

المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التعليم  
Ministry of Education



Student's Book

# Flying High for Saudi Arabia

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Level 2

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Listening	Writing	Speaking
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# 1 Seeing the world

Grammar ▶ Direct and indirect questions  
 Vocabulary ▶ Travel and tourism ▶ Asking for and giving information  
 Speaking ▶ Likes and dislikes ▶ Personal experiences  
 Writing ▶ A short descriptive essay ▶ An account of a trip

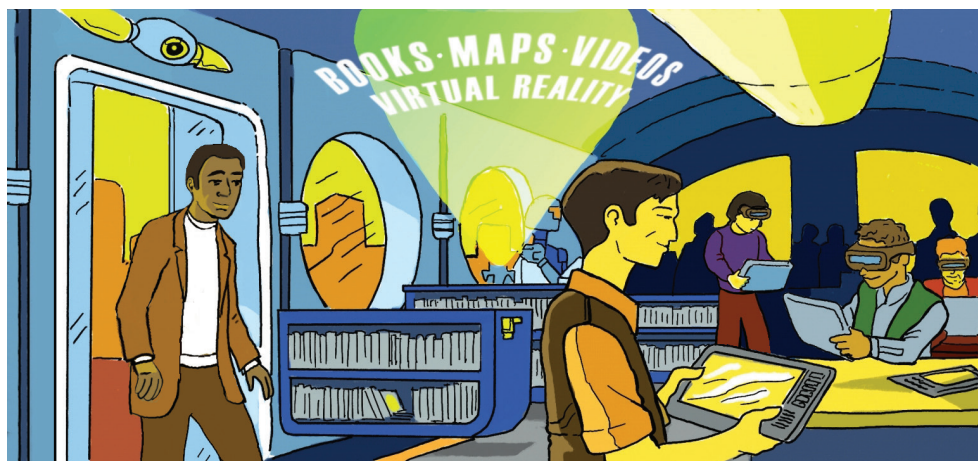
## 1 Armchair travel

### 1 Listening and speaking

a Imagine the bookshop of the future. What would you be interested in if you were in that shop?



b John and Peter are in the shop. Listen to them talking and complete the table below.



	John	Peter
Reasons for being in the shop		
Places they are interested in		



c Compare your notes with those of a partner. Then listen again and check your answers.

### 2 Speaking

a Look at the table below. Tick (✓) your attitude toward the different options for 'armchair travel', and if you have used them or not. In groups, compare and discuss your completed tables.

A: I don't like studying maps, but I have used them.

B: I like studying maps, but I don't like reading travel books.

b If you could go on a 'virtual' trip, where would you go? Why?

I would go to Africa because I'd like to see all the animals there.

	Like	Not sure	Don't like	Used	Not used
Studying maps					
Reading travel books					
Watching videos or TV documentaries					
Talking to friends about their trips					

### 3 Reading and speaking

In pairs, read the profiles and travel guides and agree on a holiday destination for Bill and his sister.

## Wonderful World Ltd

Wonderworld Holidays Ltd

Wonderworld House  
435 Rupert Street  
Bristol BS1 2QJ

Telephone: 0117 482 219

### BIG WONDER COMPETITION

Dear Prize winner!

Congratulations! You aren't going to be an armchair traveller any more. You've won a holiday for two people and have three choices of destination.

Sincerely,

Mike Ashby

competition manager

#### Holiday profile:

Bill Hartley

He enjoys nature and the mountains. He is a keen bird and animal watcher. He loves good food and wants an active holiday.

#### Holiday profile:

Jane Hartley

She loves architecture, sightseeing and going to museums. She loves good food and the sun.

## Sydney

Enjoy the sun, sea, and sand in beautiful Sydney. See the amazing Sydney Harbour Bridge. Then relax on Bondi Beach and decide where you want to spend the evening – you have a fantastic choice of places to go to in the evenings and there's always lots of wonderful food.



## Oman

Enjoy Oman, with its renowned Arabian hospitality and unspoiled countryside. Muscat is the perfect base to explore the city and the rugged mountains behind. Ras al-Jinz is a small sandy bay reached via the stunning water pools and shady canyons of Wadi Bani Khalid. Here you can watch greenback turtles come ashore to nest all year round.

## Rome



The city for everybody who loves good food! Sit on the terrace and enjoy watching the people, while eating wonderful pasta, pizza, and ice cream. Spend the rest of your day exploring the history of Rome – the Colosseum, the Pantheon and a whole range of wonderful palaces and other historic buildings.

### 4 Writing, reading and speaking

- Write a holiday profile for yourself. It can be a bit longer than the examples in exercise 3.
- In pairs, exchange your profiles and choose the best destination of the three (Sydney, Oman or Rome) for your partner. Discuss your recommendations.

# 2 The real thing

## 1 Reading and speaking

**a** In pairs or groups, discuss a trip each of you has made in Saudi Arabia or abroad. Use these questions to help you.

- 1 Where did you go?
- 2 Why did you go?
- 3 How did you travel – by bus, train, car, plane, or some other means of transport?
- 4 Did you enjoy the trip?
- 5 Why? / Why not?

**b** Read the article and complete these notes.

First passenger train service:

(1) 1825

First bus service:

(2) \_\_\_\_\_

First passenger jet-plane service:

(3) \_\_\_\_\_

First jumbo-jet service:

(4) \_\_\_\_\_

World's busiest airport:

(5) \_\_\_\_\_

(6) \_\_\_\_\_ passengers a day,

(7) \_\_\_\_\_ a year.

World's busiest international airport:

(8) \_\_\_\_\_

(9) \_\_\_\_\_ passengers a year,

(10) \_\_\_\_\_ different airlines.

**c** In groups, discuss these questions.

- 1 Have you ever flown in a plane?
- 2 What are the most common forms of transport in your country?
- 3 What are the advantages and disadvantages of each form of transport?
- 4 How do you prefer to travel?



Mass passenger transport really began with trains (1825) and buses (1895). Both kinds of transport have changed a lot over the years, and there are now high-speed trains that get you to your destination much quicker – the TGV in France, the Bullet Train in Japan, and the ICE in Germany, for example. Buses and trains continue to provide a means of transport for most people in the world.

The other type of mass transport is, of course, the plane. Planes have been used for taking passengers for only the last 50 years. Jet planes were first used for passengers in 1952, and in 1970, jumbo jets were introduced. They allowed enormous numbers of people to fly from country to country and continent to continent quickly, safely and relatively cheaply.

The numbers of passengers now are impressive. Chicago's O'Hare Airport claims that it is the busiest in the world, moving almost 200,000 passengers a day, over 70 million a year. The management of London's Heathrow Airport says it moves the most international passengers (many of O'Hare's passengers are on domestic flights), with over 60 million a year on more than 90 different airlines. But Chicago and London are closely followed by Atlanta, Paris and hundreds of other airports around the world. How will transport change in the next 50 years?





**2 Word builder: say / tell and other reporting verbs**

**a Look at these examples of reporting verbs. Then answer the questions below.**

*I **think** she's there. But I haven't seen her for a while.  
Emma **tells** me that you are an excellent student.  
London's Heathrow Airport **says** it moves the most international passengers.  
Chicago's O'Hare Airport **claims** that it is the busiest in the world.*

*I **believe** we've met before somewhere. Is that possible?*

- 1 Which two verbs indicate that the speaker is not completely sure about the information or idea?
- 2 Which verb indicates that the information may be exaggerated or not true?
- 3 Of *say* and *tell*, which one is and which one is not followed by an object pronoun or a noun (the person who receives the information)?

**b Now complete these sentences, using reporting verbs from above. There may be more than one possible option.**

- 1 Experts \_\_\_\_\_ tourism will continue to grow.
- 2 They \_\_\_\_\_ that travel broadens the mind.
- 3 Our son lives in Kuala Lumpur. He \_\_\_\_\_ us real Malaysian food is fantastic.
- 4 Lots of cities around the world \_\_\_\_\_ that they are more hospitable than any other.
- 5 Personally, I \_\_\_\_\_ my own city is the most hospitable in the world. Am I prejudiced?

**3 GRAMMAR BUILDER: reporting statements and opinions**

**a Look at the examples of reported statements in exercise 2a again. Divide each one into two parts and answer the questions.**

*I think / she's there.*

- 1 Which word sometimes connects the two parts, but is often omitted, especially in informal speech?
- 2 Are these sentences in English like similar sentences in your language?

**b Complete these sentences with your own ideas. Then, in pairs or groups, compare your sentences.**

- 1 The man who was arrested claims ...
- 2 My best friend tells me ...
- 3 Many people believe ...

**4 Speaking, writing and reading**

**a In pairs, select a city you both know where tourism is (or could become) important, and complete these notes. The city may be in Saudi Arabia or abroad.**

Name of the city: \_\_\_\_\_

Our impressions of ...

the city: \_\_\_\_\_

the people: \_\_\_\_\_

the restaurants and accommodation: \_\_\_\_\_

**b Write your impressions of the city. You could write three or four short paragraphs.**

We both know the city of \_\_\_\_\_

and we think \_\_\_\_\_.

It is one of our favourite places. It has /

There are \_\_\_\_\_.

We think the people \_\_\_\_\_.

They \_\_\_\_\_.

There are many restaurants with \_\_\_\_\_.

The city also has \_\_\_\_\_.

Finally, we can say that \_\_\_\_\_.

**c In groups, read all the essays and talk about the cities. Then, in your original pairs, read your own essay again and see if you can improve it.**

# 3 Visitors from abroad

## 1 Listening



**a Listen to some tourists asking for information in London. Choose the correct ending for each statement.**

- |  |   |
|--|---|
| 1 The tourists are interested in ...<br>a) shopping<br>b) places to go to in the evening<br>c) places of interest / culture and history. | 3 Madame Tussauds is ...<br>a) very far<br>b) a block ahead<br>c) very near.      |
| 2 The person they talk to is ...<br>a) friendly and helpful<br>b) rude<br>c) not interested.   | 4 The café is ...<br>a) around the corner<br>b) on the left<br>c) straight ahead. |



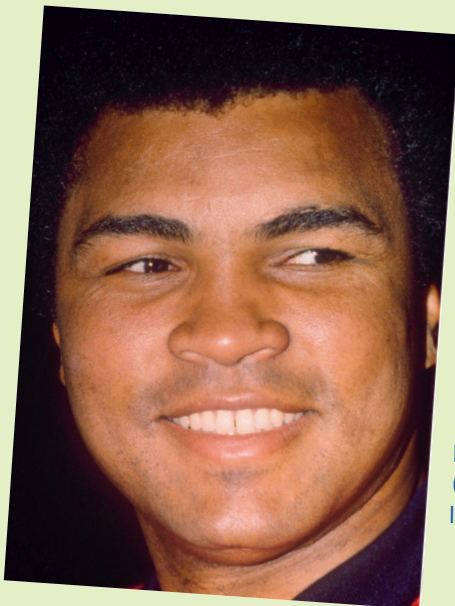
**b Listen again. What do the tourists decide to do?**

## 2 Reading

**Use information from the guidebook to answer the tourist's questions.**

- Excuse me. Can you tell me how to get to Madame Tussauds?
- Can you tell me what time the museum closes?
- Do you know when the museum first opened?
- Do you know how many models there are in the museum?
- What kinds of celebrities are represented in the museum?
- How many people visit the museum each year?

# MADAME TUSSAUDS



**LOCATION:** Marylebone Road, London NW1 5LR, one block from the Baker Street tube station.

**OPENING TIMES:** Weekdays 10:00–5:00; weekends 9:30–5:30.

**HISTORY:** Marie Grosholtz (1761–1850) was born in Strasbourg, and when her father died, her mother went to Berne to work for a doctor. He created anatomical models from wax, and he taught Marie his art. She was very talented at the art. At the end of the 18th century, Marie married François Tussaud and became Madame Tussaud. The French economy was in decline after the French Revolution, so Madame Tussaud moved her exhibition of models to England. The exhibition opened as a museum in 1835.

Today, there are over 400 figures in the museum, representing all types of celebrities. There are historical and political figures like Gandhi and Nelson Mandela, sports figures like David Beckham and Mohammad Ali and actors like Sean Connery and Charlie Chaplin. Over 2.5 million people per year visit Madame Tussauds to see the incredibly lifelike wax models.

**3 GRAMMAR BUILDER: requesting and stating information using direct and indirect questions**

**a Look at these pairs of sentences and answer the questions.**

- 1 a) Where is Madame Tussauds?  
b) Can you tell me where Madame Tussauds is?
  - 2 a) What time does it open?  
b) Do you know what time it opens?
  - 3 a) Is there a café near here?  
b) Do you know if there's a café near here?
- 1 What is the difference between the beginning of sentence **a** and **b** in each pair?
  - 2 Which questions sound more polite in each pair, **a** or **b**?
  - 3 How is the word order after *where / what time / if* in sentence **b** different from the question in sentence **a**?
  - 4 Which requests for information in exercise 2 are direct questions (like **a**) and which are indirect questions (like **b**)?

**b Make these into polite indirect questions by beginning with *Do you know ...?* or *Can you tell me ...?***

- 1 Where are the souvenirs? *Do you know where* \_\_\_\_\_?
- 2 How much does this T-shirt cost? *Can you tell me how much* \_\_\_\_\_?
- 3 Is there a restaurant in Madame Tussauds? *Do you know if* \_\_\_\_\_?
- 4 Can I park here? \_\_\_\_\_?
- 5 What time does the museum close? \_\_\_\_\_?
- 6 How do they make these wax models? \_\_\_\_\_?

**c Complete this conversation using the words in brackets.**

- A: Excuse me. Can you tell me where (1) \_\_\_\_\_? (*the Sherlock Holmes Museum*)
- B: Yes, it's on Baker Street, only three or four blocks from here.
- A: Oh, good. Do you know if (2) \_\_\_\_\_ yet? (*open*)
- B: Sorry. I don't know what time (3) \_\_\_\_\_.
- A: Well, do you know where (4) \_\_\_\_\_ a good English breakfast near here? (*can get*)
- B: No, sorry. I have no idea. I'm from Melbourne, Australia, actually.

**4 Pronunciation: intonation – question forms**

**a Listen to these sentences and mark the intonation.**

Do you know if there's a bank near here?

- 1 Can you tell me where the bank is?
- 2 What time is it?
- 3 Where's the bus stop?
- 4 Do you know which bus we need to take?

**b Listen again and repeat the sentences.**

**5 Speaking**

**In pairs, practise helping foreign visitors in your city. Student A, ask questions; Student B, answer the questions.**

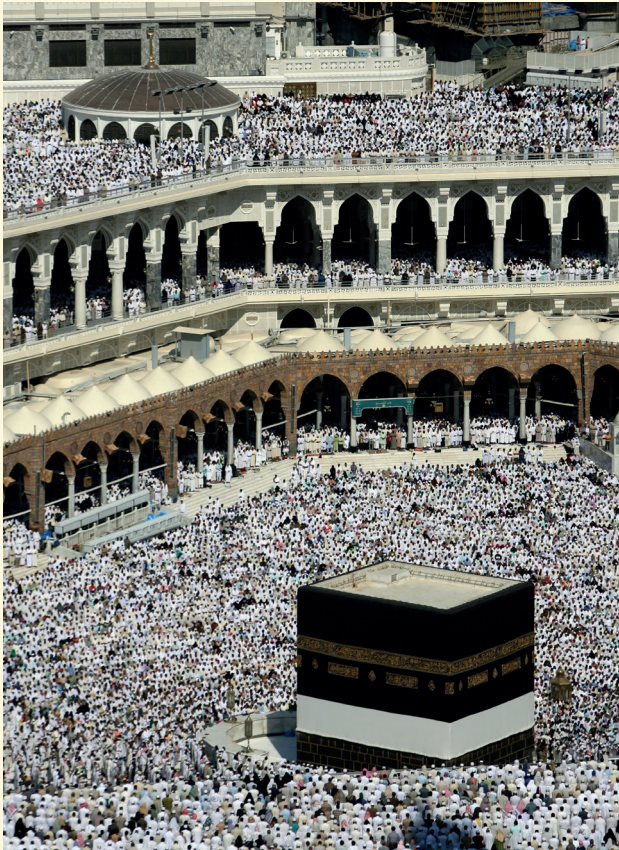
- A: Can you tell me where / when / what time / how much / if ...?  
Do you know where / when / what time / how much / if ...?
- B: Sure, ...  
I'm sorry. I don't know where / when / what time / how much / if ...  
Sorry. I have no idea where / when / what time / how much / if ...

# Saudi Arabia and the World

## Hajj

### 1 Speaking and reading

- a** In pairs, discuss the following questions. What reasons are there for people to travel? Have you or has anyone in your family travelled far away? What was the reason?
- b** Look at the photograph. What does it show? Where do people come from for this?



- c** Do you know what the following words mean? In pairs, discuss their meanings. They are difficult words so don't worry if you don't know them. Don't ask your teacher.

gather	yearn	essential
obliged	associated	feasting

- d** Complete the text about Hajj.

#### The Pilgrimage to Makkah

Hajj is one of Islam's five (1) \_\_\_\_\_ pillars. This pilgrimage has taken place every year without a break for over 1,400 years. All adult Muslims who are physically and financially able to do so are (2) \_\_\_\_\_ to make this journey once in their lifetime.

The high point of Hajj is the pilgrimage to the plains of Arafat outside Makkah. This takes place on the ninth day of the month of Zul-Hijjah in the Islamic lunar calendar. On that day, more than 2 million people (3) \_\_\_\_\_ on a desert plain of Arafat to stand together in prayer. Days of (4) \_\_\_\_\_ follow this. Other rites are performed in the days leading up to, and after it.

Performing Hajj is more than fulfilling a duty. Makkah marks the direction in which all Muslims pray. It is also the birthplace of The Prophet Muhammad (peace be upon him), who defined Islam. It is strongly (5) \_\_\_\_\_ with the lives of Hajar, Ibrahim and Isma'il. All Muslim children know these people. For all these reasons, when the time comes to make the pilgrimage to Makkah, Muslims (6) \_\_\_\_\_ to go.

- e** In pairs, compare your answers. How did you decide where to put the words?

Did you know the meaning of the words already? Which words?

Did your knowledge of Hajj help you? Which knowledge?

Did your knowledge of grammar help you? How?

- f** Now match the words with their meanings below.

- |               |                            |
|---------------|----------------------------|
| 1 essential   | a) join together           |
| 2 are obliged | b) related                 |
| 3 gather      | c) necessary (you need it) |
| 4 feasting    | d) must                    |
| 5 associated  | e) want very much          |
| 6 yearn       | f) eating a lot of food    |

## 2 Listening



Listen to the five people below talking about Hajj. Draw a line from the photographs of the people to the sentences that describe their experience.

- 1 It's not that easy to find the time.
- 2 I needed help from my family.
- 3 Next time I will do it differently.
- 4 I'm saving up for it now.
- 5 Richer people should help poorer people.



Waleed

Mustafa



Sayeed

Ali



Faris

## 3 GRAMMAR BUILDER: review of object personal pronouns and reflexive pronouns

In the listening task Ali said some people "cannot afford to pay for themselves".

This is an example of a reflexive pronoun. Reflexive pronouns are pronouns that refer back to the subject of the sentence or clause.

- a See if you can complete the table on the right. Some of it is done already. When you have finished, check your table with another student.
- b In pairs, look at the following sentences and discuss the difference in meaning between them.
  - 1 a) Nadia cut her with a knife.  
b) Nadia cut herself with a knife.
  - 2 a) Layla washed her.  
b) Layla washed herself.
  - 3 a) Hadi bought him a new book.  
b) Hadi bought himself a new book.
  - 4 a) Khaled wrote him a note.

Subject personal pronoun	Object personal pronoun	Reflexive pronoun
I	me	myself
you		yourself
he		
she		
it	it	
we		
you (pl)		
they		themselves

- c Correct the mistakes in these sentences. Then discuss your answers in pairs.
  - 1 Yaser bought myself a lovely present.
  - 2 Jamil fell over and hurt him.
  - 3 Rana made ourselves a cup of tea.
  - 4 Noura cooked themselves a nice meal.
  - 5 Maher blamed myself for the problem with the computer.
  - 6 I bought me a pair of shoes.

## 4 Speaking and writing

- a In pairs, talk about special trips you have made. Make notes about where your partner went, what he / she did and what made it special for him / her.
- b Write three short paragraphs about your partner's trip. Use the notes you have made to help you.

NOTES

Place(s)	
•	
•	
What he / she did	What was special?
•	•
•	•
•	

# 2 Progress

Grammar ▶ Suffixes ▶ The past passive  
 Vocabulary ▶ Progress and inventions ▶ New cities  
 Speaking ▶ Discussing inventions ▶ Describing a photograph  
 Writing ▶ Constructing questions ▶ A plan that changed

## 1 Early breakthroughs

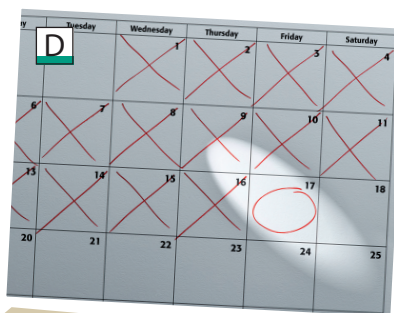
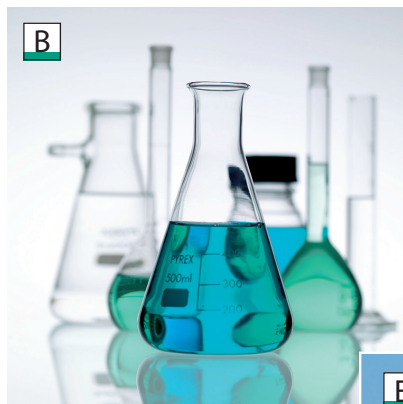
### 1 Reading

a Read these definitions and decide which one refers to a *discovery* and which one to an *invention*.

- 1 When someone finds out about something he / she did not know about before.
- 2 When someone makes something that has never been made or used before.

b Which of these things were inventions and which were discoveries?

- 1 fire    2 chemistry    3 paper    4 gold



## ANCIENT INVENTORS

Our world is, to a large extent, the result of things people invented. Imagine a world without textiles, chemical processes or paper! The people in ancient Mesopotamia invented the wheel in 3800 B.C.E. They also invented the sailing boat and developed the world's first written laws.

A number system based on ten was developed by the ancient Egyptians, and a 365-day calendar. Textiles for clothes were also invented by them. The Egyptians were also the first people to use skin moisturizer and scented soaps, as early as 4000 B.C.E. People cleaned their skin with plant oils before this time.

The ancient Greeks started the Olympic® Games in 776 B.C.E., as well as trial by jury and democracy. During the Islamic Golden Age, Jabir ibn Hayyan founded chemistry. He devised and perfected the distillation process – a process which is still used today. He discovered vitally important acids like sulphuric, nitric and hydrochloric acid.

The Chinese were prolific inventors and were responsible for inventing paper in about 100 C.E., gunpowder and the compass.

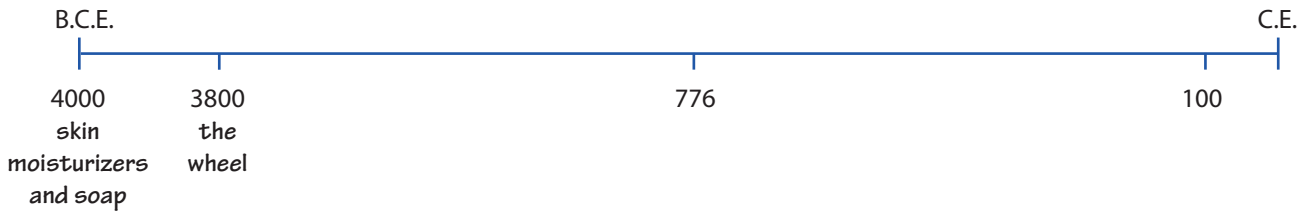
### 2 Reading and speaking

a In pairs, match the items in the photographs with the ancient civilization you associate them with.

- 1 China \_\_\_\_
- 2 Egypt \_\_\_\_
- 3 Mesopotamia \_\_\_\_
- 4 Greece \_\_\_\_
- 5 Islamic civilization \_\_\_\_

b Read the text to check your answers.

c Read the text again more carefully and complete the timeline of inventions.



d In pairs, decide which three inventions mentioned in the text were the most important and why. Compare your list with that of another pair.

### 3 Word builder: word formation

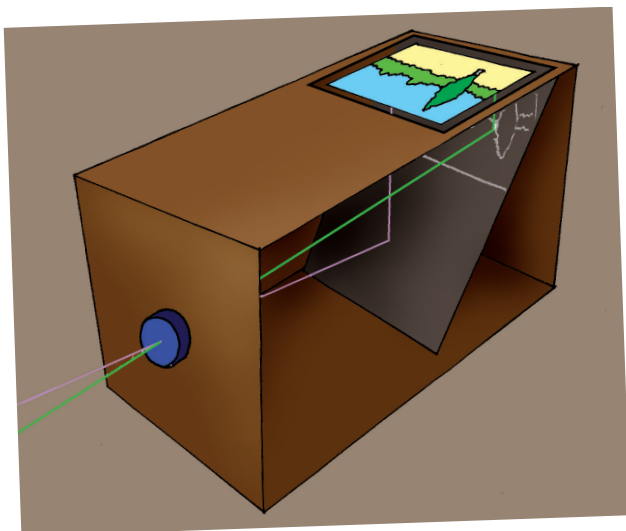
Complete this table with the correct forms of each word.

Verb	Noun for the activity	Noun for the person
invent		
	painting	
		cleaner
write		
		producer
	development	

### 4 Listening and speaking

a Look at the picture. In pairs, describe what you can see.

b Listen to a part of a radio programme about a famous historical scientist. Who is described as 'the father of photography'?



c Listen again and tick (✓) the sentences T (true) or F (false).

- The series of programmes is about early scientists. T  F
- Ibn al-Haytham was one of the greatest physicists of all time. T  F
- He worked in many different scientific areas. T  F
- He is equally famous for his work in all these areas. T  F
- He did all his work in a darkroom. T  F
- He didn't himself take a photograph. T  F
- People used his invention to take photographs many years later. T  F

# 2 Important inventions

## 1 Speaking

- a In pairs, match each item on the right with the year in which the item was invented.

1899 \_\_\_ 1848 \_\_\_  
1947 \_\_\_ 1982 \_\_\_  
1816 \_\_\_

- b Can you think of any other modern inventions that are important? In pairs, make a list. Compare your list with that of another pair.



## 2 Reading, writing and speaking

- a Work in pairs. Student A, read the first excerpt; Student B, read the second excerpt. Write notes for your text. Then read your partner's notes and check them against the appropriate excerpt.

### Perfume

Perfume was invented by al-Kindi, who was born about 801 in Iraq. Al-Kindi was a leading, recognized scholar in the House of Wisdom in Baghdad when it was the thriving capital of the Islamic world. Al-Kindi wrote over 361 books on a variety of subjects, but his most famous was *The Book of the Chemistry of Perfume and Distillation*. In this book, he describes the process used to produce perfume. But his work had practical applications and with his research other items could be made like ink, lacquers, solders, cement and imitation pearls. Today, people associate France with perfume, not the land of the original inventor.

### Rubber tyre



In the 1830s, rubber was a new material. Everybody wanted things made of the new waterproof gum from Brazil, but the problem was that it became hard in the winter and soft and sticky in the summer. Charles Goodyear, an American, knew there must be a solution. He tried many ways to make rubber a better material, but he just lost money. Finally, in 1839, he discovered that heat and sulphur made rubber weatherproof. Unfortunately, he didn't apply for a patent. In 1843, an Englishman, Thomas Hancock, reinvented 'vulcanized' rubber and applied for a patent a few weeks before Goodyear did! When Goodyear died in 1860, he was \$200,000 in debt. The Goodyear Tire and Rubber Company has nothing to do with Charles Goodyear; it was just named in his honour.

- b In pairs, discuss these questions.

- 1 What is one similarity between al-Kindi and Charles Goodyear?
- 2 What is one difference between them?
- 3 Why are patents important?



### 3 GRAMMAR BUILDER: *past passive*

**a Look at these examples and answer the questions below.**

**Passive**

The company **was named** in Goodyear's honour.  
Textiles **were invented** by the ancient Egyptians.

- 1 When do we use the passive voice rather than the active voice?
- 2 How is the past passive formed?
- 3 What does *by* indicate?
- 4 Is there a similar structure in your language?

**Active**

They **named** the company in Goodyear's honour.  
The ancient Egyptians **invented** textiles.

**b Change these sentences from active to passive voice.**

- 1 Jonas Salk developed the polio vaccine in 1957.
- 2 Robert Goddard launched the first liquid-fuelled rocket in 1926.
- 3 The Swiss made the first milk-chocolate bars in the 1870s.
- 4 Steve Jobs commercialized the Apple Macintosh computer in 1984.

**c Complete the sentences with the appropriate forms of the verbs in brackets.**

- 1 Dynamite \_\_\_\_\_ (*invent*) by Alfred Nobel in 1866.
- 2 Nobel \_\_\_\_\_ (*leave*) his fortune to establish the famous prizes.
- 3 The pyramids of Cheops and Giza \_\_\_\_\_ (*build*) more than 4,000 years ago.
- 4 The Pharaoh Khafre \_\_\_\_\_ (*build*) the Great Pyramid of Giza around 2600 B.C.E.
- 5 The Tomb of Tutankhamun \_\_\_\_\_ (*discover*) in 1922.

### 4 Speaking, writing and reading

**a Select a modern product or service that has changed your life significantly. Write a short paragraph about what your life was like before you had the product or service, and another paragraph about how your life has been different since. Look at the box for ideas.**

cable / satellite TV	laptop computer	microwave
mobile phone	personal organizer	solar panels
text messaging	digital camera	Internet
electronic banking	disposable contact lenses	flu vaccine
instant messaging	iPod	iPad

**b In groups, read one another's essays. Then talk about your experiences and ideas. Is there any product or service that several of you have written about?**

# 3 Unexpected outcomes



## 1 Speaking and listening

- a** Look at the photograph. In pairs, discuss where you think these people come from. Why do you think they are greeting each other?
- b** Listen to the conversation. How close were your ideas?
- c** Now listen again and answer these questions.
- 1 What was Jack going to study, and what did he study?
  - 2 Why did Jack look for jobs in Saudi Arabia and other countries?
  - 3 Why does he like his life in Riyadh?
  - 4 What is his long-term plan?

**d** In groups, discuss the roles that planning and chance have had in your lives.

## 2 GRAMMAR BUILDER: using was / were going to

**a** Look at these examples.

*I was going to study mathematics, but I majored in chemistry instead.*  
*I was going to get a job in Chicago, but there weren't any decent vacancies.*

**When do we use was / were going to?**

- 1 for a situation in progress at a specific time in the past
- 2 for a future plan or intention
- 3 for a plan or intention in the past that didn't happen

**b** Complete the sentences in a logical way. In pairs, compare your sentences.

- 1 I was going to call you, but ...
- 2 We were going to invite you to the game, but ...
- 3 Chris was going to play tennis, but ...

**c** In pairs, write was / were going to sentences expressing the same ideas as these sentences.

- 1 His plan was to go to university, but he didn't pass his exams.  
He \_\_\_\_\_.
- 2 They didn't buy two cars because they only had money for one.  
They \_\_\_\_\_.
- 3 My intention was to arrive ten minutes early, but I couldn't get a taxi.  
I \_\_\_\_\_.

**d** Write two or three sentences about yourself, following the example. In groups, read and discuss your sentences.

*I was going to study veterinary medicine, but I wasn't good at biology, so I studied languages instead.*

## 3 Pronunciation: weak forms – was / were

- a** Listen to the completed sentences from exercise 2b. Are your ideas similar?
- b** Listen again. Notice the pronunciation of was and were. Are these words stressed?
- c** In pairs, practise your sentences from exercise 2b.

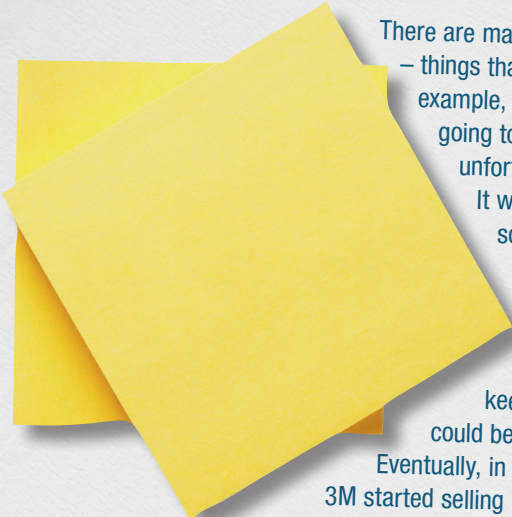
## 4 Speaking and reading

**a In pairs, look at the photograph below and discuss these questions.**

- 1 What is this simple invention?
- 2 What is it used for?
- 3 Do you use it?
- 4 What did people use before this product existed?

**b Read the article and number the events below in order. In pairs, compare your sequence of events.**

- \_\_\_\_\_ Mr Fry discovers a use for the adhesive.
- \_\_\_\_\_ Development of the product stops.
- \_\_\_\_\_ The company 3M makes moveable notes.
- \_\_\_\_\_ Mr Silver invents an adhesive that is too weak.



### Post-it® Notes

There are many examples in history of things that were invented by mistake – things that were going to be one thing but became something else. For example, in 1970, a man named Spencer Silver, who worked for 3M, was going to develop a new, stronger adhesive. He produced a new adhesive, but unfortunately, it was even weaker than the one 3M manufactured already. It was very improbable that 3M could find a use for the new adhesive, so work on it was stopped.

Four years after Silver invented his adhesive, one of Silver's colleagues, Arthur Fry remembered it and realized that there was a use for it. He used pieces of paper to find his place in his book, but they kept falling out. He decided to use some of the adhesive to keep the paper in place. Because the adhesive was so weak, the paper could be removed and didn't damage the page.

Eventually, in 1980, ten years after Silver developed the very weak adhesive, 3M started selling Post-it® Notes, the moveable notes that can easily be removed again. A great success story came from an unsuccessful beginning!

**c In pairs, choose the best title for the article. Discuss each possible title in relation to the text.**

- 1 Post-it® Notes – Result of a Ten-Year Development Programme
- 2 A Failure That Became a Success: The Story of Post-it® Notes
- 3 How 3M Developed Post-it® Notes

## 5 Word builder: negative and opposite prefixes

**a Write the words in the box in the appropriate section of the table below according to their prefix (*im-*, *in-*, *ir-*, *un-*). In pairs, discuss the meanings of these words. Use a dictionary if necessary.**

unsuccessful	improbable	incredible
irrational	unreasonable	inconvenient
immoral	irrelevant	

**b In pairs, give the words in the box a negative or opposite meaning by adding a prefix. Then write them in the appropriate section of the table. Again, use a dictionary if necessary.**

correct	responsible	happy
polite	healthy	comprehensible
regular	reliable	formal
replaceable	necessary	dependent

<i>im-</i>	<i>in-</i>	<i>ir-</i>	<i>un-</i>

**c Write sentences with three or four of the words you consider most useful. In groups, compare your sentences.**

# Saudi Arabia and the World

## Economic Cities

### 1 Speaking and reading

- a Describe what you can see in the photograph.  
What do you know about Economic Cities?



- b Read the article and match the headings with the paragraphs A–E.

- 1 The different parts of the city
- 2 Where people will live
- 3 The reasons for the project
- 4 Work opportunities
- 5 Tourist facilities

- c In pairs, check your answers.

- d In pairs, discuss what you think about the Economic City. Will it make life better or worse for people? Give reasons for your answers.

#### Paragraph A

Saudi Arabia's King Abdullah Economic City (KAEC) is a project to build a huge new city by the year 2025. It is one of many projects around Saudi Arabia, which aim to help Saudi Arabia diversify and provide jobs for the growing population.

#### Paragraph B

There will almost certainly be 12,000 jobs by 2015, with 10,000 already in place.

Moreover, Saudi Arabian Airlines is planning to move 2,000 employees to KAEC as the project progresses. According to some reports, there will be many more jobs than this in the future.

#### Paragraph C

The city will be divided into six areas: Industrial Zone, Sea Port (opened in 2013), Residential Areas, Sea Resort, Educational Zone (first school opened in September 2013), and a Central Business District.

#### Paragraph D

The Sea Resort will include hotels, shopping centres and other recreational facilities. The number of hotel rooms and suites is expected to be 25,000 in more than 120 hotels. There is going to be a golf course, an equestrian club for horse lovers, a yacht club and other water sports.

#### Paragraph E

Up to 300,000 apartments and villas are planned for the residential areas, where parks will be available for the residents. The area is expected to be home to around half a million residents. The residential areas of the city will all have mosques, shops and recreational places.

## 2 Reading and writing

Read the text again and write questions for these answers.

Example 2025. When will King Abdullah Economic City be finished?

- 1 12,000.
- 2 Saudi Arabian Airlines.
- 3 2013.
- 4 In the Sea Resort.
- 5 Mosques, shops and recreational facilities.

### 3 GRAMMAR BUILDER: *quantifiers*

**a** Look at these sentences based on information from the reading about KAEC. Discuss them with a partner and decide whether the information is true (T), false (F) or not given (NG).

- Example There are only a few projects like KAEC in Saudi Arabia. F
- 1 A lot of jobs have already been created for this project. \_\_\_\_\_
  - 2 Some Saudi Arabian Airlines employees have moved to KAEC. \_\_\_\_\_
  - 3 There will be no parks in the Sea Port. \_\_\_\_\_
  - 4 Few residents will have a mosque in their area. \_\_\_\_\_
  - 5 There aren't going to be any facilities for people who like sailing. \_\_\_\_\_
  - 6 Little work will be needed to complete the project. \_\_\_\_\_

**b** With a partner, use the quantifier to write a sentence about your area.

Example a lot of There are not a lot of books in my town.

- 1 some \_\_\_\_\_
- 2 few \_\_\_\_\_
- 3 little \_\_\_\_\_
- 4 not any \_\_\_\_\_
- 5 a lot of \_\_\_\_\_
- 6 not much \_\_\_\_\_
- 7 a few \_\_\_\_\_

**c** Read some of your sentences to the class.

## 4 Listening and writing



**a** Listen to a student introducing a school project. What is the project about?



**b** Now listen to the rest of the talk and complete the notes in the table.



	First Plan	New Plan
New schools		
Class size		
Computers		
Summer holiday		

**c** In pairs, compare your answers.

## 5 Writing

**a** Write four sentences about the school project in exercise 3.

They were going to \_\_\_\_\_ but now \_\_\_\_\_.

**b** In pairs, check each other's sentences and then read them to the class.

**c** Write two paragraphs about a plan your family had. In the first paragraph write what the plan was at first. In the second write about what actually happened. Use 'was / were going to' if you can.

# 3 Consumerism

**Grammar** ▶ Present perfect simple / continuous ▶ *this, that, these, those, one, ones*  
**Vocabulary** ▶ Consumerism, fashion, marketing, advertising ▶ A large corporation  
**Speaking** ▶ Promotional strategies  
**Writing** ▶ A marketing plan ▶ A sales dialogue

## 3 Patterns of buying



### 1 Speaking

- a In pairs, look at the photographs. What are the most important factors in buying these kinds of items?

price    quality    design    convenience    other factors

- b Make a list of the last three non-food items you bought. Why did you buy them? Compare your list with your partner's.

### 2 Listening and speaking

- 11 a Listen to the conversation between two friends and tick (✓) the articles of clothing you hear.

- |  |                                   |                                    |
|--|-----------------------------------|------------------------------------|
| 1 running shoes <input type="checkbox"/> | 5 tie <input type="checkbox"/>    | 9 T-shirt <input type="checkbox"/> |
| 2 sweater <input type="checkbox"/>       | 6 jacket <input type="checkbox"/> | 10 top <input type="checkbox"/>    |
| 3 jeans <input type="checkbox"/>         | 7 dress <input type="checkbox"/>  | 11 boots <input type="checkbox"/>  |
| 4 shirt <input type="checkbox"/>         | 8 shorts <input type="checkbox"/> | 12 shoes <input type="checkbox"/>  |

- 11 b Listen to the conversation again. What do Stephen and Andrew think about when they buy their clothes?

- c In groups, answer these questions.

- 1 When was the last time you bought some clothes?
- 2 What did you buy?
- 3 Where did you buy the items?
- 4 How long did you take to choose the clothes?
- 5 How did you pay for the clothes?
- 6 Why did you buy the items?

### 3 Word builder: clothes

a Complete the sentences below with words and phrases from the box. Use a dictionary if necessary. You can use each word only once.

fashionable	cool	'in'	out of fashion
bargain	fit(s)	suit(s)	match(es)

- 1 What's \_\_\_\_\_ is important for me. I don't want to be seen wearing stuff that's \_\_\_\_\_.
- 2 If black is the \_\_\_\_\_ colour, I want to wear it. Of course, white is an \_\_\_\_\_ colour at the moment.
- 3 Look, I bought this blue top. It \_\_\_\_\_ my blue trousers perfectly, and it was a real \_\_\_\_\_ – only 60 SAR.
- 4 A: Those shoes really \_\_\_\_\_ you. You look great in them.  
B: But they don't \_\_\_\_\_ me. Do you have a larger size?

b In pairs, discuss these questions.

- 1 What are some fashionable trends at the moment?
- 2 What are the 'in' colours this year?
- 3 What clothes do you personally think are cool?
- 4 Where can you usually find good clothing bargains?

### 4 Reading and speaking

a Read the article quickly and identify the two types of promotion that are mentioned.

b Read the article again and answer these questions.

- 1 What kinds of people endorse products?
- 2 Which sports are mentioned?
- 3 What kinds of events do companies sponsor?
- 4 Why do the two kinds of promotion mentioned work?

c In groups, discuss these questions.

- 1 What brands of products do you use?
- 2 Do you think advertising influenced your decision to buy these brands, or was it a friend's influence?
- 3 In Saudi Arabia, who endorses products? Which companies sponsor events?



Why do people buy certain products like designer running shoes, particular mobile phones, or even shampoo? Very often they decide what to buy based on what they see advertised in magazines or on TV. Mobile phones and other products are often endorsed by famous TV stars or sports stars – people like Khalid al-Balooshi, the Qatari racing car driver, and David Beckham. The message they give is 'if you use this product, you can look like me!'

Lots of products are endorsed by famous people – particularly sports equipment. Football player Ronaldo endorses football equipment, and tennis champion Rafael Nadal promotes tennis rackets. The idea is the same

– if you use this type of tennis racket, you'll play tennis like Rafael Nadal!

The other way companies promote their products is through sponsorship. Companies sponsor art exhibits, and even big sports events like the Olympic® Games.

If you watch Formula 1 racing, you'll see lots of advertisements everywhere. Companies know that millions of people watch these events and see their company's name. Does it work? Just ask yourself what brands of products you use.



# 3 The hard sell

## 1 Speaking

- a Which companies do you associate with the products listed? Write down one or two names for each product. Compare your answers in pairs.**

toothpaste	soft drinks	jeans	computer programs	burgers
video games	mobile phones	soap	running shoes	

- b Why do you think you remembered these companies?**

## 2 Reading and speaking

- a Answer these questions.**

- 1 Where do you usually see advertisements?
- 2 What advertisements have you been seeing a lot recently?
- 3 What made you remember those particular advertisements?

### Advertising sells!

Years ago, companies discovered that advertising helped to sell more products and services. As early as the 1890s, advertising was already appearing everywhere – in newspapers and magazines, on billboards by the road, on the sides of buildings and even on paper bags. Companies also realized the importance of slogans to make their products more recognizable and memorable. Some slogans haven't changed: Kellogg®, for example, first used the slogan 'Snap, Crackle and Pop' to advertise the breakfast cereal 'Rice Crispies' in 1933. The slogan, in fact, does not describe the sound made by the cereal when milk is added. But it was effective, and Kellogg has been using it ever since then.

Times haven't changed much. Advertisers have been using the same techniques for many years. They use people's anxieties about themselves to promote their products and make them buy books to improve their social skills, shampoo to stop dandruff and soaps that don't damage the skin. The names of products are also important – who doesn't know about Apple® and Big Macs®? And what about trademarks – everybody knows these names: Coca-Cola®, Intel, Pepsi, Gillette, Pampers and Nescafé. We know these things because we are bombarded by TV ads for everything from cereal to cars 24 hours a day. And now? The Internet is the new place to advertise. It gives companies a new way of advertising that will probably change the way we shop.



- b Now read the article and list the places where advertising is used.**

- c Read the text again and answer the questions.**

- 1 Why do companies advertise their products or services?
- 2 Why do advertisers use slogans?
- 3 What is one thing advertisers use to make people buy their products?
- 4 How may shopping change in the near future?



**3 GRAMMAR BUILDER: present perfect continuous**

**a Look at these examples and answer the questions below.**

Advertisers **have been using** the same techniques for many years.  
**Have you been watching** the documentaries on Channel 5?  
**He hasn't been sleeping** well recently.

- 1 Does the present perfect continuous indicate a past activity that is still continuing, or one that is over?
- 2 What is the structure of the present perfect continuous? What are the three verbs used and the form of each one?

**b Complete the sentences with the present perfect continuous form of the verbs in brackets.**

- 1 Companies \_\_\_\_\_ (advertise) on TV since the 1940s.
- 2 How long \_\_\_\_\_ the game \_\_\_\_\_ (play)?
- 3 Advertisers \_\_\_\_\_ (use) slogans for well over 100 years.
- 4 I'm tired because I \_\_\_\_\_ (study) for an exam.
- 5 We \_\_\_\_\_ (not live) here for very long, so I don't know the area well.

**c Write two or three sentences about activities that you have been doing or situations that you have been living in. In groups, read and discuss your sentences.**

A: *I've been writing my thesis.*  
 B: *When do you think you'll finish it?*  
 A: *In a month or two, I hope.*

**4 Listening, writing and speaking**



**a Listen to the interview with a marketing expert. List the four key factors he mentions for marketing a product or a service.**

**b In pairs, think of a new product or a new brand of product. Look at the marketing plan on the right. Now write a plan for marketing your product. Consider the four key factors.**

**c With another pair, read each other's plans. Now imagine the plans have been put into practice, but the results have not been good. Discuss the marketing strategies and what should be changed. In your opinion:**

- 1 Does the other pair have a good product for the market?
- 2 Have they been selling it at an appropriate price?
- 3 Have they been promoting it in the right places and in the right way?
- 4 Would their promotion convince you to buy the product? Why? / Why not?



**Product:**

The product is a robot burglar alarm. It moves around the house while ...

**Price:**

This product is for the upper sector of the market – people who buy expensive things. We can charge ...

**Place or Distribution:**

This product needs to be available in locations where the kind of people we are targeting shop. That means ...

**Promotion:**

We need to present this product as something that rich people want to be the first to buy. A personal ...

# 3 Spotlight on a corporation

## 1 Word builder: collocation

Match the verbs with the phrases.

- |                 |                              |
|-----------------|------------------------------|
| 1 win ___       | a) an advertising cartoonist |
| 2 appear in ___ | b) a studio                  |
| 3 set up ___    | c) an Oscar®                 |
| 4 invest ___    | d) 750 artists               |
| 5 work as ___   | e) the first theme park      |
| 6 employ ___    | f) \$1,499,000               |
| 7 launch ___    | g) the first sound cartoon   |

## 2 Speaking, reading and writing

**a Look at the photographs and answer these questions.**

- Which company owns this building?
- Which cartoons or TV shows have you seen made by this company?
- Did you like them? Why? / Why not?

**b What do you know about Walt Disney? Write three things you know about him or his company and tell your classmates.**

**c In pairs, look at the fact sheets below. Student A, ask Student B questions to complete Fact Sheet A. (Student B, find the information in your reading passage on page 79); Student B, ask Student A questions to complete Fact Sheet B. (Student A, find the information in your reading passage on page 79.)**

**d Now read both texts to check your answers. What other information did you learn about Walt Disney?**



### Walt Disney Fact Sheet A

Amount of money Disney invested in first full-length animated cartoon:

\_\_\_\_\_

Amount of money it earned in two years:

\_\_\_\_\_

Date and cost of Disneyland Park, California:

\_\_\_\_\_

Location of other theme parks:

\_\_\_\_\_

Date Disney died:

\_\_\_\_\_

Number of cartoons made:

\_\_\_\_\_



### Walt Disney Fact Sheet B

Date Disney was born:

\_\_\_\_\_

Place he was born:

\_\_\_\_\_

His early interests:

\_\_\_\_\_

His first job:

\_\_\_\_\_

Date he went to Hollywood:

\_\_\_\_\_

Date and place Mickey Mouse first appeared:

\_\_\_\_\_

Date of first full-length animated cartoon:

\_\_\_\_\_



**3 GRAMMAR BUILDER: present perfect continuous vs present perfect simple**

**a In pairs, look at these examples and answer the questions below.**

**A** *To date, the Disney company **has made** almost 50 full-length cartoons.*

**B** ***I've been writing** my thesis. I should finish soon.*

- 1 In which example do you have to use the present perfect continuous?
- 2 In which example do you have to use the present perfect?
- 3 Why do you have to use the present perfect continuous in one example and the present perfect simple in the other?

**b Write two sentences about something you've been doing and will (or may) continue to do, and two sentences about something you've done and completed. In pairs, read your sentences and talk about them.**

Language assistant

In many sentences with the present perfect continuous, the present perfect simple could also be used.

*I've been studying English for two years.*

*I've studied English for two years.*

But there is sometimes a clear contrast. *I've read this book* means you've finished it, while *I've been reading this book* means you haven't finished it yet.

The present perfect continuous is frequently used when there is evidence resulting from the action.

*A: You look exhausted.*

*B: Yes, I've been running.*

However, when the action is clearly completed, the present perfect would be used.

*A: You look exhausted.*

*B: Yes, I've run three kilometres.*

**4 Pronunciation: review of numbers**

**a Read these rules. Then practise the numbers below.**

- With dates, use ordinal numbers. You see: *5 December, 2005*; you say: *the fifth of December, two thousand and five.*
- With money, you see: *8 million SAR*; you say: *eight million rials.*
- Large numbers are divided into millions, thousands, and hundreds: *1,377,468* is *one million, three hundred seventy-seven thousand, four hundred sixty-eight.*

- |                    |                 |
|--------------------|-----------------|
| 1 27 January, 1989 | 4 4 March, 2001 |
| 2 15,900 SAR       | 5 5,621,250 SAR |
| 3 270,860 SAR      | 6 8,934,756     |

**b Listen and check.**

**c Write four numbers and dates. Read them to a partner and ask him / her to write them. Check to see if they are correct.**

**5 Listening and speaking**

**a Work in groups and discuss these questions.**

**1 What activities is the Walt Disney Company involved in?**

**2 Which Disney® products have you bought?**

**b Listen to the radio interview with a business journalist. Tick (✓) the business areas you hear for the Walt Disney Company.**

- TV and movie production
- Cruise line
- Theme parks
- Agriculture
- Fashion design
- Internet companies
- Publishing companies
- Professional sports team franchise
- Software company
- ABC Television

**c In groups, think of other big companies you know. What areas are they involved in?**

*Swatch, the watch maker, has now joined with Mercedes to make cars!*

# Saudi Arabia and the World

## markets

### 1 Speaking and reading

- a Do you know the place in this photograph? What are the advantages and disadvantages of shopping in a place like this?



- b Read the article and answer the questions below.

What are the reasons why foreign tourists would like the market? Find at least four.  
Which organization helps the market?

- c In pairs, discuss these questions.

What would you buy if you went to this market?  
How do you think the High Commission for the Development of Riyadh helps the market?  
Do you think it is important to support places like this? Why / Why not?

There is an old market in Riyadh that gives the centre of the city a special atmosphere. This market is called al-Zall market. Its history dates back to 1901, when it was part of the al-Diriyah old palace, the house that was inhabited by the late King Abdul Aziz.

Traders have been selling their goods there for many years. Their customers come from all over the world to look at and buy the wonderful carpets of very high quality, footwear and antiques that are on sale. There are also clothes, pots and incense burners. Most of the customers are local people but many foreigners visit the market too, especially to buy silverware, which they seem to love. These foreign tourists do not need to worry about communication either, as the vendors are able to speak English.

Most non-Muslim customers visit the market in holiday periods but the market is also extremely busy during Muslim festivals such as Ramadan and Eid.

As well as the wonderful atmosphere in the market, there is an extra attraction. The products which are sold in the market are considerably cheaper than those sold in the big shopping malls. Because of its commercial and historical importance, al-Zall market is helped by the High Commission for the Development of Riyadh, which supports the whole of the historical area and wants to ensure its position as an important tourist attraction.

**2 GRAMMAR BUILDER: *this, that, these, those, one, ones***

The plural of **this** is **these** and the plural of **that** is **those**. We use the question word **which** very often together with **one** and **ones**.

Examples:

**Which one is this / that? It's the expensive one.**  
**Which ones are these / those? They're the good ones.**



**Language assistant**

You can use **one** and **ones** to avoid repetition.

Instead of

*My uncle has two cars, a red car and a blue car.*

you can say

*My uncle has two cars, a red **one** and a blue **one**.*

The plural of **one** is **ones**.

*See those shoes? The black **ones** are mine.*

**a Read the dialogue below. Complete the conversation with words from the box.**

ones	this one	ones	that one
one	ones	that one	ones

**Seller:** Hello, Sir. What would you like?  
**Customer:** A kilogram of apples please.  
**Seller:** Green (1) \_\_\_\_\_ or red (2) \_\_\_\_\_?  
**Customer:** Which (3) \_\_\_\_\_ are cheaper?  
**Seller:** They're the same price Sir. One fifty a kilo.  
**Customer:** OK I'll have a kilo of green (4) \_\_\_\_\_ please. And I'll have a pineapple too.  
**Seller:** Will (5) \_\_\_\_\_ be OK?  
**Customer:** (6) \_\_\_\_\_ is a bit small. Have you got a bigger (7) \_\_\_\_\_?  
**Seller:** No, I'm sorry.  
**Customer:** Then I'll have (8) \_\_\_\_\_.  
**Seller:** That's two fifty then altogether, Sir.



**b Listen to the conversation and check your answers.**

**c In pairs, check your answers.**

**d If you have any questions about this exercise, check with your teacher.**

**3 Reading**

**a Match what people say (1–6) with the situations (a–f).**

- 1 So how much is that altogether?
- 2 Can I pay by credit card?
- 3 Sorry, I haven't got anything smaller.
- 4 Haven't you got anything smaller?
- 5 Excuse me, what do these cost?
- 6 I'm afraid there's a minimum spend of 50 riyals to use a credit card.

- a) The shopkeeper hasn't got much change.
- b) The customer would rather not pay in cash.
- c) The shopkeeper is telling the customer that he hasn't spent enough to pay by credit card.
- d) The customer is asking about the price of some articles.
- e) The customer has everything he wants and wants to pay.
- f) A customer wants to pay for a cheap thing with a large denomination note.

**b In pairs, check your answers and practise saying the expressions.**

**4 Reading and writing**

**a In pairs, complete the conversation. Use your imagination, but make sure the text makes sense. Then read it to the class.**

**Faris:** Excuse me, what do these cost?  
**Shop assistant:** \_\_\_\_\_  
**Faris:** So how much is that altogether?  
**Shop assistant:** \_\_\_\_\_  
**Faris:** Can I pay by credit card?  
**Shop assistant:** \_\_\_\_\_  
**Faris:** OK, I'll pay in cash. Here you are.  
**Shop assistant:** \_\_\_\_\_  
**Faris:** No, sorry, I haven't.

# 4 Relationships and communication

- Grammar** ▶ Reporting statements and opinions ▶ Adjectives  
▶ Past tenses
- Vocabulary** ▶ Relationships at home and at work  
▶ Compound/paired words
- Speaking** ▶ Role-play: at the office ▶ Managing a conversation
- Writing** ▶ Discussing how you use English

## 1 Parents and children

### 1 Speaking and listening

a What do you think is happening in each photograph?

A



16

b Listen to two pieces of conversation. Match each with the appropriate photograph.

1 \_\_\_\_ 2 \_\_\_\_

c In groups, discuss the following question.

What topics do parents talk about with their 15–16-year-old children?

### 2 Listening and writing

17

a Listen to Shirin, 15, and her mother talking. Tick (✓) the topics you hear.

- |  |  |
|--|--|
| <input type="checkbox"/> money               | <input type="checkbox"/> time on the phone |
| <input type="checkbox"/> messy bedroom       | <input type="checkbox"/> school marks      |
| <input type="checkbox"/> watching TV         | <input type="checkbox"/> getting home late |
| <input type="checkbox"/> taking care of pets | <input type="checkbox"/> homework          |


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b Complete the following house rules for Shirin. Listen to the conversation again and check.

- 1 No allowance if she doesn't \_\_\_\_\_.
- 2 No TV before she \_\_\_\_\_.
- 3 Which room is she supposed to keep clean and tidy?

c In pairs, write a list of house rules you think parents should give their children. Compare your list with another pair's. Are they similar?

### 3 Pronunciation: rhythm

-  **18** a Listen to these sentences from the conversation between Shirin and her mother, and notice the rhythm. Underline the stressed words, as in sentence 1.

- 1 It was good, Mother.
- 2 I want to talk to you about your room.
- 3 I tidied it a little this morning before I went to school, Mother.
- 4 What homework have you got today?
- 5 Thank you, Mother. You are kind.

- b Practise saying the sentences with the same rhythm.

### 4 Speaking and reading

- a In groups, make a list of ways to be a good, effective parent.

*Talk to your children about things that interest them.*

*Be patient.*

- b Read this extract from a pamphlet about ways to be an effective parent. How many of these ideas did you include in your list in exercise 4a?

### 5 Speaking, reading and writing

- a Read this email.

- b Think of something that you did when you were younger that made your family happy or proud of you – maybe at school, or in sport, or something you did for somebody else. Make brief notes to answer these questions.

What happened?  
When / Where / Why did it happen?  
How did you feel about it?  
How did your family feel about it?

- c Write a short email about the incident to a pen pal. Exchange your emails in pairs and discuss them.

#### 1 SET RULES AND BE CONSISTENT

Discipline is necessary in every family. It can help children to behave acceptably and learn self-control. House rules might include no rudeness, no hitting and no TV until homework is done. Always follow through with consequences when rules are broken.

#### 2 MAKE TIME FOR YOUR CHILDREN

There are fewer opportunities today for parents to be with their children. Do your best to be available when your children, including older teens, want to talk or participate in family activities. Attend sports events, etc. with your teens – if they want you to!

#### 3 MAKE COMMUNICATION A PRIORITY

Children often want explanations of their parents' decisions and expectations. If you don't take time to explain, they will not appreciate your values and motives. Discuss problems with older children openly and find solutions together. When children participate in decisions they are much more likely to carry them out.

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To: Subject:

Dear Luke,

Your mum has just called. She told me you had won a scholarship. Congratulations! Your mum and dad are so proud, and the whole family will be happy for you.

And to get a scholarship to Everton College. Wow! That's really special. Everton's one of the best schools in the country.

I dreamed of going somewhere like Everton, but I was never good enough to get a scholarship and my dad (your grandad) said he couldn't afford it.

But now you've done it! I'm sooo pleased for you!

With much love,

Aunt Tessa

# 2 In the workplace

## 1 Speaking and reading

**a In pairs or groups, discuss these questions.**

- 1 What do you consider the main advantages of email?
- 2 Do you think there are any disadvantages?

**b Now read the article and compare your ideas with it.**

**c Read the article again and list the positive and negative aspects of email.**

**d Ask four or five other people whether they write or receive many of the following:**

- personal letters
- business letters
- personal email
- business email

**In groups, compare the results of your informal survey.**

INTERNET QUESTIONNAIRE

Back Forward Refresh Home Stop Mail Tools Library

Address

Favorites History Search Scrapbook Bookmark

### You've got mail

For many people today it's difficult to remember what life was like without email. It has transformed communication at every level. It's cheap, quick, versatile, and easy to use. An email to Australia costs the same as a local email. You can attach documents and photographs. With a laptop computer, you can travel with your 'office,' and read or send email almost anywhere.

You can use email to communicate within a company, as well as with suppliers and customers at other locations, including those in other countries. Young people communicate with friends by email, and send each other email greeting cards. In 1999, on an average day in the United States, 3.5 billion email messages were sent. In 2005, that figure exceeded 10 billion.

But there is a downside. Hardly anyone writes letters anymore, and many email messages are very badly written, and often quite unnecessary. Also email can follow you wherever you go with a laptop so there's no escape from work. And email accumulates rapidly – you may return after a holiday and find hundreds of email messages waiting for you.

## 2 Word builder: compound and paired words

**a Form as many compounds / pairs as you can with one word from box A and another from box B.**

<b>A</b>	bed	down	greeting
	home	house	Internet
	laptop	post	telephone
	self	work	

<b>B</b>	room	café	control
	cards	call	computer
	grades	line	office
	place	side	work

**b Use some of the compounds / pairs you have made to complete this extract from an article.**

Working from home is becoming increasingly common. More and more people are setting up a (1) h \_\_\_\_\_ and finding that their (2) h \_\_\_\_\_ can be used for more than just sending email and printing (3) g \_\_\_\_\_.

Working from home means that you can spend more time with your children and help them with their (4) h \_\_\_\_\_, take breaks whenever you like, and even wash the car, instead of wasting time sitting on a train to and from your (5) w \_\_\_\_\_.

However, there is a (6) d \_\_\_\_\_: it takes a lot of (7) s \_\_\_\_\_ to stick to regular working hours, and it can be difficult if the only space you have to work in is a tiny corner of your (8) b \_\_\_\_\_.



### 3 Listening



**a Listen to a conversation between two people in an office. What are the topics in each part?**

Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

Part 3: \_\_\_\_\_



**b Read questions 1–5. Listen to the conversation again, and answer the questions.**

- 1 Who wrote a report for John West?
- 2 When does John want it?
- 3 What is John's new email address?
- 4 What is happening at Mike's house tonight?
- 5 Who knows how to get to his house, Bob or Peter?

#### 4 GRAMMAR BUILDER: *reported speech*

**a Look at the following pairs of sentences. How are they different?**

John West said 'I want the report today.'

John West said (that) he wanted the report today.

Bob said 'I'll show you John's house on the map.'

Bob said (that) he would show him John's house on the map.

Peter asked Bob 'Are you going to John's party?'

Peter asked Bob if he was going to John's party.

**b Change these sentences into reported speech.**

1. Maryam said 'I am a teacher.' Maryam said ...
2. Lutfi said 'I have been to the USA.' Lutfi said ...
3. Tariq said 'I will see my brother on Saturday.' Tariq said ...
4. Dua said 'Ashraf can swim really well.' Dua said ...
5. Faris said 'My sister is at home.' Faris said ...
6. Hiba said 'I am going to read a book.' Hiba said ...

**c Now write five things that different people said to you yesterday.**

Kamal said he had never been to Oman.

#### Language assistant

When we report what other people have said, we change the tense and the word order. We might also change the pronoun. It is not necessary to use 'that' if the meaning is clear without it.

#### **Tense changes**

The *present* changes to the *past*.

The *present perfect* changes (and sometimes the *past*) to the *past perfect*.

*Will* changes to *would*.

*Can* changes to *could*.

### 5 Speaking

**a Imagine that you are teachers or administrative staff here at your school. Work in pairs. Student A, ask Student B polite questions about things like these:**

- office / reception opening / closing times, and class starting / finishing times
- the Head Teacher/Administrator / Coordinator, etc.
- library / self-access centre / restaurant, etc.

*Can you tell me where the Head Teacher's office is?*

*Do you know if there's a supermarket nearby?*

**b Now change roles and ask some more questions.**

# 3 Between friends

## 1 Speaking and listening

**a** What is the most important quality in a friend? In pairs, rank the qualities below in order of importance.

- fun, good company
- helpful
- intelligent and talented
- loyal
- patient and understanding
- reliable
- same interests
- same values

C



D



A



B



**b** Describe the people in the photographs. Then listen to four people talking about their friends. Match each speaker to his or her friend's photograph.



**c** Listen again. Note the people's reasons for having their friends. You can use the words from exercise 1a.

## 2 Reading and speaking

- a** Read and answer the following survey. Then calculate your score, and read the interpretation of it.
- b** In pairs or groups, discuss your results from the survey. Do they correspond to the facts? For example, does the survey indicate you are a loner when in fact you have many friends?

## ARE YOU A GOOD FRIEND?

**1** A close friend has just called, sounding anxious to talk, but your favourite TV show is starting. Do you:

- a) make an excuse and say you will call back later?
- b) forget the show and let your friend talk?
- c) try to persuade your friend to come and watch the show?

**2** Is the longest you have ever kept a close friend:

- a) less than one year?
- b) between one and five years?
- c) more than five years?

**3** A close friend visits you. He / She has obviously forgotten that you passed your exams. Do you:

- a) not mention your exams? You know that he / she has made an honest mistake.
- b) say nothing, but make sure that he / she sees your congratulations cards?
- c) say, 'I passed my exams. Let's go out and celebrate!'

### SCORING

- 1 a=5 b=15 c=10    4 a=15 b=10 c=5  
 2 a=5 b=10 c=15    5 a=5 b=10 c=15  
 3 a=15 b=5 c=10

**4** Two of your closest friends have had an argument. Do you:

- a) try hard to help them become friends again?
- b) say nothing because it's their business, not yours?
- c) find out which of your friends was in the right and take his / her side against the other?

**5** You think that a close friend has made, or is going to make, a big mistake. Do you:

- a) discuss the problem with other friends?
- b) say nothing. It's your friend's life and he / she has the right to make his / her own decisions?
- c) tell your friend what you think and why – even if it makes him / her angry?

### INTERPRETATION:

**51–75 points** – You consider friendship very important, and are good at making and keeping friends. You try hard to improve the relationships you have.

**40–50 points** – You consider friendship important, and are pretty good at making and keeping friends. However, you are not always as careful as you could be about maintaining good relations with friends.

**25–39 points** – You are probably a bit of a loner, and don't depend much on friends. However, if you do want friends, it is not difficult. If you are more sociable and help other people when you can, you will soon have friends.

**3 GRAMMAR BUILDER: review of past tenses and present perfect**

**a Read this paragraph. Match each verb in italics to an explanation.**

I just *filled in* a really interesting questionnaire. It says I'm pretty sociable, and I guess that's true – I *have always had* quite a few close friends. Take my friend Leila, for example. We *met* about three years ago. At that time, I *was* new to the area and *didn't know* many people, so meeting Leila was great. We *have spent* a lot of time with each other, and our families are really close now. Friendship is very important to me.

- 1 This refers to a single completed action in the past.  
\_\_\_\_\_
- 2 This refers to a situation continuing up to the present.  
\_\_\_\_\_
- 3 This refers to a past state.  
\_\_\_\_\_
- 4 This refers to an action at an unspecified time in the past.  
\_\_\_\_\_

**b Complete the sentences with appropriate forms of the verbs in brackets.**

- 1 Steve and I are really close – I (1) \_\_\_\_\_ (*know*) her for about eight years now.
- 2 I (2) \_\_\_\_\_ (*have*) a lot of arguments with my friends over the years, but we're still friends!
- 3 I (3) \_\_\_\_\_ (*meet*) Jane for coffee this morning and she (4) \_\_\_\_\_ (*be*) over an hour late!
- 4 My brother Hamid (5) \_\_\_\_\_ (*go*) to university in England last year and I (6) \_\_\_\_\_ (*not see*) him since then.

**Language assistant**

There are a number of words and phrases that we often use with the present perfect. These include:  
*I haven't seen Alice **for** about three years.*  
*Jake and I have been friends **since** elementary school.*  
*Have you **ever** been on holiday with friends?*  
*I've **never** met Tarik's brother.*  
*Luke **just** left, but he'll be back in five minutes.*  
*They've **already** sent out invitations to their wedding.*  
*I don't think Michael has met Alex **yet**.*

**4 Speaking**

**In groups, tell one another about your best friends in primary school. Consider the following questions.**

- Where and when did you meet?
- How long have you known this person?
- Why did you become friends?
- What are some of the things you have done together?
- When did you last see / speak to this person?
- How has your relationship changed over time?

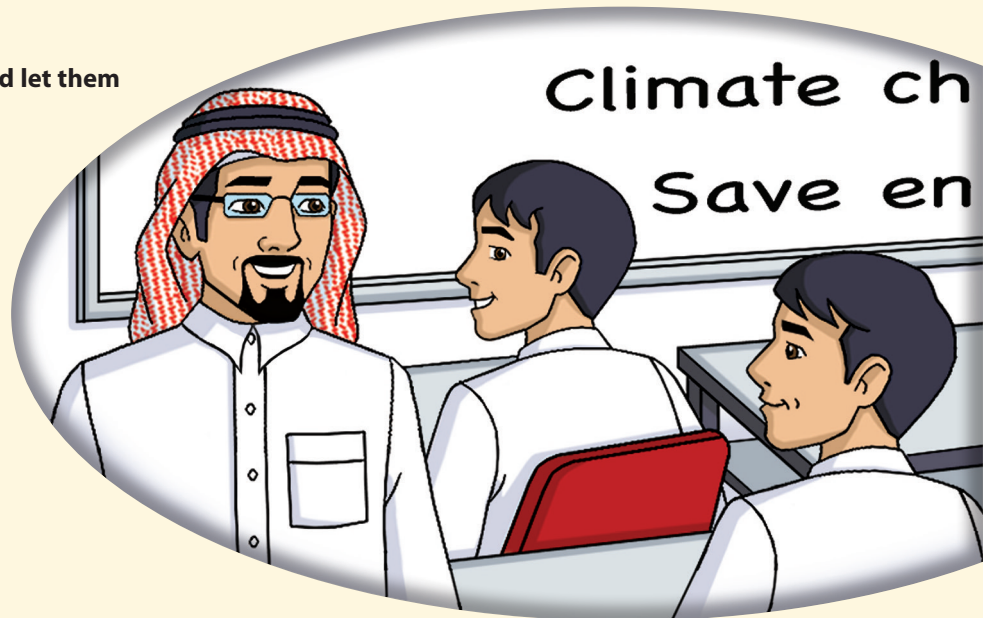
# Saudi Arabia and the World

## learning English

### 1 Speaking

- a Find out about your classmates, and let them find out about you!

Conduct a survey using the form below. Tick (✓) the appropriate box for each person who answers 'yes' or 'no' (it's not necessary to write down anyone's name).



Use of English outside class	Yes	No
• uses English outside class at least once every week*		
• has had a conversation in English with a foreigner** in the last six months		
• watches English language TV programmes without translation		
• has written or received a letter or email in English in the last six months		

\*Homework and study excluded – must be real communicative use of English

\*\*English teachers excluded

- b Compare your results in groups, and discuss your findings.

- How many of the people you surveyed answered 'yes' in each category – none, a few, many, most, everyone?
- How many answered 'no' in each category?

- Are there any interesting cases in the class, or in this group – for example, someone with a foreign friend or relation?
- How could you get more practice using English outside the class?

## 2 Reading and speaking

**a Read the text and answer this question:**

What ideas are suggested in the text for ways of learning English outside the classroom?

**b In pairs, discuss the following:**

- 1 What opportunities are there in your city or town to use English outside class?
- 2 What have you personally done to create more opportunities to use your English?
- 3 Where can you ...
  - get reading and listening materials?
  - use email if you don't have a computer?
  - meet or listen to foreigners?

## 3 Listening and speaking – ways of starting a conversation

**a It's not always easy to start a conversation with a stranger, foreign or not. Listen to how some people do it, and write notes about what they say.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**b In pairs, check your notes and practise saying the sentences and carrying on the conversation in a natural way.**

**c In pairs, discuss what you can do to keep a conversation going and to finish a conversation (in English of course).**

**d Listen to the sentences and make notes of what you hear.**

**e Listen again and in pairs, try to write the whole sentences. Which ones are used to keep a conversation going and which ones are used to finish a conversation?**

## Go on – try it!

At some point, students of English have to become users of English if they're really going to learn the language.

For some people, there's no choice and no problem – from early on they have to use the language regularly for study or work. But others don't, and they need to look for or create opportunities to use English outside class.

This is essential for progress beyond an elementary level. If you are an intermediate-level student of English who doesn't use English outside class, it's

time to change. It's time to become a real user!

One thing you can easily do is to read and listen to English. Anyone can find English language newspapers, magazines, and even books to read, or radio, TV and DVDs to listen to and watch. As you practise your English, you can pursue your interests.

The real problem is being able to interact with other people in English. But there are ways and if you really want to, you can use English.

**f In the same pairs, practise using the expressions.**

- 1 So you're living here now? How have you been finding it?
- 2 Well, it was great meeting you.
- 3 Tell me more about that. It's fascinating.
- 4 Is that the time? I'd better be going now.
- 5 That's enough about me. Tell me something about yourself.
- 6 I'd love to chat some more but ...

## 4 Writing

**a In pairs, think of three pieces of advice to give a friend who is learning English.**

**b Write a paragraph giving your friend the advice.**

**c Read your paragraph to the class. Decide which student has given the best advice.**



# Progress test Units 1–4

## Grammar – tenses

(10 marks)

### 1 Complete the sentences using the verbs in the right-hand column.

- Oil (1) \_\_\_\_\_ in Saudi Arabia many years ago.  
The large buildings in the city centre (2) \_\_\_\_\_ by highly qualified architects.  
They (3) \_\_\_\_\_ on Saturday but they had to change their plans.  
Jamal (4) \_\_\_\_\_ chemistry at university, but changed his mind.  
Yaser (5) \_\_\_\_\_ that book for hours now. He needs a rest.  
Faisal (6) \_\_\_\_\_ three letters to Jamal since he went away.  
Nadia and her friend (7) \_\_\_\_\_ at the shopping centre yesterday morning.  
Karim and Hassan (8) \_\_\_\_\_ each other since they were at school together.  
You (9) \_\_\_\_\_ for a long time. You must be very tired.  
I (10) \_\_\_\_\_ making the dress now. Do you want to see it?

DISCOVER  
DESIGN  
TRAVEL  
STUDY  
READ  
WRITE  
MEET  
KNOW  
WORK  
FINISH

## Grammar

(10 marks)

### 2 Match the two sentence halves.

- |                             |   |
|-----------------------------|---|
| 1 Anas tells me             | a) you travel to school by bus or car?        |
| 2 They claim that           | b) we have to leave?                          |
| 3 Do you know where         | c) why they did it?                           |
| 4 Can you tell me if        | d) he's going to England to study.            |
| 5 Can you say how much      | e) the post office is?                        |
| 6 Does he know what time    | f) it has never lost a cup final.             |
| 7 She says she's            | g) was chosen to recite his work?             |
| 8 Can they tell you         | h) their company is the largest in the state. |
| 9 The team claims           | i) never been there before.                   |
| 10 Does she know which poet | j) you have spent?                            |

## Vocabulary

(10 marks)

## 3 Complete the sentences with the words in the box.

unsuccessful	development	messy	bargain	fit
incredible	invention	unreliable	match	loyal

- The team was \_\_\_\_\_ because the players were not good enough.
- Your trousers don't \_\_\_\_\_ you – they're too big.
- He's got a really \_\_\_\_\_ room with books all over the floor.
- His \_\_\_\_\_ made life easier for thousands of people.
- If you buy the white ones, they'll \_\_\_\_\_ your shirt.
- It was an \_\_\_\_\_ experience that I want to have again.
- I bought it for much less than it was worth – a real \_\_\_\_\_.
- \_\_\_\_\_ of the tourist industry is important for many countries.
- Zaheer is a very \_\_\_\_\_ supporter of the team and watches them every week.
- I don't want him to do it because he's an \_\_\_\_\_ person.

## Reading 1

(6 marks)

## 4 Read the texts about relationships and match the descriptions a–f with the paragraphs.

- Maybe we look alike but we're different.
- It's hard to believe we're so different in age.
- We've experienced so much together.
- I'm glad he changed his mind.
- We used to be much closer.
- I've been doing a lot with him recently.

## Paragraph 1

My father was offered a very good job in another country. It was much better than his job here and he thought it would be a good experience. He was going to accept it but when he saw my mother and me crying one day, he decided not to. We're a much closer family now.

## Paragraph 2

My brother and I were happy to be with each other all the time when we were small. But since we've been adults, we've both changed and we're not interested in the same things any more. We don't see each other very much.

## Paragraph 3

When we were small, we were dressed in the same kinds of clothes and taken to the same places. That's what happens when you're identical twins. But if you get to know us, you'll see we're not the same at all.

## Paragraph 4

My twin sister and I did a lot together when we were young because we are the same age. Since we've been grown up we've shared holidays and other experiences. We haven't done much recently but I'm sure we'll do something together again soon.

## Paragraph 5

I see my grandfather as a kind of friend. This probably sounds strange but it's true. When I have a problem, he understands and gives me good advice. He even likes chatting with me on the Internet. All my friends wish they had a 'young' grandfather like mine.

## Paragraph 6

I never used to like my brother very much. He was always saying horrible things about me and joking about me with his friends. But happily that's all changed and we're much closer now. We often do things together and actually he's good fun.

## Reading 2

(6 marks)

**5 Read the text about advertising and write T (true) or F (false) next to the sentences below.**

- 1 Marketing used to focus on children rather than parents.
- 2 Spending on children's products has been going down.
- 3 Advertisers believe parents will buy things to keep their children happy.
- 4 Advertisers focus on children to sell bathroom items.
- 5 Parents aren't influenced by their children when buying their cars.
- 6 Most people think advertising to children watching television should stop.

In the past the marketing of children's products used to focus on adults because they were the ones with the money. Mums and dads needed to be persuaded to buy things for their children.

These days, in the richer countries of the world, parents often have more money to spend after paying for essentials. This has led to more spending on children's products and this market is now worth billions of dollars.

Compared with the past, children now have more influence over their parents.

In fact, children often put pressure on their parents to buy them things and are sometimes unhappy when the parents refuse. Advertisers understand this and now aim their advertising at the children instead of the parents.

However, advertisers do not focus on children only to sell children's products. Now children are used to influence their parents to make other purchases as well, such as toothpaste, soap or other household goods. And even car companies are starting to target children in their advertising. For example, some companies distribute thousands of promotional books aimed at children. If the children like the cars in the books, the parents may be more likely to buy the cars.

Most people believe advertising of children's products on television is good but should be when children are in bed. In this way, parents have information but are not influenced by their children.

On the other hand, advertisers believe they should be free to advertise when they want to.



## Listening

(8 marks)



**6 Listen to the short talk and tick the sentences T (true) or F (false).**

23

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 Tim was brought up in England.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Only one of his parents worked in computers.                                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Tim did not need any help to create the World Wide Web.                           | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Tim went to Switzerland to build his first computer.                              | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Tim was responsible for the system which gives all web pages different addresses. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 In 1991 there were 600,000 Internet users.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 Tim became very rich because of the World Wide Web.                               | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 Tim has been in an Olympic® Games opening ceremony.                               | T <input type="checkbox"/> | F <input type="checkbox"/> |

## Writing

(10 marks)

**7 Write a short essay about a relationship you have with someone special. Write about five or six sentences.**

Describe the person's character

Explain what you have done with this person

Say what is special about the relationship

# 5 Work and money

**Grammar** ▶ Passives – various tenses ▶ Relative clauses  
 ▶ Question tags  
**Vocabulary** ▶ Money ▶ Jobs ▶ Business and entrepreneurs  
**Speaking** ▶ Winning and losing ▶ Expressing personal opinions  
**Writing** ▶ Describing a TV programme

## 1 Working to live, or living to work?

### 1 Reading and speaking

**a Read the two opinions. Who works to live, and who lives to work?**

**b Discuss these questions in pairs or groups.**

- 1 Do you agree more with the man in photo A, or the man in photo B? Why?
- 2 How would you define the word *workaholic*?
- 3 Do you know any workaholics? Yourself, perhaps?



**1** Your life shouldn't be dominated by work. Other interests and the time you spend with your family and friends are more important. My job's OK, but I'm not in any danger of becoming a workaholic.

**2** Work is central to life. If I didn't have a worthwhile and satisfying job, I'd be very depressed. My life is made more meaningful by my work. In my experience, most people who aren't happy in their work aren't happy in life.

### 2 Listening and speaking

**a Listen to Tom and Jim talking about their jobs. What does each of them do?**

**b Look at the table. Listen to Tom and Jim again. Complete the table, putting a plus (+) for each positive aspect of their jobs and a minus (-) for each negative aspect.**

	Tom	Jim
1 salary	-	+
2 benefits (medical insurance, pension plan, etc.)		
3 nature of work		
4 working hours		
5 holidays		
6 training and development programmes		
7 promotion opportunities		

**c In groups, discuss the aspects of a job that are important to you. Look at the items in the table in exercise 2b, and suggest others, e.g. convenient location (near where you live) and pleasant colleagues.**

### 3 Word builder: jobs

a Classify the following adjectives that can be used to describe jobs as normally positive (+), normally negative (-), or could be either (±). Check in pairs, using a dictionary when necessary.

- boring     challenging     demanding     flexible     frustrating     interesting  
 satisfying     stressful     tiring     rewarding     varied     well-paid

b Complete this table of occupational vocabulary. Use a dictionary if you wish. Check in pairs.

Occupation	Activity	Adjective
'I'm a / an _____.'	'I work in _____.'	'I'm in the _____ department.'
(1) _____	accounts	accounting
administrator	administration	(2) _____
architect	(3) _____	architectural
(4) _____	chemistry	chemical / chemistry
dentist	dentistry	(5) _____
(6) _____	law	legal / law
manager	(7) _____	managerial

c Choose the correct words to complete the statements about each person.

1 'The best thing is knowing that you've done a good job and that you've helped someone innocent who's been accused of a crime, or who's in danger of losing a lot of money.'

This person works as a *dentist / manager / lawyer* and finds it *demanding / satisfying / frustrating*.

2 'You have to be very organized yourself to organize other people, and you are under a lot of pressure to get things exactly right, but I enjoy being the one who knows how everything fits together.'

This person works in the *accounting / administrative / medical* department and finds it *boring / varied / stressful*.

3 'You can have ideas for great experiments, but without the money you can't do a thing. That can make life difficult and I know many colleagues who've missed some great opportunities for that reason.'

This person works in *architecture / management / science* and finds it *frustrating / rewarding / challenging*.

4 'One minute you're dealing with an accident victim and the next with a child who's got a sore throat. I love that. I think most of us around here get through the day, or the night, on adrenaline!'

This person works in *accounts / chemistry / medicine* and finds it *flexible / varied / well-paid*.

### 4 Pronunciation: word stress



a Say the following words and underline the stressed syllables. Then listen and check.

science    scientist    scientific  
 architecture    architect    architectural



b Now say the following words and underline the stressed syllables. Then listen and check.

psychology    psychologist    psychological  
 management    manager    managerial  
 chemistry    chemist    chemical  
 photography    photographer    photographic

# 2 Making and spending money

## 1 Word builder: finances

### a Match words 1–7 with a definition a–g.

- |           |   |
|-----------|---|
| 1 save    | a) money earned by a business or investment, after deducting expenses   |
| 2 capital | b) to make money from a competition   |
| 3 earn    | c) to put money in a safe place (a bank, for example) so that you will have enough in the future (perhaps to buy a car or an apartment) |
| 4 profit  | d) money lost in a business project or investment   |
| 5 invest  | e) to make money from work or investments   |
| 6 loss    | f) money you have that you can put into a business project or investment  |
| 7 win     | g) to put money into a bank or company to earn more money   |

### b Complete the sentences using the appropriate form of a word from the list in exercise 1a.

- Many people try to (1) \_\_\_\_\_ money in competitions. Those who are successful often spend it immediately, but sensible people (2) \_\_\_\_\_ in ethical, Sharia-regulated accounts.
- The safest way to (3) \_\_\_\_\_ money is through a bank savings or deposit account.
- The basic idea of business is to invest (4) \_\_\_\_\_ and make a good (5) \_\_\_\_\_.
- There is always an element of risk in business: instead of (6) \_\_\_\_\_ money, you may take a (7) \_\_\_\_\_, and even go bankrupt.



## 2 Speaking and listening

### a Listen to a radio interview about money. What's the main subject of the interview?

- Making money
- Spending money
- Investing money

### b Answer the following questions. Listen to the interview again and check your answers. Compare your revised answers with your classmates' answers.

- What do ordinary people who unexpectedly receive a lot of money often do?
- Why?
- What is the most sensible thing to do?

### c In groups, discuss these questions.

- Do you know any people who have made a lot of money and then lost it again?
- Have you ever inherited a large sum of money or earned a bonus for hard work?

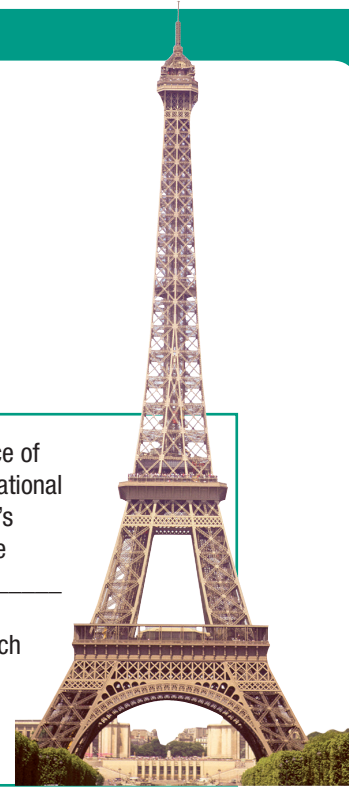
**3 GRAMMAR BUILDER: passives – present, past, future and modal**

**a Look at the sentences below and underline the verb constructions. The first one is done for you.**

- 1 Sometimes, thousands of dollars are won by one person.
- 2 The main prize was won by a 29-year-old man.
- 3 The fortune was lost again in a year or two.
- 4 Financial advice will be provided to all winners.
- 5 Ten thousand dollars can be spent very quickly.
- 6 The money should be invested.

**b Complete the paragraph below using the verbs in brackets.**

What was then the tallest tower in the world (1) \_\_\_\_\_ (*open*) by the Prince of Wales on March 31, 1889. The Eiffel Tower (2) \_\_\_\_\_ (*build*) for the International Exhibition of Paris at a cost of \$1.5 million and stood 300 metres tall. Gustave Eiffel's design (3) \_\_\_\_\_ (*choose*) from over 700 proposals, although not everyone (4) \_\_\_\_\_ (*accept*) it at first. Two and half million steel rivets (5) \_\_\_\_\_ (*use*) in its construction and the tower (6) \_\_\_\_\_ (*weigh*) approximately 7,000 tons. Today, the tower (7) \_\_\_\_\_ (*visit*) by over six million people each year and anyone making the trip to Paris will (8) \_\_\_\_\_ (*impress*) by the magnificent view – almost the whole of Paris can (9) \_\_\_\_\_ (*see*) from the top.



**c In pairs, discuss these questions.**

- 1 Are there passive constructions like these in your language?
- 2 How would each of the sentences you have completed probably be expressed in your language?
- 3 Can you change any of the sentences you have completed into active constructions?  
*The Prince of Wales opened what was then the tallest tower in the world on March 31, 1889.*
- 4 Do you feel those sentences are better in the active or in the passive, as they appear in the text?

**Language assistant**

The passive is used to focus attention on the person or thing affected by an action, rather than on the doer of the action. Often, the doer is not known.

*The car **was made** in Germany.*

**4 Speaking and writing**

**a In groups, discuss the TV programme *Khawater*. Do you watch it? How much do you know about it?**

**b Read the notes about the programme.**

First shown	2004
When	At 6.30 pm during the month of Ramadan
Viewers	Very popular with young people in the Middle East
Host	Ahmed al Shuqeiry
Aim of show	To enable young people to grow in their faith, in their service and in the knowledge making the world a better place
Themes of show	Islam in our modern life Focuses on three basic concepts: justice, education and freedom Showcases Muslim history and thought, and how this is relevant to a modern, global culture
Charity	Non-profit show (all money made goes to making the next season or is donated to charity)

**c Write a short paragraph about the programme. Use as many passive verb forms as possible.**

**d Exchange your paragraph with another group. Compare how you have used passive verb forms.**

# 3 Entrepreneurs

## 1 Speaking and reading

- In pairs, discuss the photograph. What do you think is special about The Body Shop products?
- Read the article quickly, and see if your ideas about The Body Shop products were right.
- Read the text again and complete the information in the fact box.

### The Body Shop – guiding principles

- Founded in (1) \_\_\_\_\_ in (2) \_\_\_\_\_. Now a business worth (3) \_\_\_\_\_, with (4) \_\_\_\_\_ stores in (5) \_\_\_\_\_ countries and (6) \_\_\_\_\_ customers.
- All products are made from (7) \_\_\_\_\_ ingredients.
  - No products are tested on (8) \_\_\_\_\_.
  - No wasteful (9) \_\_\_\_\_.

- Find these words in the article and choose the correct definition for each one.

- entrepreneurs**
  - people who do experiments
  - people who start new businesses
  - people who work in shops
- humanely**
  - in a kind way
  - in an ordinary way
  - in a legal way
- synthetic**
  - not natural
  - not useful
  - not attractive
- wasteful**
  - ugly
  - expensive
  - unnecessary
- profit**
  - money made from business
  - money spent on research
  - money wasted on advertising

# The Body Shop



Anita Roddick (1942–2007), who founded The Body Shop, was one of the most successful entrepreneurs in the world. But she thought that businesses should operate humanely and deal only in products which are environmentally friendly. There appear to be millions of men and women who agree with her.

In the many countries she visited as a young traveller, Anita Roddick noticed the natural substances the local women used to care for their skin and hair. She realized there was no need for the synthetic ingredients, cruel animal testing and wasteful packaging that are used in the modern toiletries industry.

The Body Shop, which produces and sells only natural skin and haircare products, first opened in England in 1976. There are now 1,500 stores in 47 countries, including 131 outlets in the Middle East. It has grown into a \$1 billion business with 86 million customers. It was one of the first toiletry companies that made products for men. Anita Roddick was a real businesswoman, but one who cared about the environment and social justice. She showed that profit and ethics are not necessarily in conflict. She set an example other entrepreneurs should follow.

**2 GRAMMAR BUILDER: *relative clauses, including contact clauses***

**a** In pairs, look at the sentences below, especially the words in italics. Then match 1–4 with a–d.

The Body Shop deals only in *products which* are environmentally friendly.  
 Anita Roddick was a *businesswoman who* cared about the environment and social justice.  
 There are millions of *women and men who* agree with Anita Roddick's ideas.  
 The Body Shop was *one of the first toiletries companies that* made products for men.  
 The Body Shop employs *the natural substances the local women use*.  
 Anita Roddick is *an example other entrepreneurs* should follow.

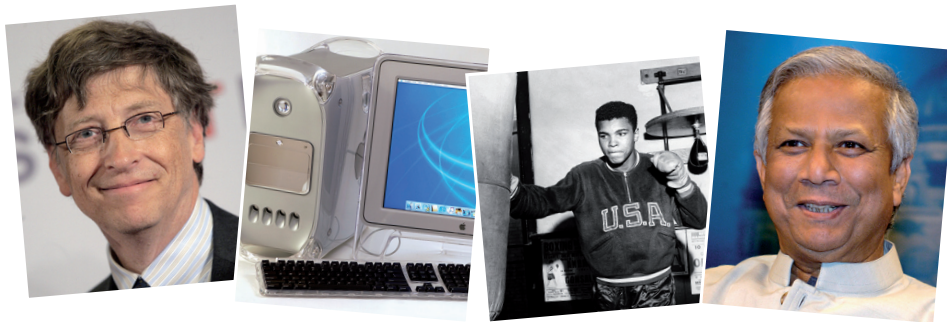
- |  |  |
|--|--|
| 1 <i>Which</i> is used ...                     | a) ... after nouns referring to people.                        |
| 2 <i>Who</i> is used ...                       | b) ... when another noun is the subject of the following verb. |
| 3 <i>That</i> is used ...                      | c) ... after nouns referring to either people or things.       |
| 4 <i>Which / who / that</i> can be omitted ... | d) ... after nouns referring to things.                        |

**b** Complete the following sentences using *who* or *which*. If no word is necessary, put a dash (-).

- I never buy products \_\_\_\_\_ have been tested on animals.
- People \_\_\_\_\_ use toiletries should think about where they come from.
- Businesses should think about the effect \_\_\_\_\_ they are having on the natural world.
- Those of us \_\_\_\_\_ care about the problem should write to local businesses.
- The people \_\_\_\_\_ The Body Shop hopes to attract are usually young.
- The damage \_\_\_\_\_ is caused to the environment by wasteful packaging is unacceptable.

**c** In pairs, write the following pairs of sentences as single sentences, with relative clauses. When possible, omit *which / who / that*. Compare your sentences with other classmates' sentences.

- Anita Roddick was a businesswoman. She made a fortune.
- The Body Shop is a \$1 billion company. Anita Roddick founded it.
- The Body Shop sells skin and haircare products. They have entirely natural ingredients.
- Anita Roddick had a philosophy. Millions of women and men shared it.
- Entrepreneurs are dynamic people. They establish new businesses, often innovative ones.
- In Europe, there are many historic cities. Tourists often visit them.



**3 Speaking**

**a** In groups, discuss what you know about the people and things in the photographs.

**b** Now discuss the kinds of people, events and activities that you really like or hate.

- A: I don't like TV programmes that ... The reason is that ... How about you?  
 B: I like people who ... I suppose that's because ... What about you?  
 C: I love days which ... I always ... What are your favourite days?

Language assistant

- Contact clauses (without *who, which, or that*) are very common, especially in spoken English.

*That's **the woman I saw in** The Body Shop yesterday.*

- After a comma, don't use *that*. Use *who / which*.

*Anita Roddick, **who** was English, was a very rich woman.*

# Saudi Arabia and the World

## King Faisal International Prizes

### 1 Speaking and reading

- a Look at the picture. What is happening in the picture?
- b In pairs, discuss the questions.  
What do people receive prizes for?  
What kind of people should receive them, do you think?
- c Read the text quickly without looking at the words in the box. See if you can understand it without them.
- d In pairs, say what the text is about.
- e Now read the text in more detail. Complete the text with the words in the box.

are presented      are called  
was set up  
have been awarded  
is made              is included

- f Check your answers in pairs.
- g Write questions about the text using the verbs in the box. Be careful to use the passive.



### The King Faisal International Prizes

The King Faisal Foundation is a huge humanitarian foundation, which (1) \_\_\_\_\_ up by King Faisal's sons in 1976. It does a lot of charitable work and one of its aims is to recognize and reward people who have worked hard to improve humanity and society. These are men and women whose contributions make a positive difference. Prizes (2) \_\_\_\_\_ each year since 1979. They (3) \_\_\_\_\_ the King Faisal International Prizes and go to outstanding people in a number of different areas of life. These prizes are for good work in the Service to Islam, Islamic studies, Arabic Language and Literature, Science and Medicine. Money (4) \_\_\_\_\_ in the prizes, but they are not just money. The winners also receive a certificate and a gold medal. The certificate is special because it is handwritten in Diwani calligraphy and the gold medals are also unique, as each one (5) \_\_\_\_\_ in a different way. Of course, there is also great prestige in winning these prizes and all of them (6) \_\_\_\_\_ to winners by the King of Saudi Arabia.

### 2 Listening and speaking

- a Look at the photograph. What do you think the boys are talking about?



- b Listen to the two boys talking about money. Make notes and complete the table.

	spends money on	savings in bank	future spending
MOUSA			
NASSER			

- c In pairs, check your answers.
- d In pairs, discuss the questions. Which boy are you more like? Why?



**3 GRAMMAR BUILDER: question tags**

In the listening section, the boys said:

*We're very lucky not to need money, aren't we?  
Looking after a family is a big responsibility, isn't it?  
And you'd die if you didn't eat food, wouldn't you?*

**Language assistant**

Be careful with 'am'. We say, 'aren't I?' not 'amn't I'.

*I am lucky, aren't I?*

**a Why do they use the 'tag'? What difference does it make to the sentence?**

We use question tags in different ways, depending on intonation. In these examples, intonation goes down at the end of the sentence. We speak with this pattern when we say something we feel the listener will agree with. It is not a real question asking for information.

If the intonation goes up, we are showing some surprise at a situation.



**b Listen to these sentences and say if the intonation goes up or down at the end of the sentence.**

	UP	DOWN
1 You didn't do your homework, did you?		
2 She hasn't been to Egypt, has she?		
3 They couldn't find the shop, could they?		
4 I don't look tired, do I?		
5 He wouldn't go without you, would he?		
6 We won't have time to do it, will we?		

**c Now practise saying the sentences with intonation going up and then down. Notice the difference and think of the difference in meaning.**

**d You can also start with a positive verb and end with a negative tag.**

*You like biscuits, don't you?*

**4 Writing**

**a In pairs, write question tags using the following structures.**

- 1 present simple
- 2 past simple
- 3 present perfect
- 4 some modal verbs
- 5 passive
- 6 conditional

**b Read them to each other and then to the class. Show surprise sometimes, but not always. Are you using the correct intonation for what you mean?**

**c Write a short dialogue about money or jobs between two people using at least two question tags. You can use a negative verb first if you like.**

*You've got a good job, haven't you?*

**5 Speaking – asking for repetition, clarification or further information**

**a What can you say when you don't understand something, when you're not sure what somebody means or when you need more information? Discuss in pairs.**

**Complete the columns of the table with 'Repeat', 'Clarify' and 'Further information'.**

<i>So can you tell me a bit more about ...?</i>	What exactly do you mean?	Sorry could you say that again?
<i>Can you give me more ...?</i>	What do you mean when you say ...?	Sorry I didn't catch that.

**b Work in pairs. Talk about a job you would like to do and ask for repetition, clarification or further information using the language in the box above.**

# 6 Keeping up with technology

**Grammar** ▶ Gerunds ▶ Conditionals: zero, first and second  
**Vocabulary** ▶ Modern and new technologies ▶ Compound nouns  
**Speaking** ▶ Cause and effect / situations and decisions ▶ Contrastive stress  
**Writing** ▶ Summarizing

## 1 Developing the car

### 1 Speaking

**a** In pairs or groups, discuss the following questions.

- 1 Who in your family has a car? What would you use a car for if you had one?
- 2 What kinds of problems do cars cause in big cities?

**b** If you could choose one of the cars in the photographs, which would you like to own? Why?



### 2 Reading and speaking

**a** In pairs, answer the questions, guessing if necessary.

- 1 Are cars today technically very different from cars in 1970 or virtually the same?
- 2 Which state in the United States took the lead in moving toward non-polluting vehicles – California, Illinois or New York?
- 3 Will non-polluting vehicles ever be as satisfactory in general performance as petrol-powered cars?

**b** Read the magazine article and check your answers to exercise 2a.

**c** Note at least three facts you have learned from reading this article. Compare your notes with a partner's notes.

## Why change from petrol engines?

Cars have come a long way since Carl Benz built the first practical petrol-powered motor vehicle in 1885. Over the first seven decades of the 20th century, they became increasingly fast, comfortable, safe and reliable. Most of them also became much less expensive, so more and more people could afford one, new or secondhand. Driving developed from a hobby of the rich into a fundamental part of everyday life.

By 1970, improving the performance of cars didn't seem possible. However, by the end of the century, virtually any new car could cruise safely at 30 kilometres an hour faster, using less petrol and producing 80% less pollution than a new 1970 car. This was the result of using new technology such as fuel injection, multi-valve cylinders, and above all, microprocessors (or mini-computers).

If this meant that modern cars were pollution-free, there wouldn't be a problem. But even today's cars produce about 50,000 kilograms of pollutants annually, mostly carbon monoxide and ozone, and every day there are more motor vehicles. Most people realize that if we don't do something about the situation, it could lead toward an ecological and human health disaster. Producing cleaner alternatives to the petrol engine is the key and some governments have been pushing car manufacturers to do just that. In California, for example, 10% of all new cars since 2003 have had to be ZEVs (zero emission vehicles) and that quota will increase progressively.

The first electric ZEVs were slow, limited in range, and very expensive compared with conventional cars. If technology continues to develop at current rates, all that will soon change. The car industry is exploring different possibilities, and several breakthroughs are close. More new cars are sold in California annually than in most countries, so this will have an impact everywhere. If the global market changes, it will lead to mass production and reduced cost. One day soon, travelling by ZEV will be quite normal and your city will be a quiet, pollution-free place.



### 3 Reading and listening

**a Tick (✓) the sentences true (T) or false (F).  
If you are not sure, guess.**

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1 ZEVs (zero emission vehicles) will never be able to go as fast as petrol-engine vehicles. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Some ZEVs will be able to go farther than petrol-engine vehicles without refuelling.      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The best option for the development of ZEVs is a new type of electric battery.            | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 ZEVs will soon be more economical than petrol-engine vehicles.                            | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 ZEVs are expensive now because they are not mass-produced.                                | T <input type="checkbox"/> | F <input type="checkbox"/> |



**b Listen to an interview about ZEVs and check your answers.**



**c Listen again and complete the table.**

	Petrol vehicles	ZEVs
source of energy	<i>petrol</i>	
level of pollution		<i>low</i>
amount of noise	<i>high</i>	
cost	<i>expensive</i>	

### 4 Pronunciation: contrastive stress

**a Look at these two sentences from the interview. The two words in sentence 1 which have the strongest stress or emphasis are underlined. Why are those two words stressed? Underline the two words in sentence 2 with the strongest stress.**

- And don't forget noise pollution caused by petrol and diesel engines, as well as air pollution.
- Just imagine the quiet cities of the future compared with the noisy ones today.



**b Listen to the sentences, and check the stressed words in exercise 4a. Practise saying the two sentences.**

**c In pairs, discuss your ideas about the following things.**

- big cars and small ones
- public transport and private cars

### 5 Speaking and writing

**a If you were responsible for reducing vehicle pollution in your city, what would you do? With a partner, discuss the measures you would take. Make a list of five ideas to attack the problem of vehicle pollution.**

**b Compare your ideas as a class. Vote for the top three ideas.**

# 2 Communications systems

## 1 Speaking

- a **Talk to your classmates. Find people who do these things. Tick (✓) each of the statements every time a classmate says 'yes'.**

*Most people spend more than one hour on the telephone every day.*

*Do you ...*

- spend more than one hour on the telephone every day?
- listen to the radio a lot?
- spend more than two hours watching TV every day?
- spend more than two hours using a computer every day?
- have a mobile phone?
- have an email address?

- b **In groups of three or four, discuss what you found out from the questionnaire. Summarize your conclusions by writing *Everybody, Most people, Very few people or Nobody* beside each statement.**

## 2 Reading and speaking

- a **Read the three topic sentences below and then read the article. Match each topic sentence with the appropriate paragraph in the article.**

1 But in our natural excitement over this constant development of electronic media, we should not forget that most people in the world don't have a telephone, and many don't even have electricity or clean water.

Paragraph \_\_\_\_

2 Almost all households in the US today have at least three pieces of electronic communications equipment: a radio, a television and a telephone.

Paragraph \_\_\_\_

3 Major electronics companies are already working on the next generation in communications technology – combining all these modes of communication.

Paragraph \_\_\_\_

### LEARNING TIP

#### using topic sentences

- The topic sentence gives the reader the main idea in each paragraph.
- The topic sentence is usually the first sentence in a paragraph. The other sentences give more details or examples.

## ACCESS to TECHNOLOGY

**A** At least two-thirds of North American households have a computer connected to the Internet. Increasingly, this is used for buying goods and services online, as well as accessing information and communicating with people worldwide. In addition, over 80% of the population of the USA has a mobile phone, and more and more people have some kind of portable computer which connects to the Internet.

**B** There will soon be fast, functional and widely affordable mobile 'media phones' that will give you telephone, television and Internet all in one. This emphasis on integrating what are now different devices will be clear in the home too. Your telephone (or videophone) will have a television and computer with Internet access in a single apparatus. And it won't end there.

**C** We may be in danger of ignoring that part of humanity that is not online, or of creating a society that consists of electronic 'haves' and 'have-nots'.

It would be easy to exaggerate the effect that having so many means of communication has on our lives and our abilities. Using a mobile phone or handheld computer doesn't make you a genius like Aristotle or Ibn Sina, whose achievements were made without the help of computers and the Internet. Living 'offline' is still the essential human condition.



**b** Decide which of the three paragraphs in the article contains the writer's main point. What is that point? Compare and discuss your ideas with two or three classmates.

**c** Work in groups of three or four. What are the main differences in technology between your generation and your parents' generation when they were your age? What are the main advantages and disadvantages of these changes?

*I don't have a mobile phone, but I know how to use one. My parents have no idea!*

### 3 GRAMMAR BUILDER: gerunds

Gerunds are nouns made with the *-ing* form of a verb.

*Smoking is bad for you.*

**a** Underline the gerund phrases below. The first one has been done for you.

- 1 Storing energy in batteries is a problem right now.
- 2 Travelling by ZEV will be cheap.
- 3 Using a portable computer doesn't make you a genius.
- 4 Our best hope for the future is creative thinking.

**b** Use a preposition and a gerund to complete each of the sentences at the top of the next column.

#### Prepositions

on      in      for      at      of

#### Gerunds

preventing      meeting      ignoring  
knowing      watching

- 1 Success in business depends \_\_\_\_\_ the most up-to-date information.
- 2 Governments have been accused \_\_\_\_\_ the problems caused by pollution.
- 3 New generation mobile phones appeal to people interested \_\_\_\_\_ multimedia clips on the move.
- 4 The Internet is very useful \_\_\_\_\_ other people with similar interests.
- 5 International efforts should be aimed \_\_\_\_\_ more environmental damage.

**c** Substitute the underlined words with gerund phrases. The first one has been done for you.

- 1 Ocean travel is uncommon nowadays.  
Travelling by boat \_\_\_\_\_
- 2 Night work is usually very inconvenient.  
\_\_\_\_\_
- 3 City life can be dangerous.  
\_\_\_\_\_
- 4 A lot of investment goes into technology development.  
\_\_\_\_\_

### 4 Reading and speaking

**a** Work in pairs. Student A, look at column A; Student B, look at column B. Read each sentence to your partner and say if you agree or disagree with the statement, and why.

A: *Using computers doesn't improve your life.*

B: *No, I don't agree. Using computers is really useful. For example, you can bank on the Internet 24 hours a day.*

Column A	Column B
Surfing the Internet is a waste of time.	Using mobile phones is usually unnecessary.
Playing video games makes children hyperactive.	Watching TV is an escape from reality.

# 3 Using technology



## 1 Word builder: compound nouns

a Make compound nouns by adding a word or phrase from the box.

- 1 microwave \_\_\_\_\_
- 2 dish \_\_\_\_\_
- 3 electric \_\_\_\_\_
- 4 games \_\_\_\_\_
- 5 air conditioning \_\_\_\_\_
- 6 hair \_\_\_\_\_
- 7 garage \_\_\_\_\_

b Match the compound nouns to the photographs.

unit	toothbrush	door opener	console
dryer	washer	oven	

## 2 Listening and speaking

a **An 80-year-old man and his 18-year-old granddaughter are talking in the kitchen. Listen to their conversation and answer these questions.**

- 1 How does the grandfather feel?
- 2 What is his attitude toward technology?
- 3 How does the granddaughter feel?
- 4 What is her attitude toward technology?

b **Listen to the conversation again and answer these questions.**

- 1 What is the grandfather trying to do?
- 2 Why is he having a problem?
- 3 What sequence of buttons should he be pressing?
- 4 The final time, what does he forget to include?

c **The grandfather says, 'The trouble with technology is that it makes life easier but more impersonal. People don't talk to each other anymore.' What do you think? Discuss your ideas in groups.**

### Language assistant

Notice these examples.

*These things never work, **do they?***

*It hasn't started, **has it?***

*You didn't press CLEAR, **did you?***

How do you express 'question tags' like these in your language?

**3 GRAMMAR BUILDER: zero, firsts and second conditionals**

**a In pairs, read sentences 1–3 below. Then match them to sentences a–c.**

- 1 I could do it faster if I heated it up on the stove.
- 2 If you press CLEAR first, it starts from the beginning.
- 3 But if you try this, it'll be easier.

- a) What you predict will happen as a result of a certain action.
- b) What you would / could do or what would / could happen in a hypothetical situation.
- c) What you usually do or what usually happens in a specific situation.

**b Complete the sentences with appropriate forms of the verbs in brackets.**

- 1 The toothbrush (1) \_\_\_\_\_ (start) working if you (2) \_\_\_\_\_ (press) this green button.
- 2 If you (3) \_\_\_\_\_ (hit) the buttons like that, you (4) \_\_\_\_\_ (break) the microwave!
- 3 I (5) \_\_\_\_\_ (get) a new DVD player if I (6) \_\_\_\_\_ (have) more money, but I can't afford it.

**c Match the phrases to make whole sentences.**

- |   |                                   |
|---|-----------------------------------|
| 1 The remote control will make a noise ...          | a) if you set the timer.          |
| 2 The mobile phone would work properly ...          | b) if you knew how.               |
| 3 You could write your own computer games ...       | c) if you press the wrong button. |
| 4 The DVD player starts recording automatically ... | d) if you had one of your own.    |
| 5 You wouldn't need to borrow my computer ...       | e) if you recharged it.           |

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

- 1 If I get an email, I usually \_\_\_\_\_.
- 2 If I had a better computer, I \_\_\_\_\_.
- 3 If I knew more about computers, I \_\_\_\_\_.

**4 Speaking and reading**

**a Read the text quickly and write the function of each of the features of the product. One has been done for you.**

**b Which words in the text emphasize the sequence of the steps in the procedure? Underline them.**

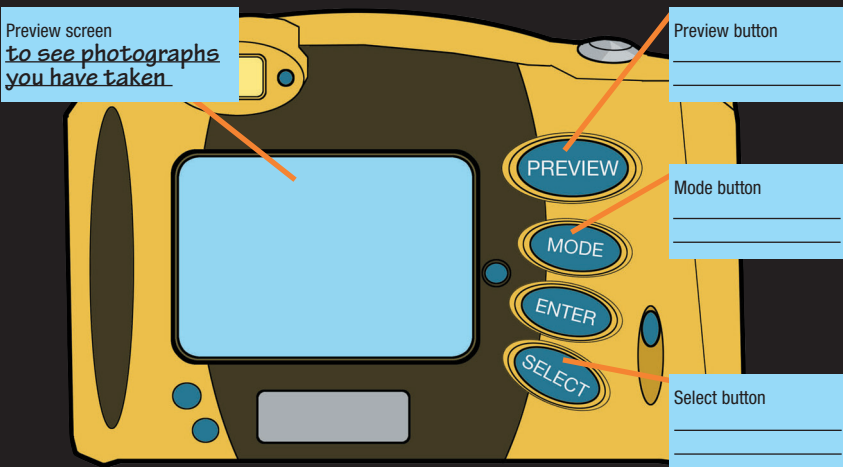
**c Choose one thing from the following list that you would like to be able to do. Find someone who can explain what to do, and write down his or her instructions.**

- 1 Store a telephone number on a mobile phone.
- 2 Set the alarm on a digital watch.
- 3 Write and send an email.
- 4 Play a computer game.

*It's easy. First you ...*

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# Saudi Arabia and the World

## new technologies

### 1 Speaking and reading

- a Look at the photograph. What do you think their jobs are? Why do you think so?



- b In pairs, match the words in the box with their meanings. If you are not sure, you can ask your teacher.

memory chip	banknote	trace
illegal	rewarding	

- 1 paper money
  - 2 against the law
  - 3 interesting and exciting
  - 4 small thing for storing information
  - 5 follow the movement
- c Read the text and answer these questions.
- 1 Where did the research take place?
  - 2 How many people were in the research team?
  - 3 Has the research been successful or not?
  - 4 How would the chip be able to help the police?
  - 5 What would the chip record?
  - 6 How did the research team feel about the project?
- d In pairs, check your answers.
- e What do you think of this development?

### KAUST Researchers Develop Polymer Electronics To Trace Banknotes

A research team at the King Abdullah University of Science and Technology (KAUST) has developed a new kind of memory chip for paper money. The team consisted of Dr Husam Alshareef, PhD student Adnan Khan and postdoctoral researcher Dr Unnat Bhansali, who worked on the project together over a long period of time.

In their research they wanted to find out if it was possible to put inexpensive electronic security features such as Radio Frequency Identification (RFID) tags on banknotes.

Their work has led to the development of a memory chip on a banknote, which could be used to trace banknotes wherever they are. In theory, this would give governments and the police a way of tracing money. The RFID would record information about where and when the money is used so shopkeepers would not have to check if banknotes are real or not. It would be a powerful weapon in the fight against making illegal money.

It is not expensive to produce these chips, so they could be used to track the transportation of money and goods, and also be useful for vehicle security.

'The entire project was so much fun and gave us many laughs; it has also been a truly rewarding experience where we learnt something new every day,' said Khan and Dr Bhansali.



## 2 Speaking and listening

a Look at the photograph. How do you feel about this photograph? How long do you think the oil that?



33

b Listen to the people talking about technology and oil. Complete the notes.

- 1 Oil could last another \_\_\_\_\_.
- 2 We need to find \_\_\_\_\_.
- 3 Oil fields could be found \_\_\_\_\_.
- 4 Closed oil fields should be \_\_\_\_\_.
- 5 The environment must \_\_\_\_\_.

c In pairs, check your answers.

d What do you think about the ideas in the listening task?

## 3 GRAMMAR BUILDER: *time clauses with past, present and future forms*

a Look at these sentences using *before, after, as soon as, while, until, when* and *as*. What do you notice about the tenses used? Which tenses can you use with these conjunctions?

- 1 Bicycles were popular before people could afford cars.
- 2 Nasir bought a car after he had passed his driving test.
- 3 Many people learn to drive as soon as they are old enough.
- 4 People drove big cars while oil prices were low.
- 5 Oil will be used until it runs out.
- 6 People will use different forms of energy when oil runs out.
- 7 The price of oil goes up as the demand increases.

b Complete the sentences using the correct form of the verbs.

- 1 As soon as I (*go*) \_\_\_\_\_ to bed last night, I (*fall*) \_\_\_\_\_ asleep.
- 2 I usually (*read*) \_\_\_\_\_ a book, while I (*travel*) \_\_\_\_\_ by bus.
- 3 Dua (*help*) \_\_\_\_\_ me when she (*get*) \_\_\_\_\_ home from school tomorrow.
- 4 I (*study*) \_\_\_\_\_ hard until I (*leave*) \_\_\_\_\_ university in 2016.
- 5 Musa always (*clean*) \_\_\_\_\_ his teeth before he (*go*) \_\_\_\_\_ to bed.
- 6 He first (*become*) \_\_\_\_\_ interested in Egypt after he (*visit*) \_\_\_\_\_ Cairo.
- 7 People (*drink*) \_\_\_\_\_ more water as the weather (*get*) \_\_\_\_\_ hotter.

c Check your answers with a partner.

d With your partner write three or four sentences about the past, present and future, using some of the conjunctions above. Be careful with the tenses.

### Language assistant

These time conjunctions can be used in the present, past and future, but be careful: in the future the subordinate clause must be in the present, e.g. *I will do my homework as soon as I get home.*

When using *after* in the past, the subordinate clause should be in the past perfect, e.g. *She went to bed after she had done her homework.*

A continuous tense is usually used with *while*.

## 4 Speaking and writing

a In groups, discuss what kind of energy you think will be used in Saudi Arabia in the future. Give reasons for your opinions.

b In pairs, make notes for an essay on energy use in Saudi Arabia now and in the future.

c Write a short essay of two paragraphs on energy use in Saudi Arabia now and in the future.

d In pairs, check your writing and make corrections.

e Read your essay to the class.

# 7 House and home

**Grammar** ▶ Phrasal verbs ▶ *Used to* and *would*  
▶ *Love / like / hate + -ing*

**Vocabulary** ▶ College living ▶ Interior decoration ▶ Cities ▶ Holidays

**Speaking** ▶ A room I like ▶ Intonation in questions

**Writing** ▶ My home city ▶ Short story: At a hotel

## 1 Home away from home



### 1 Speaking and listening

**a** Look at the three photographs and identify the different types of accommodation. What are the good and bad points about each place?

**b** Listen to a student talking with his brother on the telephone. Tick (✓) the points he mentions from the list.

classes	<input type="checkbox"/>	hobbies	<input type="checkbox"/>
apartment	<input type="checkbox"/>	friends	<input type="checkbox"/>
food	<input type="checkbox"/>	TV	<input type="checkbox"/>
dorm	<input type="checkbox"/>	sports	<input type="checkbox"/>
email	<input type="checkbox"/>		

**c** Listen to the conversation again and answer the questions.

- 1 Why isn't Jack living at home?
- 2 What was the problem with the dorm?
- 3 Where's he living now?
- 4 What extra classes is he taking?
- 5 How is he feeling?

### 2 Pronunciation: intonation in questions

**a** Listen to these questions from the conversation in exercise 1 and notice the intonation. Why do you think the intonation changes?

- 1 How are you doing?  
*(intonation: rising)*
- 2 Can you do that?  
*(intonation: rising)*
- 3 What did Mum and Dad say?  
*(intonation: rising)*
- 4 Am I eating properly?  
*(intonation: rising)*

**b** Work in pairs. Practise asking the following questions with the right intonation. Then listen and check your intonation.

- 1 What time are we going shopping?
- 2 Is this table new?
- 3 Where did you put the brochure?
- 4 Do you want to change the wallpaper?

### 3 Speaking and reading

**a In pairs or groups, discuss this question.**

Where do college students normally live in Saudi Arabia?

**b The King Saud University in Riyadh has apartment buildings for students and faculty members. Read a student's questions below. Then read the KSU university website about accommodation and answer the questions.**

- 1 Are the apartments on, near or some distance from the campus?
- 2 Do I have to buy any furniture?
- 3 I have a family. Am I able to rent a three-bedroom apartment or house?
- 4 What kind of Internet facilities are there?
- 5 What kind of air conditioning is there?
- 6 What is the shortest period I can rent an apartment for?

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King Saud University owns and rents out over 1000 apartments and 400 villas in a housing complex on the university campus, each only minutes' walking distance from the college, its libraries and laboratories. The apartments are fully furnished units, with studio, one, two and three-bedroom options.

Air conditioning is regulated through smart technology that uses information about the building and the environment to keep air conditioning at the correct temperature.

All apartments have access to underground parking facilities, green areas, integrated Internet and telephone facilities, a reception area and student lounge. All apartment blocks have male entrances and family entrances.

Student contracts run for an entire academic year.

For an application form or to find out more, contact us at:

KSU Housing Complex Office  
20 King Saud Drive  
P.O. Box 2731  
12253 Riyadh  
tel: (+966) 1/288 2354  
email: [housing@ksu.com](mailto:housing@ksu.com)

### 4 Word builder: college living

**a Tick (✓) A (apartment), D (dorm) or H (home) for each characteristic according to the possibilities.**

	A	D	H
furnished	✓	✓	✓
unfurnished	✓		
meals included			
shopping for food required			
laundry room			
laundry done for you			
independence			
strict rules			
family atmosphere			
friends around you			
privacy			

**b Compare your answers in groups of three. Discuss the advantages and disadvantages of these different types of accommodation for college students: living in an apartment, living in a dorm or living at home.**

# 2 Decoration

## 1 Speaking and listening

a Look at this picture of a room. What would you change to make it look nicer? Discuss your ideas in pairs.



b Listen to a conversation between two people and answer these questions.

- 1 Who decorated the apartment?
- 2 What does Dan think of the decoration?
- 3 One thing doesn't need changing. What is it?
- 4 What's the problem with redecorating the apartment?



## 2 Speaking and reading

a What are the main things that affect the decoration of a room? Discuss your ideas in groups of three. Then quickly read the excerpt from an interior design textbook to check your answers.

b Read the article again and complete the text with the names of the correct rooms.

c In pairs, describe and discuss a room you really like in your own house or a relative's or friend's house. What makes it so special?



Home interior decoration brings in the use of space, the use of light and colour and the use of decorative objects of personal significance to the people who live in the home. However, personal taste and the specific use of a room or area of the house can influence decoration.

A teenager's (1) \_\_\_\_\_ is usually a very private place. It may be decorated in a way which pleases the teenager but doesn't please the parents so much, with shelves covered with personal possessions and posters on the walls. The use of the room and the taste displayed in it are highly personal.

A (2) \_\_\_\_\_ is essentially a functional space used for preparing and eating food. Many

families sit down to eat there on a daily basis and use the dining room for more formal occasions. These days, they are usually colourful and designed to make life easier.

The (3) \_\_\_\_\_ is a more public place, and may be carefully designed to make guests feel comfortable and perhaps to impress them a little. The decoration, therefore, calls for more consideration of other people's tastes, and goes for many common denominators rather than purely personal or idiosyncratic options. There are likely to be fairly conventional pictures, ceramic objects and ornamental lampshades.

### 3 Word builder: phrasal verbs

- a** Read the sentences and underline the phrasal verbs. In pairs, discuss the meanings of the phrasal verbs. Use a dictionary if necessary. The first three have been underlined for you.
- b** Complete these sentences using phrasal verbs from exercise 3a. Some of the verbs are in a different tense.

- 1 I'll take care of your apartment while you're away.
  - 2 Prices of houses and apartments do not often go down.
  - 3 I wish the neighbours would turn their TV down.
  - 4 There are tools all over the floor. Put them away before you go to bed.
  - 5 They gave away their old car.
  - 6 We should take down that old bathroom mirror.
  - 7 I turned the water off.
  - 8 The candle went out.
  - 9 How do you put up with the mess in John's bedroom?
  - 10 The decorator's car broke down so he won't be coming today.
- 1 The cost of wallpaper has (1) \_\_\_\_\_ a lot recently.
  - 2 I'm not going to (2) \_\_\_\_\_ this horrible furniture a minute longer.
  - 3 If you (3) \_\_\_\_\_ things (4) \_\_\_\_\_ when you finish with them, your room will stay neat.
  - 4 Please (5) \_\_\_\_\_ the TV (6) \_\_\_\_\_! I can't hear myself think!

### 4 GRAMMAR BUILDER: phrasal verbs

Some phrasal verbs have an object:

**Throw out** the furniture.

Others don't:

He **moved out**.

- a** Look at the phrasal verbs in exercise 3a. In a second colour, underline any objects of phrasal verbs, and put a circle around the verbs without an object. The first three have been done for you in red below.

- 1 I'll take care of your apartment while you're away.
- 2 Prices of houses and apartments do not often go down.
- 3 I wish the neighbours would turn their TV down.

- b** Classify the phrasal verbs in exercise 3b according to type.

**Type 1:**  
three parts, with a final object

take care of  
(your apartment)

**Type 2:**  
two parts, without an object

go down

**Type 3:**  
two parts, with a middle or final object

turn (the TV) down /  
turn down (the TV)

- c** Choose the correct word to complete the phrasal verbs.

- 1 Turn the lights (on / off) before you go to sleep.
- 2 Can you turn the radio (down / up)? I can't hear it.
- 3 I have a new roommate. He moved (out / in) yesterday.
- 4 Apartments are becoming more expensive. The prices go (down / up) every year.

# 3 Street scenes



## 1 Listening and speaking

**a** In pairs or groups, compare the two scenes above. What are the similarities and the differences between them?

**b** Listen to two people talking about where they live. Decide which of the areas in the photographs they live in and list the things in the area they mention. Compare your answers in pairs.

**c** Listen to the conversation again, and tick (✓) the points about the neighbourhood you hear mentioned.

- 1 The lift sometimes breaks down.
- 2 Children played in the street when there were houses.
- 3 There's a lot of graffiti in the apartments.
- 4 You don't meet many people in the apartment building.
- 5 There were lots of shops on the old street.
- 6 The old houses had small gardens.
- 7 The play area at the apartments isn't very nice.
- 8 The apartments have only one bedroom each.

## 2 GRAMMAR BUILDER: *used to and would*

**a** Look at examples 1–3 from the conversation in exercise 1. Choose the correct words to complete the explanations.

- 1 *I used to see my neighbours almost every day.*  
This refers to a *habit / state* in the past.  
We *can / can't* replace *used to* with *would*.
- 2 *The kids would always play on the street, except in the winter.*  
This refers to a *habit / state* in the past.  
We *can / can't* replace *would* with *used to*.
- 3 *I used to have a nice garden.*  
This refers to a *habit / state* in the past.  
We *can / can't* replace *used to* with *would*.

**b** In each sentence, decide if it is possible to use either *would* or *used to*, or only *used to*.

- 1 At my grandma's house we *used to / would* eat a lot of cake.
- 2 We *used to / would* live in an apartment.
- 3 When we were children we *used to / would* go swimming every weekend.
- 4 Grandpa *used to / would* walk down the street every evening and say 'hello' to everyone.
- 5 Did Mrs Solano *use to / Would* Mrs Solano belong to the local residents' association?

### 3 Speaking and reading

- a Read the article and match the photograph to one of the paragraphs. Which country was the photograph taken in? Guess the names of the other three places in the article.

## City scenes



- b Imagine you are going on holiday to one of the places in the article. In pairs, discuss what you could do in each of the countries. Decide which country you would like to visit most.

### 4 Speaking and writing

- a Imagine you have been asked to write a paragraph for a tourist brochure describing a typical street in your town or city. In pairs, discuss these questions.

- Who is going to read what you write?
  - local people
  - young people
  - tourists
- What style of writing are you going to use?
  - a very formal style
  - an informative style
  - an academic style

- b In pairs, make notes to answer these questions.

- What might you see?
- What might people be doing?
- What kinds of buildings might you find?
- What did the area use to be like?
- How might you feel looking at the street scene?

- c Write your paragraph. Look at the article for more ideas. When you have finished, swap and compare paragraphs with a partner.

1 Many people think that Khan al-Khalili is one of the most interesting areas in this ancient cosmopolitan city. It is a famous souq where visitors can buy clothes, spices and souvenirs or just sit and drink mint tea and strong Arabic coffee in one of the traditional cafés.

2 Many people in this country speak English as a first or second language, so you can practise your speaking skills here! It is home to ancient palaces such as the Taj Mahal, as well as natural features, such as high mountains. Many of this country's cities are crowded with buses, bicycles and rickshaws.

3 In this country there is a large desert. It is also famous for its petroleum industry. The country has a strong Islamic tradition and is home to many wonderful Islamic sites, such as the Masmak Citadel.

4 This city has such tall buildings that the sun is blocked out from the streets. The Empire State Building, which used to be the tallest in the world, has 102 floors. Most activity in the winter is inside or underground because of the extreme cold.

# Saudi Arabia and the World

## holidays

### 1 Speaking and reading

- a Look at the photograph. Is this the kind of place you would like to visit for a holiday? Why? Why not?



- b Read the four texts about holidays. Match the places with the types of holidays.

#### Taif

At 1,700 metres above sea level and with a cool temperate climate, you can escape the heat and come for a breath of fresh air while enjoying stunning scenery and wide tree-lined streets. Have a picnic in the hills or just enjoy a long walk with spectacular views all around you.

#### Al Hijr

Also known as Madain Saleh, these monuments are classified as a UN World Heritage Site. The largest conserved site of the Nabataeans, who lived over 2,000 years ago, the site has a large collection of dwellings carved into the mountainside. For people who are interested in the past and for scholars alike, this tour is a must.

#### Saudi Arabia

Eight days of fascinating sights and wonderful food. Visit the shops and museums in Riyadh, walk the corniche, and enjoy the beauty of Dammam. Do Hajj or Umra in Makkah and stay in the world famous Al-Bait Hotel. Price includes airfares, transfers, all tours, and full board.

#### Dubai

If visiting historic sites is not for you and you need a break browsing the shops looking for the latest fashions, fly to Dubai and shop till you drop. The shopping malls in the city offer all the well-known designer brands you love and you'll be surprised at the reasonable prices.

- 1 City break \_\_\_\_\_
- 2 Historic site holiday \_\_\_\_\_
- 3 Summer retreat \_\_\_\_\_
- 4 Package tour \_\_\_\_\_

- c In pairs, compare your answers and decide which words in the text helped you to decide on your answers.



## 2 Speaking and listening

- a Look at the photograph. Have you ever stayed in a hotel like this? What would you expect to find in a hotel like this?



- b Look at the table. In pairs, discuss what information about the hotel you think the receptionist will give.



- c Listen to a conversation between the hotel receptionist and the customer, and make notes in the table.

Sports Activities	tennis
Services	
Internet	
Parking	
Extra beds for children	
Check-in	
Check-out	

- d In pairs, compare your tables. Do you both agree?

*There is only one sports activity, tennis.*

*I don't think that's right. There are four different activities: tennis, ...*

### Language assistant

Remember, we use

*there is* for one thing

and

*there are* for two or more things

## 3 GRAMMAR REVIEW

In the listening section, the customer said:

*My brother loves playing tennis.*

There are other verbs we use in this way too. Can you think of any? Some are for positive feelings and some are for negative feelings.

- a Write the verbs in the box on the correct line, **positive** or **negative**. If you're not sure of the meaning, ask your teacher.

hate	enjoy	like
can't stand	despise	love

Positive: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Negative: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- b Put a number next to each verb in exercise 3a – 1 is the most positive and 6 the most negative.
- c Write a sentence about yourself using each one. Don't forget the **-ing** ending on the verb.
- d Read your sentences to the class.

## 4 Speaking and writing

- a In pairs, brainstorm ideas for a story about a stay in a hotel, which started badly but ended well.
- b Write a short story about a stay in a hotel, which started badly but ended well.

# 8 Crime and law

Grammar ▶ Past perfect ▶ Review of past tenses ▶ Uncertainty, confirmation  
Vocabulary ▶ Crime ▶ History of Australia ▶ Policing  
Speaking ▶ A short talk  
Writing ▶ A news feature

## 1 Unsolved crimes

### 1 Speaking and reading

a What do you know about this person?



John F. Kennedy (1917–63)

b Check that you know what these words mean. Use a dictionary to help you if you want.

gunshots	wounded
bullet	witnesses
unidentified	rifle
motorcade	karate

c Read questions 1–6. Then read the article and answer the questions.

- 1 How many people were hurt during the assassination?
- 2 Who was accused of the assassination?
- 3 What happened to him?
- 4 What was the official version of events?
- 5 What did witnesses report?
- 6 What happened after the death of Oswald?

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### THE JFK ASSASSINATION

When John F. Kennedy became the 35th president of the United States at the age of 43, he was the youngest man ever to be elected to the post. He had served in the US Navy during the Second World War and had won a number of honours. After his inauguration in January, 1961, he focused on the issues of poverty and inequality and the threat posed by the tensions between the USA and the Soviet Union.

At 12:30 pm on November 22, 1963, the limousine carrying President Kennedy, Governor Connally and their wives through Dallas, Texas, turned out of Dealey Plaza past the Schoolbook Depository Building. There were a number of gunshots. The President received bullets in the neck and the head, and Governor Connally a bullet in his back. A man some distance away was wounded by a passing bullet.

Forty-five minutes later, the police arrested Lee Harvey Oswald on a charge of murdering police officer Tippitt, who had died of gunshot wounds in the vicinity of the assassination. After the police had interrogated Oswald for several hours without a lawyer present, they accused him of murdering the President.

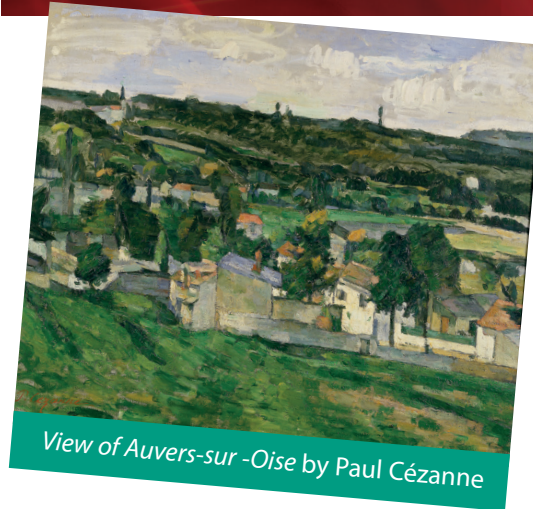
On November 24, 1963, the police were handing Oswald over to state prison officers in the garage of the police building when he was shot dead by Jack Ruby in front of hundreds of journalists and millions of TV viewers.

After several months, investigators declared that Oswald was the only assassin, had acted on his own, and had shot from the 6th floor of the Schoolbook Depository Building. Witnesses in Dealey Plaza saw things differently, however. Many reported that shots had been fired from a nearby park and a cloud of smoke had been visible there. There are also photographs of two unidentified men behind the fence at the park, one with a rifle. Before the motorcade arrived, people had seen men with rifles in downtown Dallas.

In the three-year period following the assassination of President Kennedy and the 'silencing' of Oswald, 18 important witnesses died, including six by gunshot, two by suicide, one from a cut throat and one from a karate chop to the neck. All this supports the theory of a conspiracy and cover-up. Oliver Stone's movie *JFK* asks questions about what exactly happened and who was responsible.



The Scream by Edvard Munch



View of Auvers-sur-Oise by Paul Cézanne

## 2 Speaking and listening

**a** Look at the pictures on this page. In pairs, discuss the questions.

- 1 What do you think of each painting?
- 2 How could they be connected with crime?



**b** Listen to a radio interview and check your answers to question 2 above.



**c** Listen again and answer the following questions.

- 1 Is art theft increasing or decreasing?
- 2 How many paintings were stolen in Bagnols-sur-Cèze in 1972?
- 3 What was the time and date of the theft of the Cézanne painting from the Ashmolean Museum?

### Learning tip

To develop your listening skills:

- before or when you begin listening, think about what you know about the topic
- while listening, try to understand the general idea without worrying about each word
- in a conversation, ask for clarification or repetition if you need to.

## 3 Word builder: crime

**a** Match each verb with the correct definition.

- |                  |   |
|------------------|---|
| 1 to rob         | a) to kill someone for political reasons                            |
| 2 to murder      | b) to take something which is not yours                             |
| 3 to assassinate | c) to take something illegally from a person or a place             |
| 4 to steal       | d) to kill someone intentionally, not usually for political reasons |

**b** Use one of the words in exercise 3a in the correct form to complete each of the sentences.

- 1 Police arrested a man today who they suspect of \_\_\_\_\_ his neighbour.
- 2 Did you hear that someone \_\_\_\_\_ the bank yesterday?
- 3 Oh, no! I think someone has \_\_\_\_\_ my mobile phone!
- 4 I've been reading about Sirhan Sirhan, the man who \_\_\_\_\_ Robert Kennedy.

**c** Complete the table. Two entries have been done for you.

Crime	Criminal	Verb
theft	thief	
robbery		rob / steal
murder		
assassination		

**d** Check your answers in pairs.

# 2 Crime and punishment

## The beginnings of

modern

# Australia



Deportation, also called 'transportation', to Sydney only stopped in 1837 when a Parliamentary Committee Report strongly condemned the practice. Parts of Australia still received convicts 30 years after the Committee had presented its report.

Many of the convicts were people who had been living in very difficult conditions, stealing food for a hungry family. Australia, which was at first their prison, later became for them a land of opportunity. It became a fully independent nation in 1901, only 34 years after the last convicts had arrived to serve their sentences.

### 1 Speaking and reading

- a In groups, discuss what you know about Australia.
- b Read the book extract about Australia. Then write the correct dates in statements 1-4.
  - 1 \_\_\_\_\_: America gains its independence from Britain
  - 2 \_\_\_\_\_: first British settlement in Australia, Port Jackson
  - 3 \_\_\_\_\_: arrival of the last convicts in Australia
  - 4 \_\_\_\_\_: full independence of Australia
- c Read the extract again. Discuss these questions.
  - 1 Why were convicts taken all the way to Australia at the end of the 18th century?
  - 2 Why was transportation to Port Jackson stopped?
  - 3 What kinds of crimes had most of the convicts committed?

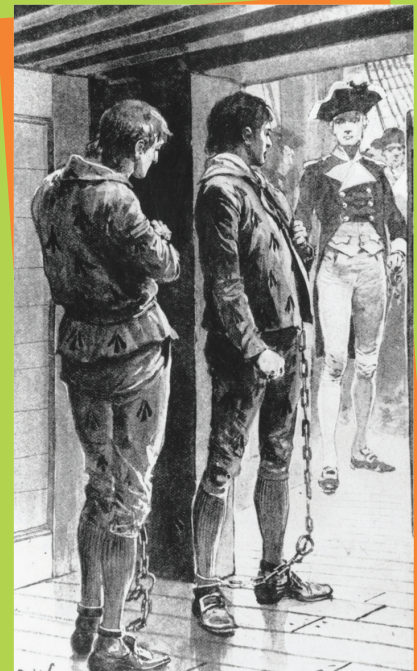
The first humans to settle in Australia came from southeastern Asia and are called Aborigines, which means 'the first people who lived in any country'. Now the word is used mainly for native Australians.

The next big influx came thousands of years later when the British began to colonize Australia. This colonization was based on convict labour (work done by people who had previously been in prison).



There were two reasons why convicts were deported to Australia: one was that Britain wanted to colonize Australia before the French did. The other reason was that America, where convicts used to be sent, was no longer a colony of Britain (America gained its independence in 1783).

The first place convicts were sent to was Port Jackson, which was established in 1788, and later became Sydney.



**2 GRAMMAR BUILDER: past perfect**

**a** Look at the following two sentences. Which two tenses are used? Which tense is used for the action / event that happened first, and which for the one that happened later?

- 1 Parts of Australia still received convicts 30 years after the Committee had presented its report.
- 2 Australia became a fully independent nation only 34 years after the last convicts had arrived.

**b** Look at the information in the boxes. Then complete the sentences using the verbs in brackets in the correct form. Use the past perfect.

The French consider colonizing Australia.	The British establish settlements there.
The Aborigines are in Australia for thousands of years.	The Europeans reach Australia.
Many of the convicts commit minor crimes.	The British send them to Australia.

- 1 The British (1) \_\_\_\_\_ (*establish*) settlements in Australia after the French (2) \_\_\_\_\_ (*consider*) colonizing the new continent.
- 2 When the Europeans (3) \_\_\_\_\_ (*reach*) Australia, the Aborigines (4) \_\_\_\_\_ (*be*) there for thousands of years.
- 3 Many of the convicts (5) \_\_\_\_\_ (*commit*) minor crimes before the British (6) \_\_\_\_\_ (*send*) them to Australia.

**3 Pronunciation: past simple forms**

**a** Look at the following past simple forms. Write them out as rhyming pairs.

went	said	drank	met	flew	bought	read
let	grew	made	sent	caught	sank	paid

**Notice that the spelling for the same sound is sometimes the same and sometimes different:**

/e/    *went*    *met*    *said*

**Notice also that the same spelling may represent more than one sound:**

/e/    *said*    /eɪ/    *paid*

**b** Now write the verbs from exercise 3a in the correct column in the table.

/e/	/eɪ/	/ɔ:/	/æ/	/u:/
fell	came	thought	sat	knew

**c** Check that you know the infinitive and the past participle for each of the verbs in your table, and also the pronunciation of each past simple form. Use a dictionary or Irregular verbs on page 78 to help you.

**4 Speaking**

**Make notes and then give a short talk to your class or group about one aspect of the history of Saudi Arabia.**

*The modern Kingdom of Saudi Arabia was officially founded in 1932 by Abdul-Aziz al-Saud, whose efforts to build a kingdom based in the al-Saud home of Riyadh started in 1902.*

*Although the proclamation of recognition was in 1932, the nation of Saudi Arabia can trace its origins as far back as 1744, which marked the establishment of the first Saudi state.*

# 3 Crime knows no borders

## 1 Speaking and reading

a In pairs, discuss the following statements. Tick (✓) the statements T (true) or F (false).

- 1 Interpol is an international police force.  
T  F
- 2 It is more than 100 years old.  
T  F
- 3 It is based in the United States.  
T  F
- 4 More than 150 countries are members.  
T  F
- 5 It investigates international criminal cases.  
T  F

b Read the text on the right, and check your ideas about Interpol.

### Interpol



Interpol is an international organization which has coordinated cooperation between the police forces of different countries since 1923. There were 186 member countries in 2008. The headquarters or General Secretariat is located in Lyon, France.

Interpol is not itself a police force and it does not conduct investigations. Cases are investigated by the national police forces of

the member countries under their own laws, but Interpol plays a very important role in supplying information about criminal activities from one country's police force to another.

Since 2003, the member countries have been connected by Interpol's global communication system, I-24/7. Each police force can quickly access and check another force's data, helping to track criminals that operate internationally.

Interpol continues to play a vital role in staying one step ahead of the modern criminal.

## 2 GRAMMAR BUILDER: review of past tenses

a Complete the text with the appropriate verbs or verb phrases from the box.

lived    has lived    has been living    was living    had lived    used to live

### Interpol gets its man

Melvin Pattersen (1) \_\_\_\_\_ in luxurious rented apartments in different parts of the world, but since November 15, 2000, he (2) \_\_\_\_\_ in a prison near Toronto. He (3) \_\_\_\_\_ in almost all the capitals of Europe and Latin America, as well as New York, and now Toronto. He appeared to be a respectable businessman, but he was really a swindler who tricked people into investing in companies which did not exist.

From March to October, 2000, he (4) \_\_\_\_\_ in a penthouse in Toronto. What he did not know was that a policeman (5) \_\_\_\_\_ in the building across the street. In his computer the policeman had a collection of pictures and descriptions of Pattersen from the Interpol database collected from all the countries he (6) \_\_\_\_\_ and swindled in. It was the end of the road for one more international criminal.



b For each blank in the text above, match the correct explanation for the tense used.

- |   |  |
|---|--|
| 1 | a) past experiences at an indefinite time in the past                |
| 2 | b) an action in progress at a particular time in the past            |
| 3 | c) a past action that is no longer true                              |
| 4 | d) an action which happened before another action in the past        |
| 5 | e) an action that started in the past and continues into the present |
| 6 | f) a past action at a definite time                                  |

### 3 Speaking, writing and reading

- a** Read the interview below. Imagine that you are the interviewer. In pairs, complete the interviewer's questions. Use the words in brackets to help you.

*Flying High* conducted a rare interview with a senior Interpol officer. For security reasons we will call him 'James'.

**Interviewer:** Have you always ... (*Interpol*)

**James:** No, I haven't.

**Interviewer:** What did you ... (*do*)

**James:** I started my career in law enforcement as an ordinary police officer in England, thirty years ago.

**Interviewer:** Had you always ... (*want / policeman*)

**James:** Yes, always.

**Interviewer:** So how long have you been ... (*work*)

**James:** About twenty years now.

**Interviewer:** Nowadays, Interpol stores all its information on huge databases. How did you use to ... (*store*)

**James:** In manual files in enormous archives. It could take ages to find the information! Now we can respond to queries from anywhere in the world in seconds.

**Interviewer:** You once described your position as 'the ultimate techno-police officer's job'. Why did ... (*say*)

**James:** Because it is! At the touch of a keyboard, I have access to the records of millions of pieces of information. 2.3 million stolen motor vehicles alone. Then there are the stolen works of art, missing persons, unidentified bodies, organized crime gangs ...

**Interviewer:** So you enjoy your work?

**James:** Yes, I do. It's the most interesting job I can imagine.



- b** In pairs, use the information in the interview to write two paragraphs to match the following titles.

1 Portrait of an international law enforcement officer

*Thirty years ago, James ...*

2 Information storage at Interpol

*Until the 1990s, Interpol used ...*

- c** When you have finished, swap your paragraphs with another pair. Check for mistakes.

# Saudi Arabia and the World

## choosing jobs

### 1 Speaking and reading

- a Look at the photograph. In pairs, discuss the questions. What are these people training to be? What do you think they have to do for their training? Would you like to do this kind of job?



- b Read the four texts about becoming a policeman and write the names of the people below the correct picture of them.

My name is Hassan and in my opinion the police do a great job protecting society and upholding the law. It might be an interesting job but I think my parents would worry that I might get hurt or that something bad might happen to me. And you know, so would I.

My name is Kamal and I really don't know what I want to do in the future, but I definitely don't want to be a policeman. There are so many other more interesting jobs such as a lawyer, a teacher or a bank manager. I know I'll have to think about it one day.

My name is Maher. I don't know what other people think, but in my opinion if you want an exciting job, doing something different every day, then you should become a policeman. Not only is the job fantastic, but you help society too. Criminals need to be kept under control.

My name is Mustafa and if I wanted to become a policeman, I think my parents would be disappointed. They have other plans for me. My brother is studying to be a lawyer at the moment and my parents want me to do the same. I think they know what's best for me.

*I'd much rather do something else.*



*Being a policeman would be an amazing job.*



*My parents would ideally like me to be a lawyer.*



*I'd be concerned that the job might be dangerous.*



- c In pairs, check your answers.

- d In pairs, read the text again and find the information which helped you to choose your answers.





## 2 Listening

**a** Look at the photograph. What is happening in the photograph? What do you do when you don't know the way somewhere?



**b** Listen to the conversation between a policeman and a member of the public and answer the questions below.

- 1 Where is Anas going?
- 2 Why should Anas go back to the station?
- 3 What is 100 metres along Abah Street?
- 4 Which turning on the left is Riyadh Street?
- 5 What should Anas do at the traffic lights?
- 6 What is opposite the post office?
- 7 What is bad at this time of day?



**c** Now listen again and make notes on expressions for asking for and giving directions.

Asking for directions	Giving directions
Is this the way to ...?	
Should I ...?	
Is it in that street?	
Would it be better if ...?	

**d** In pairs, check your notes.

### 3 GRAMMAR BUILDER: *expressing uncertainty and asking for confirmation*

**a** Look at the following sentences. Which ones express uncertainty and which ones are asking for confirmation? The words in *italics* are important to help you decide.

- 1 *Did you say* the post office was in King Street or Kings Street?
- 2 *I think so but* I'll have to check on my phone.
- 3 *Do you mean* the train station *or* the bus station?
- 4 *I'm not* really *sure* about that.
- 5 *So it's* a big, yellow building with a tree in front of it.
- 6 *If I remember rightly*, it's the second turning on the right.

**b** Now put the sentences in the dialogue in the correct order.

- |                |                |
|----------------|----------------|
| 1 Faris: C     | 5 Faris: ..... |
| 2 Jalal: ..... | 6 Jalal: ..... |
| 3 Faris: ..... | 7 Faris: ..... |
| 4 Jalal: ..... | 8 Jalal: ..... |

- A The Riyadh bank in King Street.
- B If I remember rightly, it's about twenty minutes.
- C So the quickest way to get to the stadium is by bus.
- D Oh I know King Street. How long does it take to get there?
- E I'm not sure but I think so – it's the number sixteen I think.
- F Do you mean the Abha bank or the Riyadh bank?
- G Sixteen. The bus stop is in front of the bank.
- H Did you say sixteen or sixty?

**c** In pairs practise reading the completed dialogue aloud.

## 4 Speaking and writing

**a** In pairs, draw a simple map from one place in your town or city to another place. Write the name of the starting and finishing points. Include the following:

- three turnings
- a crossroads
- traffic lights
- some buildings, e.g. shops

**b** Give your map to another pair and they have to use it to ask for and give directions. They do not have to write yet.

**c** Give your directions to the whole class. Are the directions accurate?

**d** Write an email to a friend, giving directions from your house to another place in your town or city. It should not be too close or too far from your house.

**e** Read your email to the class.

# Progress test Units 5–8

## Grammar – tenses

(10 marks)

### 1 Complete the sentences using the correct form of the verb in the right hand column.

- (1) \_\_\_\_\_ his credit card got him into financial trouble.  
His car (2) \_\_\_\_\_ from the car park at eight o'clock this morning.  
I believe the criminal (3) \_\_\_\_\_ in the next few days.  
Since this news programme began, a man (4) \_\_\_\_\_ by the police in connection with the murder.  
If people spend more than they earn, they (5) \_\_\_\_\_ problems.  
I (6) \_\_\_\_\_ by credit card if I were you.  
If there's enough time after the meeting, we (7) \_\_\_\_\_ to have some tea.  
When Jamal found the apartment he liked, he (8) \_\_\_\_\_ a large number.  
She (9) \_\_\_\_\_ for three hours so she needs a rest.  
The friends (10) \_\_\_\_\_ each other for years even before they started working together.

USE  
STEAL  
FIND  
ARREST  
  
HAVE  
PAY  
BE ABLE  
SEE  
SEW  
KNOW

## Grammar

(10 marks)

### 2 Match the two sentence halves.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 Being the victim of a crime         | a) which eats bamboo.                |
| 2 In my opinion                       | b) we would have stories read to us. |
| 3 A home is a place                   | c) who steals things from others.    |
| 4 She's definitely a nice person      | d) doing our homework.               |
| 5 A robber is someone                 | e) is a terrible thing.              |
| 6 A panda is a black and white animal | f) you can trust.                    |
| 7 One cause of serious illness        | g) something I couldn't stand.       |
| 8 As children                         | h) wifi should be included.          |
| 9 We used to hate                     | i) is smoking cigarettes.            |
| 10 Eating meat was                    | j) where you should have privacy.    |

## Vocabulary

(10 marks)

### 3 Complete the sentences with the words in the box.

satisfying	thief	witness	rob	synthetic
assassin	laundry	manager	flexible	profit

- Zahid saw the crime so the police asked him to be a \_\_\_\_\_.
- My brother has just got a job as a \_\_\_\_\_ in a big company.
- The company made a good \_\_\_\_\_ last year so the boss was happy.
- Look at that man. He's going to \_\_\_\_\_ that old lady.
- The clothes are all made of \_\_\_\_\_ material.
- Mousa has \_\_\_\_\_ working hours and sometimes has to work very late.
- I'm going to the \_\_\_\_\_ to have these clothes washed.
- The most \_\_\_\_\_ part of my job is when people thank me for my help.
- The international politician was followed by a professional \_\_\_\_\_.
- The \_\_\_\_\_ went into the shop and stole some food.

## Reading 1

(6 marks)

### 4 Read the texts about communication and match the headings a–f with the paragraphs.

- |                               |                               |
|-------------------------------|-------------------------------|
| a) The rise of the mass media | d) High speed communication   |
| b) Animal communication       | e) Ideas across generations   |
| c) Body language              | f) Past ways of communicating |

#### Paragraph 1

We do not always need to speak when we want to communicate. Very often, a smile or facial expression is more meaningful than words. Arms, hands and even shoulders are also used in many cultures to express certain ideas.

#### Paragraph 2

Throughout history until the present day, people have been communicating ideas and facts through poetry, novels, essays and books. The written word has been one of the most important tools to tell the people of the present how things used to be in the past.

#### Paragraph 3

People used to have very creative ways of communicating. In some cultures smoke was used to send messages to people in nearby villages. In other cultures, where bow and arrows were used, people would receive messages from long distances away by having them shot by bow and arrow from archer to archer.

#### Paragraph 4

Technology has made communicating over long distances very easy. And because it is so fast, we can now make video calls to people on the other side of the world without a second's delay. It is like being in the same room as them. We can even send messages into space.

#### Paragraph 5

Over the last century there has been a rapid rise in the use of the press, radio, television and other forms of transmitting information to the whole population of a country. As a result, knowledge of what is happening around the planet is available to much of the world's population.

#### Paragraph 6

It is now known that communication is not just for humans. Ants 'talk' to each other by touching their antennae together. When dolphins make their familiar sounds, they too are communicating. Parrots can even 'repeat' words they have heard from humans but of course that is not real communication.

## Reading 2

(6 marks)

- 5 Read the newspaper report and complete it by using the phrases in the box. Write the letter in the space provided.

- a) went to the shops
- b) he found that
- c) had just been
- d) had left their keys
- e) Mousa was surprised
- f) had also bought

A man was arrested by the police yesterday in an incredible mix-up over cars. Ashraf Jamil, the victim, (1) \_\_\_\_\_ to his parents' house and they asked him to go to the shops to buy something for them.

On his way to the shops Ashraf stopped to get some petrol but after paying for his petrol, (2) \_\_\_\_\_ his car was gone. Somebody had apparently stolen it.

He called the police and after ten minutes they arrived and Ashraf explained what had happened.

An hour later the police found Ashraf's car. In the car was Mousa Hamed, an elderly resident of that area. (3) \_\_\_\_\_ that the police had stopped him but when he couldn't tell the

police the car's correct licence number, he began to realize that the car wasn't his. Mousa (4) \_\_\_\_\_ petrol at the same petrol station as Ashraf, and had paid for his petrol just before Ashraf. Both men (5) \_\_\_\_\_ in their cars and they both had the same kind of car – the same model and the same colour. Mousa had just got into the car that he thought was his, but was actually Ashraf's.

After a warning to be more careful, Mousa went home – in his own car! Ashraf got in his car and (6) \_\_\_\_\_ for his parents.

**Listening***(8 marks)***6 Listen to the conversation about renting an apartment and complete the sentences.**

- 1 The apartment is free from \_\_\_\_\_.
- 2 The apartment is not far from \_\_\_\_\_.
- 3 The monthly rent would be \_\_\_\_\_.
- 4 Lutfi could have the \_\_\_\_\_.
- 5 If they moved in, at first the apartment would not be \_\_\_\_\_.
- 6 Free wifi is \_\_\_\_\_.
- 7 It's Tariq's idea to \_\_\_\_\_.
- 8 Nasser is going to phone the \_\_\_\_\_.

**Writing***(10 marks)***7 Write a short story about an imaginary crime you saw happening. Write about five or six sentences.**

Describe what happened.

Explain what you did to help.

Say what happened to the criminal.

# Irregular verbs

Infinitive	Past simple	Participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
deal	dealt	dealt
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left

Infinitive	Past simple	Participle
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

# Pronunciation

Vowels and diphthongs	
/ɪ/	sit
/e/	get
/æ/	hat
/ɒ/	hot
/ʌ/	but
/ʊ/	good
/ə/	sofa
/u/	annual
/i:/	eat
/ɑ:/	father
/ɔ:/	saw
/u:/	food
/ɜ:/	her
/eɪ/	wait
/aɪ/	buy
/ɔɪ/	boy
/əʊ/	go
/aʊ/	cow
/ʊə/	poor
/eə/	hair
/ɪə/	hear

Consonants	
/b/	bat
/k/	cat
/tʃ/	chair
/d/	dollar
/f/	fat
/g/	girl
/h/	hat
/dʒ/	July
/l/	like
/m/	man
/n/	new
/p/	pen
/kw/	queen
/r/	run
/s/	see
/ʃ/	shirt
/ʒ/	measure
/t/	talk
/ð/	the
/ə/	thin
/v/	voice
/w/	water
/j/	you
/ŋ/	king (as final sound)
/z/	zoo

The alphabet						
/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
Aa	Bb	Ff	li	Oo	Qq	Rr
Hh	Cc	Ll	Yy		Uu	
Jj	Dd	Mm			Ww	
Kk	Ee	Nn				
	Gg	Ss				
	Pp	Xx				
	Tt	Zz				
	Vv					

## Unit 3, Lesson 3, exercise 2c Student A

Walt Disney was born in Chicago on December 5, 1901. He became interested in drawing and photography at an early age. After the First World War, he worked as an advertising cartoonist in Kansas City and created his first animated cartoon. In 1923, he went to Hollywood, where his brother was living. He arrived there with only \$40 in his pocket. Walt and his brother borrowed \$500 and set up a studio to produce animated cartoons. Mickey Mouse was created in 1928 and appeared in the first sound cartoon, *Steamboat Willie*. In 1937, Disney produced the first full-length animated musical cartoon, *Snow White and the Seven Dwarfs*.

## Unit 3, Lesson 3, exercise 2c Student B

Walt invested the huge sum of \$1,499,000 in *Snow White and the Seven Dwarfs* and employed 750 artists to do the animation. It was a massive hit and earned \$8 million in two years. It was followed by other full-length classics such as *Pinocchio*, *Fantasia*, *Dumbo*, and *Bambi*.

In 1955, Walt launched Disneyland Park in California at a cost of \$17 million. By 1985, 250 million people had visited the theme park. There are now theme parks in Orlando, Paris, and Tokyo. During his career, Disney won 32 Oscars® for his movies. He was one of the greatest influences in the world of entertainment and died in 1966.

To date, the Disney® company has made almost 50 full-length animated movies. Since 1950, it has been making live movies as well as animated ones.

# Learner training

## 1 Vocabulary: being a good learner – knowing a word

Knowing a word means being able to:

- use it in a sentence – knowing the words it goes together with
- pronounce / stress it correctly
- understand the difference between this word and other similar ones.

You will see from this Student's Book that there are different ways of organizing new words.

These are designed to help you remember the words and important information about them. You should have a separate vocabulary notebook where you write new words and important information about them.

## 2 Word building

It can be useful to notice patterns across different types of word (word class):

*discuss – discussion*

### Task 1

Complete the table.

Noun	Verb	Adjective	Negative adjective
decision	_____	_____	indecisive
_____	to appreciate	_____	_____
_____	_____	polluting	_____

### Notice that:

- nouns may be formed from verbs by adding suffixes: *sion / tion*, etc.
- negative prefixes are common in English: *in / un / im*, etc.
- prefixes tend to affect meaning, suffixes tend to affect word class.

## 3 Collocation

In this Student's Book you have seen exercises on collocation – words that go together.

This applies to all kinds of words:

*You play tennis.* (verb + noun) *a rainy day* (adjective + noun) *You speak English fluently.* (verb + adverb)

Write down collocations when you learn new words.

### Task 2

Match the words from each column to make a collocation.

- |               |             |
|---------------|-------------|
| 1 strong      | a) story    |
| 2 make        | b) coffee   |
| 3 loyal       | c) friend   |
| 4 political   | d) need     |
| 5 desperately | e) party    |
| 6 true        | f) an error |



## 4 Connotation

Now that your vocabulary has grown, you have more words for the same things. Often there is a difference between the words: connotation is the impression a word gives, apart from its essential meaning. The words in brackets below express the connotation of the examples:

*a man: a guy* (informal)

*an adult: a grown-up* (this is the word that is often used by children)

It is important to record this kind of information with new words so that you can use them.

### Task 3

**Match the words that are similar in meaning.**

- |                |                           |
|----------------|---------------------------|
| 1 sibling      | a) to become more / go up |
| 2 to tolerate  | b) so                     |
| 3 therefore    | c) nervous                |
| 4 to increase  | d) to say no              |
| 5 to refuse    | e) to put up with         |
| 6 apprehensive | f) brother or sister      |

**Which column has the formal words, which the informal?**

### Task 4

**Write sentences to show the difference in connotation between the following word pairs. Use your dictionary if you want to.**

*to inquire – to ask*

*mum – mother*

- Notice that Latinate words tend to be more formal.

<p><b>Task 1</b> Word building</p> <p><b>Noun</b> to decide appreciation pollution</p> <p><b>Verb</b> to appreciate to pollute</p> <p><b>Adjective</b> decisive appreciative polluting</p> <p><b>Negative adjective</b> indecisive unappreciative non-polluting</p>	<p><b>Task 2</b> Collocation</p> <p>2 make an error 3 loyal friend 4 political party 5 desperately need 6 true story</p>	<p><b>Task 3</b> Connotation</p> <p>1 sibling: brother or sister 2 to tolerate: to put up with 3 therefore: so 4 to increase: to become more / go up 5 to refuse: to say no 6 apprehensive: nervous</p> <p>The first column has the formal words.</p>
<p><b>Task 4</b> Suggested answers:</p> <p><i>He inquired about the train times.</i> <i>She asked her friend if she was free that evening.</i> <i>I'm taking my mum some flowers.</i> <i>And how long has your father been ill, sir?</i></p>		

# Spelling rules

## Rule 1: Spelling of plural endings

- Words ending in *ch, sh, s, x* or *z*: add *es*.  
This is often pronounced /ɪz/:  
*bus – buses*
- Some words ending in *o* add *es*, others simply add *s*.  
*tomato – tomatoes, potato – potatoes, radio – radios*
- Words ending in *f* or *fe* changes to *ves*.  
*wife – wives*

### Task 1

Write the plurals.

- |                       |                |
|-----------------------|----------------|
| knife – <u>knives</u> | 3 hero – _____ |
| 1 brush – _____       | 4 tax – _____  |
| 2 match – _____       | 5 boss – _____ |

### Task 2

Correct the text.

George is such a heroe. He spent all day putting up shelves in my bedroom so I could display my photoes. I also put some boxis up there. It looks great. I'm going to buy him a watche for a thank you presente.

## Rule 2: Doubling of consonants

- Words of one syllable ending in one vowel and one consonant – double the consonant when the word gets longer:  
*put – putting, thin – thinnest, fit – fitted*
- Words ending in a vowel + *y, w* or *x* do not double and simply add endings (*ing, er, est, ed*):  
*play – played, show – showing*
- Longer words (two or more syllables) ending in one vowel and one consonant double only when the stress is on the last syllable:  
*begin – beginning, refer – referring, but offer – offering, visit – visiting*

### Task 3

Complete the sentences with the correct form of the word in brackets.

- 1 He \_\_\_\_\_ (*stay*) for a coffee after class yesterday.
- 2 She is a good \_\_\_\_\_ (*listen*).
- 3 They are \_\_\_\_\_ (*plan*) a summer wedding.
- 4 John is much \_\_\_\_\_ (*tall*) than Carl.
- 5 He \_\_\_\_\_ (*drop*) the book on my foot.

**Task 4**

**Correct the text. There are eleven spelling errors.**

Bob had a terrible arguement with Jamie in the librarie. He toled him she was stupid and he was really angry. It was very embarassing for their proffessor and his secratary who were working there. Jamie isn't coming to class tommorrow and Bob is definitely responsible.

**Rule 3: Final y and i**

- Final y usually changes to i when the word gets longer:  
*easy – easier marry – marriage baby – babies*
- This change does not happen before endings starting with i:  
*try – trying cry – crying*
- Nor does this change happen if the y comes immediately after a vowel:  
*stay – stayed grey – greying*  
Note: exceptions are: *say – said, pay – paid*
- Final ie changes to y before ing  
*lie – lying*

**Task 5**

**Correct the text. There are eleven spelling errors.**

I hurried to the bank because I had to paie in a cheque. When I arrived they were clozing the doors. I was furyous and I tried to push the door open craiyng, 'This is not good busyness.' 'This is Thersdai,' sayed the manager. 'Enjoi your weekend. Come back and tri again on Sunday.'

**Answers**

**Task 1**  
1 brushes, 2 matches, 3 heroes, 4 taxes, 5 bosses

**Task 2**  
... hero ... shelves ... photos ... boxes ... watch ... present

**Task 3**  
1 stayed, 2 listener, 3 planning, 4 taller, 5 dropped, 6 bowed

**Task 4**  
terrible ... argument ... library ... told ... he ... angry ... embarrassing ... professor ... secretary ... tomorrow ... responsible

**Task 5**  
... hurried ... pay ... closing ... furious ... crying ... business ... Friday ... said ... enjoy ... try ... Monday

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