

I liked the décor of *Café Royale*: it is bright and modern and the furniture is very comfortable. However, the restaurant is very small, and on the day I was there, it was crowded and because of this it was very noisy. The waiters were polite and friendly but they were very busy so I had to wait a long time for my food. However, when it came, it tasted great. I was pleased about that because the food cost more than 200 riyals.

Restaurant: *Café Royale*

Date of visit: \_\_\_\_\_

Advantages  
modern decor

Disadvantages  
small restaurant

# Saudi Stars: Grammar Study

We can join sentences with:

- *and* to add the same kind of information
- *but* to add opposite information
- *when* to show actions at the same time.

I like tea **and** coffee.



I like tea **but** I don't like coffee.

**When** I drink tea, I put sugar in it.

**D GRAMMAR** Write the words in the box in the correct place in the table.

as well as    during    however    too  
on the other hand    while

and	but	when
_____	_____	_____
_____	_____	_____

**F SPEAKING** Work in pairs. Compare opinions about Leila's and Badria's cakes.

	Leila's cakes	Badria's cakes
look	😊😊😊	😞
smell	😊😊	😊
taste	😞😞	😊😊😊

**E GRAMMAR** Underline the correct words to complete the sentences.

- 1 These flowers are very attractive. They are very cheap *during/too*.
- 2 *While/On the other hand* Yazeed was shopping, he met a friend.
- 3 The weather was very bad *during/as well as* most of our picnic.
- 4 *As well as/However* dates and fruit, tomatoes and vegetables are grown in Taif.
- 5 The food didn't look very nice. *On the other hand/When* it tasted really delicious.
- 6 Georgio's Kitchen sells Italian food. *However,/ When*, Al-Nasseem sells Egyptian food.



Leila's cakes looked really good.

On the other hand, Badria's cakes ...



## Section 1 GRAMMAR: 10 MARKS

**A Complete the text with the correct form of the verb in brackets.**

Here is another article about health and fitness.



Look (look) at the boy who <sup>1</sup> \_\_\_\_\_ (run) along the road in a track suit and trainers. His name is Nasser AlHajri and the photo does not seem very unusual <sup>2</sup> \_\_\_\_\_ (do) it? But it is a picture of a boy who <sup>3</sup> \_\_\_\_\_ (make) a big change in his life. Nasser <sup>4</sup> \_\_\_\_\_ (tell) the Marhaba team his story:

“Last year I saw some photos of myself which my friend <sup>5</sup> \_\_\_\_\_ (take) when I <sup>6</sup> \_\_\_\_\_ (watch) TV at his house. I look awful in the photo. I <sup>7</sup> \_\_\_\_\_ (have) a big glass of a sugary drink in one hand and a huge piece of pizza in the other hand. That is the reason why I decided to change my lifestyle. I <sup>8</sup> \_\_\_\_\_ (try) to get fit now. I have changed my diet and eating habits. I always <sup>9</sup> \_\_\_\_\_ (eat) fruit and vegetables and reduce the amount of sugar, salt and fat in my food. In the photo I <sup>10</sup> \_\_\_\_\_ (exercise) for half an hour and I won't stop for 30 minutes. I couldn't exercise like that last year but now I can. It makes me feel proud of myself.”



## Section 2 VOCABULARY: 10 MARKS

**B Match these meanings with words from the box.**

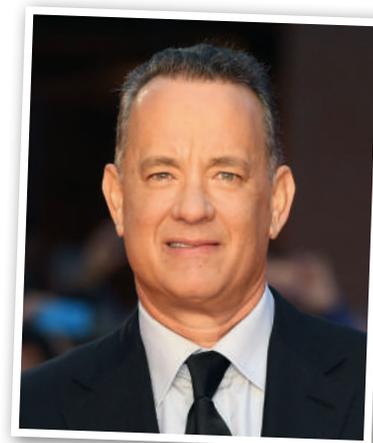
cyclist	dawn
fast	herd
achieve	ocean
cloak	storm
tailor	transport
survive	

a large group of animals herd

- to move people or things from place to place \_\_\_\_\_
- to succeed in doing something difficult \_\_\_\_\_
- a person who rides a bike \_\_\_\_\_
- the start of the day \_\_\_\_\_
- to choose to go without food for a time \_\_\_\_\_
- a very large sea or body of water \_\_\_\_\_
- to continue to live after a dangerous situation \_\_\_\_\_
- bad weather with heavy rain and strong wind \_\_\_\_\_
- someone who makes or sews clothes \_\_\_\_\_
- a large piece of cloth to wrap around yourself \_\_\_\_\_

**Section 3** LISTENING: 8 MARKS

**C Listen and complete the table about Tom Hanks. There is one example.**  Track 26



Year	What happened
1956	Tom Hanks <sup>1</sup> <u>was born</u> .
From <sup>2</sup> _____ to 1974	school in California
1976	started to <sup>3</sup> _____ theatre
<sup>4</sup> _____	got his first job in films
1988	played in <sup>5</sup> _____
1996	Apollo 13 was <sup>6</sup> _____
<sup>7</sup> _____	Saving Private Ryan
Other information	
Family	<sup>8</sup> _____ children
<sup>9</sup> _____	be and astronaut and go into space

**Section 4** SPEAKING 1: 4 MARKS

**D Talk about the pictures.**



**SPEAKING 2: 2 MARKS**

**E Give advice or suggestions to you friend who wants to get fit and healthy. You can use some of the following ideas:**

- exercise three times a week
- eat fruit and vegetable
- avoid sugar



## Section 5 READING: 6 MARKS

F Read the texts and answer the questions below.

**A** After my stay in Rome and my flight from London, I decided to go to the *Izmir Beg*, restaurant. I read about it in an article a Dubai website. It said that it is one the top restaurants in Dubai with amazing standards of food, service and décor. This opinion was a mystery to me when I went there because I didn't think the food there was particularly special. The lamb which I ordered wasn't bad but it took a long time to arrive and the standard of service from the staff wasn't good. There are hundreds, if not thousands, of better places to eat in Dubai and I wouldn't like other people to choose this one.

**C** We saw advertisement for the *Izmir Beg* on a Dubai tourist website and it sounded an excellent place. I went there with my mum and dad. When we arrived the atmosphere restaurant immediately felt warm and friendly. The décor inside the restaurant was smart and attractive but the restaurant is small and when we went there, it was crowded and noisy. The waiters were very polite but we had to wait a long time because they were so busy. When the food came, it was great and tasted delicious. The cost 540 riyals for three people was much higher than some other restaurants. However, this was for a nice restaurant for all the family.

**B** On a four-day stay in Dubai with my brother, we decided to go to the *Izmir Beg* before catching the plane home on our last day. It was absolutely amazing. The food, the service, people! At the end of the evening we started talking with the restaurant manager. I was surprised when I heard that it has only been four months since the place opened. The staff certainly know what they are doing. The restaurant inside and outside doesn't look different to lots of other places. However the food was beautifully cooked, the meat dishes were amazing and the service was fast, friendly and polite.

Tick (✓) the best answer A, B or C.

Where is the *Izmir Beg* restaurant?

- A Rome  
 B London  
 C Dubai

1 What kinds of texts are these?

- A stories  
 B reviews  
 C articles

2 Which text has the most negative opinion about a restaurant?

- A Text A  
 B Text B  
 C Text C

3 Which of these sentences about Text A is true?

- A The writer's food was OK.  
 B The food came quickly.  
 C The staff was helpful.

- 4 In Text A, what does *it* (line 2) refer to?
- A a flight
- B *Izmir Beg*
- C an article
- 5 Which of these is the best title for Text B?
- A Nothing special
- B I was surprised
- C Go there! It's great!
- 6 Which of these sentences about Text C is true?
- A The restaurant was empty.
- B The food was expensive.
- C The food was awful.

**Section 6** WRITING: 10 MARKS

**G Write an e-mail about your day to your friend in another city.**  
Write 50-70 words.

Start the e-mail. Greet your friend and ask how he/she is. Say where you are now. Say what you have been doing today. Say why you have or have not enjoyed the day. Talk about your plans for tomorrow. Finish the e-mail.

My Inbox

http://www.writing.org/compose-email

Inbox **New Message**

To:

Subject:

Message:

SEND



# Unit 6 Working in a team

Lesson Link



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In this edition we have part of a radio drama.



## LESSON 1 A radio drama

**A READING** Number the parts of the story in the correct order.

### Saudi Stars: A difficult patient

**A Reem:** Dad went for an injection and an x-ray in the hospital this morning. The specialist thinks he'll be fine.  
**Anne:** Wouldn't your dad get better treatment if he went to Riyadh?  
**Reem:** I don't think so, no.

**B Anne:** Has your father agreed to see a doctor?  
**Reem:** Finally, yes. The doctor's coming after lunch. He'd come earlier if he weren't so busy at his clinic.

**C Anne:** Can you come shopping, Reem?  
**Reem:** No, dad's not well. If mum were alive and here with dad, I'd go shopping, but I just want to stay at home to look after dad.



**D Reem:** Dad has new medicine but he's taking it once a day instead of twice a day.  
**Anne:** But if your father followed the doctor's instructions, I'm sure his health would improve.

**E Reem:** Dad isn't taking his tablets.  
**Anne:** Oh dear. Why not?  
**Reem:** They taste awful. Dad would take them if they didn't taste bad.

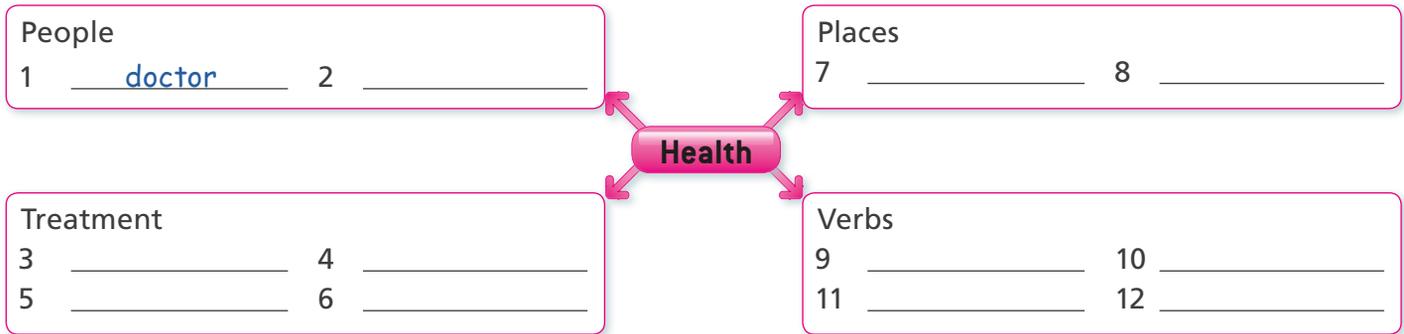
**F Anne:** Is your father feeling better today?  
**Reem:** Not much better.  
**Anne:** And he won't see a doctor?  
**Reem:** No. But I'm sure if he saw one, he'd recover quickly.

**B READING** Work in pairs. Complete the sentences.

- 1 Reem would go shopping ...
- 2 Reem's father would recover ...
- 3 The doctor would come earlier ...
- 4 Reem's father would take the tablets ...
- 5 Reem's father's health would improve ...
- 6 Would Reem's father get better treatment ...

**C LISTENING AND SPEAKING** Repeat parts B, C and F. Track 27

**D VOCABULARY** Work in groups. Complete the diagram with words from the story. 



**E LANGUAGE HELP** Read and remember.

- We make the second conditional like this: Verb 1: past simple *would* + Verb 2  
*If Reem's father saw a doctor, he would recover very soon.*
- We use the second conditional to talk about something possible but not probable.  
The present when Reem is speaking: *Reem's father is ill and won't see a doctor.*  
The past: *Reem's father started to be ill.*  
The future: second conditional: *If Reem's father saw a doctor, he'd recover quickly.*

**F READING AND SPEAKING** Work in pairs. What would you do? Read the questionnaire and choose (a) or (b). 

**Saudi Stars: Questionnaire**

1	If you saw someone fall in a shopping mall, would you ...	<b>a</b> help the person to stand? <b>b</b> phone for an ambulance?
2	If you had the chance to be on TV, would you ...	<b>a</b> feel happy and say 'yes'? <b>b</b> feel worried and say 'no'?
3	If you made your friend angry, would you ...	<b>a</b> phone and say sorry? <b>b</b> wait until your friend is calm?
4	If you wanted advice about a problem, would you ...	<b>a</b> ask your parents for advice? <b>b</b> ask your friends for advice?
5	If you had a lot of money to help poor people, would you ...	<b>a</b> pay to build a new school? <b>b</b> pay to build a new clinic?

**G READING AND SPEAKING** Work in pairs. Ask and answer.

**What would you do if you saw someone fall in a shopping mall?**

**I'd ...**



# Unit 6 Working in a team

Lesson Link



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## LESSON 2 Teamwork

**A READING AND SPEAKING** Discuss these tasks. Put a (✓) for an individual task. Put two (✓✓) for a group task.

### We're working together

We work together on *Marhaba*.



### Individual or group tasks?

- 1 eating food
- 2 driving a car
- 3 building a house
- 4 watching TV
- 5 playing football
- 6 making a newsletter
- 7 doing an exam
- 8 learning a language

**B LISTENING** Complete the notes. Track 28

1 A group manager helps the group to work \_\_\_\_\_.

2 A group secretary writes the group's answers, opinions and \_\_\_\_\_.

3 A group reporter \_\_\_\_\_ for the group and reports the answers.

4 A materials manager gives out and \_\_\_\_\_ materials for the group.

5 A timekeeper helps the group to finish its \_\_\_\_\_ on time.

6 A proofreader reads the group's work and answers to find \_\_\_\_\_.

**C SPEAKING** Work in pairs. Ask and answer.

What does a group manager do?

A group manager helps the group.

**D LISTENING** Write the number of each sentence in the box under the correct person.  Track 29

<b>Group manager</b>	<b>Group secretary</b>	<b>Group reporter</b>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Materials manager</b>	<b>Timekeeper</b>	<b>Proofreader</b>
<input type="checkbox"/> <input type="checkbox"/>	<u>1</u> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**E LANGUAGE HELP** Read and remember.

1 Add *have, did, will, was*, etc. at the end of a sentence to change it into a question, e.g.:  
*He's from Al-Khobar.* → *He's from Al-Khobar, isn't he?*  
 These are tag questions.

2 Tag questions with a negative ending usually have a positive answer:  
 A: *Ahmed was at school yesterday, wasn't he?*      B: *Yes, he was.*

3 Tag questions with a positive ending usually have a negative answer:  
 A: *You're not Saudi, are you?*      B: *No, I'm not.*

**F GRAMMAR** Work in pairs. Ask and answer positive and negative tag questions. 

- Your sister will arrive tomorrow.
- You can hear me over there.
- The orange juice isn't in the fridge.
- There aren't any people here.
- You two don't know each other.
- The books were on the table.
- Nadia doesn't eat a lot of meat.
- We have forgotten to check our answers.

**Your sister will arrive tomorrow, won't she?**      **Yes, she will.**

**Your sister won't arrive tomorrow, will she?**      **No, she won't.**

**G SPEAKING** Work in groups. 

**Title?**

<p><b>What to do</b></p> <ol style="list-style-type: none"> <li>Discuss this idea: 'A summer holiday in Saudi Arabia is better than a holiday abroad.'</li> <li>Give three reasons for this idea.</li> <li>Give three reasons against this idea.</li> <li>At the end, agree on one opinion for the group and explain the opinion.</li> </ol>	<p><b>How to do it</b></p> <ul style="list-style-type: none"> <li>Work in groups of six students.</li> <li>Each student takes a job:                     <table border="0"> <tr> <td>- Group manager</td> <td>- Group secretary</td> </tr> <tr> <td>- Group reporter</td> <td>- Materials manager</td> </tr> <tr> <td>- Timekeeper</td> <td>- Proofreader</td> </tr> </table> </li> <li>Discuss and make notes.</li> <li>Report to the other groups.</li> </ul>	- Group manager	- Group secretary	- Group reporter	- Materials manager	- Timekeeper	- Proofreader
- Group manager	- Group secretary						
- Group reporter	- Materials manager						
- Timekeeper	- Proofreader						



# Unit 6 Working in a team

## LESSON 3 Satellite TV

Lesson Link



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Today we have some information about TV.



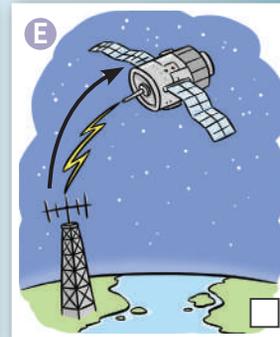
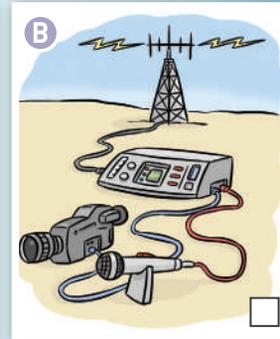
**A** **READING** Number the pictures in the correct order.

### Saudi Stars: Science

Satellite TV starts with the programme. Some programmes are filmed and recorded. They are made in a TV studio and are broadcast after they are filmed. Other programmes, like sports, are usually 'live'. Live programmes are usually filmed where they take place and aren't made in a studio. They are filmed and shown as they happen.

The sound signals from the microphones and the video picture signals from the cameras are converted into radio waves and sent to a transmitter. A transmitter is a piece of equipment which sends radio signals into the atmosphere or into space.

For ordinary TV, radio signals are sent to your home and are converted into pictures and sound by your TV. In satellite TV, radio signals are transmitted to a satellite 36,000 km above the Earth. The satellite receives the radio signals and then transmits them again back to a different location on Earth. When the radio signals return to Earth, they are picked up by a satellite receiver, a round metal dish which converts the radio signals back to a useful signal for your TV.



**B** **SPEAKING** Work in pairs. Cover the text. Talk about satellite TV. 

Some programmes are made and ...

**C READING AND VOCABULARY** Choose the best definition for these words in the text.

- |                                       |                 |                |                    |
|---------------------------------------|-----------------|----------------|--------------------|
| 1 A <i>live</i> programme is:         | a happening now | b made before  | c from a TV studio |
| 2 filmed and <i>recorded</i>          | a directed      | b photographed | c kept             |
| 3 as they happen                      | a when          | b after        | c so               |
| 4 <i>broadcast</i> a documentary film | a make          | b show         | c watch            |
| 5 <i>transmits</i> radio signals      | a causes        | b sends        | c starts           |
| 6 satellite <i>receives</i> a signal  | a returns       | b uses         | c picks up         |

**D LANGUAGE HELP** Read about questions and negatives in the present simple passive.

Yes/No questions	Wh- questions
Are programmes filmed in a studio?	Where are the programmes made?
Positive and negative tag questions	Negatives
This programme is filmed here, isn't it?	This programme isn't made in a studio.
This programme isn't filmed here, is it?	These programmes aren't filmed live.

**E GRAMMAR** Make these sentences negative or questions in your notebook.

- The signal/send/from the transmitter? (Yes/No)
- The video signal/convert/radio signal? (when)
- Live matches /not record/in TV studios. (negative)
- Ordinary TV/broadcast /all day/not it? (tag)
- Satellite receivers/not/make/in China/they? (tag)
- The radio signals/convert back/into pictures for TV? (how)



**F READING AND SPEAKING** Work in pairs.

Ask and answer questions about the programme. 

- What is this programme called?
- Is it recorded or is it shown live?
- Who is it presented by?
- What time is it first shown?
- When it is repeated?
- Who is the programme made by?





**STUDY TIP**

When you learn a language, teamwork is important.



You can practise, check and revise work together.

**A VOCABULARY Match and number.**

Marhaba Website  
<http://www.kingfaisalschool.org/marhabawebsite>

**Marhaba** HOME TOPICS STORIES INSPIRATION READERS NEWS  
 Ambitions • Words

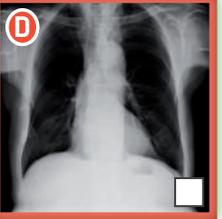
**Learning words**

- 1 injections
- 2 microphone
- 3 receiver
- 4 secretary
- 5 tablets
- 6 timekeeper
- 7 transmitter
- 8 x-ray

**A** 

**B** 

**C** 

**D** 

**E** 

**F** 

**G** 

**H** 

**B READING AND SPEAKING Tick (✓) the correct sentences for good teamwork.**

Say which sentences are wrong sentences and why. 👤👤

Teamwork is an important skill and it is becoming more important all the time. Some rules help a group to achieve its common task and some don't. Can you tell the difference?

- 1 Listen to other people's opinions politely.
- 2 Make sure new members feel comfortable.
- 3 Don't ask questions during group work.
- 4 Look at and listen to the person who is talking.
- 5 Share important information with the group.
- 6 Never change your opinion during group tasks.
- 7 In group work, always agree with your friends.
- 8 It is funny to be annoying during group tasks.
- 9 Don't be afraid to say you don't understand.
- 10 Let people who speak well speak the most.

Marhaba Website  
<http://www.kingfaisalschool.org/marhabawebsite>

**Marhaba** HOME TOPICS STORIES INSPIRATION READERS NEWS

Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapa Nui

**Grammar Study**

We use second conditionals when we think something is possible but not probable.

This boy plays a lot of football. The father wants his son to study and get better marks.

Your marks aren't very good. If you studied more and played less football, ...

... you'd do better.

Yes, Dad.

**C GRAMMAR** Complete these tag questions.

- 1 The programme will start soon, \_\_\_\_\_?
- 2 The match is taking place now, \_\_\_\_\_?
- 3 The reporter hasn't started to speak, \_\_\_\_\_?
- 4 You do want my team to win, \_\_\_\_\_?
- 5 I can finish my homework after the match, \_\_\_\_\_?
- 6 The score wasn't five goals to two, \_\_\_\_\_?



**D LISTENING** Check your work. Track 30

**E SPEAKING** Say the sentences from Exercise D to your partner.

**F WRITING** Write second conditional sentences for each picture in your notebook.

1 If they worked together, they ...



work/together/  
finish/task



listen/agree with  
others



help each other/  
finish soon



solve/problem/  
look down



talk quietly/not be  
frightened



# Unit 7 Around the world

Lesson Link



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## LESSON 1 An unusual holiday

**A** **READING AND SPEAKING** Work in pairs. Make questions for the answers below. 👤👤

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME
TOPICS
STORIES
INSPIRATION
READERS
NEWS

Soccer • Explorers • Puzzles • Future • Inventions

### Jules Verne

Faisal Abdullah and his father really like Jules Verne's novel *Around the World in 80 Days*.



They are planning to go around the world, but in 18 days, not in 80.

- 1 *Around the World in 80 Days.*
- 2 To go around the world.
- 3 18 days, not 80.
- 4 He was born in France.
- 5 He was 77 years old.
- 6 He wrote it in 1864.
- 7 *From the Earth to the Moon.*
- 8 He was Phileas Fogg's servant.



Which story does Faisal really like?

*Around the World in 80 Days.*

**B** **LISTENING** Number the pictures in the correct order in Faisal's plan. 🎧 Track 31



**C LISTENING** Write the day and the time on the map.  Track 32

**D LANGUAGE HELP** Read and remember.

1 Join two actions which happen at nearly the same time.

	present simple or present perfect	future with <i>will</i>
As soon as/Once	we've arrived home,	we'll have a rest.
When/After	we arrive home,	

**E SPEAKING** Say sentences about Faisal and his father. 

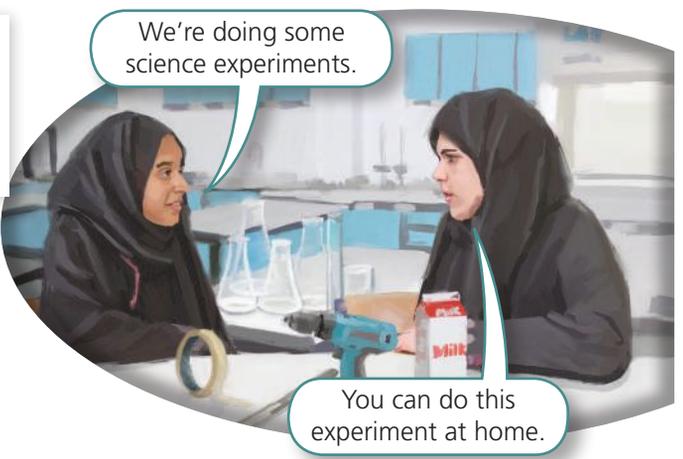
Once Faisal's dad has left work, they'll go to the airport.

**F WRITING** Write the story of Faisal and his father in your notebook. Use the past perfect and present simple tenses and the sentences in Exercise E to help you.



# Unit 7 Around the world

## LESSON 2 Water experiments



**A READING** Write the letter for each paragraph in the box next to the correct tile.

- 1 How the experiment is performed
- 2 What is the purpose of the experiment?
- 3 Getting things ready
- 4 What equipment is needed?

### Saudi Stars: Science

**A** Things for this experiment are found in most homes: water, a ruler, a drill, an empty container, scissors and sticky tape.

**B** Cut the top off the container with the scissors and use the drill to make four holes. Make sure that this is done by an adult.

**C** The bottle is filled and re-filled a number of times and the water is observed to see how far and how fast it comes out of each hole.

**D** This experiment is to show that water has different pressures at different positions and locations in the container.

**B LISTENING** Complete Julie's notes. Track 33

a) Listen and write. Use the words in the box to help.

are closed    is cut off  
 is done    are drilled  
 is filled    is measured  
 is observed    is placed  
 is released    is removed

b) Listen again and check your work.

**The experiment**

1 The top of the container <sup>1</sup> is cut off with the scissors and four holes <sup>2</sup> \_\_\_\_\_ into the container. Make sure this <sup>3</sup> \_\_\_\_\_ by an adult.

2 The holes on the container <sup>4</sup> \_\_\_\_\_ with sticky tape.

3 The container <sup>5</sup> \_\_\_\_\_ with water and <sup>6</sup> \_\_\_\_\_ at the side of the sink.

4 The tape over the holes <sup>7</sup> \_\_\_\_\_ quickly and the water <sup>8</sup> \_\_\_\_\_.

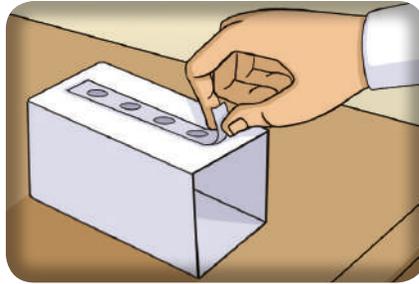
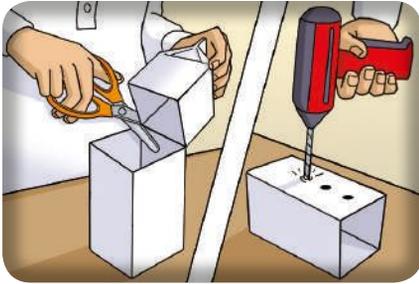
5 As the water comes out, the distance that the water flows from each hole <sup>9</sup> \_\_\_\_\_ and <sup>10</sup> \_\_\_\_\_.

**The explanation**

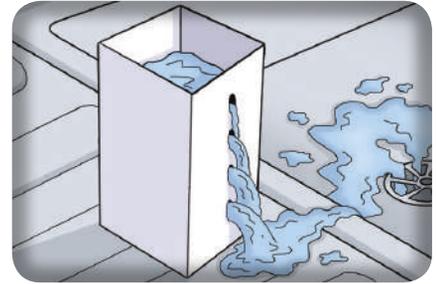
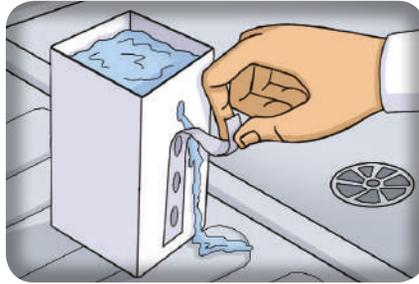
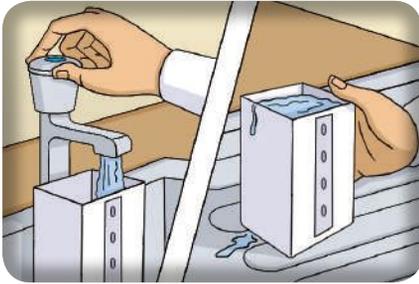
There is more water and weight at the bottom of the container, so there is more pressure. The water at the bottom of the container flows further and faster.

**C SPEAKING** Work in pairs. Cover the text on page 56 and talk about the experiment. 👤👤

The experiment



First the top of the container ...



**D LANGUAGE HELP** Read and remember.

Ordinary instructions

- 1 Use verbs in the imperative in ordinary instructions and everyday language:  
*Measure the paper carefully.*  
*Don't cut the paper quickly.*

Scientific language

- 2 Use the present passive for descriptions or instructions in scientific language:  
*The paper is measured carefully.*  
*The paper isn't cut quickly.*

**E WRITING** Write the sentences about the experiment on page 56 as ordinary instructions.

The experiment

- 1 Cut off the top of the container with scissors and ...

**F WRITING** Describe this experiment in your notebook. Use verbs in the present passive. 👤👤👤



(drill)

Ten holes ...



(fill/close)

The container ...



(take out/release)

When the container ...



4

When the top ...



LESSON 3 *Mystery Island*

**A READING** In each box, write the letter of the paragraph containing that information.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1 Who knew how to write?                   | <input type="checkbox"/> | 2 How many people lived on the island?    | <input type="checkbox"/> |
| 3 What lies a long way from South America? | <input type="checkbox"/> | 4 What caused the population to decrease? | <input type="checkbox"/> |
| 5 Who came to Rapa Nui first?              | <input type="checkbox"/> | 6 Who wants to solve some mysteries?      | <input type="checkbox"/> |
| 7 How many people worked on each statue?   | <input type="checkbox"/> | 8 What has large heads?                   | <input type="checkbox"/> |

### What happened in Rapa Nui?

Many people know about the standing stones of Al-Rajjil in Al-Jowf.



There are other famous stones on a small island in the Pacific Ocean.



- A** Rapa Nui is a small island, 40 km wide and 15 km long. **It** is 3,700 km from the coast of South America and lies 2,200 km from the nearest island.
- B** The first inhabitants were Pacific Islanders, people who sailed thousands of kilometres in small boats to the distant island. **They** arrived in Rapa Nui between 1,200 to 1,400 years ago.
- C** One mystery about Rapa Nui is writing. The inhabitants there knew how to write but other Pacific Islanders **did not**. The writing system in Rapa Nui was different from any **other** in the world.
- D** Another mystery is the standing stones, like those in Al-Jowf in Saudi Arabia. The stones in Rapa Nui are carved and have large heads. The **largest** weighs 82 tonnes and is 9.8 m long. There are 887 of them on a small island.
- E** The stones are made of volcanic rock from a site at the island's volcano. One took five or six men about a year to make. Most stones stayed at this site but the inhabitants transported some to other parts of the island. It is not known for sure how they did **this**.
- F** When the first Europeans arrived in 1722, there were about two or three thousand inhabitants on the island. One hundred years before, however, the population was nearer to 11,000 and during the next century, the population fell and work on the statues stopped. Another mystery.
- G** Nobody is certain why or how the islanders made or transported the stones, why they stopped and why the population decreased quickly. But many scientists and archaeologists are trying to find out.

**B PRONUNCIATION** Listen and repeat paragraphs F and G.  Track 34

**C READING** Who or what do the words in **bold** refer to?

- 1 Paragraph A: It Rapa Nui
- 2 Paragraph B: They \_\_\_\_\_
- 3 Paragraph C: **did not** \_\_\_\_\_
- 4 Paragraph C: **other** \_\_\_\_\_
- 5 Paragraph D: **largest** \_\_\_\_\_
- 6 Paragraph E: **this** \_\_\_\_\_

**D READING AND SPEAKING** Working in pairs. Ask and answer. 

- |                                  |  |
|----------------------------------|--|
| 1 Who sailed to distant islands? | 2 Who didn't know how to write?              |
| 3 What weighs 82 tonnes?         | 4 What took about a year to make?            |
| 5 Who transported the stones?    | 6 What fell to two or three thousand people? |

**E LANGUAGE HELP** Read and remember:

Some questions ask about the subject of a sentence (subject questions) and some about the object (object questions). The questions in Exercise D are subject questions.

**F VOCABULARY** Write the correct letter for words in **bold**: **N** (noun), **V** (verb) or **A** (adjective).

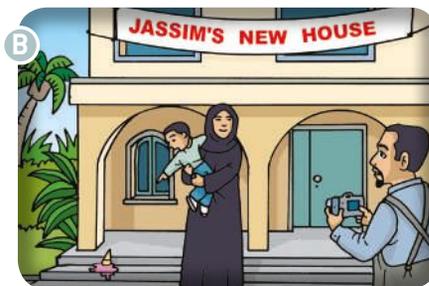
- |  |  |
|--|--|
| 1 3,700 kilometres from the coast <u>N</u> | 2 the distant island _____                       |
| 3 the inhabitants knew how to write _____  | 4 One <b>took</b> a year to make _____           |
| 5 made of volcanic rock _____              | 6 Scientists are trying to <b>find out</b> _____ |

**G WRITING** Use *how many*, *what* and *who* and the verbs in the boxes to make three questions for each picture. Write the questions and answers in your notebook. 

1 What happened in the match?  
The Blues won the match one-nil.



happen score come



build live happen



cause see phone





**STUDY TIP**

Good handwriting is important. Take our handwriting quiz.

**A SPEAKING** Work in pairs. Ask and answer. Tick (✓) your partner's answers.



After the quiz, show your partner your handwriting and ask your partner's opinion.

**Saudi Stars: Handwriting quiz**

		Yes	No
1	Do you write all in capital letters?		
2	Do you write on the line?		
3	Are the same small letters the same size in different words?		
4	Do you forget to put spaces between words?		
5	Do you start a new paragraph on a new line?		
6	Do you put capital letters in the middle of words?		

**B READING** Now check your answers.

Question	Answer 'Yes'	Answer 'No'
1	Not so good	Good
2	Good	Not so good
3	Good	Not so good
4	Not so good	Good
5	Good	Not so good
6	Not so good	Good

**C VOCABULARY** Match and number.

- 1 bottom    2 coach
- 3 coast    4 container
- 5 express    6 sink
- 7 sticky tape    8 top

**Saudi Stars: Learning words**



## Saudi Stars: Grammar Study

We can ask questions about the subject of a sentence and questions about the object of a sentence. They have different grammar. Look at these examples:

### Subject questions

*Something* moved outside.  
*Someone* opened the door.  
 A *number* of people visited Fatimah.  
 What moved outside?  
 Who opened the door?  
 How many people visited Fatimah?

### Object questions

Ahmed moved *something*.  
 Ahmed saw *someone*.  
 Ahmed ate *a number* of sweets.  
 What did Ahmed move?  
 Who did Ahmed see?  
 How many sweets did Ahmed eat?

### D GRAMMAR Make questions and write them in your notebook.

- Someone saw the programme last week.
- A number of people visited Nadia in hospital.
- Salim bought something at a shopping mall in Al-Khobar.
- While Salim was there, someone said 'hello' to him.
- Something caused the fire alarm to ring.
- In one week Nadia usually reads a number of books

1 Who saw the programme last week?

### E LISTENING Complete the notes. Track 35

Victor's holiday plans	
3.00	finish work – go <sup>1</sup> <u>straight home</u>
3.30	collect cases – <sup>2</sup> _____ to the airport
4.15	arrive at airport – go to <sup>3</sup> _____
6.45	<sup>4</sup> _____ the plane – read a magazine
9.00	arrive in Istanbul – find a place <sup>5</sup> _____
10.30	get to the hotel – get something <sup>6</sup> _____



### F SPEAKING Work in pairs. Ask and answer questions about Victor's holiday plans. Use these words.

- 1 as soon as    2 after    3 when    4 once    5 when    6 as soon as

What will Victor do as soon as he finishes work?

As soon as Victor finishes work, he'll go straight home.



## LESSON 1 Arab and Muslim contributions to science

Learn about Arab and Muslim contributions to science.



Lesson Link



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**A** **READING** Work in pairs. Ask and answer.

### 1001 Inventions



### Saudi Stars

*1001 Inventions* is an international scientific and cultural organisation. It publishes books and holds exhibitions to help people around the world discover the contributions of Muslims to science and culture. For example, major exhibitions were held in Dhahran in Saudi Arabia in 2012 and in Washington, USA, in 2013.



- 1 What can you learn about in today's lesson?
- 2 What is *1001 Inventions*?
- 3 Why does *1001 Inventions* hold exhibitions?
- 4 What else does *1001 Inventions* do?
- 5 What was held in Dhahran in 2012?

**B** **READING** Complete the missing verbs (1–5) in the sentences with words from the box.

described    developed    discovered  
invented    used

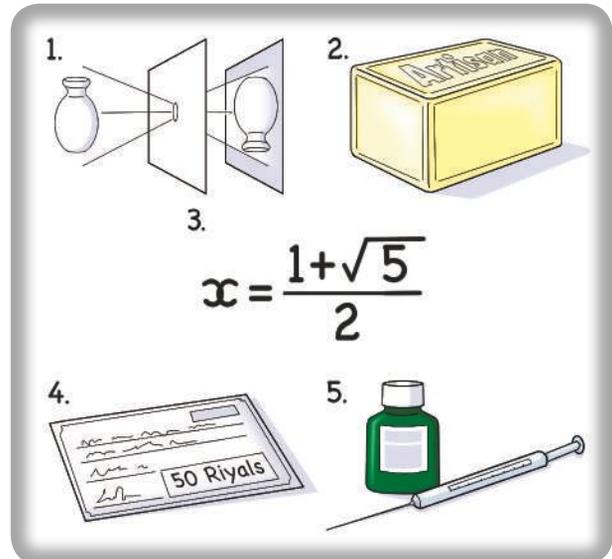
An early camera was <sup>1</sup> invented by Ibn Al-Haytham in the <sup>A</sup> \_\_\_\_\_ century.

The manufacture of soap was <sup>2</sup> \_\_\_\_\_ in an Arabic book in the <sup>B</sup> \_\_\_\_\_ century.

Mathematics was improved and <sup>3</sup> \_\_\_\_\_ in the <sup>C</sup> \_\_\_\_\_ century by two Muslims.

Cheques were <sup>4</sup> \_\_\_\_\_ by Arab businessmen in China in the <sup>D</sup> \_\_\_\_\_ century.

Vaccinations were <sup>5</sup> \_\_\_\_\_ and used in Turkey in the <sup>E</sup> \_\_\_\_\_ century.



**C** **LISTENING** Check your answers. Track 36

**D** **LISTENING** Complete the missing dates (A–E) in the sentences. Track 36

**E LANGUAGE HELP** Read and remember.

- 1 Verbs like *was invented* are in the past simple passive.
- 2 We make the past simple passive with *was/were* and the past participle.
- 3 The past simple passive is used for actions and facts which happened in the past:  
*Cheques were used in the ninth century.*

**F SPEAKING** Work in pairs. Ask and answer. Say full sentences. 

## Saudi Stars: Inventions

**China**    **soap**    **1724**    **North Africa**    **Ibn Al-Haytham**    **algebra**






- ① Who was the science of optics established by?
- ② What wasn't known in Europe in the 13th century?
- ③ Where was soap manufactured in the 12th century?
- ④ What mathematical word was taken from Arabic?
- ⑤ Where were cheques used by Arab businessmen?
- ⑥ When was the idea of vaccinations brought to London?

**G READING AND SPEAKING** Read, classify and discuss. 

- a) Which skills and abilities have most in common with each subject? Write A for art subjects, B for sports or C for science subjects.

### Skills and abilities

can move quickly	<input type="checkbox"/>	can classify things well	<input type="checkbox"/>	is good with numbers	<input type="checkbox"/>
asks how things work	<input type="checkbox"/>	is strong and healthy	<input type="checkbox"/>	has good imagination	<input type="checkbox"/>
thinks clearly and carefully	<input type="checkbox"/>	can draw very well	<input type="checkbox"/>	is good with words	<input type="checkbox"/>
has good reaction times	<input type="checkbox"/>	can understand feelings	<input type="checkbox"/>	enjoys training and exercise	<input type="checkbox"/>

- b) Compare answers. Do you agree? If not, try to agree.  
 c) What skills and abilities should these people have in common?  
 Discuss your ideas with the class.

**teachers    nurses    reporters**



see Workbook pp138–139

Unit 8 • Lesson 1

**67**



## LESSON 2 *A present for Jeff*

**A READING** Work in pairs. Correct these sentences.

- 1 There is an article in *Marhaba* today.
- 2 Eddie and Sam want to buy a mobile phone.
- 3 Eddie is going to study sports photography.
- 4 Sam is younger than Eddie and Jeff.



Two English brothers, Eddie and Sam, sent us a puzzle about a camera lens like those in the picture.

They want to buy one for their younger brother Jeff, who is going to study sports photography.

What's the correct order of the e-mails about the lens?

**B READING** Number the e-mails in the correct order.

**A**  Sorry Sam, I've just noticed my mistake. You told me to buy a Zoom 55S and asked me not to buy a Zoom 45T. I don't

**B**  Hi Sam, I couldn't find the camera shop. You told me to turn right at the bus station but I forgot and went left

**C**  You know you told me to change the lens. Well, on my way to the camera shop, I dropped the lens. I'm very sorry. It broke.

**D**  Sam, you asked me not to get a second-hand lens on eBay and told me to buy a new one in a camera shop instead. Well, do you know the name of a good shop?

**E**  You asked me to take a taxi this time. I found the shop easily and bought the lens, a Zoom 45T.

**F**  Hi Sam, You asked me to get the lens for Jeff because you're very busy at work. I'll look on eBay in the

**C READING** Find the sentences with *told me ...* or *asked me ...*

**D** LANGUAGE HELP Read and remember.

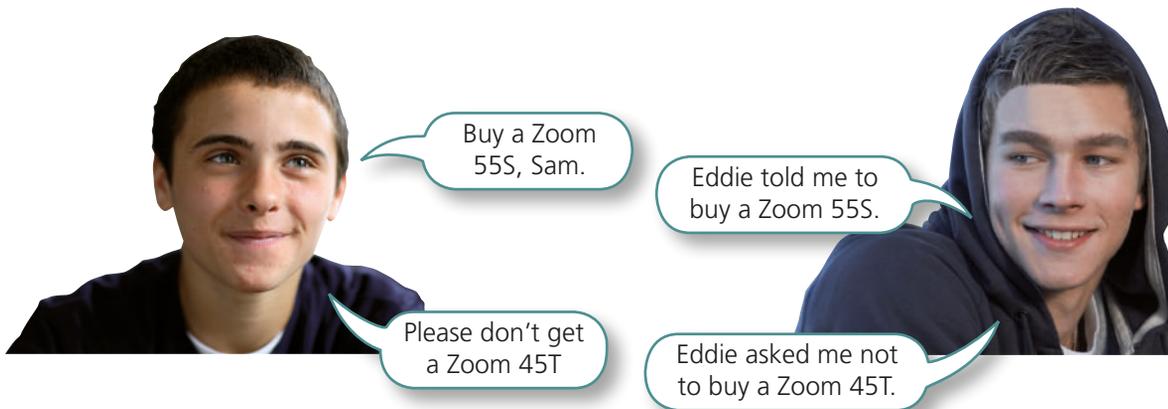
- 1 We use *ask* and *tell* with a second verb to report requests or instructions.
- 2 Look at these examples.

Subject	Verb	Person	Action
The teacher	asked	you	to be quiet.
My friend	told	the class	to open the door.
I	asked	Nadia	to speak in English.

**E** SPEAKING Work in pairs. 

Take these parts. One student is Eddie. One student is Sam.

- |  |  |
|--|--|
| 1 Buy a Zoom 55S. Please don't get a Zoom 45T. | 2 Turn right at the bus station.               |
| 3 Change the lens.                             | 4 Don't get a second-hand lens. Buy a new one. |
| 5 Please take a taxi.                          | 6 Please get the lens for Jeff.                |



**F** WRITING Write three short messages in your notebook.

Who is the message to, a friend or your family?

- Start the message.
- What did the person ask you to do?  
Examples: Help me with my homework.  
Tidy your room, please.  
Come shopping with me.
- Apologise for not doing the instruction.
- Give a reason.
- Sign your name.



## LESSON 3 *Plants*

Lesson Link



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This week's newsletter is about a student in England.



**A** **READING** Work in pairs. What is each paragraph (A–C) about?

### Saudi Stars: *A Saudi student abroad*

- A** Souad Suleiman is in England with a member of her family. She is a PhD student at Queen's University College in Oxford.
- B** Souad has been doing a biology doctorate in plant irrigation for 18 months. However, she studied English for six months before starting her PhD so she's been living in England for two years since she finished her Master's degree in Saudi Arabia.
- C** Souad is enjoying her study and her work but she hasn't been enjoying the wet and windy weather since March. She has also been missing her sisters since she left Riyadh.

**B** **READING** Complete the information in the table.

Souad	
since March	1 <u>has not been enjoying the weather</u>
for 18 months	2 _____
since she left	3 <u>Riyadh</u>
for two years	4 _____

**C** **SPEAKING** Work in pairs. Talk about Souad.

**Souad has been living in England for ...**

**D** **LANGUAGE HELP** Read and remember.

1 We use *since* and *for* in different ways:

*for* + length of time

I have been living in Dhahran ...

*for a long time, for a month, for two years.*

*since* + the exact time

I have been studying Chinese ...

*since April, since 2013, since last week.*

**E LISTENING** Listen and write the number of the correct sentence on each picture. Track 37

1 Is it OK to leave these boxes on your desk?

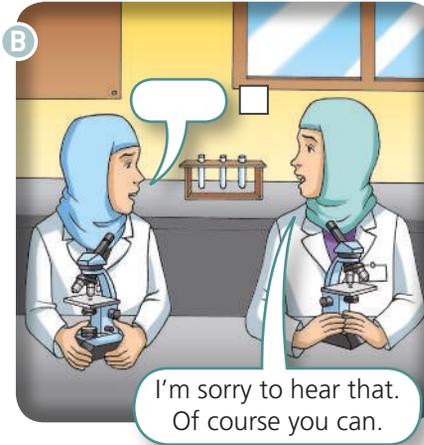
2 Can I turn on the water to irrigate the plants?

3 Do you mind if I eat my lunch here?

4 Is it OK to open the door? It's hot.

5 Could I go home? I have a headache.

6 Do you mind if I use your computer to write a report?



**F SPEAKING** Work in pairs. Act out the conversation for each picture.

**G WRITING** Write a short letter in your notebook.

Are you writing to a friend or a family member?

- Start the letter.
- Say what you have been doing at school and at home for the last week.
- Finish the letter.
- Sign the letter.

Hi ... Dear ...  
 Recently, I have been ...  
 Since we met, I have been ...  
 For two days, I have been ...  
 Best wishes, See you soon,





**STUDY TIP**

When you write what someone says, put speech marks around the words.



**A VOCABULARY Match and number.**

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**Learning words**

- 1 cheque
- 2 degree
- 3 irrigate
- 4 lens
- 5 mathematics
- 6 puzzle
- 7 soap
- 8 soil

**A** 

**B** 

**C** 

**D** 

**E** 

**F** 

**G** 

**H** 

**B WRITING Write sentences to say what everyone has been doing.**

- |                                      |  |
|--------------------------------------|--|
| 1 We/travel/ten days                 | 2 Tariq/drive/last summer                              |
| 3 I/write/this e-mail/20 minutes     | 4 Nadia/shop/eBay/two years                            |
| 5 He/run/in competitions/2009        | 6 People/manufacture/soap/the 12 <sup>th</sup> century |
| 7 Salim and Hassan/swim/half an hour | 8 doctors/give/vaccinations/1724                       |

**C READING Read this letter from Jamal Ibrahim to Faisal Abdullah. Tick the correct answers.**

- |                          |           |                          |                |                          |
|--------------------------|-----------|--------------------------|----------------|--------------------------|
| 1 This letter is to:     | a friend  | <input type="checkbox"/> | a company      | <input type="checkbox"/> |
| 2 This letter should be: | formal    | <input type="checkbox"/> | informal       | <input type="checkbox"/> |
| 3 Paragraph 1 is about:  | a problem | <input type="checkbox"/> | Jamal's father | <input type="checkbox"/> |
| 4 Paragraph 2 is about:  | an order  | <input type="checkbox"/> | a solution     | <input type="checkbox"/> |

**D WRITING Find and correct three mistakes.**

- Move one sentence to the correct paragraph.
- Think about the *purpose* of the letter. Remove one piece of unnecessary information.
- Think about who the letter is to. Change it to make it more suitable.

Dear Faisal,

Last month, I bought a new zoom lens from your eBay shop. It was paid for by cheque, and the money was taken from my bank on 29<sup>th</sup> April. However, the lens hasn't arrived. I have now been waiting for more than three weeks. My dad's cross because he told me not to buy it from you.

Please send the lens immediately or return the money. The order number is: AX770M5FTD7.

Jamal

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**Grammar Study**

**Reporting requests and instructions**

**Remember:**

- We use *ask* and *tell* with a second verb to report *positive* requests or instructions.
- We use *ask* and *tell + not* and a second verb to report *negative* requests or instructions.
- We don't use speech marks ( ' ' ) when we are reporting.

Bring it tomorrow. Please don't forget.

What did she say?

She told me to bring it tomorrow. She asked me not to forget.

**E SPEAKING** Work in pairs. Make sentences. 

- 'Don't play football on the grass.' (Mrs Ameera/us)
- 'Please don't make a lot of noise.' (Mum/my brothers)
- 'Buy some sweets, please.' (My little sister/me)
- 'Study hard for the exam.' (Our teacher/us)
- 'Don't set out until 7 o'clock.' (Ali/Farouk)

**Mrs Ameera told us not to play football on the grass.**

**F WRITING** Write the sentences from Exercise E in your notebook.

1 Mrs Ameera told us not to play football on the grass.

**G WRITING** Write a letter to a friend in your notebook.

- Write two paragraphs or more.
- Use different paragraphs for different information.
- Think about how to start your letter. (Formal or informal?)
- Apologise for not doing what your friend has asked you to do. (Say what it was.)
- Explain it's because of your computer. (Use the letter in Exercise C). Only use the important information your friend will want to know.
- Tell your friend what else you've been doing recently.
- Think about how to finish your letter.
- Sign your name.





## LESSON 1 *Two successful modern companies*

**A** **READING** Write the letter of the paragraph containing the information below.

- |  |                          |                                      |                          |
|--|--------------------------|--------------------------------------|--------------------------|
| 1 what kind of company it is             | <input type="checkbox"/> | 2 programmes to different places     | <input type="checkbox"/> |
| 3 how it works                           | <input type="checkbox"/> | 4 what it is and when it started     | <input type="checkbox"/> |
| 5 popular with many users                | <input type="checkbox"/> | 6 different people and programmes    | <input type="checkbox"/> |
| 7 company's beginning and first location | <input type="checkbox"/> | 8 where it is based and what it does | <input type="checkbox"/> |

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### Al Arabiya and eBay

Have you heard of Al Arabiya and eBay?



Read information about them.

#### Al Arabiya

**A** Al Arabiya is an Arab-world TV news channel. The channel was established in 2002. The first programmes were shown in 2003.

**B** Al Arabiya News Channel provides 24-hour news. The channel is located in Riyadh in Saudi Arabia. All programmes are broadcast in Arabic.

**C** Al Arabiya is one of the most important Arabic-language news organisations in the world. It can reach 130 million Arabic speakers. Its programmes are also transmitted by satellite to Europe, Asia and North Africa.

**D** Al Arabiya's journalists and reporters are based around the world. News broadcasts, talk shows, educational programmes and sports are produced by the channel.

---

#### eBay

**E** eBay is an internet company. It was established in 1995 by Pierre Omidyar. eBay was first based in San Jose in the USA. Now it has similar businesses in 30 other countries.

**F** eBay is a market where people can buy and sell things. However, there is no physical market. Buying and selling takes place online on the company's website.

**G** Items are advertised on the website by sellers. Buyers choose goods and the buyer who offers most money is sold the item by the seller. eBay gets its money from fees paid by sellers on its website.

**H** eBay is a successful business and website. Millions of people in different countries use it to buy and sell new and second-hand goods.

**B READING** Write words from the passage with these meanings.

- |                            |                  |                       |       |
|----------------------------|------------------|-----------------------|-------|
| 1 start for the first time | <u>establish</u> | 2 speaks Arabic       | _____ |
| 3 broadcast                | _____            | 4 make                | _____ |
| 5 locate in                | _____            | 6 like or the same as | _____ |
| 7 someone who sells        | _____            | 8 money for a service | _____ |

**C PRONUNCIATION** Repeat paragraphs C and D.  Track 38

**D LANGUAGE HELP** Read and remember.

Present simple passive	Past simple passive
For regular verbs:	For regular verbs:
<i>is/am/are + verb + -ed, e.g. is located</i>	<i>was/were + verb + -ed, e.g. was transmitted</i>
Use for actions which happen as a routine or continue a number of times in the present	Use for actions which are completed and finished in the past
Use with: <i>often, generally, sometimes, never</i>	Use with: <i>yesterday, last month, in 2010, two days ago</i>

**E GRAMMAR** Write these sentences in your notebook. Use the correct passive tense.

- Al Arabiya/establish/2002
- Programmes/transmit/different places
- Different programmes/produce/Al Arabiya
- eBay/establish/1995
- At first/company/base/in San Jose
- a fee/pay/by sellers/when an item/sell

1 Al Arabiya was established in 2002.

**F LISTENING** Is each sentence positive 😊, surprised 😲 or negative 😞?  Track 39 

- |               |               |               |
|---------------|---------------|---------------|
| 1 A 😊 B 😲 C 😊 | 2 A 😊 B 😲 C 😊 | 3 A 😊 B 😲 C 😊 |
| 4 A 😊 B 😲 C 😊 | 5 A 😊 B 😲 C 😊 | 6 A 😊 B 😲 C 😊 |

**G PRONUNCIATION** Listen and repeat.  Track 39

**H WRITING** Write about the King Fahad Causeway in your notebook.

Bahrain/connect/Saudi Arabia/by King Fahad Causeway  
 The causeway/start/1982 and/finish/1986. It/open/traffic/autumn 1986  
 During the week/about 45,000 cars/drive/across the causeway  
 At the weekends/it/use/about 60,000 cars  
 Every year causeway/cross/10 million people



 see Workbook pp144–145

# Unit 9 Choices and conclusions

## LESSON 2 *That can't be your bag.*

Lesson Link



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We have a cartoon quiz in today's newsletter.



**A** **READING** Work in pairs. Number each group of cartoons 1–3 in the correct order.

### Saudi Stars: Cartoon quiz

<p><b>A</b> Leila's going to meet us at the clothes shop.</p>	<p><b>B</b> Salma, that might be Leila there.</p>	<p><b>C</b> That can't be Leila, Reem.</p>
<p><b>D</b> There's another possibility.</p>	<p><b>E</b> There's no battery in the remote so the TV may be OK.</p>	<p><b>F</b> The TV must be broken.</p>
<p><b>G</b> That case is red. It may be mine.</p>	<p><b>H</b> Look at the name on the label.</p>	<p><b>I</b> It can't be yours, Jake.</p>

**B** **LISTENING** Check your answers. Track 40

**C** **READING AND SPEAKING** Work in pairs. Complete the sentences.

The woman <sup>1</sup> is waiting for Salma and Reem at a bakery so she <sup>2</sup> \_\_\_\_\_ be Leila.  
 The TV <sup>3</sup> \_\_\_\_\_ be OK or it <sup>4</sup> \_\_\_\_\_ be broken. But it <sup>5</sup> \_\_\_\_\_ probably OK.  
 The case <sup>6</sup> \_\_\_\_\_ red but it <sup>7</sup> \_\_\_\_\_ be Jake's because the name on it <sup>8</sup> \_\_\_\_\_ his.

**D LISTENING** Choose A or B to complete the conversation.  Track 41

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 A That must be them.         | B That can't be them.          |
| 2 A That must be yours.        | B That can't be yours.         |
| 3 A That may be Steve's house. | B That can't be Steve's house. |
| 4 A She might be out.          | B She may be asleep.           |

**E LANGUAGE HELP** Read and remember.

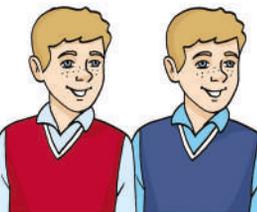
Possibility	Possibility	Certainty	Certainty
<i>That may be Leila there.</i>	<i>That might be Leila there.</i>	<i>That must be Leila there.</i>	<i>That can't be Leila there.</i>
I can see someone. I think it's Leila.	I can see someone. I think it's Leila.	I can see someone. I'm sure it's Leila.	I can see someone. I'm sure it isn't Leila.

**F SPEAKING** Work in pairs. Make dialogues about the items below. 



	Fahad	
	likes	dislikes
	sports	fast food
	toy cars	flying

	Amani	
	likes	dislikes
	reading	mice
	films	buses

	Jack and Josh	
	likes	dislikes
	animals	running
	sweets	maths

Whose model is that?

It's probably Fahad's.

Why do you think it's his?

It must be his. He likes toy cars.



# Unit 9 Choices and conclusions

Lesson Link



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## LESSON 3 *Opinions and reasons*

### A **READING** Read the article. Are the sentences about the article true (T) or false (F)?

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 This article was written in April.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The new hospital is in the Old Port district.           | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Al-Najm is going to close next year.                    | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Hassan Omar is a reporter with the <i>Coast times</i> . | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Al-Najm is in an old building at the moment.            | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The Old Port area has a lot of traffic.                 | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 The new hospital will have better equipment.            | T <input type="checkbox"/> | F <input type="checkbox"/> |

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### Plans for a new hospital

We have an article about a new hospital.

Local residents give their opinions.

### Coast times Wednesday 13 April

City health authorities have announced a plan for a new hospital. Because of this, the Al-Najm Children's Hospital in the Old Port district will close in two years' time. All services including Accident & Emergency and the Children's Clinic will transfer to a new hospital in the Al-Rayyan district. We spoke to the director of the health authority, Mr Hassan Omar.

---

**Reporter:** Director, Al-Najm is a popular hospital. Why is it going to close?

**Director:** It was built more than 30 years ago. We want to rebuild it as a new hospital.

**Reporter:** Why are you moving Al-Najm?

**Director:** The Old Port district is very crowded. The roads are small and traffic is difficult. We want to relocate the hospital to Al-Rayyan which will be easier to get to. We will also have the chance to redesign the hospital and make it bigger. Moreover, we'll re-equip the new hospital with new medical equipment and we'll retrain staff to use it.

### B **READING AND SPEAKING** Work in pairs. Correct the false sentences in Exercise A.

### C **VOCABULARY** Work in pairs. What do these words mean?

- 1 rebuild    2 re-equip    3 relocate    4 redesign    5 retrain

**D** LANGUAGE HELP Read and remember.

Agreement	Disagreement
Agree and add similar information. Use <i>and, moreover, furthermore.</i>	Disagree and give opposite information. Use <i>but, however, on the other hand.</i>
A: The new hospital will be bigger.	A: The new hospital will be bigger.
B: I agree. Moreover, we'll get better ...	B: Yes, that's true. However, it will take ...

**E** SPEAKING Work in pairs. Agree about the new hospital. Then disagree politely. 

Advantages

- The new hospital will be bigger.
- The new hospital will have better equipment.
- It's difficult to park near the present hospital.
- The present hospital is in an old building.
- The present hospital doesn't have enough places for patients.
- The doctors and nurses at the new hospital will get more training.

The new hospital will be bigger.

That's true. Moreover, the new hospital will have better equipment.

Disadvantages

- The new hospital is a long way away.
- A new hospital is expensive and we have a hospital already.
- We don't need a car. We can walk to the hospital here.
- Accident & Emergency services are very close to us.
- Children love the present hospital. Why change?
- The doctors at the present hospital are very kind and the equipment is OK.

The new hospital will be bigger.

That's true. On the other hand, it is a long way away.

**F** SPEAKING AND WRITING Work in groups of four. 

1 Read this in your group:

*There is a plan to close your school and move the students to a new building with better facilities but further from your home.*

2 Discuss the plan in your group. Agree or disagree politely with members in your group about the plan. Give reasons for your opinions for or against the plan.

3 Write about the plan in your notebook.

- Give your opinion: Are you for or against the plan?
- Say why you are for or against the plan. Give four reasons.

In my opinion the plan to move to a new building is ...  
There are a number of reasons why I am for/against the plan. Firstly,





**STUDY TIP**

Knowing common word endings can help you understand words.



Changing endings can help you to make new words.

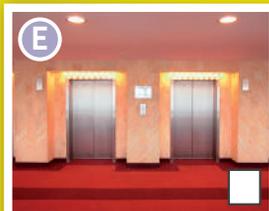
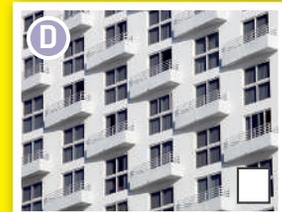
**A WRITING** Write **A** (adjective), **N** (noun) or **V** (verb).

- |                |              |                |       |
|----------------|--------------|----------------|-------|
| 1 sticky       | <u>  A  </u> | 2 activity     | _____ |
| 3 apologise    | _____        | 4 appearance   | _____ |
| 5 comfortable  | _____        | 6 congratulate | _____ |
| 7 faithful     | _____        | 8 fitness      | _____ |
| 9 photographic | _____        | 10 pilgrimage  | _____ |
| 11 population  | _____        | 12 religious   | _____ |
| 13 specialist  | _____        | 14 traditional | _____ |

**B VOCABULARY** Match and number.

- 1 announce    2 apartment    3 causeway    4 fee    5 goods    6 label    7 lift    8 journalist

**Saudi Stars: Learning words**



**C LISTENING** Complete the sentences with *can't*, *must*, *might*, *might not*, *may* or *may not*. Track 42

- |  |   |
|--|---|
| 1 The programme _____ be on a different channel. | 2 The camera _____ belong to the journalists. |
| 3 The keys _____ be Yahya's.                     | 4 The shoes _____ be Huda's.                  |
| 5 The shopping _____ be Mum's.                   | 6 The books _____ be Hani's.                  |

# Saudi Stars: Grammar Study

Pronouns and possessive adjectives are used in different ways.

Object pronouns	Possessive pronouns	Possessive adjectives
me	mine	my
you	yours	your
him	his	his
her	hers	her
it		its
us	ours	our
them	theirs	their

Object pronouns and possessive pronouns are used *in place of* the noun.

**Possessive adjectives are used together with the noun.**

Look at these examples:

Give <i>Sarah</i> that bag.	Give <i>her</i> that bag.
That bag is <i>Sarah's</i> .	That bag is <i>hers</i> .
That is <i>Sarah's</i> bag.	That is <i>her</i> bag.

## D GRAMMAR Write these sentences in your notebook with the correct word.

- 1 They are my friends. I really like \_\_\_\_\_. them/theirs/their
- 2 Are these \_\_\_\_\_ books? you/yours/your
- 3 \_\_\_\_\_ students are very hardworking. us/ours/our
- 4 Which apartment is \_\_\_\_\_? her/hers/her
- 5 I'm looking for Hamza, but I can't see \_\_\_\_\_ anywhere. him/his/his
- 6 If you need another ticket, you can have \_\_\_\_\_. me/mine/my
- 7 I like the facilities in the new hospital, but \_\_\_\_\_ location is not good. it/its

## E SPEAKING Discuss the advantages and disadvantages of shopping on eBay. Use *furthermore, moreover, and, but, however, on the other hand*. Agree or disagree but be polite. 🧑🧑

Advantages	Disadvantages
shop from home	can't see what you are buying
can get your money back if you are not happy	have to wait for the item to arrive
second-hand – cheaper than new	there may be problems: – may not be in good condition – may be late or never arrive

## F WRITING Write a short paragraph in your notebook saying what you think about shopping on internet sites like eBay. Give reasons for your opinion.



# Unit 10 A happy ending

Lesson Link



www.iien.edu.sa

This week's newsletter is an amazing true story.



It's about an Indian boy who lost his mother for 25 years.

## LESSON 1 An Asian story

**A** **READING** Write the letter of the correct paragraph in the boxes next to these headings.

- |                                      |                                     |                                    |                          |
|--------------------------------------|-------------------------------------|------------------------------------|--------------------------|
| 1 A long way from home               | <input checked="" type="checkbox"/> | 2 A new way to look                | <input type="checkbox"/> |
| 3 A new home in a new place          | <input type="checkbox"/>            | 4 No one there any more            | <input type="checkbox"/> |
| 5 Wanting to know where he came from | <input type="checkbox"/>            | 6 A happy meeting after many years | <input type="checkbox"/> |
| 7 Couldn't find his brother          | <input type="checkbox"/>            | 8 Asking people for money          | <input type="checkbox"/> |

## Saudi Stars: Saroo Brierly



- A** Saroo Brierly is an Indian man who was brought up in Australia. He was born in India in 1981. When he was five years old, he got lost after he had fallen sleep when he was working with his older brother at a train station one night in 1986.
- B** When Saroo woke up his brother was not there. Saroo thought his brother had got onto the train so Saroo jumped on the train too. However, Saroo's brother was not there and Saroo fell asleep again. When Saroo woke, he had arrived in Kolkata, India's third biggest city, 14 hours from his home.
- C** Saroo was a little boy alone in a big city. He didn't know where he was from or anyone to help him. To keep himself alive Saroo became a beggar, one of the many beggars on the streets of the city. After he had been in Kolkata for some time Saroo was taken to live in an orphanage.
- D** In 1987 Saroo was adopted by an Australian couple. They took him to live with them in Australia. Saroo liked his new parents and home and did well at school.
- E** However, after Saroo had grown up, he wanted to find his original family in India. This was difficult because he could not remember the name of the town where he had lived.
- F** Saroo thought of a plan. He drew a circle on a map of India with its centre in Kolkata. In 2010 he began to search the towns in this area using satellite photos. In 2011, he found a photo in the town of Khandwa of a place where he had played as a boy.
- G** In 2012, Saroo flew to Khandwa and found his old home. However, the door of the house was closed and no-one lived there now. His family had left.
- H** Suddenly a neighbour arrived and said: "Wait here. I will be back." After the man had returned, Saroo was taken to a house in the next street. There, he met his mother who he had not seen for nearly 20 years.

**B** **READING** Find and underline nine other verbs like *had fallen*.

**C PRONUNCIATION** Repeat paragraphs F and G.  Track 43

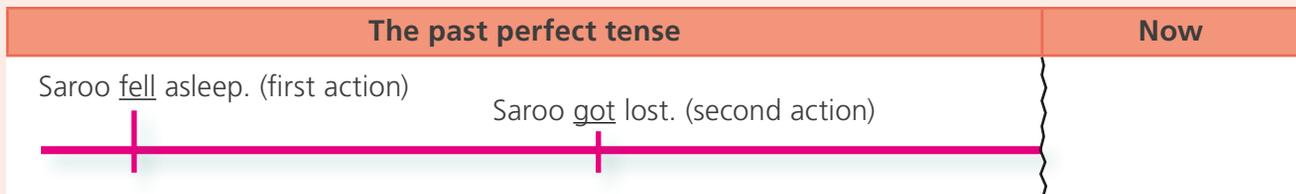
**D SPEAKING** Work in pairs. Ask and answer. 

How do you think Saroo felt:

- |   |                                   |
|---|-----------------------------------|
| 1 when he didn't see his brother on the platform? | 2 when he arrived in Kolkata?     |
| 3 about his life as a beggar?                     | 4 after he went to Australia?     |
| 5 about his family in India?                      | 6 about meeting his mother again? |

**E LANGUAGE HELP** Read and remember.

- Verbs like *had fallen* are in the past perfect tense.
- We make the past perfect with *had* + the past participle of the verb.
- We use the past perfect to show that one action in the past happened before another action in the past.



*After Saroo had fallen asleep, he got lost.*

**F SPEAKING** Work in pairs. Ask and answer questions about the table. 

Date	What happened to Saroo	Why
1986	fall asleep on a station	work for a long time
1986	go to Kolkata	jump on a train by mistake
1987	a couple take Saroo to Australia	become a beggar
2010	search for his original family	grow up
2011	remember where he was born	find a picture of the town
2012	meet his original mother again	return to Khandwa

**When did Saroo fall asleep on a station?**

**He fell asleep in 1986.**

**Why did he fall asleep?**

**He fell asleep after he had worked for a long time.**

**G WRITING** Write a short story in your notebook.

- Write 80 to 100 words in your story.
- Write a story: 'Happy ending'. Your story should end happily.

*One day a few years ago,  
I was ...*



# Unit 10 A happy ending

Lesson Link



www.iem.edu.sa

## LESSON 2 *When this device was invented*

### A **READING** Work in pairs.

- 1 Choose the most important invention.
- 2 Say what it is used for and why it is important.

### B **READING** Write the letter of the paragraph on the correct picture from Exercise A.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME
TOPICS
STORIES
INSPIRATION
READERS
NEWS

Soccer • Explorers • Puzzles • Future • Inventions

### Useful inventions



Today we have information about some useful inventions.

1  
  
 plough

2  
  
 printing press

3  
  
 aspirin

4  
  
 light bulb

5  
  
 scales

6  
  
 compass

**A** When this device was invented by Thomas Edison in the 19th century, it came with a warning: 'Do not try to light with a match. Electricity will not damage your health.'

**B** Thousands of years ago, farmers in the Middle East used a wooden device to prepare fields for planting. A stronger device was needed in Europe where the soil was heavier.

**C** About 2,500 years ago Hippocrates, the Greek doctor, used this medicine with patients who had high temperatures. A hundred years ago, Felix Hoffman manufactured it in its modern form.

**D** A thousand years ago, sailors discovered a special rock which pointed to the North Pole. From this discovery a device developed which helped sailors to find their way across the sea.

**E** The invention of these objects was an important step in the development of modern society. They were first made 5,000 years ago in Egypt to weigh gold.

**F** The Chinese first used a kind of printing 2,500 years ago. In the 15th century, Johannes Gutenberg was the first person who built a machine which could print many copies of a book.

**C SPEAKING** Work in pairs. Complete these sentences with information from the texts. 👤👤

- |   |   |
|---|---|
| 1 Thomas Edison was the scientist               | 2 In the 19th century the light bulb was a device |
| 3 A stronger, metal device was needed in Europe | 4 Aspirin was used with patients                  |
| 5 It was Felix Hoffman                          | 6 Sailors discovered a special rock               |
| 7 Egypt was the first country                   | 8 It was the Chinese                              |

**Thomas Edison was the scientist who invented the light bulb.**

**D LANGUAGE HELP** Read and remember.

- Relative clauses like those in Exercise C add information to sentences.
- We can make relative clauses beginning with *who*, *where* and *which*.

**E LISTENING** You are at the shopping mall. Write the number in the correct box. 🎧 Track 44

- stadium
- university
- train station
- bakery

'Satnavs', or satellite navigation, are devices which help us to find places.



**F SPEAKING** Work in pairs. Report the directions.

**First he told me to go out of the shopping mall and turn left. Next he told me ...**

**G WRITING AND SPEAKING** Work in groups.



- Write nine definitions in your notebook (three with *who*, three with *which*, three with *where*).
- Read the definition. The group members guess the word.

**This is a device which is used for finding your way.**

**Is it a map?**

**No.**

**Is it a compass?**

**Yes!**



# Unit 10 A happy ending

## LESSON 3 *I'd study maths.*

Lesson Link



www.iem.edu.sa

These sentences look similar but they are used in different ways.



**A** **READING** Match the sentences below with the headings. Write the letter of each sentence in the correct box.

- 1 an advertisement  E      2 a wish       3 a promise   
4 a factual statement       5 advice       6 a warning

### Saudi Stars: Language quiz

- A** You like maths and science but I'd study maths at university if I were you.
- B** I won't call you unless I can't find Uncle's house and I am lost. OK, Mum?
- C** If a fire is detected, an alarm will sound. Keep calm and leave the building immediately.
- D** I'd visit more famous places if I had a longer holiday here.
- E** If customers go to our stores right now, they'll get a 25 percent discount in our sale.
- F** If you heat the water, it will evaporate in about five minutes.

**B** **SPEAKING** Work in pairs. Ask and answer. Say full sentences.

- 1 If you had to study maths or geography at university, which would you choose?
- 2 Would you call your mother if you had a problem as an adult?
- 3 What would you do if you were in a building when a fire alarm sounded?
- 4 Would you visit a lot of famous sites if you went to a new place?
- 5 Would you shop at a store if you were offered a 25 percent discount?
- 6 How would you evaporate water if you used electricity or gas?

**C** **SPEAKING** Work in pairs. Give reasons for your answers.

If I had to choose maths or science at university, I'd study science.

Why would you choose science?

Because I am not very good at maths.

**D PRONUNCIATION** Listen and circle what you hear, A or B.  Track 45

- |  |  |
|--|--|
| 1 A I'd take it back to the shop           | B I'll take it back to the shop          |
| 2 A If I had some money with me,           | B If I have some money with me,          |
| 3 A The liquid won't evaporate             | B The liquid wouldn't evaporate          |
| 4 A I'd help you if it was difficult.      | B I'll help you if it's difficult.       |
| 5 A If he came with us on the trip         | B If he comes with us on the trip        |
| 6 A I wouldn't call unless I arrived late. | B I won't call you unless I arrive late. |

**E PRONUNCIATION** Repeat the sentences.  Track 46**F LANGUAGE HELP** Read and remember.

- 1 Use *unless* with first conditionals: *Unless it rains, we'll eat outside.*
- 2 Use the first conditional to talk about something which you think will happen.
- 3 Use the second conditional to talk about something which is not very probable.

**G GRAMMAR** Write first and second conditionals in your notebook.

- 1 Ali/feel/better/come/with us
- 2 you/work hard/pass/your test
- 3 our team/win/we/be/very surprised
- 4 Nadia/have/problem/we/help/her
- 5 you/want/buy/mobile/I/give/you/money

*If Ali feels better, he'll come with us.  
If Ali felt better, he'd come with us.*

**H GRAMMAR** Rewrite the sentences in your notebook. Use *unless*.

- 1 We'll sit outside if it isn't too hot.
- 2 Leena will come at six if she isn't busy.
- 3 I'll have water if you don't have juice.
- 4 I'll walk if there isn't a bus.
- 5 Mum will be cross if you don't tidy up.

*1 We'll sit outside unless it's too hot.*

**I SPEAKING** Work in groups. 

- Look at the conditional sentences in Exercise A on page 82.
- For each conditional sentence, make a short dialogue. Include the conditional in your dialogue.
- Practise your dialogues.
- Perform a dialogue for the class.

**You like maths and science but I'd study maths at university if I were you.**

**Would you, Uncle? Why?**

**Because I think it's more useful.**





Lesson Link



www.iem.edu.sa

**STUDY TIP**

When you revise, use the dictionary to help with vocabulary.



**A VOCABULARY Match and number.**

Marhaba Website  
http://www.kingfaisalschool.org/marhabawebsite

**Marhaba** HOME TOPICS STORIES INSPIRATION

**Learning words**

- 1 alarm
- 2 bulb
- 3 beggar
- 4 compass
- 5 match
- 6 platform
- 7 plough
- 8 scales

**A** 

**B** 

**C** 

**D** 

**E** 

**F** 

**G** 

**H** 

**B SPEAKING Work in groups. Read the questionnaire below. Give your opinions about the best way to revise. Use some of the phrases in the boxes when you speak.**

**Revision quiz**

**Which is better:**

- to revise late at night or go to bed early and revise in the morning?
- to revise a little for a week or do a lot of revision the day before a test?
- to revise with a friend or to revise alone?
- to learn a lot about one thing in the book or a little about a lot of things in the book?
- to learn what a word means but not know how to say it, or learn to say a word but not know its meaning?

I think ...  
It's better to ... because ...  
In my opinion ...

Yes, I agree.  
Moreover ...  
Furthermore ...

That's true.  
On the other hand ...  
However ...

Marhaba Website  
http://www.kingfaisalschool.org/marhabawebsite

**Marhaba** HOME TOPICS STORIES INSPIRATION READERS NEWS  
Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapa Nui

**Grammar Study**

**Tick (✓), cross (X) or write ? if you are not sure.**

**Can you remember how to ...**

1 make the past simple and past participles of regular verbs?	<input type="checkbox"/>
2 use the future with <i>going to</i> and the future with <i>will</i> ?	<input type="checkbox"/>
3 give advice with <i>If I were you</i> and <i>You'd better</i> ?	<input type="checkbox"/>
4 say what you have been doing using the present perfect progressive tense?	<input type="checkbox"/>
5 use the present passive of regular and irregular verbs?	<input type="checkbox"/>
6 say sentences in the second conditional?	<input type="checkbox"/>
7 ask subject and object questions and know what the difference is?	<input type="checkbox"/>
8 use <i>for</i> and <i>since</i> with time phrases correctly?	<input type="checkbox"/>
9 use <i>may be</i> , <i>might be</i> and <i>can't be</i> for possibility and certainty?	<input type="checkbox"/>
10 use relative clauses with <i>who</i> , <i>where</i> and <i>which</i> ?	<input type="checkbox"/>

**C LISTENING** Choose the correct phrase, A or B, to complete each conversation.  Track 47

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 A Yes, OK. Bye then.               | B Yes, a good trip.               |
| 2 A Can you say that again?          | B Do you know the time?           |
| 3 A It's there, thank you.           | B A lot better, thank you.        |
| 4 A this is my friend, David.        | B Pleased to meet you, Alan.      |
| 5 A The prices there are very cheap. | B the prices there are very high. |
| 6 A I'd work very hard.              | B I'd take an aspirin.            |

**D GRAMMAR** Copy and complete these sentences in your notebook.

- If I were you, I'd go to see the doctor immediately. (be)
- Hassan \_\_\_\_\_ for a bus since two o'clock. (wait)
- The telephone \_\_\_\_\_ by Alexander Graham Bell. (invent)
- Who \_\_\_\_\_ the phone before me? (use)
- If Samir worked harder, he \_\_\_\_\_ a good mark in the test. (get)
- The pictures \_\_\_\_\_ every day to satellites above the Earth. (transmit)
- After \_\_\_\_\_ her homework, Nadia watched TV. (finish)
- My mother phoned me and asked me \_\_\_\_\_ some fruit at the market. (buy)



## Section 1 GRAMMAR 1: 10 MARKS

**A Complete the sentences with the correct form of the verb in brackets.**

Omar usually plays tennis on Saturday afternoon. (play)

- 1 After \_\_\_\_\_ for four hours, Lena felt tired and went home. (shop)
- 2 Faisal \_\_\_\_\_ a travel blog since the start of his holiday (write)
- 3 How many people \_\_\_\_\_ to last night's exhibition? (come)
- 4 I won't phone you unless I \_\_\_\_\_ lost. (get)
- 5 Live football matches \_\_\_\_\_ in the stadiums where they are played. (film)
- 6 My friend asked me to \_\_\_\_\_ to her in Arabic. (speak)
- 7 If Ali \_\_\_\_\_ more exercise, he would have more energy. (do)
- 8 The first TV programme \_\_\_\_\_ there in 1932. (transmit)
- 9 Samir \_\_\_\_\_ three different jobs since the beginning of this year. (have)
- 10 Soap \_\_\_\_\_ for the first time in the 12th century. (manufacture)

## Section 2 VOCABULARY: 10 MARKS

**B Tick (✓) the correct word, A, B or C to complete the sentence.**

Ahmed lives in a small ... near the town centre.

- A advertisement  
 B ambition  
 C apartment

- 1 The policeman shouted a .... to the child to cross the road carefully.  
 A wish  
 B warning  
 C website
- 2 The reporters were ... at a hotel near the stadium.  
 A brought up  
 B broadcast  
 C based
- 3 Nelson Mandela made a great ... to the history of his country.  
 A contribution  
 B comment  
 C conclusion
- 4 The student made ... with his Maths this year.  
 A promise  
 B promotion  
 C progress
- 5 They are going to ... the winners at one o'clock.  
 A announce  
 B assess  
 C annoy
- 6 The runner from Jeddah was the fastest and broke his own ...  
 A raise  
 B recovery  
 C record
- 7 Most of the equipment was ... in Germany.  
 A manufactured  
 B migrated  
 C mined



- 8 After the accident Manal needed some medical...  
 A treatment  
 B timekeeper  
 C transmitter
- 9 A turtle often swims across a large ... to lay its eggs.  
 A organisation  
 B object  
 C ocean
- 10 Don't buy a new computer. ... computers are a lot cheaper.  
 A Specialist  
 B Second-hand  
 C Surprising

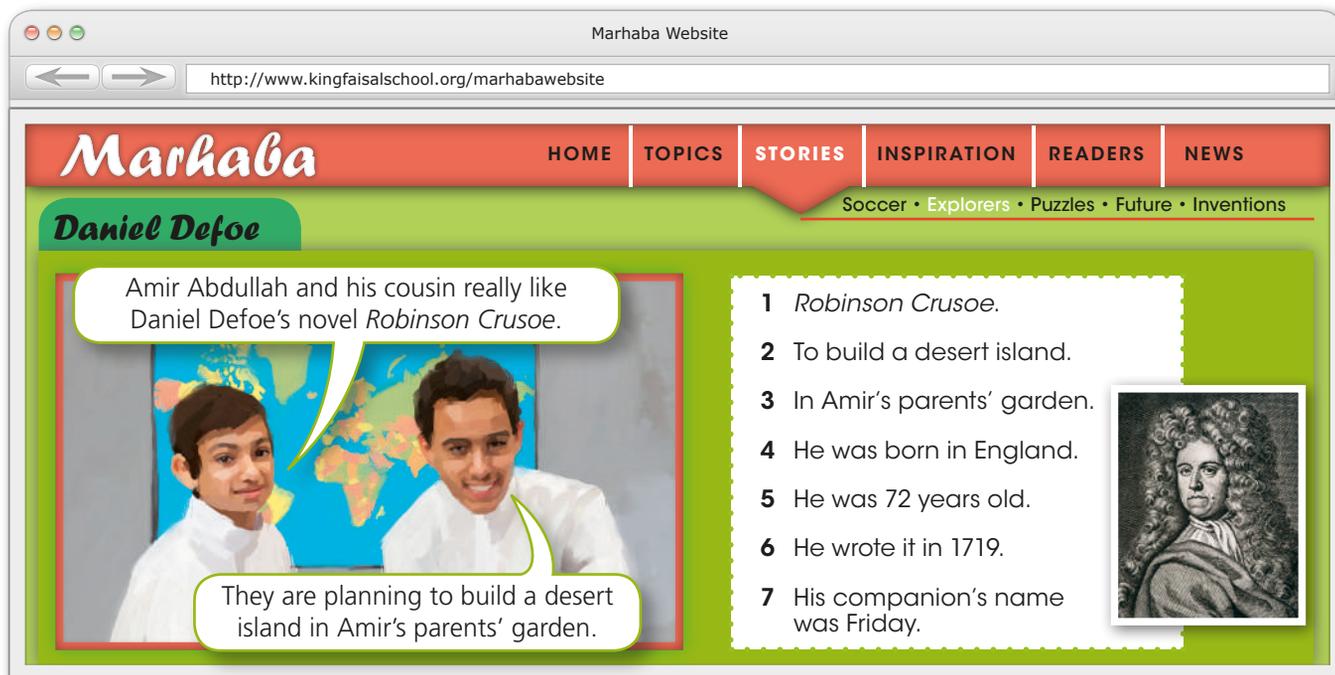
**Section 3** LISTENING: 6 MARKS

**C Listen to the conversation and number the sentences in the correct order.**  Track 48

- A They have been doing housework.
- B They have been baking cakes.
- C They have learned an important lesson.
- D Abdullah and friends have been raising money for a good cause.  1
- E They have been carrying people's shopping for them.
- F They have been washing cars.
- G Cars drivers have been paying the boys for their work.

**Section 4** SPEAKING: 6 MARKS

**D Work in pairs. Make questions for the answers below.**



The screenshot shows a web browser window titled "Marhaba Website" with the URL "http://www.kingfaisalschool.org/marhabawebsite". The website has a red navigation bar with "HOME", "TOPICS", "STORIES", "INSPIRATION", "READERS", and "NEWS". Below the navigation bar, there is a section for "Daniel Defoe" with a sub-menu: "Soccer • Explorers • Puzzles • Future • Inventions".

The main content area features a photo of two boys, Amir and his cousin, with a speech bubble saying: "Amir Abdullah and his cousin really like Daniel Defoe's novel *Robinson Crusoe*." Below the photo is another speech bubble: "They are planning to build a desert island in Amir's parents' garden." To the right of the photo is a list of seven statements:

- 1 *Robinson Crusoe*.
- 2 To build a desert island.
- 3 In Amir's parents' garden.
- 4 He was born in England.
- 5 He was 72 years old.
- 6 He wrote it in 1719.
- 7 His companion's name was Friday.

Next to the list is a small portrait of Daniel Defoe.

**Which story does Amir really like?**

***Robinson Crusoe*.**



**Section 5** READING: 8 MARKS

**E** Read the texts and answer the questions below.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME
TOPICS
STORIES
INSPIRATION
READERS
NEWS

Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapa Nui

**India's Railway Network**

**1** Passengers on India's huge railway network have long complained about the terrible meals that are served on trains. Now there are new services to bring food to their seats. These are part of a major plan by the Indian government to improve the rail network in India. **It** is Asia's oldest and it is very important for India's population of 1.2 billion people because it carries about 23 million passengers in every 24 hours 7 days a week.

**2** The government plan includes connecting free wifi to railway stations. This service covers a hundred stations and will cover 400 stations at the end of five years. Indian Railways has invited food companies like KFC to be part of the new internet-food service, which will mean passengers can order food online or by phone for their train journeys. There is a need for better food. Customers want fast food and international food as well as well as Indian dishes.



**3** Today's train passengers can order different hot dishes by clicking a phone app. For passengers such as Amit Ashnand, who has just ordered a vegetable curry from his phone, says that the new services are great: "This food is a hundred times better than the old railway food," the mathematics teacher told this reporter before his 19-hour train journey to his home town. "I could not eat some food that was served on trains before. It was awful."

**4** The next step for companies and individuals will be to establish more kitchens in major stations to prepare fresh food for people on the trains. This service has already started, for example at Mathura Station, an important railway centre in the north of India. There, a cook, Aman Singh, has just taken two minutes to find his customer, give him his order and take the money for the food, leaving just 60 seconds to get off the train before it leaves.

*Adapted from Arab News*

**Tick (✓) the best answer A, B or C.**

- |  |   |
|--|---|
| <p>1 What kind of text is this?</p> <p><input type="checkbox"/> A a review</p> <p><input type="checkbox"/> B a story</p> <p><input type="checkbox"/> C an article</p> <p>2 What is the best title for this text?</p> <p><input type="checkbox"/> A Food at your seat.</p> <p><input type="checkbox"/> B India's rail passengers.</p> <p><input type="checkbox"/> C Eating at stations.</p> | <p>3 What is paragraph 1 about?</p> <p><input type="checkbox"/> A Plans for India's railways</p> <p><input type="checkbox"/> B Millions of people a year</p> <p><input type="checkbox"/> C Food on the trains</p> <p>4 What is <i>it</i> in paragraph 1?</p> <p><input type="checkbox"/> A India's population</p> <p><input type="checkbox"/> B India's government</p> <p><input type="checkbox"/> C India's rail network</p> |
|--|---|

Write short answers to the questions below. Use up to 4 words.

- Who has complained about terrible meals? Train passengers in India.
- 5 How many people use India's trains each day? \_\_\_\_\_
- 6 How many stations have wifi now? \_\_\_\_\_
- 7 What is Amit Ashnand's job? \_\_\_\_\_
- 8 Where's Madhura? \_\_\_\_\_

**Section 6** WRITING: 10 MARKS

F Write a short essay for Marhaba about shopping. Write 100-120 words.

The screenshot shows a web browser window titled 'Marhaba Website' with the URL 'http://www.kingfaisalschool.org/marhabawebsite'. The website has a red header with 'Marhaba' in white, and navigation links for 'HOME', 'TOPICS', and 'STORIES'. Below the header is a green bar with 'Your Story' in white. The main content area has a green border and contains the text: 'There are different places to buy the things you need. One place to go is a local shop.' To the right of this area is a white box with a dashed blue border containing three bullet points: 'Describe some advantages and disadvantages of using a local shop.', 'Describe some advantages and disadvantages of shopping over the internet.', and 'Say which way of shopping you like best and explain why.'



# The omitted exercises or activities for the Qur'anic schools

## Lift Off 6 Workbook

Unit	Title	Page	Teach	Omit	Page	Teach	Omit
<b>1</b>	<b>Here and there</b>						
	Lesson 1	96			97		
	Lesson 2	98			99		
	Lesson 3	100			101		
<b>2</b>	<b>Achievements, ambitions, adventures</b>						
	Lesson 1	102			103		
	Lesson 2	104			105		
	Lesson 3	106			107		
<b>3</b>	<b>Supporters, selling and sources of energy</b>						
	Lesson 1	108			109		
	Lesson 2	110			111		
	Lesson 3	112			113		
<b>4</b>	<b>Good stories, sad stories</b>						
	Lesson 1	114			115		
	Lesson 2	116			117		
	Lesson 3	118			119		
<b>5</b>	<b>Blogs, reports and reviews</b>						
	Lesson 1	120			121		
	Lesson 2	122			123		
	Lesson 3	124			125		
<b>6</b>	<b>Working in a team</b>						
	Lesson 1	126			<b>127</b>		
	Lesson 2	128			<b>129</b>		
	Lesson 3	130			<b>131</b>		
<b>7</b>	<b>Around the world</b>						
	Lesson 1	132			<b>133</b>		
	Lesson 2	134			<b>135</b>		
	Lesson 3	136			<b>137</b>		
<b>8</b>	<b>Progress, presents and plants</b>						
	Lesson 1	138			<b>139</b>		
	Lesson 2	140			<b>141</b>		
	Lesson 3	142			<b>143</b>		
<b>9</b>	<b>Choices and conclusions</b>						
	Lesson 1	144			<b>145</b>		
	Lesson 2	146			<b>147</b>		
	Lesson 3	<b>148</b>			<b>149</b>		
<b>10</b>	<b>A happy ending</b>						
	Lesson 1	<b>150</b>			<b>151</b>		
	Lesson 2	<b>152</b>			<b>153</b>		
	Lesson 3	<b>154</b>			<b>155</b>		

Teach/core activities  
 Omit/supplementary activities



المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التعليم  
Ministry of Education

Workbook  
كتاب النشاط

# Lift Off!

# 6



# Unit 1 Here and there

## LESSON 1 *Old and new pastimes*

**A** Draw an arrow from each *-ing* verb with no auxiliary, back to the subject. The first one is done for you.

Hi Sarah,

I'm on holiday now, and having a lovely relaxing time. We're staying in a super hotel and enjoying it very much. The staff here are being very kind and looking after us well. I'm sleeping a lot and getting up late. I'm also drinking fresh orange juice and eating lots of ice cream so I'm very happy. At the moment, my brothers are swimming. They're being very noisy, but having lots of fun. I'm enjoying relaxing under my sunshade and writing to you. Today, Mum and Dad are being very energetic and seeing the sights. They are shopping in the market and visiting the museum. I hope you are enjoying yourself and not working too hard!

Best wishes, Ann

**B** Read the sentences and tick *true (T)* or *false (F)*.

- |   |                            |                            |  |                            |                            |
|---|----------------------------|----------------------------|--|----------------------------|----------------------------|
| 1 Ann is writing to Sarah.                | T <input type="checkbox"/> | F <input type="checkbox"/> | 2 Ann is bored.                                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Ann is being very energetic.            | T <input type="checkbox"/> | F <input type="checkbox"/> | 4 Ann likes orange juice.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Ann's brothers are playing in the pool. | T <input type="checkbox"/> | F <input type="checkbox"/> | 6 Ann is going to the museum with her parents. | T <input type="checkbox"/> | F <input type="checkbox"/> |

**C** Write sentences using *and* as in the example.

Example: teacher/listen/students/correct/grammar

The teacher is listening to the students and correcting their grammar.

1 mechanic/check/car/change/oil

\_\_\_\_\_

2 archeologist/study/ancient sword/write/about it

\_\_\_\_\_

3 fishermen/catch/fish/sell them

\_\_\_\_\_

4 housewife/clean/house/cook/dinner

\_\_\_\_\_

5 shop assistant/take money/put/shopping in bags

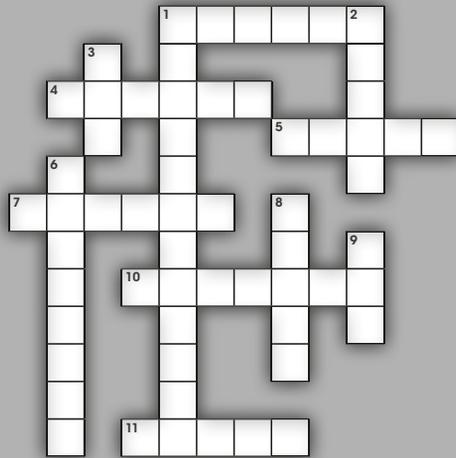
\_\_\_\_\_

6 farmer/feed/animals/grow/plants/for food

\_\_\_\_\_

**D Complete the crossword.**

**Puzzle Fun**



**Across**

- 1 (and 3 Down) someone who makes beautiful and useful objects by hand
- 4 a man who makes clothes by hand
- 5 to cut a design in wood or stone
- 7 a beautiful drawing
- 10 a fun activity
- 11 the making of beautiful, useful objects by hand

**Down**

- 1 someone who does very beautiful writing
- 2 to use something at the same time as someone else
- 3 (See 1 Across)
- 6 to make something look beautiful
- 8 an activity you can do really well
- 9 to make clothes by joining pieces of cloth

**E Now use the correct form of the words from Exercise D in these sentences.**

- 1 My brother is waiting for the \_\_\_\_\_ to finish his new thobe.
- 2 I have never learned to \_\_\_\_\_ my own clothes.
- 3 He enjoyed showing his \_\_\_\_\_ at his work.
- 4 Silver jewellery and wooden chests are examples of traditional \_\_\_\_\_.
- 5 I love watching traditional \_\_\_\_\_ at work.
- 6 Reading and watching TV are popular \_\_\_\_\_.
- 7 The \_\_\_\_\_ made a beautiful drawing from my name.
- 8 My friend was hungry, so I \_\_\_\_\_ my lunch with her.
- 9 The plate has a beautiful blue and gold \_\_\_\_\_.
- 10 We \_\_\_\_\_ the room very beautifully.
- 11 He is making a new chest and \_\_\_\_\_ a complex design onto it.

**F Write a postcard to a friend. Say where you are and what you are doing.**

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# Unit 1 Here and there

## LESSON 2 *An important festival*

**A** Match these meanings with some of the words from the box.

cloak   cultural   festival   reporter   potter   report   row   take place

- |  |            |
|--|------------|
| 1 a large piece of cloth to wrap around yourself | a _____    |
| 2 to happen                                      | to _____   |
| 3 standing one beside the other                  | in a _____ |
| 4 traditional arts and crafts                    | _____      |
| 5 a story about something that has happened      | a _____    |
| 6 someone who writes about an event              | a _____    |
| 7 someone who makes pots                         | a _____    |
| 8 an exhibition of different cultural activities | a _____    |

**B** Look at the picture. Omar is with his family in the park. He is writing to his friend, telling him what is happening. Write Omar's letter describing what is happening in the picture. Write as much detail as you can.



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**C Complete the table by adding *-ing* to each verb. Think about the spelling.**

1	buy _____	7	forgive _____	13	prefer _____
2	construct _____	8	get _____	14	sneeze _____
3	destroy _____	9	keep _____	15	swim _____
4	develop _____	10	mix _____	16	wear _____
5	discover _____	11	order _____		
6	die out _____	12	panic _____		

**D Make sentences using the present progressive.**

- We/walk/and/talk \_\_\_\_\_
- The children/sleep \_\_\_\_\_
- She/make/phone call \_\_\_\_\_
- I/sit/in the car/but/not/drive \_\_\_\_\_
- They/picnic/in/park \_\_\_\_\_
- He/fix/car \_\_\_\_\_

**E Read Jack’s e-mail and tick *true* (T) or *false* (F).**

Hi Tom

I’m visiting my aunt this week. I’m staying in her house in the mountains. It’s snowing so I have to wear a woollen sweater and my thickest jeans just to keep warm. But we’re having a great time. We’re skiing and skating every day and in the evenings we’re sitting round the huge fire, drinking hot coffee and eating lots of my aunt’s delicious chocolate cake. I’m getting quite good at skiing and I’m not falling over as much as I did last time. The others are enjoying themselves too, although the girls are more interested in finding out about the local art and crafts. They are learning to sew some of the traditional designs. They are making me a present but aren’t saying what it is. I’m hoping it’s warm and not too brightly coloured!

I’m keeping a diary and writing in it every day, so I’ll tell you all about it when I get back.

Bye!

Jack

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Jack’s aunt lives in the mountains.            | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The weather is very cold.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Jack’s aunt is a good baker.                   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Jack has never been skiing before.             | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The girls are keeping Jack’s present a secret. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Jack likes very brightly coloured clothes.     | T <input type="checkbox"/> | F <input type="checkbox"/> |



# Unit 1 Here and there

## LESSON 3 *Great travellers*

**A Use the words from the box to complete these sentences.**

caribou female herd male mammal  
migrate nest threat traveller wolf

- 1 Some \_\_\_\_\_ are afraid of flying and prefer to go by train.
- 2 It is the \_\_\_\_\_, not the male, which produces the baby animals.
- 3 Many animals \_\_\_\_\_ to the same places every year to look for food.
- 4 \_\_\_\_\_ animals are usually bigger and heavier than females.
- 5 In some countries, serious floods are always a real \_\_\_\_\_ after heavy rain.
- 6 The birds built a \_\_\_\_\_ last week, and now there are four small, blue eggs in it.
- 7 Cutting down too many trees is causing problems for \_\_\_\_\_ and other animals.
- 8 Dogs and \_\_\_\_\_ belong to the same animal family.
- 9 Snakes aren't \_\_\_\_\_ because they produce eggs, not babies.
- 10 Elephants often travel in \_\_\_\_\_ of ten animals or more.

**B Make sentences with these words. Use the correct forms of the verbs in brackets.**

- 1 winter/many birds/warmer countries (migrate)

\_\_\_\_\_

- 2 I/India/tomorrow (travel)

\_\_\_\_\_

- 3 those two male lions/that baby elephant (hunt)

\_\_\_\_\_

- 4 baby animals/many threats (face)

\_\_\_\_\_

- 5 this year/Africa/very dry summer (face)

\_\_\_\_\_

**C Read the passage.**

A healthy, full-grown lion doesn't have any predators. However, some animals will attack old, sick or very young lions. Lions will eat most other four-footed animals which live in the local environment. However, they do not often hunt giraffes because they know a giraffe's long legs could seriously hurt them.

Adult hippos are also huge animals, and very dangerous. However, lions sometimes eat young hippos when they stray away from the herd.

The main predators of parrots are birds of prey such as hawks, and large snakes such as pythons. Monkeys also eat both parrot eggs and baby parrots too, when they can find them.

**D Match the underlined words in Exercise C with one of the meanings below.**

- |               |                          |                              |
|---------------|--------------------------|------------------------------|
| 1 full-grown  | <input type="checkbox"/> | a get lost                   |
| 2 predator    | <input type="checkbox"/> | b with four feet             |
| 3 four-footed | <input type="checkbox"/> | c hunter                     |
| 4 adult       | <input type="checkbox"/> | d ill                        |
| 5 attack      | <input type="checkbox"/> | e not a baby or young        |
| 6 sick        | <input type="checkbox"/> | f as big as it will ever get |
| 7 stray       | <input type="checkbox"/> | g try to hurt something      |

**E Write questions for these answers.**

- 1 \_\_\_\_\_  
Not if they are healthy and full-grown, but sometimes if they are old, sick or very young.
- 2 \_\_\_\_\_  
Because giraffes are so large and a giraffe's long legs could seriously hurt them.
- 3 \_\_\_\_\_  
They are huge and very dangerous.
- 4 \_\_\_\_\_  
If/When it strays/moves away from the herd.
- 5 \_\_\_\_\_  
Hawks and pythons./Birds of prey and snakes.
- 6 \_\_\_\_\_  
Monkeys.

**F You are at the zoo.**

Write to a friend about the animals. What are they doing? What do you know about them? Use some present simple and some present progressive verbs.

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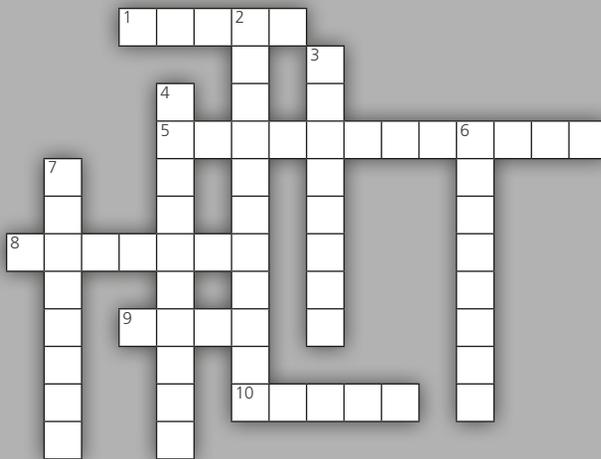
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LESSON 1 *Under the sea*

## A Complete the word puzzle with words from the lesson.

## Puzzle Fun

**Across**

- 1 Away from the land, the Arabian Sea becomes the Indian \_\_\_\_\_.
- 5 My friend is from the \_\_\_\_\_ of America.
- 8 The metal \_\_\_\_\_ was hot because of the sun's heat.
- 9 I'd love to go on a \_\_\_\_\_ in the Red Sea one day.
- 10 It's too big for my car; I'll have to bring it in the \_\_\_\_\_.

**Down**

- 2 To win a gold medal in an international race would be a great \_\_\_\_\_.
- 3 It is hard to breathe at the top of a high mountain because the air \_\_\_\_\_ is so low.
- 4 \_\_\_\_\_ are boats which travel under the sea.
- 6 My \_\_\_\_\_ is to go to university and become a doctor.
- 7 He ran very well and \_\_\_\_\_ his own record

## B Make sentences in the present perfect or past simple. Use the verbs in brackets.

- 1 James Cameron/an interesting life (have)

---

- 2 Since then, he/books (write)

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- 3 He/a photographer, a film editor and a deep-sea diver (be)

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- 4 For three years, he/a truck (drive)

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- 5 He/the deepest dive which anyone/ever (equal) (make)

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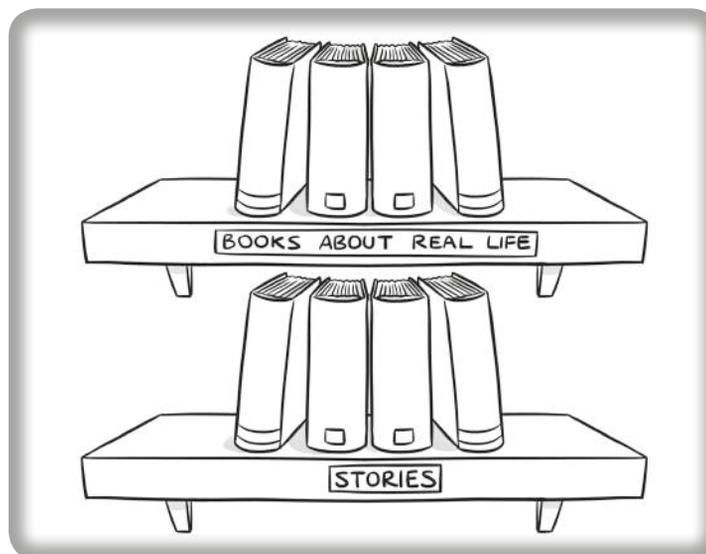
- 6 James Cameron/(now)/more than 70 deep dives (make)

---

**C** Read the sentences. Circle *Fact* or *Opinion*.

- |   |             |                |
|---|-------------|----------------|
| 1 Ice cream is delicious.                   | <i>Fact</i> | <i>Opinion</i> |
| 2 Too much fat is not good for you.         | <i>Fact</i> | <i>Opinion</i> |
| 3 I think students should always be polite. | <i>Fact</i> | <i>Opinion</i> |
| 4 Deserts are very dry places.              | <i>Fact</i> | <i>Opinion</i> |
| 5 It's 30° and I'm very hot.                | <i>Fact</i> | <i>Opinion</i> |
| 6 Diving is too dangerous to do alone.      | <i>Fact</i> | <i>Opinion</i> |
| 7 That was a fantastic book.                | <i>Fact</i> | <i>Opinion</i> |
| 8 James Cameron is very brave.              | <i>Fact</i> | <i>Opinion</i> |

**D** Look at the book titles. Are the books about real life or are they stories? Write the letter for each book on the correct book shelf.



**E** Look again at the text about James Cameron on page 14. Write a paragraph about someone you know, either someone in your family or someone famous.

Give as many details as possible.

Use these questions to help you:

*When were they born? Where did they study? What do they do? How long have they done that?*

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LESSON 2 *Plans for the future***A Match these meanings with words from the box.**

achieve astronaut championship cyclist determined give up  
Olympics plan dream rocket space train

- 1 stop because something is too hard \_\_\_\_\_
- 2 spaceship \_\_\_\_\_
- 3 international sports competition which takes place every four years \_\_\_\_\_
- 4 the area outside the Earth's atmosphere \_\_\_\_\_
- 5 prepare for a sports competition \_\_\_\_\_
- 6 decide how to do something \_\_\_\_\_
- 7 competition to find the winner \_\_\_\_\_
- 8 succeed in doing something difficult \_\_\_\_\_
- 9 someone trained to travel and work in space \_\_\_\_\_
- 10 someone who rides a bicycle \_\_\_\_\_
- 11 won't stop trying \_\_\_\_\_
- 12 hope for something difficult or impossible \_\_\_\_\_

**B Put these words in alphabetical order.**

achieved achievable achieving achiever achieve achievement

**C Use the correct word from Exercise B to complete these sentences.**

- 1 Producing *Saudi Stars* was a real \_\_\_\_\_ for the girls.
- 2 Are you looking forward to \_\_\_\_\_ your dream?
- 3 What are you hoping to \_\_\_\_\_ today?
- 4 What have you \_\_\_\_\_ today?
- 5 He is determined to succeed – he's a real high \_\_\_\_\_.
- 6 If you work hard, I think your plan is \_\_\_\_\_.

**D Make sentences about the future.**

1 We/(both)/scientists/exciting new discoveries (be, make)

\_\_\_\_\_

2 If I/you with your homework,/(you)/shopping with me? (help, come)

\_\_\_\_\_

3 If they all/there/(not) enough seats (come, be)

\_\_\_\_\_

4 I/today, so I/(not)/until tonight (fast, eat)

\_\_\_\_\_

5 If we/the championship, we/(each)/a gold medal! (win, get)

\_\_\_\_\_

**E Complete the dialogue. Use the words in brackets to help or choose your own answer.**

**Julie:** (ambition?) <sup>1</sup> \_\_\_\_\_

**Sarah:** *I'm going to train to be a brain specialist.*

**Julie:** (why?) <sup>2</sup> \_\_\_\_\_

**Sarah:** *Because I've been interested in how the brain works since I read an article in a magazine.*

**Julie:** (how?) <sup>3</sup> \_\_\_\_\_

**Sarah:** *Well, first of all, I'm going to have to work really hard at school, so I can go to university.*

**Julie:** (what/if/not?) <sup>4</sup> \_\_\_\_\_

**Sarah:** *If I can't be a brain specialist, I think I'd like to be a doctor. What about you? What are you going to do?*

**Julie:** (travel writer) <sup>5</sup> \_\_\_\_\_

**Sarah:** *That sounds great! Where are you going to go?*

**Julie:** (remote) <sup>6</sup> \_\_\_\_\_

**Sarah:** *What are you going to write about? Endangered animals? Traditional arts and crafts?*

**Julie:** <sup>7</sup> \_\_\_\_\_

**Sarah:** *You sound very determined. Why do you want to write about that?*

**Julie:** <sup>8</sup> \_\_\_\_\_

**Sarah:** *Well good luck. If you write a book, I hope you'll send me a copy!*

**F Write about your plans and ambitions for the future. Give your reasons.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



LESSON 3 *An amazing story***A** Read and answer the questions about Mauro Prosperi.

At 240 kilometres, Mauro Prosperi knew the *Marathon des Sables* in the Moroccan desert was one of the hardest foot races in the world. But in 1994, as he was starting the six-day event, the 39-year-old Italian sportsman was certainly planning to finish it safely.

However, on day four, Mauro was just setting out again after a short water break, when a bad desert storm started. Mauro couldn't see and was soon lost in the 100 degree heat. He didn't know it, but he was running in the wrong direction. He was lost for nine days. The race officials were looking for him, but he was too far away. He survived by eating animals like snakes, and drinking water he found on leaves in the mornings. When a nomadic family found and rescued him, he was in Algeria, about 300 kilometres from the path of the race!

1 What do the underlined words refer to?

a the six-day event \_\_\_\_\_

b the 39-year-old Italian sportsman \_\_\_\_\_

c it \_\_\_\_\_

d He didn't know it \_\_\_\_\_

2 Number these sentences in the correct sequence.

a It was impossible to see.

b He was alone in the desert for many days.

c On day four a strong wind began to blow.

d Some Algerians took him to safety.

e Mauro was racing across the desert.

f Mauro started going the wrong way.

g No one could find him.

**B** Complete the sentences with the correct form of the words in the box.

biology crash hit lightning path shoulders storm stream survive

1 \_\_\_\_\_ is the science which investigates plants.

2 \_\_\_\_\_ often happens when there is a lot of electricity in the clouds.

3 After the storm, Mauro couldn't find the correct \_\_\_\_\_ of the race.

4 The \_\_\_\_\_, which are usually the widest part of the body, are at the top of the arms.

5 It's the strong winds which make a desert \_\_\_\_\_ so dangerous.

6 A \_\_\_\_\_ is like a river, but very much smaller.

7 Deserts are dangerous places and Mauro was very lucky to \_\_\_\_\_ his adventure.

8 When the bus \_\_\_\_\_ his car, he \_\_\_\_\_ into a bridge.

**C Complete with *who, where, when or while*.**

- 1 \_\_\_\_\_ the lightning hit the tree, it started a fire.
- 2 The climber \_\_\_\_\_ fell off the mountain, survived the accident.
- 3 The jungle \_\_\_\_\_ the place crashed was very remote.
- 4 We went to look for the lost plane \_\_\_\_\_ the storm was over.
- 5 A biologist is a scientist \_\_\_\_\_ studies plants.
- 6 \_\_\_\_\_ we were walking along the path, we could see a stream through the trees.
- 7 Jungles and deserts are places \_\_\_\_\_ small accidents can be very serious.
- 8 He wasn't able to drive \_\_\_\_\_ his shoulder was getting better.

**D Complete with the correct form of the verbs in brackets (past simple or past progressive).**

- 1 He \_\_\_\_\_ too fast when he \_\_\_\_\_ the car. (drive, crash)
- 2 While Peter \_\_\_\_\_ in China, he \_\_\_\_\_ Chinese lessons every week. (live, take)
- 3 We \_\_\_\_\_ television when the electricity \_\_\_\_\_ off. (watch, go)
- 4 When I \_\_\_\_\_, John \_\_\_\_\_ and Ann \_\_\_\_\_ a book.  
(look, play, read)
- 5 Last year, I \_\_\_\_\_ two weeks with friends in Spain. (spend)
- 6 While I \_\_\_\_\_, our friends \_\_\_\_\_. (cook, arrive)
- 7 What \_\_\_\_\_ at 6pm last Wednesday? ((you) do)
- 8 We \_\_\_\_\_ at 10 o'clock and at 6 o'clock we \_\_\_\_\_. (start, (still) drive)
- 9 People \_\_\_\_\_ or \_\_\_\_\_ around. (stand, sit)

**E Write about an adventure (real or imagined) that happened to you.**

Use these questions to help you: Where were you when it happened? Were you alone? What happened? Why did it happen? Was it dangerous? Why? What happened in the end? Were you all right?

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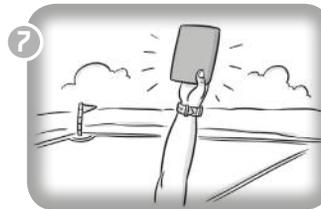
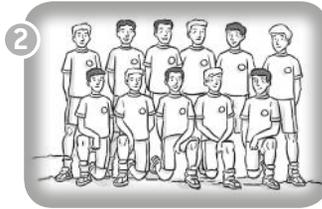
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## LESSON 1 *If I were the new manager*

**A** Match the pictures with the words in the box.

card    forward    foul    goal  
kick    score    soccer    team



**B** Rearrange these letters to find more words from the lesson.

- |                    |                 |
|--------------------|-----------------|
| 1 porealgeke _____ | 2 iln _____     |
| 3 yobe _____       | 4 efereer _____ |
| 5 pretrosup _____  | 6 sticcat _____ |

**C** Read the report and tick *true* (T) or *false* (F).

### Match report

Today's match between Jeddah and Al-Nadi intermediate schools was soccer at its best. Both teams had good tactics, and all the players obeyed the referee. At the end of the match, the score was 10 to Al-Nadi. Kamal, who is Al-Nadi's new forward, scored the winning goal in the 85th minute. He produced a very strong kick from 25 metres which sent the ball straight past the goalkeeper. Immediately, the Al-Nadi supporters were jumping around, shouting, 'Goal!' and laughing with excitement. There was just one bad moment. Soon after the beginning of the second half, Ayman fouled Suleiman while Suleiman was running with the ball. However, the referee decided it was an accidental foul and only gave Ayman a yellow card. If I were Ayman, I'd be really careful after this. Players who collect six yellow cards will miss the championship match.

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 The writer thought it was a good match.                                    | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Jeddah played well but didn't score any goals.                             | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Kamal has played for Al-Nadi many times.                                   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Ayman fouled Suleiman at the beginning of the match.                       | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The referee thought Ayman was trying to foul Suleiman.                     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The writer thinks Ayman had better take care not to get more yellow cards. | T <input type="checkbox"/> | F <input type="checkbox"/> |

**D Match the sentences with the best advice.**

- |  |  |
|--|--|
| 1 I'd like to be a great soccer player. <input type="checkbox"/> | a If I were you, I'd get forwards who can score goals. |
| 2 I don't want any red cards. <input type="checkbox"/>           | b Why don't you make your goal keeper practise?        |
| 3 I want the other team to score nil. <input type="checkbox"/>   | c Why don't you get a better trainer?                  |
| 4 I'd like our supporters to be happy. <input type="checkbox"/>  | d If I were you, I'd train every day.                  |
| 5 We need better tactics. <input type="checkbox"/>               | e You'd better obey the referee and not foul anyone.   |

**E Read the dialogue between the national team trainer and the team manager. Fill the missing information in the table.**



**Trainer:** *Why not think about Massi? He's quite good at tactics.*  
**Manager:** *Massi? Why would I choose Massi? He's not very fast.*  
**Trainer:** *No, maybe not. But he's scored lots of goals and although he sometimes fouls other players, he never gets any red cards.*  
**Manager:** *That's true, but what about Wooney? He's quite good at tactics too. I was considering him. He's also scored lots of goals and he's very fast.*  
**Trainer:** *Yes, but he often fouls the other players and frequently gets red cards when he does. You'd better not choose him. If I were you, I'd definitely choose Massi.*

Player	Fast	Goals scored	Fouls other players	Good at tactics	Gets red cards
Kika	very	quite a few	frequently	not very	often
Abdullah	quite	not many	never	very	never
Massi	_____	_____	_____	_____	_____
Pepe	quite	lots	not often	not very	never
Zinedine	not very	quite a few	sometimes	very	sometimes
Wooney	_____	_____	_____	_____	_____

**F Write a dialogue like this about the other players. Use the information in the table to help you.**

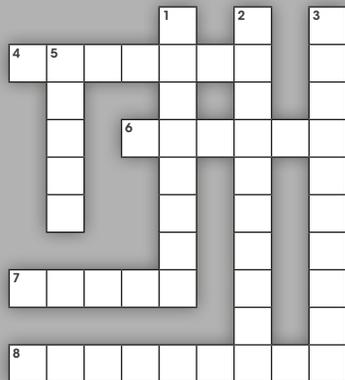
Trainer: \_\_\_\_\_  
 Manager: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## LESSON 2 Different ways of shopping

**A** Complete the crossword puzzle with words from the lesson.

### Puzzle Fun



#### Across

- 4 EZEK-KLEAN is our most popular cleaning \_\_\_\_\_.
- 6 All our \_\_\_\_\_ are open for business from 8 am to 8 pm.
- 7 The new \_\_\_\_\_ makes the room look very big and light.
- 8 It isn't just **very** good value it's \_\_\_\_\_ good value!

#### Down

- 1 Not every \_\_\_\_\_ likes shopping from home.
- 2 This dress is a much more \_\_\_\_\_ colour than that one.
- 3 \_\_\_\_\_, I like the new shopping mall, but not everyone does.
- 5 There's a wide \_\_\_\_\_ of hotels to choose from.

**B** Write sentences. Say why you would/wouldn't choose these hotels. Give two reasons.

		Cost	Comfortable	Facilities	Quiet	Food
1	The Lemon Tree	£	☆☆	xx	✓✓	☪☪
2	The Eagle	££	☆☆	✓✓✓	xxx	☪☪☪
3	The White Lion	££	☆☆	x	✓	☪☪☪
4	The Beach	£££	☆☆☆	✓✓✓	xx	☪☪☪☪
5	The Towers	££££	☆☆☆☆	✓	✓✓✓	☪☪☪☪☪

- 1 Personally, I'd choose The Lemon Tree because it's extremely cheap and quite comfortable.  
I wouldn't choose The Lemon Tree because it's very quiet and the food isn't very good.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**C** Read and answer the questions.



**Do you want a holiday where you can relax?**

Why not try the Forest Inn? This small family hotel is quite remote and extremely quiet. The décor is newly done and is very attractive. It's very close to the river, so you will have a room which looks out over the water. The forest has quite a wide range of wildlife and if you are extremely patient, you may see some of it.

**Reviews:** *'Personally, I found this an extremely peaceful place to stay.'*  
*'Very friendly, helpful staff.'*

**Are you someone who enjoys shopping?**

London has an extremely wide range of shopping malls and you will see products from all over the world. Although the Three Trees is a top-of-the-range hotel, it's really quite cheap for London, and is very near all the big stores.

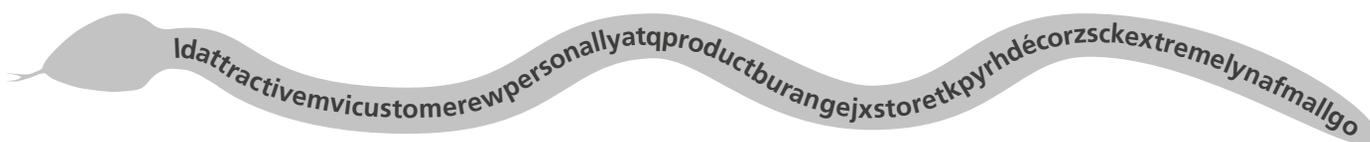
**Reviews:** *'Quite good value, but extremely noisy customers at the all-night store next door woke me up.'*

*'Personally, I thought the décor was quite scruffy and the range of bath products very bad.'*



- 1 Choose the best title:
  - a Holidays in London
  - b Choose the holiday that's right for you
  - c Cheap holidays
  - d Holidays for the family
- 2 What are the names of the two hotels? \_\_\_\_\_
- 3 Which hotel has better reviews? \_\_\_\_\_
- 4 Are both the hotels in towns? \_\_\_\_\_
- 5 Give one advantage of each holiday    a \_\_\_\_\_    b \_\_\_\_\_
- 6 Which holiday would you prefer? Say why. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D** Circle nine words from the lesson in the word snake.



## LESSON 3 Sources of energy

**A** Find these words from the lesson in the wordsearch.

T	S	S	E	R	P	M	O	C	D
O	R	E	P	A	L	P	P	C	N
N	O	A	L	O	C	A	T	E	U
A	E	S	N	H	K	R	E	D	O
T	C	P	S	S	E	T	M	R	R
U	R	D	M	R	P	R	B	I	G
R	U	C	G	U	R	O	U	L	R
A	O	F	E	J	P	T	R	L	E
L	S	S	U	R	C	K	A	T	D
E	T	A	R	A	P	E	S	E	N
N	T	L	R	O	C	K	S	E	U

compress drill locate natural  
pump rock separate source  
transport underground

**B** Complete the sentences with the correct forms of the words from Exercise A.

- Oases were the main \_\_\_\_\_ of water for the nomadic people of the desert.
- The recycling centre is where the different materials \_\_\_\_\_.
- Rabbits live in holes \_\_\_\_\_.
- To make them smaller, bottles \_\_\_\_\_ when they are recycled.
- Products \_\_\_\_\_ around the country by road or air.
- \_\_\_\_\_ are used to make holes in wood or other materials.
- Water \_\_\_\_\_ to the kitchen and bathrooms by an electric \_\_\_\_\_.
- The main company office \_\_\_\_\_ in Riyadh.
- The Earth is a big ball of \_\_\_\_\_.
- Stone is a \_\_\_\_\_ material.

**C** Write a short paragraph about how natural gas is produced.

Use the pictures on page 27 to help you. Check your work carefully for mistakes.

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**D** Read the text and answer the questions.

Rubbish is collected from offices, factories and homes. It then arrives at the recycling centre, where it is **weighed**, separated, cleaned, compressed and recycled into new **products**. Different materials are used in different ways. Most paper is recycled back into paper and a range of other paper products. Egg boxes often produce from recycled paper, for example. Plastic is more difficult to recycle and plastics are not usually recycled into the same kind of plastic. Different kinds are labelled by numbers to help those who are separating them. Aluminium is recycled from cans, computers, cars and other sources. Europe's only **can** recycling centre is located in Warrington, which is a town in England. Cans are transported here from all over Europe. Because it keeps its **colour**, glass is separated into colours before recycling. For every tonne of recycled glass which is turned into new products, 315 kilograms of CO<sub>2</sub> are saved.

- 1 Find and correct
- a) 1 spelling mistake \_\_\_\_\_
  - b) 1 grammar mistake \_\_\_\_\_
  - c) 1 punctuation mistake \_\_\_\_\_

2 Number the pictures in the order they appear in the text.



3 Which of these are present simple passive verbs? Tick (✓) or cross (✗).

- |   |   |  |  |
|---|---|--|--|
| a is collected <input type="checkbox"/> | b It arrives <input type="checkbox"/>     | c are used <input type="checkbox"/>    | d is more difficult <input type="checkbox"/> |
| e are labelled <input type="checkbox"/> | f are separating <input type="checkbox"/> | g is recycled <input type="checkbox"/> | h is separated <input type="checkbox"/>      |

4 Who, what or where do the underlined words refer to?

- |          |      |       |          |            |       |
|----------|------|-------|----------|------------|-------|
| a line 1 | it   | _____ | b line 5 | those      | _____ |
| c line 6 | them | _____ | d line 7 | Warrington | _____ |
| e line 7 | here | _____ | f line 8 | it         | _____ |

5 Are the words in **bold** nouns or verbs? Write *N* or *V*.

- a weighed \_\_\_\_    b products \_\_\_\_    c can \_\_\_\_    d colour \_\_\_\_

6 Tick *true* (T) or *false* (F).

- |  |                            |                            |
|--|----------------------------|----------------------------|
| a Plastic cannot be recycled.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| b Plastics are numbered so people know what kind of plastic it is.     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| c Parts of your old computer could be recycled as a drinks can.        | T <input type="checkbox"/> | F <input type="checkbox"/> |
| d Aluminium cans are recycled in towns all over Europe.                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| e Coloured glass is never recycled.                                    | T <input type="checkbox"/> | F <input type="checkbox"/> |
| f Less carbon dioxide is produced by recycled glass than by new glass. | T <input type="checkbox"/> | F <input type="checkbox"/> |



# Unit 4 Good stories, sad stories

## LESSON 1 Vision 2030: Taking responsibility

S	H	A	R
O	T	E	I
U	M	C	V
L	K	N	Y

**A** How many words from this lesson (and previous lessons) can you make using the letters in the box? You can use the same letter more than once.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B** Complete the table with the correct spelling of the verb + *-ing*.

	Verb	Verb + <i>-ing</i>		Verb	Verb + <i>-ing</i>
1	fast	<u>fasting</u>	6	panic	_____
2	follow	_____	7	imagine	_____
3	die out	_____	8	study	_____
4	pray	_____	9	travel	_____
5	wait	_____	10	plan	_____

**C** Write one sentence about each picture. Use the present perfect progressive.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_



wash/cars



collect/money



sell/cakes



fix/bicycles



tidy/gardens



make/sell/cards

**D Match the words with the definitions.**

- |                           |                          |  |
|---------------------------|--------------------------|--|
| 1 non-profit organisation | <input type="checkbox"/> | a a group which tries to help people who have problems |
| 2 a flood                 | <input type="checkbox"/> | b healthcare   |
| 3 humanitarian society    | <input type="checkbox"/> | c an organisation that does not try to make money      |
| 4 raise money             | <input type="checkbox"/> | d a large and dangerous quantity of water              |
| 5 medical treatment       | <input type="checkbox"/> | e ask people to give money                             |

**E Read and tick *true* (T) or *false* (F).**

Dear Ann,

How are you? We are all well, but very busy. We've been raising money for the people who lost their homes in the flood. It's a good cause and people are being very generous. Some girls have been looking after children while their mothers go shopping. That's been very popular, and the mothers have been paying extremely well! The boys have been going to offices and offering to wash cars while their owners are at work. They've made quite a lot of money too. I've been collecting things which people don't want, and selling them on the internet. People have been buying the strangest things! We've been sending the money to Islamic Relief Worldwide, to help with their humanitarian work over there.

Sara

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Sara lost her home in the flood.   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Many mothers like going shopping without their children.                                 | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The boys have been washing cars for people at their homes.                               | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 People have been giving Sara things to sell.   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Islamic Relief Worldwide has been helping people who have problems because of the flood. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Sara has been sending the money straight to the people who have lost their homes.        | T <input type="checkbox"/> | F <input type="checkbox"/> |

**F Complete the dialogue using the present perfect progressive tense.**

**Mum:** Hi! I'm back. <sup>1</sup> Have you been doing your homework while I've been away? (do)

**John:** Yes, <sup>2</sup> I have./I've been doing my homework.

**Mum:** <sup>3</sup> \_\_\_\_\_ house tidy? (keep)

**John:** Yes, <sup>4</sup> \_\_\_\_\_.

**Mum:** What time <sup>5</sup> \_\_\_\_\_ to bed? (go)

**John:** <sup>6</sup> \_\_\_\_\_ at 10 o'clock.

**Mum:** Good. What else <sup>7</sup> \_\_\_\_\_ ? (do)

**John:** <sup>8</sup> \_\_\_\_\_ garden. (tidy) Look!

**Mum:** Wow! You <sup>9</sup> \_\_\_\_\_ hard! (work) Thanks!



# Unit 4 Good stories, sad stories

## LESSON 2 Race to the South Pole

**A** Can you find these words in the boggle box?

A	S	C	O	R	H	P
E	D	L	S	E	P	A
X	P	E	A	D	T	R
E	G	D	E	C	I	A
M	B	I	S	L	K	T
O	I	T	F	U	R	E
N	T	O	R	G	F	F

expedition explored  
lack motor separate  
sledge suffer trap

**B** Use the correct form of the words from the box to complete these sentences.

- 1 After making their camp, the three men began to \_\_\_\_\_ the jungle.
- 2 When recycling rubbish, there are \_\_\_\_\_ collections for different materials.
- 3 On discovering they were \_\_\_\_\_ by the flood, the family telephoned for help.
- 4 Before setting out on their dangerous \_\_\_\_\_, they made careful plans.
- 5 A \_\_\_\_\_ of vitamins can cause many diseases.
- 6 When there isn't enough water, plants and people both \_\_\_\_\_.
- 7 When the snow stopped, the children played with their \_\_\_\_\_.
- 8 While travelling on the river, they could relax because their boat had a \_\_\_\_\_.

**C** Join the sentences using the words in the brackets.

- 1 Scott found Amundsen's flag. He was extremely upset. (On)
- 2 The men were waiting to set out on the expedition. They took photographs of the main camp. (While)
- 3 They were trapped for days. They knew they would die. (After)
- 4 They lost everything. They suffered from a lack of food. (After)
- 5 Scott was travelling to the South Pole. He wrote in his diary regularly. (While)
- 6 People explore new places. They have to be extremely careful. (When)
- 7 The men discovered that the motors were useless. They pulled the sledges themselves. (On)
- 8 The two expeditions decided how to get there. They chose separate routes. (When)

**D** Add *un-* to these words to make a word which means the opposite.

- |                     |                    |
|---------------------|--------------------|
| 1 afraid _____      | 2 attractive _____ |
| 3 comfortable _____ | 4 exciting _____   |
| 5 friendly _____    | 6 helpful _____    |
| 7 important _____   | 8 successful _____ |

**E** Read and complete the activities.

**Amundsen and Scott**

Scott first tried to find a route to the South Pole in 1901. Together with Ernest Shackleton and others, he set out to travel as far south as possible, but on reaching a point about 400 miles from the Pole in December 1902, they had to stop. In 1908–9, Shackleton returned to Antarctica, but 112 miles from the Pole, he also had to turn back. By getting to the Pole in December 1911, Amundsen won the race to be first to reach it. Scott finally arrived in January 1912, but died on the way home. In 1914, Shackleton tried again, but after being frozen in ice for 11 months, his ship sank, and he gave up. After flying to the South Pole in October 1956, George Dufek began setting up the US Amundsen–Scott South Pole Station and scientists have been working there ever since. There have been many other expeditions.

1 Complete the table.

Name(s)	Date	Achievement	Notes
Scott, Shackleton, Wilson	1901–2	got to 400 miles from Pole	
<sup>1</sup> _____	1908–9	<sup>2</sup> _____	
Amundsen	<sup>3</sup> _____	<sup>4</sup> _____	won the race
Scott	January 1912	<sup>5</sup> _____	<sup>6</sup> _____
Shackleton	<sup>7</sup> _____	unsuccessful	<sup>8</sup> _____
<sup>9</sup> _____	October 1956	flew to South Pole	<sup>10</sup> _____

2 Number the sentences in order.

- a Amundsen reached the South Pole.
- b Shackleton tried to reach the South Pole but lost his ship.
- c The first man arrived at the South Pole by plane.
- d Scott and Shackleton were unsuccessful in reaching the South Pole.
- e Scott died.
- f Scientists started working in Antarctica.
- g Scott reached the South Pole.
- h On getting to 112 miles from the South Pole, Shackleton had to stop.

**F** Write about a world event, or something that you have done. Use *On/While/After +-ing*.

What happened? When did it happen? Where did it happen? Who took part?

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LESSON 3 *Accidents***A** Reorder the letters to make words from the lesson.

- |                        |                   |
|------------------------|-------------------|
| 1 shotinsed _____      | 2 glapooy _____   |
| 3 espronbyilitis _____ | 4 increisin _____ |
| 5 amaged _____         | 6 petcar _____    |
| 7 amaundged _____      | 8 kram _____      |

**B** Use the words from Exercise A to complete these sentences.

- 1 She was still annoyed so her apology sounded very \_\_\_\_\_.
- 2 I don't want to use your car because I'm worried I might \_\_\_\_\_ it.
- 3 After losing your watch, an \_\_\_\_\_ isn't enough.
- 4 It's my \_\_\_\_\_ so I will pay for a new one.
- 5 We must be extremely careful because the \_\_\_\_\_ in here is new.
- 6 I dropped my phone, but luckily it's \_\_\_\_\_.
- 7 That \_\_\_\_\_ on your dress looks like chocolate ice cream.
- 8 To take something and not pay for it is extremely \_\_\_\_\_.

**C** Write the opposite. Use *in-*, *im-*, *un-* or *dis-*.

- |                 |                     |
|-----------------|---------------------|
| 1 appear _____  | 2 expensive _____   |
| 3 tidy _____    | 4 like _____        |
| 5 polite _____  | 6 favourable _____  |
| 7 patient _____ | 8 considerate _____ |
| 9 healthy _____ | 10 agree _____      |

**D** Complete the sentences with the correct past tense of the verb.

- 1 Why are you late? What \_\_\_\_\_? (you/do)
- 2 The baby \_\_\_\_\_ until 6 o'clock this morning. (not wake up)
- 3 Sami called while you \_\_\_\_\_. (sleep)
- 4 I \_\_\_\_\_ in this school for three years. (teach)
- 5 They \_\_\_\_\_ Antarctica when they died. (explore)
- 6 I'm afraid I \_\_\_\_\_ your car. (damage)
- 7 We're ready for the exam now. We \_\_\_\_\_ all week. (practise)
- 8 He \_\_\_\_\_ his first gold medal three years ago. (win)

**E** Read and answer the questions.

Dear Uncle Alan,  
 Thanks again for lending me your car for the trip to London. However, I have some bad news. I'm not **there** yet, because I've had an accident. I'm afraid your car is damaged. I'm not sure how bad **it** is yet. A mechanic is coming now. After talking to **him**, I'll be able to tell you more. I'm so sorry. Here's what happened. On coming to the traffic lights, I saw **they** were green, so I didn't stop. However, as I was driving **across**, they started to change. Another driver, who was coming the other way, saw his lights were going to change too. But he didn't wait, and drove straight into me. I've been at the police station and I've been talking to the policemen. I don't think there will be any trouble, but I'm extremely sorry about your car. **It's** completely my responsibility and I'll pay for it.  
 David

1 What do the words in **bold** refer to?

- |                              |                            |
|------------------------------|----------------------------|
| a Line 1 <i>there</i> _____  | b Line 2 <i>it</i> _____   |
| c Line 3 <i>him</i> _____    | d Line 4 <i>they</i> _____ |
| e Line 4 <i>across</i> _____ | f Line 7 <i>it</i> _____   |

2 Tick *true* (T) or *false* (F)

- |   |                            |                            |
|---|----------------------------|----------------------------|
| a David had an accident while driving his brother's car.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| b David was driving to London when the accident happened. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| c David is in London at the moment.                       | T <input type="checkbox"/> | F <input type="checkbox"/> |
| d The accident wasn't David's fault.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| e David's apology is sincere.                             | T <input type="checkbox"/> | F <input type="checkbox"/> |
| f David doesn't want to pay for the damage.               | T <input type="checkbox"/> | F <input type="checkbox"/> |

**F** Number the sentences in order.

- |   |                          |
|---|--------------------------|
| a I don't think so. Perhaps you didn't close it properly.         | <input type="checkbox"/> |
| b Oh, Mary. The watch which you lent me has fallen off somewhere. | <input type="checkbox"/> |
| c Well anyway, it's lost. I'm sorry but it isn't my fault.        | <input type="checkbox"/> |
| d Oh, Ann! My mother gave me that.                                | <input type="checkbox"/> |
| e Yes, well, I think it was broken when you gave it to me.        | <input type="checkbox"/> |

**G** Rewrite the dialogue from Exercise F. Make it a sincere apology.

Ann: \_\_\_\_\_  
 Mary: \_\_\_\_\_  
 Ann: \_\_\_\_\_  
 Mary: \_\_\_\_\_  
 Ann: \_\_\_\_\_



LESSON 1 *Ramadan blog*

## A Read Jameel's blog and answer the questions.

**Friday:** I've decided to start a blog. Every day this week I'm going to write an entry about what I've been doing to help me with my English exam.

.....

**Saturday:** Today, I've been practising my spelling. I've been writing down words which I find difficult, looking at them carefully and covering them up. Then I've been writing them again (without looking!) and checking the spelling.

.....

**Sunday:** I've been working on my reading and writing. I've been reading English websites and I've been writing e-mails in English.

.....

**Monday:** Today I wanted to improve my speaking and listening skills, so I've been listening to the radio. I've also been talking to Bill on my mobile.

.....

**Tuesday:** After studying my grammar book, and doing some grammar exercises, I watched an English film.

.....

**Wednesday:** I've been working extremely hard all week, so I think I will do well in today's exam. If I do, I'll celebrate tonight!

- Tick the best title:  
a) My study skills blog       b) My learning English blog       c) My exam practice blog
- Which words has Jameel been practising?  
\_\_\_\_\_
- What has Jameel been doing to improve his reading?  
\_\_\_\_\_
- Why has Jameel been speaking to Bill?  
\_\_\_\_\_
- What did Jameel do before he watched the English film?  
\_\_\_\_\_
- Why does Jameel think he will do well in his exam?  
\_\_\_\_\_
- When is Jameel's exam?  
\_\_\_\_\_
- What will make Jameel happy tonight?  
\_\_\_\_\_



## LESSON 2 Restaurant reviews

### A Complete the puzzle.

#### Quizzes and games

Use the letters in the box to make words from the lesson.

Use each letter only once in the same word.

Use the spaces to help you. 

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

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



### B Complete the sentences. Use the words from Exercise A.

- We hope you enjoy the puzzle \_\_\_\_\_ of our magazine.
- James is travelling on his own, so he'll only need a \_\_\_\_\_ room.
- The \_\_\_\_\_ was extremely good and made me want to buy the product.
- Are you eating in the restaurant or ordering a \_\_\_\_\_?
- Before choosing a hotel, I read the other guests' \_\_\_\_\_.
- I like using the internet, so I come here because it has \_\_\_\_\_.
- The food is delicious but the décor is \_\_\_\_\_!
- If your computer \_\_\_\_\_ looks dirty, use a special cloth to clean it.

### C Write the adjectives in the correct column of the table.

beautiful   calm   clean   comfortable   dirty   expensive   great   healthy  
 lazy   nasty   neat   noisy   patient   successful   terrible   tidy  
 uncomfortable   unhealthy   uninteresting   wasteful

Positive	Negative	Positive	Negative

**D Complete the sentences with the right form of the words in the box.**

- 1 Let's sit under this sunshade and try to \_\_\_\_\_ cool.
- 2 The food in our hotel \_\_\_\_\_ terrible yesterday.
- 3 These new shoes \_\_\_\_\_ very comfortable.
- 4 The café \_\_\_\_\_ noisy, so we didn't go in.
- 5 In an emergency, try to \_\_\_\_\_ calm.
- 6 Dinner \_\_\_\_\_ great!
- 7 The garden always \_\_\_\_\_ very attractive at this time of year.

feel    keep    look    smell  
 sound    stay    taste

**E Make dialogues. Match the pictures with the sentences. Number them in the right order.**



- |  |                                     |                                     |
|--|-------------------------------------|-------------------------------------|
| 1 It doesn't smell very fresh. I'm not surprised you feel ill.                       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 Yes! And if we keep quiet while we're eating, I feel sure we'll see some wildlife. | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 3 I feel very nervous. Do I look smart enough?                                       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 4 That sounds great! If the weather stays dry, we could go to the forest.            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 5 I don't feel very well.  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 6 I will, and I'll try to sound confident.   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 7 After eating, we can go for a walk if we don't feel too tired.                     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 8 I drank some of this milk. It tasted funny.  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 9 The weather forecast for tomorrow sounds good. Why don't we go for a picnic?       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 10 Are you ready for your talk? How do you feel?                                     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 11 You don't look well. Have you eaten something bad?                                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 12 You look extremely smart. Just try to stay calm.                                  | <input type="checkbox"/>            | <input type="checkbox"/>            |

**F Write a review of a restaurant (real or imaginary) which you have visited.**

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LESSON 3 *From Saudi Arabia***A** Re-order the letters to make words from the lesson.

- |                     |                 |
|---------------------|-----------------|
| 1 relmain _____     | 2 decure _____  |
| 3 unfauramect _____ | 4 asleere _____ |
| 5 mencet _____      | 6 nefire _____  |
| 7 lebtot _____      | 8 pretox _____  |

**B** Complete the sentences with words from Exercise A.

- Saudi Arabia \_\_\_\_\_ a wide range of products.
- Some Saudi companies \_\_\_\_\_ sugar in their factories.
- Some \_\_\_\_\_ water tastes really terrible!
- When rubbish rots, it sometimes \_\_\_\_\_ dangerous gases.
- Many European towns \_\_\_\_\_ and sell their local water.
- Britain used to \_\_\_\_\_ many cotton goods.
- Try to \_\_\_\_\_ the amount of salt you eat.
- Many modern buildings are made of \_\_\_\_\_.

**C** Complete the table with the correct past participle.

Verb	Past participle	Verb	Past participle	Verb	Past participle
be	1 <u>been</u>	have	5 _____	read	9 _____
bring	2 _____	keep	6 _____	steal	10 _____
drive	3 _____	leave	7 _____	tell	11 _____
find	4 _____	lose	8 _____	write	12 _____

**D** Make sentences with the present passive of the verbs in brackets.

Example: Some Japanese kimonos are sewn (sew) by hand and only worn (wear) on special days.

- Today, fish \_\_\_\_\_ (often catch) and \_\_\_\_\_ (freeze) at sea.
- It \_\_\_\_\_ (fly) to big cities and \_\_\_\_\_ (sell).
- It \_\_\_\_\_ (buy) by hotels and \_\_\_\_\_ (eat) by their customers.
- Strawberries \_\_\_\_\_ (grown) here and the best ones \_\_\_\_\_ (choose) for eating.
- The others \_\_\_\_\_ (send) to factories where they \_\_\_\_\_ (make) into jam.

**E Make questions with the present passive of the verbs in brackets.**

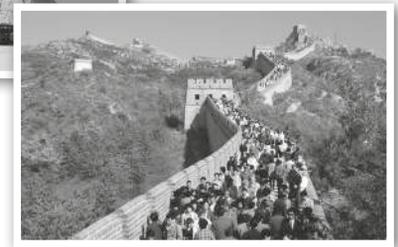
In which countries of the world/English/? (speak)

**In which countries of the world is English spoken?** \_\_\_\_\_

- 1 Why/some children/all their subjects in English? (teach) \_\_\_\_\_
- 2 Which foods/to be healthy? (say) \_\_\_\_\_
- 3 What/about prehistoric people? (know) \_\_\_\_\_
- 4 When/new clothes/to children? (give) \_\_\_\_\_
- 5 Where/rubbish/for recycling? (take) \_\_\_\_\_

**F Write an article giving the advantages and disadvantages of tourism. Give your opinion.**

Use the present passive and words like: *but, on the other hand, however, as well as, during, too* and *while*. Use the notes to help.



Should tourists visit ancient places?	
For	Against
increase in money and jobs (hotel, restaurants, cafés, local goods, traditional crafts)	places damaged/destroyed
improved transport	rubbish, noise, crowds
more known about the world	many very cheap, poor value goods sold
	lack of real learning or understanding

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# Unit 6 Working in a team

## LESSON 1 A radio drama

**A** Read and match the sentences to the pictures. Write the correct letter in the box.

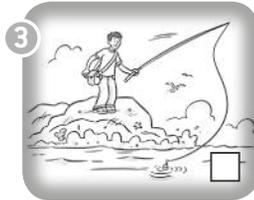
Hi Ahmed, Next week I'm going on holiday with Mum and Dad to a big hotel in the city. I don't want to go. I'd prefer to go camping on the beach. If we went camping, this is what I'd do:



First



and



After that,



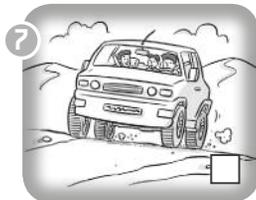
and



Then,



and



In the afternoon,



Later,



In the evening,



and

- a we'd eat them for lunch
- b I'd catch some fish
- c we'd sit around the fire
- d cook them over the fire.
- e tell stories.
- f I'd collect lots of wood
- g I'd drive around the desert with my brother.
- h build a big fire with it.
- i I'd probably swim with the other boys.
- j everyone would think I was very clever.

**B** Finish Ali's e-mail. Write the sentences in the correct order. Add the words from the pictures to make a paragraph.

First, I'd collect lots of wood and \_\_\_\_\_

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**C Use the words from the box to complete these sentences.**

clinic    injection    instead    instruction    recover    specialist    tablet    x-ray

- 1 Always follow the \_\_\_\_\_ on the medicine bottle very carefully.
- 2 At the \_\_\_\_\_ the nurse will check your weight and height.
- 3 You have to take two of these \_\_\_\_\_ three times a day.
- 4 He's ill but is expected to \_\_\_\_\_ in a couple of days.
- 5 Your doctor may look at an \_\_\_\_\_ to check if you have broken any bones.
- 6 Dr Leila is ill, so Dr Huda will see you \_\_\_\_\_.
- 7 If your illness is serious, you will have to see a \_\_\_\_\_.
- 8 An \_\_\_\_\_ gets the medicine into your blood very quickly.

**D Complete these sentences with the correct forms of the verbs in brackets.**

- 1 If you drove more slowly, you'd have fewer accidents. (drive, have)
- 2 If he \_\_\_\_\_ harder, he \_\_\_\_\_ his exams. (study, pass)
- 3 If she \_\_\_\_\_ more vegetables, she \_\_\_\_\_ better. (eat, feel)
- 4 If you \_\_\_\_\_ a gold watch, what \_\_\_\_\_ you \_\_\_\_\_ ? (find/do)
- 5 If you \_\_\_\_\_ a fish here, I \_\_\_\_\_ very surprised. (catch, be)
- 6 If I \_\_\_\_\_ so ill, I \_\_\_\_\_ shopping with you. (not feel, go)
- 7 If she \_\_\_\_\_ harder, her teacher \_\_\_\_\_ so cross with her. (try, not be)
- 8 If they \_\_\_\_\_ English at that school, I \_\_\_\_\_ there. (teach, go)

**E Answer the questions to write a paragraph.**

If you had a lot of money how would you spend it? Would you use it to help your family or other people? How? What would you buy for yourself? Write about what you would do.

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# Unit 6 Working in a team

## LESSON 2 Teamwork

### A Match the words with the correct meaning.

Marhaba Website  
http://www.kingfaisalschool.org/marhabawebsite

HOME READERS STORIES INSPIRATION TOPICS NEWS

Match Report • Amundsen and Scott • Teamwork

### Teamwork

1 individual <input type="checkbox"/>	a the person who keeps notes of meetings and so on
2 proofreader <input type="checkbox"/>	b the person who tells people what has happened
3 reporter <input type="checkbox"/>	c the person who is on their own
4 secretary <input type="checkbox"/>	d the person who checks writing for mistakes
5 tag question <input type="checkbox"/>	e the person who checks how much time is passing
6 task <input type="checkbox"/>	f not alone, with others
7 teamwork <input type="checkbox"/>	g a job to do
8 timekeeper <input type="checkbox"/>	h a short phrase added to a sentence to check information
9 together <input type="checkbox"/>	i work done as a group

### B Add tag questions and the expected answers to these sentences.

- 1 She likes tomatoes, \_\_\_\_\_ ? \_\_\_\_\_
- 2 You didn't do the washing up, \_\_\_\_\_ ? \_\_\_\_\_
- 3 You've been to Egypt, \_\_\_\_\_ ? \_\_\_\_\_
- 4 He's never studied French, \_\_\_\_\_ ? \_\_\_\_\_
- 5 New roads are being built every year, \_\_\_\_\_ ? \_\_\_\_\_
- 6 It's not going to rain today, \_\_\_\_\_ ? \_\_\_\_\_
- 7 He's studying in London, \_\_\_\_\_ ? \_\_\_\_\_
- 8 I won't miss the bus, \_\_\_\_\_ ? \_\_\_\_\_
- 9 You can't swim, \_\_\_\_\_ ? \_\_\_\_\_
- 10 We could go next week instead, \_\_\_\_\_ ? \_\_\_\_\_

**C** Read and complete the notes.

Well, thanks for letting me tell your readers about our group. We work for Doctors Abroad which is a humanitarian society. It sends teams to remote places where the people have no medical help. There are only five of us in our group and so teamwork is very important. However, we each have our individual tasks too. Dr Faheed is the team manager and he runs the men's clinic. The women's clinic is run by Dr Huda who is also a children's specialist. We have two nurses, Jameela and Abdulrahman, who help the doctors and give injections. I'm Saeed, the team secretary. I look after the office, proofread the reports and do the timekeeping. I also give out tablets and make sure the patients understand the doctors' instructions. At the moment, we are working together to raise money to buy x-ray equipment. It's a very good cause but I think I know who will get the job of taking the x-rays!

Notes Name of Group: <u>Doctors Abroad</u>			
Members	Job name	Task(s) and responsibilities	
1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____			
<i>and</i>			
10 _____	11 _____	12 _____	13 _____
14 _____	15 _____	16 _____	17 _____
		18 _____	19 _____
		20 _____	
Needs: 21 _____			

**D** Complete the dialogue.

**Reporter:** Let's tell the readers about next week's Traditional Crafts festival. It's on Thursday.

**Secretary:** Which Thursday <sup>1</sup> \_\_\_\_\_ (mean)? The 7th or the 14th?

**Reporter:** Oh, sorry. I mean Thursday 14th.

**Secretary:** It starts in the morning, <sup>2</sup> \_\_\_\_\_?

**Reporter:** That's right. At 10am. There's going to be lots to see.

**Secretary:** <sup>3</sup> \_\_\_\_\_ (explain) what kinds of things <sup>4</sup> \_\_\_\_\_ (be) to see?

**Reporter:** There will be craftsmen making swords and decorating doors. And camel racing too.

**Secretary:** <sup>5</sup> \_\_\_\_\_ (be) examples of calligraphy?

**Reporter:** What does 'calligraphy' mean?

**Secretary:** Calligraphy means <sup>6</sup> \_\_\_\_\_.

**Reporter:** Oh yes, I remember. Yes, there will be calligraphy.

**Secretary:** Oh good. What else <sup>7</sup> \_\_\_\_\_ (tell) me?

**Reporter:** Well, Sheikh Ali is going to open the festival and Mr Henderson will also be there.

**Secretary:** Sorry, <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ (say) that name again, please?

**Reporter:** Mr Henderson. He's from the British Embassy.

**Secretary:** Ok. Well, I think that's everything, <sup>9</sup> \_\_\_\_\_?

**Reporter:** Yes, I think so.



# Unit 6 Working in a team

## LESSON 3 *Satellite TV*

### A Complete these sentences and questions with the correct form of the present passive.

1 Tonight's news/present/Yasser Ali

Tonight's news is presented by Yasser Ali.

2 countries/this programme/broadcast to? (Which)

3 This programme/not/record

4 The weather forecast/not transmit/satellite? (tag)

5 The signal/send/transmitter/to/receiver

6 Some programmes/pay for/advertisements

7 science programmes/watch/many people? (Yes/No)

8 Programmes about animals/enjoy/most people? (tag)

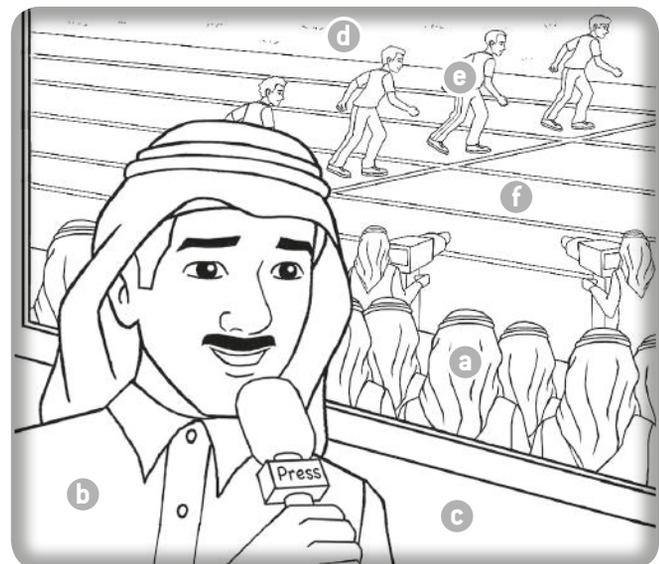
### B Read the passage and label the picture.

Well, I apologise for that **break in transmission**. We had a few problems with the receiver, but we're going over live now to the Al-Khobar Stadium, where thousands of excited spectators are waiting to see the big race. Later this evening, **viewers** at home can watch a **recording** of this race and hear the rest of today's **results**. The presenter in our **commentary** box today is Jamal Saleh. He's just putting his microphone on. 'Jamal, it looks as if the athletes are already out on the track, aren't they?' 'Good afternoon, Isa. Yes, they're all out there, getting ready for the start of the race.'

a \_\_\_\_\_

c \_\_\_\_\_

e \_\_\_\_\_



b \_\_\_\_\_

d \_\_\_\_\_

f \_\_\_\_\_

**C Match the words in bold from Exercise B with the correct meanings.**

- |                |                          |   |
|----------------|--------------------------|---|
| 1 break        | <input type="checkbox"/> | a the names of the winners                          |
| 2 transmission | <input type="checkbox"/> | b a programme which isn't live                      |
| 3 viewers      | <input type="checkbox"/> | c a report which is given as something is happening |
| 4 recording    | <input type="checkbox"/> | d the sending out of a signal                       |
| 5 results      | <input type="checkbox"/> | e a short time when an activity has stopped         |
| 6 commentary   | <input type="checkbox"/> | f people who are watching a television programme    |

**D Use the present passive to write about this programme. Use Exercise F on page 51 to help.**

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**SATURDAY**

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**2pm Today's races live from Khobar Stadium.**  
 Presenter Jamal Saleh.  
 Programme produced by SaudiSat Company.  
 (Programme repeated on Saturday at 8pm.)

**E Use the correct forms of the words from the box to complete these sentences.**

transmit    ordinary    live    present    as    transmitter    broadcast  
 record    receiver    microphone

- 1 \_\_\_\_\_ you read, look for the answers to the questions.
- 2 The programme will be \_\_\_\_\_ at 6 pm on Saturday.
- 3 We are bringing you this match \_\_\_\_\_ as it happens.
- 4 If you have a \_\_\_\_\_ you can speak to people over the Internet.
- 5 Mobile phones used to be too expensive for most \_\_\_\_\_ people.
- 6 You will need a special \_\_\_\_\_ to watch satellite TV.
- 7 I often \_\_\_\_\_ TV programmes so I can watch them later.
- 8 After they stop playing, some footballers \_\_\_\_\_ sports programmes on TV.
- 9 Arab satellites \_\_\_\_\_ information to over 100 countries.
- 10 Computers use \_\_\_\_\_ to send e-mails over the internet.



# Unit 7 Around the world

## LESSON 1 An unusual holiday

### A Complete the puzzle.

Marhaba Website  
<http://www.kingfaisalschool.org/marhabawebsite>

**Marhaba** HOME READERS STORIES INSPIRATION TOPICS NEWS

Writing for Marhaba • Readers' Updates • Quiz Corner

**The Marhaba quiz**

**Across**

- 1 after
- 3 Ha Noi is the capital of this country
- 6 to go towards
- 7 to leave
- 8 to get on a bus, ship, plane or train
- 9 immediately (2, 4, 2)

**Down**

- 2 a bus
- 3 a trip by sea
- 4 a person who is paid to look after you or your house
- 5 a fast bus or train

### B Put the words in the box into four groups. Put words with similar meanings together.

board    boat trip    climb into    enter    express    fast  
 get on    go towards    head for    make for    ocean journey  
 quick    rapid    sea crossing    travel to    voyage

1

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2

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3

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4

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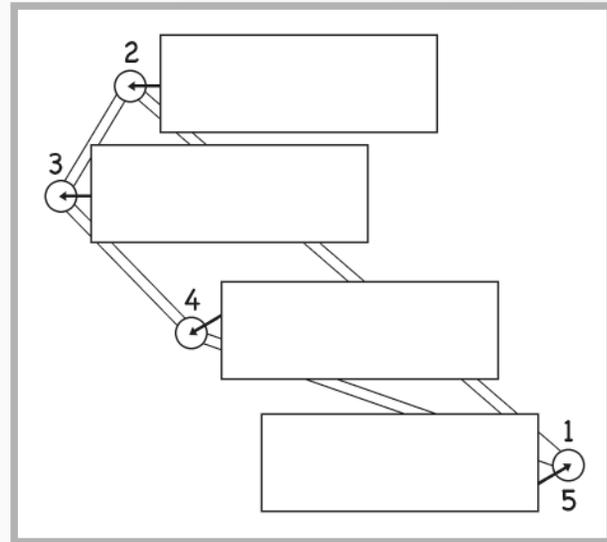
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**C** Read the text. Draw the route the coach will take. Label the towns.

**Trip 3 History of England** (whole day)

Our express coach will collect you from your London hotel immediately after breakfast. Our coaches all have air-conditioners and toilets, so you'll be very comfortable. As you travel, the driver will tell you about the interesting sights you are passing. As soon as everyone is on board, the stewardess will bring you your choice from a range of soft drinks and light snacks. The first stop will be Warwick. When you get there, you'll have two hours to explore the castle and enjoy the sword fighting exhibition.

After leaving Warwick, you'll visit Stratford to see the house where William Shakespeare was born and to have lunch. When lunch is finished, you'll board the coach for the trip to Oxford. Once there, most people will visit the colleges or take a boat on the River Thames. After you've spent two hours exploring Oxford, it will be time to head back to London for dinner.



**D** Add these activities to the correct town on the map.

- boat trip   breakfast   castle   college visit   dinner  
lunch   Shakespeare's house   sword fighting



**E** Jameela and Hana are going on a family trip. Write Jameela's e-mail telling Hana the plans. Use *Once*, *When*, *After*, and *As soon as*. Use the notes and add some details of your own.

Hi Hana, Here's what we're planning to do. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

See you at the airport! Jameela



# Unit 7 Around the world

## LESSON 2 Water experiments

### A Match the words and the meanings.

- |               |                          |  |
|---------------|--------------------------|--|
| ① adult       | <input type="checkbox"/> | a to watch carefully                                       |
| ② bottom      | <input type="checkbox"/> | b long narrow piece of plastic which holds things together |
| ③ container   | <input type="checkbox"/> | c the highest part of something                            |
| ④ explanation | <input type="checkbox"/> | d the reason why something is done                         |
| ⑤ flow        | <input type="checkbox"/> | e someone who is not a child                               |
| ⑥ observe     | <input type="checkbox"/> | f a description of why something has happened              |
| ⑦ purpose     | <input type="checkbox"/> | g to move without stopping                                 |
| ⑧ sink        | <input type="checkbox"/> | h the lowest part of something                             |
| ⑨ sticky tape | <input type="checkbox"/> | i a place to keep things                                   |
| ⑩ top         | <input type="checkbox"/> | j a bowl with taps and a hole for the water to leave by    |

### B Read and tick *true* (T) or *false* (F).

#### For these experiments you need a shoe and some paper.



First, make one piece of paper into a ball. Which is heavier, the paper ball or the shoe? If you drop them both, which one will reach the ground first? Try it. Make sure you drop them from the same height. What happens? They both reach the ground at the same time. Weight is not important. They are pulled to the Earth at the same speed. Can you explain why?

**Now try this.** Take another piece of paper which is the same size as the first piece. Keep it flat. Drop both pieces of paper. Which one gets to the ground first? The ball. The flat piece of paper floats down slowly. Air pushes up on the surface of the paper. The flat piece has more surface, so it falls more slowly.

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 The shoe and the ball of paper are the same weight.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The shoe hits the ground before the paper.                               | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The ball of paper heads for the ground as fast as the shoe.              | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The pieces of paper weigh the same so they travel at the same speed.     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The two pieces of paper must be equal in size and weight.                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 It is air pressure which makes the flat piece of paper fall so slowly.   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 Air pressure has the same effect on both pieces of paper.                | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 The bigger surface area means the flat paper has more air holding it up. | T <input type="checkbox"/> | F <input type="checkbox"/> |

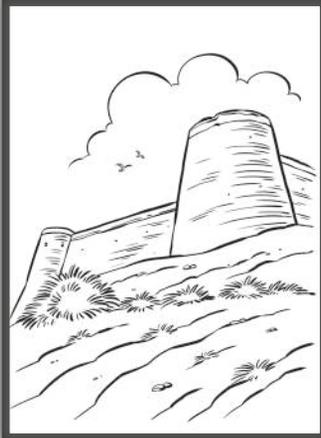


## LESSON 3 *Mystery Island*

**A** Read the text and answer the questions.

### *An island fort*

Tarout is a small island which is located off the coast of Qatif **oasis**, but is connected to it by road. Archeologists have found many standing stones, ancient pots and traditional swords at sites here. These objects are all now shown in **local** museums. In the centre of the island is Tarout fort. No one is certain, but it is **thought** that it is over 400 years old. It is **protected** by a **wide** stone wall. In the old town, the houses are built from stone and mud. A market is held here on Sundays and Tuesdays, where **inhabitants** and visitors can buy food and clothes. And the fish market is not too **distant**. All **kinds** of fish are caught off the coast and sold here. Although most of the Tarout islanders are fishermen, many **farms** are also found. The area of Al-Rabea is **famous** for the tomatoes and dates grown there.



- 1 Where on the island is the fort located?  
\_\_\_\_\_
- 2 What does the wide wall protect?  
\_\_\_\_\_
- 3 Where do the fishermen catch their fish?  
\_\_\_\_\_
- 4 How can you get from Tarout to Qatif?  
\_\_\_\_\_
- 5 Not all the inhabitants of Tarout are fishermen, some are ...?  
\_\_\_\_\_

**B** Write questions about the text for these answers.

- 1 \_\_\_\_\_  
Many standing stones, ancient pots and traditional swords.
- 2 \_\_\_\_\_  
Over 400 years.
- 3 \_\_\_\_\_  
Stone and mud.
- 4 \_\_\_\_\_  
Inhabitants and visitors.
- 5 \_\_\_\_\_  
Tomatoes and dates.

**C** In the text, are these words nouns (N), adjectives (A) or verbs (V)?

- |                          |                              |                        |
|--------------------------|------------------------------|------------------------|
| 1 oasis (line 1) _____   | 2 traditional (line 2) _____ | 3 local (line 3) _____ |
| 4 thought (line 4) _____ | 5 protected (line 4) _____   | 6 wide (line 4) _____  |
| 7 kinds (line 6) _____   | 8 islanders (line 7) _____   | 9 farms (line 7) _____ |
| 10 famous (line 8) _____ |                              |                        |

**D** What do these words in the text refer to?

- |                       |                                |
|-----------------------|--------------------------------|
| 1 it (line 1) _____   | 2 These objects (line 3) _____ |
| 3 here (line 5) _____ | 4 here (line 7) _____          |

**E** Find these words in the wordsearch

T	I	C	S	T	A	T	U	E	V
V	N	E	E	T	C	E	J	B	O
P	O	A	E	R	C	I	E	C	L
D	A	I	T	E	T	I	S	U	C
I	T	C	O	I	F	A	C	P	A
S	L	S	I	A	B	S	I	T	N
T	U	E	A	F	I	A	H	N	I
A	L	T	B	O	I	N	H	J	C
N	H	A	N	T	C	C	A	N	B
T	R	E	D	N	A	L	S	I	I

certain coast inhabitant distant  
 islander object Pacific site  
 statue volcanic

**F** Complete the sentences with the correct form of the words from Exercise E.

- It is dangerous to live in a place where there is \_\_\_\_\_ activity.
- These beautiful \_\_\_\_\_ are produced by traditional craftsmen.
- The first \_\_\_\_\_ of the desert were nomadic.
- I think the exhibition starts at 10 o'clock, but I'm not \_\_\_\_\_.
- The \_\_\_\_\_ mountains looked dark and mysterious.
- The seas around the \_\_\_\_\_ are full of fish which are good to eat.
- The \_\_\_\_\_ Ocean is found between China and America.
- These huge \_\_\_\_\_ were carved by the Ancient Egyptians.
- Most of the \_\_\_\_\_ welcome tourists, who bring money to the island.
- The Grand Mosque in Makkah is the \_\_\_\_\_ of the Ka'aba, which is the centre of the Muslim world.



## LESSON 1 Arab and Muslim contributions to science

**A** Find the words in the box in the wordsearch.

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

cheque    contribution    culture  
 mathematics    organisation    promise  
 progress    soap    vaccination

**B** Use the right form of the words in Exercise A to complete the sentences.

- The discovery of \_\_\_\_\_ made washing clothes much easier.
- \_\_\_\_\_ is the study of numbers.
- You have all made excellent \_\_\_\_\_ with your English this year.
- Doctors \_\_\_\_\_ children to stop them getting ill.
- Muslim thinkers have made many great \_\_\_\_\_ to the world.
- Saudi Arabia has a strong \_\_\_\_\_ history.
- Paying by \_\_\_\_\_ is much safer than using money.
- The children were \_\_\_\_\_ new clothes for Eid.
- Islamic Relief Worldwide is an international charity \_\_\_\_\_.

**C** Complete the table of word families.

Noun	Verb	Noun	Adjective
1 _____	locate	2 _____	energetic
transportation	3 _____	4 _____	diabetic
5 _____	describe	6 _____	poetic
competition	7 _____	accident	8 _____
congratulations	9 _____	10 _____	medical

**D Rewrite these sentences in the past passive. Leave out the words in *italics*.**

1 *Someone* brought vaccinations to Britain from Turkey.

Vaccinations were brought to Britain from Turkey.

2 *Someone* sent the charity organisation a cheque for £500.

3 Until recently, *people* knew nothing about this remote place.

4 *No one* grew potatoes in England until the 16th century.

5 *Someone* didn't choose Farouk to play for the school team.

6 *Everyone* forgot all the problems.

**E Write notes for an experiment. Use the past passive.**

1 container fill

2 temperature take  
thermometer

3 cover paper  
plastic

4 clock use  
check

5 minutes test

**Purpose:** to investigate keeping things warm

**What was done:**

1

What was learnt? Paper is better than plastic at keeping things warm.



## LESSON 2 A present for Jeff

**A** Complete the puzzle with words from the lesson.

Marhaba Website  
<http://www.kingfaisalschool.org/marhabawebsite>

**Marhaba** HOME READERS STORIES INSPIRATION TOPICS NEWS

Writing for Marhaba • Readers' Updates • Quiz Corner

**The Marhaba quiz**

**Across**

- 2 a game to test your skill
- 5 to write your name
- 6 an internet shopping site

**Down**

- 1 owned by someone else before you
- 3 equipment for taking photographs of distant objects
- 4 the special glass which lets light into a camera

**B** Eddie is writing to his friend Fred. He is unhappy. His family have left notes for him. He tells Fred what everyone has asked and told him to do or not do. Finish Eddie's e-mail.

Remember to take your books back to the library. And please could you post some letters for me, too.  
Mum

Please wash the car. Dad  
Oh, and could you cut the grass?

Write your report  
- Mum

Please e-mail Fred, Eddie. He wants you to visit. And don't forget to feed the rabbit.  
Sue

Don't touch Jeff's new zoom lens!  
Sam

Hi Fred,

You asked me to visit, but before they left, the others gave me some jobs to do.

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**C** Read these instructions. Number the sentences in the right order.

**How to grow your own tomatoes**

- a Continue to water it every few days, or when the earth is dry.
- b Water it immediately after planting, but don't give it too much.
- c When your tomatoes are ready to eat, choose a recipe to share with your family.
- d Then fill your pot about  $\frac{3}{4}$  full with earth.
- e Once you have small tomatoes, give the plant some liquid plant food once a week.
- f First, choose a plant pot which is big enough for your tomato plant to grow to full size.
- g Next, plants need sunlight as well as water, so put your plant near a window.
- h Put your plant in the pot, and fill the pot up with earth.

**D** Read the text. Tick *true* (T) or *false* (F).

**Using the camera**

Hold the camera with both hands. Keep it straight and make sure you don't move.  
Stand against a wall, or put the camera on a flat surface.

**Take interesting photos**

- Fill the picture:
  - use your zoom lens to make things look bigger.
  - use your legs – get really close!
- Take photographs from different positions:
  - from down near the ground is good for children and wildlife.
  - from up high means less empty sky, and group pictures filled with faces not legs and bodies.
- Check the background:
  - make sure nothing is 'growing' out of someone's head!

**Learning more**

Find help on the internet. Talk to other photographers. Read the book that came with your camera!  
Also, your local library probably has lots of books on photography.

Don't be afraid to experiment. If you're using a digital camera, the cost of making a mistake is free.  
Lastly: have fun!

- 1 It's important to stand completely still when taking pictures. T  F
- 2 You should never put your camera on a table while taking a picture. T  F
- 3 Put your camera on your legs to get a better picture. T  F
- 4 It's good to get down low to photograph animals. T  F
- 5 Photographs taken from above never look good. T  F
- 6 A picture which is mostly sky can be boring. T  F
- 7 A zoom lens can help you take more interesting pictures. T  F
- 8 Making mistakes with your pictures will be very expensive. T  F



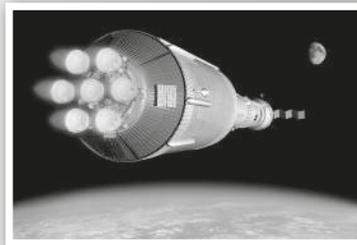
LESSON 3 *Plants*

**A** Read the text and circle the correct answer for each question.

☆  
 Growing food in space ☆

☆  
 Saudi Stars

Long before space travel began, people understood that if astronauts are going to travel to distant planets, they will need fresh food. Scientists have been working on the problem since before the first trip to the moon in 1969. Growing plants without soil was thought to be one solution and since he finished his doctorate four years ago, biologist Dr Faisal Hamad has been trying to find ways of doing this. For a number of years now, he has been experimenting with growing plants in water. The light and temperature levels in his laboratory are carefully controlled and the plants are given liquid plant food. He has been testing the effects of different kinds and quantities of food on different plants. For each food, he's been measuring the plants and recording how much they have grown since the last test, and then he's been spending time analysing the results to find out which foods produce the strongest plants.



- 1 Who will have to have fresh food?  
 a scientists                      b people                      c astronauts
- 2 How long have scientists been trying to solve the problem?  
 a for nearly 50 years      b four years                      c since long before space travel began
- 3 People think the answer might be to grow plants without using...  
 a light.                              b soil.                              c water.
- 4 At university, Dr Hamad studied...  
 a medicine.                      b agriculture.                      c biology.
- 5 He has been growing plants...  
 a in space.                      b in water.                      c outside.
- 6 Dr Hamad's experiments will tell us:  
 a which foods are best      b how much the plants have grown  
 c which plants are the strongest

**B Match the words in the box with the meanings below.**

- 1 the study of plants and animals \_\_\_\_\_
- 2 university award for doing research \_\_\_\_\_
- 3 examine and understand something \_\_\_\_\_
- 4 room for science experiments \_\_\_\_\_
- 5 take water to plants in a dry area \_\_\_\_\_
- 6 manage \_\_\_\_\_
- 7 earth, mud \_\_\_\_\_
- 8 look at very carefully \_\_\_\_\_
- 9 weeks when school is open \_\_\_\_\_
- 10 study at university \_\_\_\_\_

analyse    biology  
 control    do a degree  
 doctorate    examine  
 irrigate    laboratory  
 soil    term

**C Write sentences to say what everyone has (✓) or hasn't (X) been doing.**



- 1 The runner hasn't been winning medals. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**D Complete each phrase with *for* or *since*.**

- 1 \_\_\_\_\_ over an hour
- 2 \_\_\_\_\_ early this morning
- 3 \_\_\_\_\_ nearly the whole term
- 4 \_\_\_\_\_ many years
- 5 \_\_\_\_\_ I was a child
- 6 \_\_\_\_\_ he left school

**E Julie is telling Dalal about the places and people she has been visiting for *Saudi Stars*. Write her e-mail. Use *for* and *since* where you can.**

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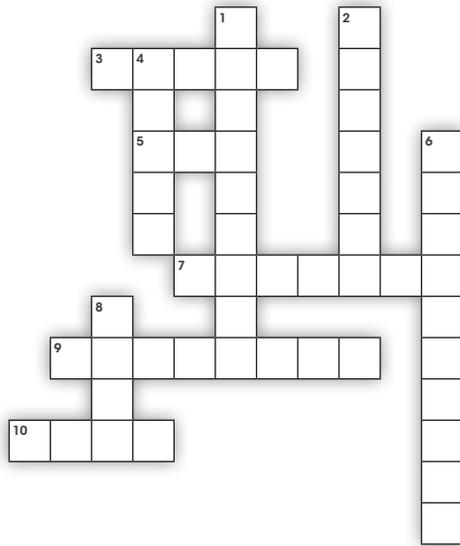


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## LESSON 1 *Two successful modern companies*

### A Complete the puzzle with words from the lesson.



#### Across

- 3 things produced for people to buy
- 5 Money paid to someone for their work
- 7 not unlike, the same in some ways
- 9 a raised road which runs through water
- 10 a thing, often one of many

#### Down

- 1 to announce something is being sold
- 2 television programmes are broadcast on one of these
- 4 to suggest giving or doing something for someone
- 6 someone who writes for the newspapers
- 8 to establish a control centre

### B Complete the sentences with the correct form of the passive. Use the verbs in brackets.

- 1 The causeway to Bahrain \_\_\_\_\_ in 1986. (build)
- 2 Even today, goods \_\_\_\_\_ on all the television channels. (not advertise)
- 3 In the past, there were no shops, and shopping \_\_\_\_\_ in the street. (take place)
- 4 They have moved from Jeddah, because the company \_\_\_\_\_ there these days. (not base)
- 5 Channel 5 \_\_\_\_\_ for another two years. (not establish)
- 6 The winner \_\_\_\_\_ a choice of prizes. (offer)
- 7 In the early 20th century, journalists \_\_\_\_\_ very high fees. (not pay)
- 8 Similar items \_\_\_\_\_ for over £100. (often/sell)

### C Match words with similar meanings.

- |                                       |                                    |            |               |
|---------------------------------------|------------------------------------|------------|---------------|
| 1 causeway <input type="checkbox"/>   | 9 offer <input type="checkbox"/>   | a bus      | i land bridge |
| 2 certain <input type="checkbox"/>    | 10 over <input type="checkbox"/>   | b buyers   | j location    |
| 3 coach <input type="checkbox"/>      | 11 remote <input type="checkbox"/> | c champion | k observe     |
| 4 customers <input type="checkbox"/>  | 12 site <input type="checkbox"/>   | d control  | l picture     |
| 5 emotions <input type="checkbox"/>   | 13 store <input type="checkbox"/>  | e distant  | m reporter    |
| 6 image <input type="checkbox"/>      | 14 team <input type="checkbox"/>   | f feelings | n shop        |
| 7 journalist <input type="checkbox"/> | 15 watch <input type="checkbox"/>  | g finished | o suggest     |
| 8 manage <input type="checkbox"/>     | 16 winner <input type="checkbox"/> | h group    | p sure        |



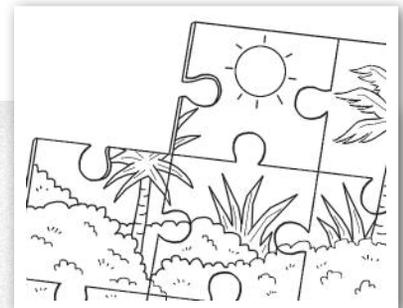
## LESSON 2 *That can't be your bag.*

**A** Rewrite these sentences. Replace the words in **bold** with: *my, mine, your, yours, its, his, her, hers, our, ours, their* or *theirs*. Change *belong to* to *to be* where necessary.

- |   |                           |
|---|---------------------------|
| 1 The gloves <b>belong to me</b> .              | <u>They're my gloves.</u> |
| 2 It can't be <b>Safwan's</b> .                 | <u>It can't be his.</u>   |
| 3 Are they <b>Salma's</b> parents?              | _____                     |
| 4 It might be on the <b>boys'</b> website.      | _____                     |
| 5 They must belong to <b>me</b> .               | _____                     |
| 6 Might these belong to <b>you</b> ?            | _____                     |
| 7 They certainly don't belong to <b>us</b> .    | _____                     |
| 8 How big is <b>the computer's</b> memory?      | _____                     |
| 9 It isn't <b>Fred and Jim's</b> .              | _____                     |
| 10 Those are definitely <b>Claire's</b> .       | _____                     |
| 11 I think this coat may belong to <b>you</b> . | _____                     |
| 12 That might not be <b>Tom's</b> car.          | _____                     |

**B** Complete the dialogue using *to be, can't, must, might (not), may (not), certainly/definitely*.

- Anna:** What do you think? <sup>1</sup>**Might it be this one?**
- Lucy:** No, I don't think it <sup>2</sup>\_\_\_\_\_ that one. It's too big.
- Anna:** How about this one, then? It's blue.
- Lucy:** Yes, but it's the wrong blue. It really <sup>3</sup>\_\_\_\_\_.
- Anna:** And this one has a straight edge so it <sup>4</sup>\_\_\_\_\_.
- Lucy:** Wait! I think this <sup>5</sup>\_\_\_\_\_. Oh no, there's too much green. That's <sup>6</sup>\_\_\_\_\_ not right.
- Anna:** Look at this one! It's nearly all blue with just a little bit of green along the bottom. This <sup>7</sup>\_\_\_\_\_.
- Lucy:** It <sup>8</sup>\_\_\_\_\_. Perhaps it will be too dark.
- Anna:** No, it's not too dark! See, it's just right. This is it!



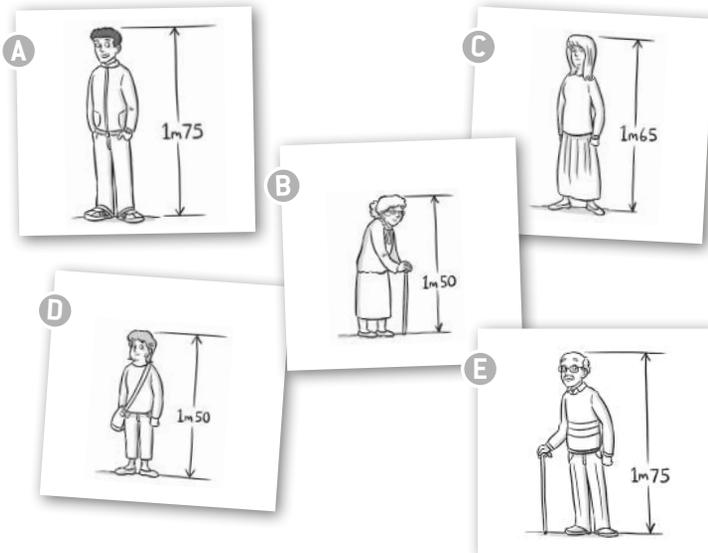
**C** Reorder the letters to make words from the lesson.

- |                     |                |
|---------------------|----------------|
| 1 reptantam _____   | 2 filt _____   |
| 3 unsolccoin _____  | 4 blale _____  |
| 5 yispilibots _____ | 6 treeom _____ |

**D Use the words from Exercise C to complete these sentences.**

- 1 Look at the sky! There's a strong \_\_\_\_\_ that it's going to rain soon.
- 2 I can't change the channel, because I can't find the \_\_\_\_\_!
- 3 They live right at the top of the building, so I hope the \_\_\_\_\_ isn't broken!
- 4 Never put an address \_\_\_\_\_ on the outside of your luggage.
- 5 How do you like living in your new \_\_\_\_\_?
- 6 After the experiment was finished, what was your \_\_\_\_\_?

**E Read the text. Say who each person *can't*, *must* or *might/not be* and say *why/why not*. Write *two* sentences about each picture.**



Hi Nora,  
 Thanks for your letter telling me you've found some old family photographs. How exciting! Of course I'll try to help you guess who everyone is. Aunt Kate is 45 years old. She's quite small - only about 1.50m. Aunt Mary is small too, but she's nearly 70. Aunt Emma and Aunt Nina are about the same age as Aunt Kate but they're much taller than she is. Uncle Joe is Aunt Mary's husband. They've been married for over 50 years. If you have pictures of any young people, they might be your cousins. Good luck. I'm looking forward to seeing the pictures!  
 Best wishes,  
 Aunt Ann

A \_\_\_\_\_  
 \_\_\_\_\_

B \_\_\_\_\_  
 \_\_\_\_\_

C \_\_\_\_\_  
 \_\_\_\_\_

D \_\_\_\_\_  
 \_\_\_\_\_

E \_\_\_\_\_  
 \_\_\_\_\_



LESSON 3 *Opinions and reasons*

**A** Use the correct forms of the words in the box to complete these sentences.

announce authority district furthermore moreover re-equip retrain transfer

- 1 The school \_\_\_\_\_ have given us an extra holiday this term.
- 2 The workers will have to be \_\_\_\_\_ so they can use the new computers.
- 3 Your marks are so good that we are going to \_\_\_\_\_ you to the next class.
- 4 It's a lovely day and \_\_\_\_\_ we've been working very hard, so let's go for a picnic.
- 5 It will be expensive to \_\_\_\_\_ the school laboratory.
- 6 They are going to \_\_\_\_\_ the winners at one o'clock.
- 7 I love London. It's so exciting. \_\_\_\_\_ it's very expensive.
- 8 Ours is the best school in the \_\_\_\_\_.

**B** Complete these sentences with the correct form of a verb beginning with *re-*.

- 1 The food was cold so I \_\_\_\_\_ it.
- 2 If your computer stops working, try switching it off and then \_\_\_\_\_ it.
- 3 She didn't understand the letter at first, but now she \_\_\_\_\_ it, she understands it.
- 4 Their article isn't very good but they \_\_\_\_\_ it before Friday.
- 5 This plastic bag is clean. We can \_\_\_\_\_ it next time.
- 6 My water bottle is empty. Can I \_\_\_\_\_ it here, please?
- 7 He didn't get a very good mark in the test, so he wants \_\_\_\_\_ it.
- 8 The results of the experiment \_\_\_\_\_ and the mistake was found.
- 9 I'm being very careful, because if it isn't right, I'll have to \_\_\_\_\_ it.
- 10 On Thursday, we're going \_\_\_\_\_ the town where we used to live.

**C** Complete each sentence with the correct word from the brackets.

- 1 The food is excellent. \_\_\_\_\_ it isn't very expensive. (However/Moreover)
- 2 This hotel is nice. \_\_\_\_\_ it's a long way to the shops. (On the other hand/Moreover)
- 3 The district needs better roads. \_\_\_\_\_ we need them quickly! (Furthermore/However)
- 4 There are better facilities here. \_\_\_\_\_ we train new doctors. (And/On the other hand)
- 5 Jeddah is a lovely city. \_\_\_\_\_, it's very hot there in July. (However/Furthermore)

**D** Read the text and say what the words in bold refer to.

**Reader's Letters**

Dear Marhaba,

I'm writing to tell you my opinion of school and homework. I like school. I get to see my friends when I'm **there**, and I enjoy the work. On the other hand, I don't like homework and I don't think students should have to do **any**. **We** should do all our work in class because that's the correct place for **it**. Moreover, students who have been working hard all day in school are tired when **they** get home and just want to relax when they are **there**. Also doing homework is boring. Most of us would rather spend time with our friends or watch television or look at the internet. Furthermore, some students just get the answers from their friends, so it doesn't help **them** at all. Please tell me you agree with me about all **this**!

- |                        |                        |
|------------------------|------------------------|
| 1 there (line 2) _____ | 2 any (line 3) _____   |
| 3 We (line 3) _____    | 4 it (line 3) _____    |
| 5 they (line 4) _____  | 6 there (line 5) _____ |
| 7 them (line 7) _____  | 8 this (line 7) _____  |

**E** Write a reply. Agree or disagree politely. Give the opposite opinion. Use the notes to help.

Agree:	Opposite information:	Disagree:	Opposite information:
school is fun	<i>(Add your own similar information here)</i>	all work should be done in class	not enough time, need more practise
school is tiring	short rest first then study	homework is always boring	research on the internet, cover interesting topics
getting answers from friends doesn't help	working together can help each other	it means you can't spend time with friends	work together, fun, help each other

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# Unit 10 / A happy ending

## LESSON 1 *An Asian story*

adopt    beggar    bring up  
neighbour    original    orphanage  
platform    search

### A Complete the sentences with the correct form of the words from the box.

- 1 Which \_\_\_\_\_ does the London train leave from?
- 2 Do you have nice \_\_\_\_\_ at your new house?
- 3 I \_\_\_\_\_ everywhere but I can't find it.
- 4 Muslim children who \_\_\_\_\_ keep their own family name.
- 5 After losing everything, he finally became a street \_\_\_\_\_.
- 6 Julie \_\_\_\_\_ in Malaysia.
- 7 Children who have no family are often cared for in an \_\_\_\_\_.
- 8 An inventor is someone who has an idea for an \_\_\_\_\_ device.

### B Read the text and complete the sentences in the past perfect.

Hi Omar

I am writing to explain why I was not at the airport to meet you. I am very sorry.

On Monday night I played football and I arrived home very late. I immediately went to bed but I couldn't sleep. I had scored the winning goal in our game and I was very excited. I didn't get to sleep until about 2am and because of this woke up late. I got up and dressed quickly and immediately left the house.

When I got in my car, I tried the engine but it didn't work! I gave up trying to start it and called a mechanic. He couldn't come for an hour so I phoned a taxi. It was now 8.30. The taxi arrived at 8.45 and we set out for the airport. At first the journey was OK but then the traffic stopped. The taxi couldn't move for another 45 minutes. During this time your plane arrived and I couldn't meet you. I couldn't phone you, either. My mobile was at home. I had forgotten it.

I must apologise again.

Terry

- 1 Terry arrived home late after he had played (play) a game of football.
- 2 After he \_\_\_\_\_ (go) to bed, he couldn't \_\_\_\_\_.
- 3 Terry was very \_\_\_\_\_ because \_\_\_\_\_ (score) the winning goal.
- 4 After \_\_\_\_\_ (get up) Terry immediately left the \_\_\_\_\_.
- 5 After \_\_\_\_\_ (give up) trying to start \_\_\_\_\_, he called a taxi.
- 6 Terry set out for \_\_\_\_\_ after \_\_\_\_\_ (arrive) at 8:45.
- 7 After \_\_\_\_\_ (stop), the taxi \_\_\_\_\_ move.
- 8 He couldn't \_\_\_\_\_ Omar because \_\_\_\_\_ (forget) his mobile

**C Match the words with the correct pictures.**

1 advertisement    2 remote    3 container    4 sticky tape



**D Match the words with the correct meanings.**

- |  |   |
|--|---|
| 1 celebrate <input type="checkbox"/>   | a for one person only                                 |
| 2 certain <input type="checkbox"/>     | b movement towards an achievement                     |
| 3 conclusion <input type="checkbox"/>  | c to say you will definitely do something             |
| 4 individual <input type="checkbox"/>  | d be happy because something special has happened     |
| 5 ordinary <input type="checkbox"/>    | e the reason for which something has been done        |
| 6 possibility <input type="checkbox"/> | f an opinion based on analysing information           |
| 7 progress <input type="checkbox"/>    | g sure  |
| 8 promise <input type="checkbox"/>     | h a small area separate from the main area            |
| 9 purpose <input type="checkbox"/>     | i usual   |
| 10 section <input type="checkbox"/>    | j something which might be true or which might happen |

**E Test yourself. Complete the table with the correct forms of the verbs.**

	Verb	Past tense	Past participle
1		broke	
2			chosen
3	drive		
4		felt	
5			hurt

	Verb	Past tense	Past participle
6	sew		
7		spoke	
8			spent
9	teach		

**F Test yourself. Complete the text with the right form of the verbs in brackets.**

Look at me, I <sup>1</sup> \_\_\_\_\_ (walk) and <sup>2</sup> \_\_\_\_\_ (run)! I \_\_\_\_\_ (exercise) for half an hour and I <sup>4</sup> \_\_\_\_\_ (not/stop) for another 30 minutes. I <sup>5</sup> \_\_\_\_\_ (try/get) fit. I know I <sup>6</sup> \_\_\_\_\_ (feel) better if I <sup>7</sup> \_\_\_\_\_ (be) fit. Furthermore, I <sup>8</sup> \_\_\_\_\_ (change) my eating habits. I <sup>9</sup> \_\_\_\_\_ (use to/eat) too much fat and sugar, but now I <sup>10</sup> \_\_\_\_\_ (eat) fresh fruit and vegetables every day. Last year, while I <sup>11</sup> \_\_\_\_\_ (stay) with friends, some photographs <sup>12</sup> \_\_\_\_\_ (take) of us. Later, I <sup>13</sup> \_\_\_\_\_ (see) one of me. I <sup>14</sup> \_\_\_\_\_ (look) awful. That was when I <sup>15</sup> \_\_\_\_\_ (decide/change) my lifestyle.



# Unit 10 / A happy ending

## LESSON 2 *When this device was invented*

### A Match the words with the correct meaning.

aspirin    bulb    device    match    navigation    plough    printing press    scales

- |                  |                          |   |
|------------------|--------------------------|---|
| 1 aspirin        | <input type="checkbox"/> | a old machine which was used for making books     |
| 2 bulb           | <input type="checkbox"/> | b finding the way from one place to another       |
| 3 device         | <input type="checkbox"/> | c machine or piece of equipment                   |
| 4 match          | <input type="checkbox"/> | d glass object which is used in an electric light |
| 5 navigation     | <input type="checkbox"/> | e equipment which is used for measuring weight    |
| 6 plough         | <input type="checkbox"/> | f tablet which is often taken for headache        |
| 7 printing press | <input type="checkbox"/> | g piece of equipment which is used on a farm      |
| 8 scales         | <input type="checkbox"/> | h small stick which is useful for starting a fire |

### B Write definitions for these words. Use *who*, *where* or *which*.

- 1 A farmer is someone who grows food.
- 2 A classroom is a place where students study.
- 3 A fridge is a device which is used to keep food cold.
- 4 A tailor is \_\_\_\_\_
- 5 A submarine is \_\_\_\_\_
- 6 A laboratory is \_\_\_\_\_
- 7 A pump is \_\_\_\_\_
- 8 An islander is \_\_\_\_\_
- 9 A clinic is \_\_\_\_\_
- 10 A store is \_\_\_\_\_
- 11 A remote is \_\_\_\_\_
- 12 A potter is \_\_\_\_\_

### C Look at the map on page 85. Write the directions for the bakery. Use the passive.

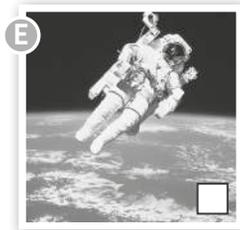
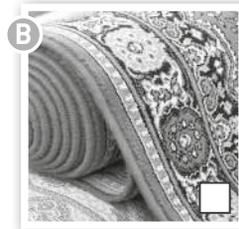
First I was told to go \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D** Test yourself. Complete the table with the correct forms of the verbs.

	Verb	Past tense	Past participle
1	rise		
2		saw	
3			sold
4	show		
5		stole	
6			taken
7	wear		
8		won	
9			written

**E** Test yourself. Match the words with the correct pictures.

- 1 astronaut
- 2 carpet
- 3 goalkeeper
- 4 drill
- 5 sledge
- 6 truck
- 7 wolf



**F** Describe two inventions from page 84. Say why they are important? Give reasons. Use words like *moreover*, *because*, *which* and *before*.

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# Unit 10 / A happy ending

## LESSON 3 *I'd study maths.*

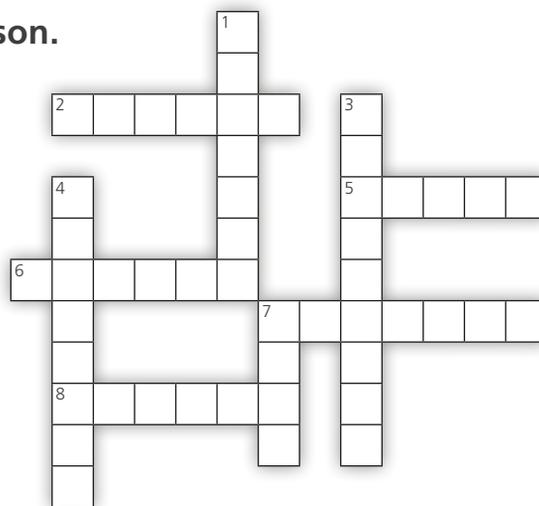
### A Complete the puzzle with words from the lesson.

#### Across

- 2 discover, see
- 5 a warning sound or the machine which makes it
- 6 helpful for doing or achieving something
- 7 a sign that something bad is going to happen
- 8 if ... not

#### Down

- 1 based on a fact or facts
- 3 to become a gas
- 4 money taken off the cost of an item
- 7 something which is wanted



### B Complete the sentences with words from the box.

alarm detect discount evaporate factual unless useful warning wish

- 1 The shop belongs to my uncle who always gives me a \_\_\_\_\_.
- 2 It will be too expensive \_\_\_\_\_ we stay in a hostel.
- 3 If you \_\_\_\_\_ a smell of gas, call the emergency phone number.
- 4 You will find English very \_\_\_\_\_ when you are a businessman.
- 5 My greatest \_\_\_\_\_ is to travel around the world.
- 6 After the storm, it took weeks for the flood water to \_\_\_\_\_.
- 7 If you forget to turn off the lights, the car \_\_\_\_\_ will come on.
- 8 His report was very \_\_\_\_\_ but I could hear the emotion in his voice.
- 9 The notice was a \_\_\_\_\_ which said, 'Danger! No swimming'.

### C Rewrite these sentences using *unless*.

- 1 I'll stay here if you don't want me to go with you.

I'll stay here unless you want me to go with you.

- 2 I'll eat that cake if you don't want it.

\_\_\_\_\_

- 3 If he isn't very late, we won't leave without him.

\_\_\_\_\_

- 4 You're going to miss the match if you don't feel better very soon.

\_\_\_\_\_

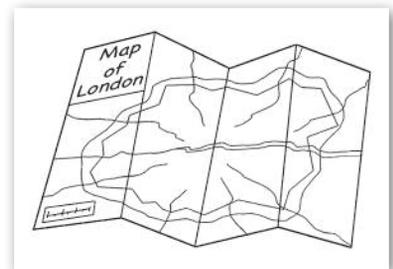
**D Rewrite these sentences using the first conditional.**

- If we heated the sauce, it would evaporate more quickly.  
\_\_\_\_\_
- If they took umbrellas, they wouldn't get too wet.  
\_\_\_\_\_
- If you drove, you'd be too tired to enjoy the visit.  
\_\_\_\_\_
- If he gave me a bigger discount, I'd buy more items.  
\_\_\_\_\_
- If you kept your articles factual, people would find them more interesting.  
\_\_\_\_\_



**E Rewrite these sentences using the second conditional.**

- If the motor gets too hot, a light will come on as a warning.  
\_\_\_\_\_
- If it will be useful, you can take this map with you.  
\_\_\_\_\_
- If you want it enough, you will achieve your wish.  
\_\_\_\_\_
- If the system detects smoke, an alarm will sound.  
\_\_\_\_\_
- Unless you work really hard, you won't be finished in time.  
\_\_\_\_\_



**F Test yourself. Complete the table with the correct forms of the verbs.**

	Verb	Past tense	Past participle
1		was	
2	fly		
3	become		
4		got	
5		cut	
6			grown
7		drew	
8	know		
9			eaten

**G Test yourself. Match the words with the correct meaning.**

- |                                      |                            |
|--------------------------------------|----------------------------|
| 1 craftsman <input type="checkbox"/> | a medical care             |
| 2 migrate <input type="checkbox"/>   | b live through danger      |
| 3 ambition <input type="checkbox"/>  | c shopper                  |
| 4 customer <input type="checkbox"/>  | e would not steal          |
| 5 survive <input type="checkbox"/>   | d travel                   |
| 6 compress <input type="checkbox"/>  | f skilled worker           |
| 7 treatment <input type="checkbox"/> | g make smaller             |
| 8 honest <input type="checkbox"/>    | h what you want to achieve |



# Dictionary

## A

achieve  
adopt  
adult  
advertise (v)  
advertisement  
alarm (n)  
ambition  
analyse  
announce  
apartment  
apology  
as (when)  
as soon as  
aspirin  
astronaut  
attractive  
authority

## B

base (v)  
beggar  
biology  
blog  
board (v)  
bottle (v)  
bottom  
bring up  
broadcast (v)  
bulb (electric)

## C

calligrapher  
carpet  
carve

يحقق  
يتبنى  
بالغ  
يعلن  
إعلان  
إنذار  
طموح  
يحلل  
يعلن  
شقة  
اعتذار  
عندما  
فور  
اسبرين  
رائد فضاء  
جذاب  
سلطة

يضع مقرا  
متسول  
علم الأحياء  
مدونة  
يصعد  
يضع في زجاجة  
قاع  
يربّي  
بيت  
مصباح

خطّاط  
فرش أرضيات  
نحت

cause (n)  
causeway  
celebrate  
cement (n)  
certain (sure)  
championship  
channel (TV)  
cheque  
clinic  
cloak  
coach  
coast  
comment (n)  
compress  
conclusion  
container  
contribution  
control (v)  
craft  
craftsman  
crash (v)  
crescent  
cultural  
culture  
customers  
cyclist

## D

damage (v + n)  
damaged (adj)  
dawn  
décor  
decorate  
degree

سبب  
ممر فوق الماء  
يحتفل  
اسمنت  
أكيد  
بطولة  
قناة  
شيك  
عيادة طبية  
عباءة  
مدرب  
ساحل  
تعليق  
يضغط  
خاتمة  
حاوية  
مساهمة  
يراقب  
حرفة  
صاحب حرفة  
اصطدام  
هلال  
ثقافي  
ثقافة  
زبائن  
سائق دراجة

يتلف - تلف  
متلف  
فجر  
ديكور  
يضع ديكورات  
درجة

depart يغادر  
 detect يكشف  
 determined عاقد العزم  
 device أداة  
 discount (n) خصم  
 dishonest غير شريف  
 distant بعيد  
 district مقاطعة  
 dive (n + v) غوص – يغوص  
 doctorate دكتوراة  
 drill (v) يثقب  
 DVD قرص رقمي

**E**  
 eBay  
 entry  
 equal  
 equip  
 evaporate  
 examine  
 expedition  
 explanation  
 explored  
 export (v)  
 express (adj + n)  
 extremely

**F**  
 factual  
 faith(ful)  
 fast (n)  
 fee (n)  
 female  
 festival  
 flow (v)  
 forward (n)  
 foul (n + v)  
 furthermore

موقع المزادات  
 ادخال- مدخل  
 يساوي  
 يجهز  
 يتبخر  
 يختبر  
 بعثة  
 شرح  
 تم اكتشافه  
 يصدر  
 سريع  
 جدا

حقيقي – واقعي  
 حقيقي  
 صيام  
 رسوم  
 أنثى  
 مهرجان  
 يتدفق  
 جريء  
 خطأ – يرتكب خطأ  
 علاوة على ذلك

**G**  
 give up يترك  
 goalkeeper حارس مرمى  
 goods (n) بضائع

**H**  
 head for (v) يتوجه لـ  
 herd قطيع  
 hit (v) يضرب  
 honest صادق  
 humanitarian انساني

**I**  
 individual فردي  
 inhabitant مقيم  
 injection حقن  
 insincere مخادع  
 instead of بدلا من  
 instruction تعليمات  
 irrigate/irrigation يسيقي الزرع – ري  
 islander أحد سكان الجزيرة  
 item صنف

**J**  
 journalist صحفي

**L**  
 label (n) علامة  
 laboratory مختبر  
 lack (n) نقص  
 lens عدسات  
 lift (n) مصعد  
 lightning برق  
 live (adj) مباشر  
 locate يحدد

**M**  
 male ذكر  
 mammal حيوان ثدي  
 manufacture يصنع  
 mark (trace) (n) يضع علامة

match (fire)  
mathematics  
microphone  
migrate  
mineral  
moreover  
motor

## N

natural  
navigation  
neighbour  
nest  
nil

## O

obey  
object  
observe (v)  
ocean  
offer (v)  
Olympic  
once  
ordinary  
organisation  
original  
orphanage  
over (finished)

## P

Pacific  
pastime  
path  
patience  
performer  
personally  
platform  
plough (n)  
possibility  
potter

كبريت  
رياضيات  
مكبر صوت  
يهاجر  
معدي  
علاوة على ذلك  
محرك

طبيعي  
ابحار- ملاحه  
جار  
عش  
صفر

يطيع  
جسم  
يستحق  
محيط  
يقدم عرضا  
أولمبي  
مرة  
عادي  
منظمة  
أصلي  
دار أيتام  
انتهى

هادئ  
تسلية  
طريق  
صبر  
ممثل  
شخصي  
منصة  
محراث  
امكانية  
صانع الخزف

present (v)  
pressure  
printing press (n)  
product  
progress  
promise  
proofreader  
pump (v)  
purpose  
puzzle

## R

raise (money)  
range (n)  
receiver  
record (v)  
recover  
reduce  
re-equip  
referee  
refine  
release (v)  
remote (machine) (n)  
report (v + n)  
reporter  
responsibility  
re-train  
rock (n)  
row (n)

## S

scales (machine)  
screen (n)  
search (v)  
second-hand  
secretary  
section  
self-control  
separate  
separate (adj.)

يقدم  
ضغط  
مطابع  
منتج  
تقدم  
يعد - وعد  
قارئ البروفات  
يضخ  
غرض  
لغز

يجمع  
مجال  
لاقط  
يسجل  
يتعافى - يستعيد  
يقلل  
يعيد التجهيز  
حكم  
يكرر البترول  
يحرر  
بعيد  
يعد تقريرا - تقرير  
مراسل  
مسئولية  
يحفظ - يبقي  
صخرة  
صف

ميزان  
شاشة  
يبحث  
مستعمل  
سكرتير - سكرتيرة  
قسم  
ضبط نفس  
يفصل  
منفصل

servant  
sew  
share  
shopping mall  
shoulder  
sign (v)  
similar  
sincere  
single  
sink (n)  
site  
skill  
sledge (n)  
soap  
soccer  
society  
soil  
source  
specialist  
statue  
sticky tape  
store  
storm  
stream  
submarine  
suffer  
sunset  
supporter (n)  
surface  
survive

## T

tablet  
tactics  
tag  
tailor  
take place  
takeaway  
task

خادم  
يحيك  
قسم- سهم  
مركز تسوق  
كتف  
يشير بيده  
مشابه  
مخلص  
أعزب  
مجلى  
موقع  
مهارة  
مزلجة  
صابون  
كرة قدم  
مجتمع  
تربة  
مصدر  
اخصائي  
حالة  
شريط لاصق  
مخزن  
عاصفة  
مجري  
غواصة  
يعاني  
غروب  
مشجع  
سطح  
ينجو

قرص دواء  
تكتيك  
علامة  
خياط  
يحدث  
طلب خارجي  
مهمة

team  
teamwork  
term  
terrible  
Thailand  
threat  
timekeeper  
together  
top (n)  
transfer  
transmit  
transmitter  
transport (v)  
trap (v)  
travellers  
treatment  
truck

## U

underground  
United States  
unless  
useful

## V

vaccination  
volcanic  
voyage

## W

warning  
Wi-Fi  
wish (n)  
wolf

## X

x-ray

## Z

zoom

فريق  
عمل جماعي  
مصطلح- فصل دراسي - شرط  
فظيع  
تايلاند  
خطر - تهديد  
ضابط الوقت  
معا  
قمة  
يحوّل  
يبث اشارات  
محول اشارات  
ينقل  
ينصب فخا  
مسافرون  
معالجة

تحت الأرض  
الولايات المتحدة  
إلا إذا  
مفيد

تطعيم  
بركاني  
رحلة

تحذير  
واي فاي  
أمنية  
ذئب

اشعة سينية

تكبير - تضخيم



<b>Listening skills for Third Intermediate Grade 9</b>	<i>Included in Lift Off 6</i>
Differentiate between the pronunciation of similar sounds in English	X
Follow detailed directions	X
Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly	X
Recognise various intonation patterns	X
Understand straightforward factual information about common everyday topics	X
Understand the main idea and/or basic information in monologues or dialogues	X
<b>Speaking skills for Third Intermediate Grade 9:</b>	
Ask for repetition and clarification to fill in gaps in understanding	X
Briefly give reasons and explanations for opinions, plans and actions	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed	
Establish social contact: greetings and farewells; introductions; giving thanks	X
Give and follow detailed instructions and directions	X
Initiate, maintain and close a conversation on familiar or everyday topics	
Logically link ideas by using a variety of connectors	X
Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information	X
Produce a series of sentences: <ul style="list-style-type: none"> <li>• to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.</li> <li>• to describe people and places in detail</li> <li>• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)</li> <li>• to express and respond to feelings (e.g. surprise, happiness, interest)</li> <li>• to politely express agreement and disagreement</li> <li>• Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations</li> </ul>	X
<b>Reading skills for Third Intermediate Grade 9</b>	
Find and understand relevant information in everyday material such as letters and brochures	X
Guess the meaning of unknown words	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand text cohesion	X
Understand the description of events, feelings and wishes in personal letters/e-mails	X
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	X
<b>Writing skills for Third Intermediate Grade 9:</b>	
Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	X
Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	X

Write notes and short messages conveying simple information	X
Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)	X
Write an account of an event	X
Narrate a story	X
Write short simple essays on familiar topics	X
Write short descriptions of people, places and events	X
Write a postcard / e-mail	X
<b>Grammar coverage for Third Intermediate Grade 9:</b>	
<i>All/Both/Neither/None/Either</i>	
Clauses of result ( <i>so + adjective / adverb + (that) / such + (a(an) (+adjective)+noun (+ that)</i> )	X
Comparative and superlative forms of adjectives/adverbs and other forms of comparison ( <i>as + ... + as</i> )	X
Conditional Sentences Type 1 – Type 2	X
Conjunctions	X
Full and bare infinitive	
Future <i>will</i>	X
<i>-ing</i> form	X
Intensifiers	X
Modal verbs	X
Passive Voice (Present, Past)	X
Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	X
Past Simple / <i>Used to</i> – Time expressions	X
Past Simple vs. Past Progressive	X
Prepositions of time, place and movement	X
Present Perfect Simple – Time expressions – <i>How long?, for/since – have been/have gone</i>	X
Present Simple vs. Present Progressive – Present progressive with future meaning – Time expressions – Stative Verbs	X
Questions (Question Tags, Subject-Object Questions, negative Questions, Indirect Questions)	X
Reflexive Pronouns	
Relative pronouns ( <i>who, which, that</i> ) – Relative adverb ( <i>where</i> )	X
Reported Speech (Commands, Requests)	X
<i>some/any/no/every</i> and their compounds	
The article <i>the</i>	
Time Clauses (Present, Future, Past)	X
<b>Functions for Third Intermediate Grade 9</b>	
ask for and give advice	X
ask for and give information	X



ask for confirmation / agree and disagree	X
ask for, give and refuse permission	X
carry out a telephone conversation	
define people, places and things	X
describe feelings	X
discuss a range of familiar topics	X
discuss advantages and disadvantages	X
discuss future plans and talk about the future	X
discuss past habits and situations	X
distinguish between habitual actions and current activities	X
express ability	
express obligation, lack of obligation and prohibition	
express opinion / agree and disagree	X
express possibility	X
express purpose	X
express result	X
express surprise	X
find things in common	X
give and follow instructions	X
invite and make arrangements / suggestions	X
make comparisons	X
make deductions	X
narrate and sequence past actions and events	X
refer to number and quantity	
report commands and requests	X
stress the action in a sentence rather than the agent	X
talk about experiences linking past and present time	X



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