

English Language

Intermediate Stage

Third Intermediate Grade

First Semester

اللغة الإنجليزية

المرحلة المتوسطة

الصف الثالث المتوسط

الفصل الدراسي الأول

Full Blast 5

KSA - Edition

كتاب الطالب
Student's Book

شامل مكتاب التمارين والقواعد

Including Workbook
and Grammar Book



طبعة ١٤٣٨/٢٠١٧
Edition 2017/2018

الأنشطة والتمارين غير المقررة على مدارس تحفيظ القرآن الكريم

The omitted activities and exercises for the Quran Memorization Schools:

Student's Book

Culture page: Youth centres	p. 18
Culture page: Mega Museums.....	p. 32
Culture page: The Arabic Language.....	p. 46
Culture page: Food around the world.....	p. 60

Workbook

Project 1.....	p. 87
Project 2	p. 99
Project 3	p. 110
Project 4.....	p. 122
Consolidation: Modules 1-4.....	pp. 123-126
Self-assessment	pp. 127-128

Grammar Book

Modules 1-4	pp. 133-187
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المملكة العربية السعودية

Kingdom of Saudi Arabia



وزارة التعليم

Ministry of Education

English Language

Intermediate Stage

Third Intermediate Grade

First Semester

اللغة الإنجليزية

المرحلة المتوسطة

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Full Blast 5

H. Q. Mitchell - Marileni Malkogianni

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Student's Book

Modules

Vocabulary

Structures

Functions

Module 1

Teen trends

page 5

- Conversational English
- Free-time activities
- Collocations related to sports
- Arts and crafts
- Phrases expressing like and dislike
- Adjectives describing clothes and fashion
- Personality adjectives

- Present Simple vs Present Progressive
- Stative verbs
- Comparison of adjectives and adverbs
- Some / Any / No / Every and their compounds
- Past Simple
- The verb *used to*

- Distinguishing between habitual actions and current activities
- Discussing future plans
- Making comparisons
- Discussing past habits and situations
- Expressing likes/dislikes
- Introducing oneself
- Describing personality

Culture page: Youth centres page 18

Module 2

Standing out

page 19

- Units of measurement
- Sights and landmarks
- Conversational English
- Words easily confused
- Nouns ending in -ion, -ation, -ment
- Places in a city

- Relative pronouns: who / which / that
- Relative adverb: where
- Future *will*
- Conditional Sentences Type 1
- Time Clauses (Present-Future)
- All / Both / Neither / None / Either

- Defining people, places and things
- Referring to conditions and their results
- Talking about the future
- Finding things in common
- Expressing opinion
- Describing places/sights

Culture page: Mega Museums page 32

Module 3

Broaden your mind

page 33

- Words related to camps and courses
- Conversational English
- Words easily confused
- Phrasal verbs (look, come)
- Words related to cooking
- Collocations and words related to education

- Present Perfect Simple
- Present Perfect Simple vs Past Simple
- for-since

- Talking about experiences
- Expressing preference
- Linking past and present time
- Talking about the duration of an action
- Focusing on the result of an action
- Talking about food and quantities
- Giving and following instructions
- Giving news

Culture page: The Arabic Language page 46

Module 4

The power of nature

page 47

- Words related to nature and wild animals
- Words related to weather
- Conversational English
- Adverbial phrases
- Natural disasters
- -ed / -ing adjectives

- Prepositions of time - place - movement
- Question tags
- Past Simple - Past Progressive
- Time clauses (when / while / as / as soon as)
- Past Perfect Simple

- Asking for confirmation
- Agreeing and disagreeing
- Talking about past experiences
- Sequencing past actions and events
- Describing feelings
- Narrating a story

Culture page: Food around the world page 60

**Pair work Activities p. 61
Grammar Reference p. 64**

**Learning Tips p. 69
Word List p. 71**

Irregular Verbs p. 74

Workbook

Module 1

page 76

Project page 87

Module 3

page 100

Project page 110

Module 2

page 88

Module 4

page 111

Project page 99

Project page 122

Consolidation (Modules 1-4) p. 123

Self-assessment p. 127

Tracklist for Student's CD p. 188

Reading	Listening	Speaking (Pronunciation*)	Writing
<ul style="list-style-type: none"> An Internet Forum: <i>Extreme sports</i> A magazine page: <i>Talented youths</i> A magazine article: <i>Jeans</i> 	<ul style="list-style-type: none"> Three short dialogues Four monologues about arts and crafts Three monologues about friends 	<ul style="list-style-type: none"> Pair work Group work Group survey: Do you wear...? Class discussion about friendships <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> A paragraph comparing two activities An e-mail introducing oneself to a new e-pal A paragraph about one's clothes A description of a person <p>Developing skills:</p> <ul style="list-style-type: none"> Linking words (<i>and, or, but, so, because</i>)
<ul style="list-style-type: none"> A quiz: <i>Famous Landmarks</i> An e-mail and a holiday itinerary A magazine article: <i>Jamie Oliver, TV chef</i> 	<ul style="list-style-type: none"> A monologue: <i>A tour guide talking about Uluru</i> Three short dialogues discussing trips A radio programme: <i>Prince Abdulaziz Al-Faisal</i> A dialogue about a trip to Madrid 	<ul style="list-style-type: none"> Pair work Pair work (Information gap) <p>* /s/, /z/, /ʃ/</p>	<ul style="list-style-type: none"> A postcard A paragraph about museums A description of a place <p>Developing skills:</p> <ul style="list-style-type: none"> Using a variety of adjectives
<ul style="list-style-type: none"> Three advertisements for summer camps A magazine article: <i>English around the world</i> A webpage recipe: <i>Churros with chocolate</i> 	<ul style="list-style-type: none"> A dialogue about a summer camp A TV cooking programme A dialogue about something that happened at school 	<ul style="list-style-type: none"> Class discussion Pair work Survey: Learning English! <p>* /əʊ/, /au/</p>	<ul style="list-style-type: none"> An article about why you're learning English A recipe An e-mail giving news <p>Developing skills:</p> <ul style="list-style-type: none"> Set phrases for letters and e-mails
<ul style="list-style-type: none"> A magazine article: <i>Extraordinary plants</i> Real-life encounters with wild animals Two newspaper articles about natural disasters 	<ul style="list-style-type: none"> A wildlife documentary A news report about a natural disaster An interview: <i>a desert adventure</i> 	<ul style="list-style-type: none"> Pair work Game: How many things do you know about your partner? Group work Role play (reporter and eye witness) <p>* Intonation of question tags</p>	<ul style="list-style-type: none"> A paragraph about an imaginary event A story <p>Developing skills:</p> <ul style="list-style-type: none"> Linking words/phrases (time, contrast, result-consequence, cause-reason)

Grammar Book **OPTIONAL**

Module 1

page 134

Module 3

page 163

Module 2

page 150

Module 4

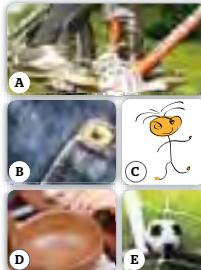
page 172

1**Teen trends**

Discuss

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

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



In this module you will...

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

2**Standing out**

Discuss

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

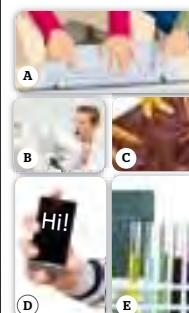
Where can you find the following in this module? Go through the module and find the pictures.

**3****Broaden your mind**

Discuss

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

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



In this module you will...

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

4**Nature**

Discuss

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

In this module you will...

- talk about nature
- learn to use question tags
- talk about the weather and natural disasters
- learn to narrate past events
- learn to distinguish between the Past Simple and the Past Progressive
- learn to use the Past Perfect
- learn to describe your feelings
- learn to write a story

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



1

Teen trends

**Discuss:**

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

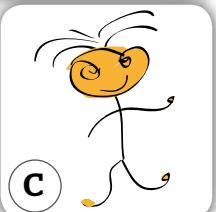
Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

In this module you will...

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

1

Read 

A. Discuss.

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



Bill Hello, Alil
Ali Hi, how's it going?

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

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



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

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

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



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

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



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



2

Grammar

Present Simple vs Present Progressive

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

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

1

Complete with the Present Simple or the Present Progressive of the verbs in brackets.

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

Go to pages 134-137 for extra grammar practice.

3

Listen



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

1. What is Rob doing on Thursday?
 - a. He's watching a football match.
 - b. He's playing in a football match.



2. What does Sally need to buy?
 - a. a jacket
 - b. shoes



3. Why isn't Lee going with Harry?
 - a. He has other plans.
 - b. He doesn't like going to the park.

4

Speak

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

sports park documentary on TV meal shopping

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

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

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

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

1b

Try something new

1

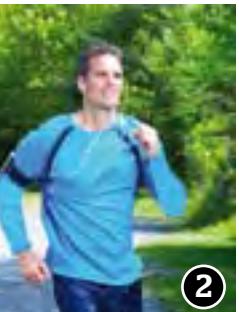
Vocabulary



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



①



②



③



④



⑤



⑥



⑦



⑧

snowboarding



mountain biking



karate



skysurfing



aerobics

athletics



jogging

table tennis

2

Read



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

EXTREME SPORTS FORUM



I want to try something new and exciting. Any ideas?

I'm a great skateboarder and I can do some brilliant tricks, but I need a change.

posted 11:22

comments



Snowboy

How about snowboarding? It's like skateboarding but on snow. It's more exciting and it's faster, too. I live in Austria and my friends and I go snowboarding every weekend. It's great fun!



Backflipper

If that's a bit extreme for you or if there's no snow in your area, take up rollerblading instead. It doesn't sound as exciting as snowboarding but it's easy. You can learn to do cool tricks on rollerblades, too!



Wipeout

I disagree. That's boring! Do you like water sports? I go surfing with my mates a lot and it's brilliant! It's the oldest board sport and for me the best!



Freefaller

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



Ollie

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



Snowboy

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



Backflipper

????????? 😊



Wipeout

???? 😊



Freefaller

I've tried it. All you need is a skateboard without wheels and a trampoline. You can do all kinds of tricks in the air and it's great because with the trampoline you can jump higher.



Ollie

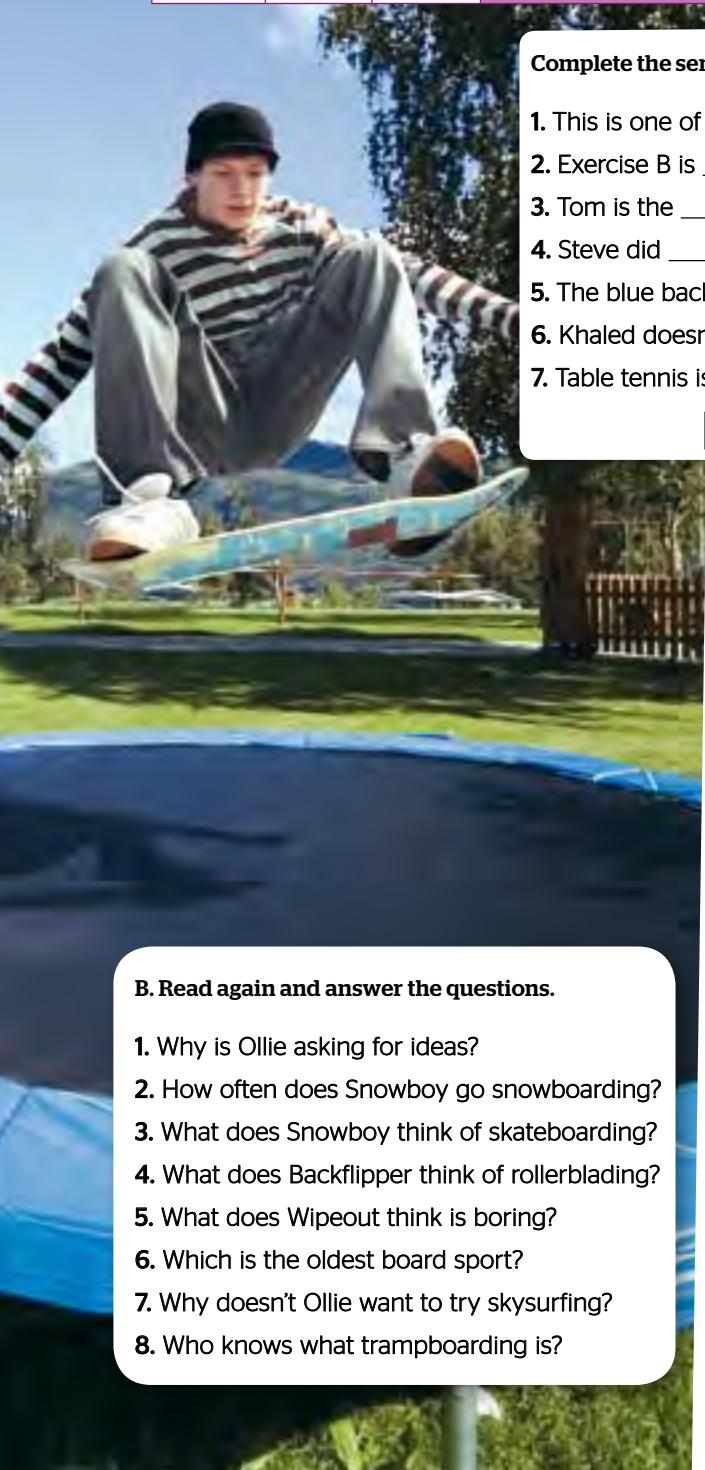
Wow, now that's something I'd like to try! Thanks, guys.

3

Vocabulary

Complete the table by ticking the correct boxes.

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



4

Grammar

Comparison of adjectives and adverbs

Comparative forms

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

Superlative forms

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

(not) as... as

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

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

- This is one of the _____ (modern) buildings in the city.
- Exercise B is _____ (difficult) than exercise A.
- Tom is the _____ (rude) player in the team.
- Steve did _____ (bad) than I did in the skateboarding competition.
- The blue backpack is as _____ (expensive) as the red one.
- Khaled doesn't get up as _____ (early) as Omar.
- Table tennis is _____ (easy) than tennis.

Go to pages 138-141 for extra grammar practice.

5

Speak & Write

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

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

surfing-skateboarding
mountain biking-cycling
karate-aerobics
skiing-snowboarding

safe
dangerous
exciting
boring
difficult
easy
popular
tiring

I think surfing is more dangerous than skateboarding.

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

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

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

1c**Be creative!****1****Warm-up****Discuss.**

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

pottery patchwork sewing carpentry
jewellery making rug making calligraphy collage

**2****Read**

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

Talented youths



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

Brian, New York City



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

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

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



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

Darren, Manchester

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

- One of my parents is doing what I want to do in the future.
- I learnt this craft at a very young age.
- I use colour in my work.



- I learnt this art from a member of my family.
- I help my father at work.
- I want to make a business out of my hobby.



3

Vocabulary

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

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

4

Grammar

Some / Any / No / Every and their compounds

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



Circle the correct words.

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

Go to pages 142-144 for extra grammar practice.

5

Listen



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

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

6

Write

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

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

GREETING

- Greet the person you're writing to.

• Dear Abdullah, • Hi Fatima,

OPENING PARAGRAPH

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

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

MAIN PART (2-3 paragraphs)

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

CLOSING PARAGRAPH

- Ask the person to write back. Use phrases like:

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

SIGNING OFF

- Use a signature ending and your first name below it.

• Bye for now, • Best wishes,
Saleh Reema

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

E-PAL WANTED

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

1d

In fashion

1

Warm-up

Discuss.

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

2

Vocabulary



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



baggy trousers
checked shirt
striped shirt



sparkly dress
spotted dress

**3**

Speak

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

4

Read



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

JEANS

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

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

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

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

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

5

Grammar**Past Simple**

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

The verb used to

I **used to** collect stamps when I was a child.
 (= I don't collect stamps any more.)

My dad **didn't use to** work at the weekend.
 (= Now he works at the weekend.)

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

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

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

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

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

Go to pages 145-147 for extra grammar practice.

6

Pronunciation

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

a. French b. fridge

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

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

7

Speak & Write

A. Discuss in pairs or small groups.

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

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

1

Vocabulary 

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

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



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

TIP!

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

2

Speak

CLASS DISCUSSION

Discuss the following. Use the prompts in the box.

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

My friends are...

We usually get along fine, but we sometimes argue about...

I think/believe I am / am not a good friend because...

The ideal friend should be...

3

Listen 

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

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

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

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



4

Speak & Write

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

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



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

Who is this person?

...

What is he/she like?

...

What do you like about him/her?

...

What do you dislike about him/her?

...

What are his/her hobbies and interests?

...

What do you do together?

...



A new FRIENDSHIP

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

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

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

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

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

Linking words

- **and**

Ali is confident and outgoing.

- **or**

We usually go to the park or hang out at the shopping centre at the weekend.

- **but**

Faisal likes chicken but I don't.

- **so**

We both like basketball so we usually play together after school.

- **because**

I can't stand him because he's really selfish.

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

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

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

INTRODUCTION

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

MAIN PART (2 PARAGRAPHS)

1 Describe his/her personality. Mention good and bad qualities. Use phrases like:

- *He/She is very / really / quite / a bit...*
- *He/She is the one who...*
- *The best/worst thing about him/her is that he/she...*
- *He/She is also...*

2 Describe his/her hobbies/interests and what you do together.

- *We're both interested in...*
- *His/Her favourite hobby is...*
- *He/She is into / fond of...*

CONCLUSION

► Give your general opinion of this person.

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

Vocabulary

A. Circle the correct words.

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

Score: / 6

B. Complete the sentences with prepositions.

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

Score: / 5

Grammar

C. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

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

Score: / 7

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

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

Score: / 5

E. Circle the correct words.

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

Score: / 7

F. Circle the correct words.

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

Score: / 5

Communication



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

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

Rob Hey Tom. (1) _____

Tom Great! (2) _____

Rob Nothing much. I'm going to play basketball with Jeff. (3) _____

Tom Sure, why not? I used to play basketball every day.

Rob Yeah, I remember. Why don't you play any more?

Tom Well, I started a pottery course and I've been very busy. I've made lots of things. Why don't you come round and see my works of art on Thursday afternoon?

Rob (4) _____ I have other plans.

Tom How about on Friday afternoon?

Rob (5) _____

Score: / 10

Speak

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

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



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

Score: / 5

Write

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

I usually...
This weekend...

Score: / 5

TOTAL SCORE: / 55

Now I can...

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



Rhyming Corner

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



extreme great agree jogging along fancy

Let's take up a sport

One, two, three, four

(1) _____ taking up a sport?

Five, six, seven, eight

Sure, why not? That would be (2) _____!

Lots to choose from, come (3) _____

Exercise will make you strong

We need to stay fit, I think you'll (4) _____.

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

Football, (5) _____ is nothing new

But I have another idea, just for you!

Do you want something (6) _____?

Skysurfing will be a dream!



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



Youth centres

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



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



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



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



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

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

B. Read again and answer the questions.

1. Why do youth centres exist?

_____.

2. What are some community activities?

_____.

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

_____.

4. What can a youth centre help someone exercise?

_____.

2

Standing out

**Discuss:**

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

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

In this module you will...

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



A



B



C



D



E

QUIZ

FAMOUS LANDMARKS

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

1

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

1 Read

A. Discuss.

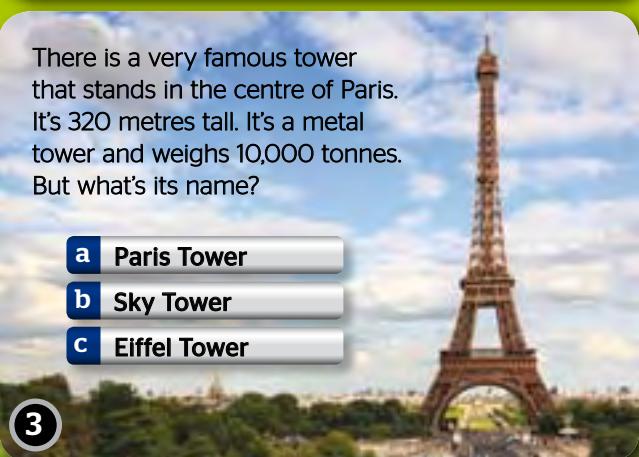
- Do you know of any famous landmarks?
- Would you like to visit them?
- Are there any famous landmarks in your country?

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

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

**2**

a The Aztecs
b The Mayans
c The Incas

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

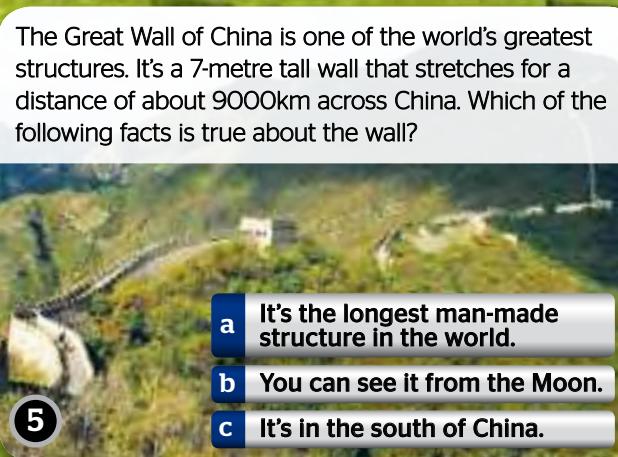
3

a Paris Tower
b Sky Tower
c Eiffel Tower

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

**4**

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

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

5

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

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

**6**

a Niagara Falls
b Angel Falls
c Yosemite Falls

2

Vocabulary



Listen and read. Then complete the sentences.

Units of Measurement

Length: centimetre (cm)

metre (m)

kilometre (km)



Weight: gram (g)

kilogram, kilo (kg)

tonne (t)

Liquids: millilitre (ml)

litre (l)



1. An elephant weighs around 3 _____.

2. A ruler is about 30 _____ long.

3. A can of lemonade contains 330 _____ of lemonade.

4. The distance between Riyadh and Dammam is about 400 _____.

5. A baby weighs around 3 _____ when it is born.

6. The Kingdom Centre is a building that is over 300 _____ tall.



3

Grammar

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

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

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



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

Hi Jules,

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

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

Lee

Go to pages 150-153 for extra grammar practice.



4

Listen



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

Name: Uluru or Ayers (1) _____

Country: (2) _____

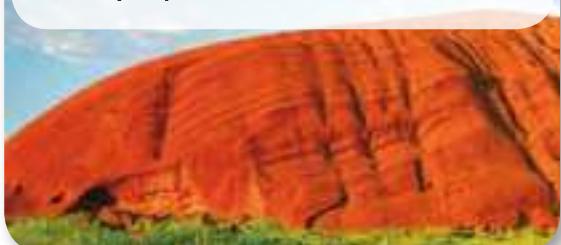
Nearest town: Alice Springs

Distance from nearest town:

(3) _____

Height: (4) _____

Visitors per year: (5) _____



6

Write

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

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

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

PRESENT PROGRESSIVE

- Tomorrow I'm visiting the National Museum.

PRESENT SIMPLE

- The hotel organises trips to nearby sights.

PAST SIMPLE

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

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

5

Speak

INFORMATION GAP

Student A go to page 61.

Student B go to page 62.

1

Read **A. Discuss.**

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

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

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

 Dear Yossif,

I'm very excited you are visiting Saudi Arabia! You say you might come in February because you want to avoid the heat! You are right there; it's not a very hot month. You know what? My travel agent told me about a nice tour which lasts 4 days. So, as soon as you make up your mind about when you can visit, let me know and I will book the tour for you. If you are thinking of going alone, forget it! I'm coming with you! I would love to show you around my beautiful country. We will go by camel, won't that be fun? I'm only pulling your leg!

Talk to you soon,
Ibrahim

**Day 1**

The tour will start in the old city of Jeddah. You will visit Nasseef House, which is famous for its Islamic architecture, and the Abdul Rauf Khalil Art Museum. If there is time, you will go to Alawi Souq for some shopping.

**Day 2**

You will take a plane to the holy city of Madinah. A coach will take you to the Prophet's Mosque, and afterwards to the Museum Kaaki and then to the City Museum, where you can see pictures and videos of the city.

**Day 3**

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

**Day 4**

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

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

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

2

Grammar

Future will

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

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

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

Conditional Sentences Type 1

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

NOTE unless = if not

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

Time Clauses (Present - Future)

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



Match the two halves of the sentences.

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

Go to pages 154-157 for extra grammar practice.

3

Listen

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

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

4

Speak

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



A.

Countryside holiday

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



B.

City holiday

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

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

Yes, but if we visit the city, we can go sightseeing and do lots of shopping!

1

Read 

A. Discuss.

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

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

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

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

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

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

Tom Hello, guys.

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

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

Ali Erm, you mean, you made it?

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

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

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

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

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

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

Ali What is that about?

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

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

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

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

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

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

Ali Why not?

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



2

Vocabulary

Complete with the verbs in the boxes.

explain complain react

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

understand realise

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

allow let

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

encourage suggest

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

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

- Both Bill and Ali knew about the open-air exhibition.
- The boys' school is organising the campaign.
- Only students can take part in the exhibition.
- Students have to use recycled objects for their art.
- Both Ali and Bill are going to take part in the exhibition.
- Tom thinks he's going to win the competition.

3

Grammar

All / Both / Neither / None / Either

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



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

- Picasso and Van Gogh lived in France, but _____ of them were French.
- _____ the neighbours heard the noise but _____ of them complained about it.
- _____ of the other houses in my street have a front garden, but mine does.
- A:** Which mobile phone do you want to buy, the red or the black one?
B: _____. They're _____ beautiful.

Go to pages 158-160 for extra grammar practice.

4

Pronunciation



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

a. symbol b. easy c. wish

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

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

5

Speak & Write

A. Talk in pairs. Discuss the questions below.

- Are there a lot of museums in your town/city?
- What do you think of them?
- What kind of exhibits have they got?

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

1

Warm-up

Discuss.

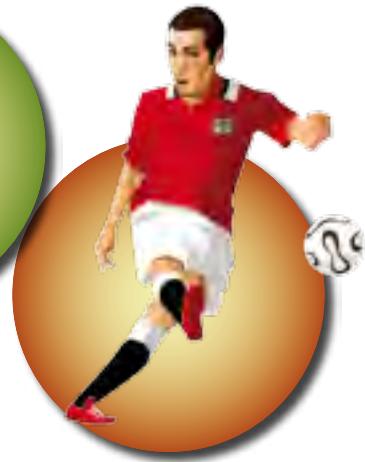
- What do you know about these famous people?
- What are they famous for?



Prince Abdulaziz Al-Faisal



Yasser Al-Qahtani



Mohammed Aboutriqa

2

Read

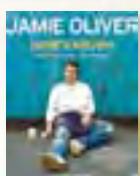
A. Listen, read and choose the best title for the text.

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

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

JAMIE OLIVER

TV CHEF



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

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

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

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

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



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

- | | |
|--|---|
| 1. improve | 2. get rid of |
| <ul style="list-style-type: none"> a. think something is good b. make something better | <ul style="list-style-type: none"> a. make something go away b. take something to another place |
| 3. task | 4. spread |
| <ul style="list-style-type: none"> a. job b. recipe | <ul style="list-style-type: none"> a. become important b. become known |

3

Vocabulary

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

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

1. Are all the _____ for dinner finished? **PREPARE**
2. My uncle has a huge poetry book _____. **COLLECT**
3. The teacher asked us to find some _____ about Saudi Arabia. **INFORM**
4. Brian put an _____ in the newspaper to sell his motorbike. **ADVERTISE**
5. What time does the _____ begin? **CELEBRATE**
6. I give a lot of money to environmental _____. **ORGANISE**
7. Writing a best-seller at the age of seventeen was a great _____. **ACHIEVE**
8. I got into an _____ with my parents and now I feel terrible. **ARGUE**

TIP! Read the text carefully to understand specific details.

C. Read again and answer the questions.

1. Where did Oliver first start making food?
2. Which TV station did he appear on first?
3. What did he do at 10 Downing Street?
4. How did he improve TV cooking programmes?
5. Who did he help in 2005 and how?
6. What did he try to do in West Virginia?

4

Listen

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



1. Which city is he from?

2. What year was he born?

3. What does he do?

4. When did he start racing?

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

1. Prince Abdulaziz doesn't live in Riyadh now.

2. He went to a British university.

3. He speaks two languages.

4. He isn't a professional driver yet.

5. In one year he won all the races he took part in.

6. The Prince has achieved something nobody else from Saudi Arabia has ever achieved.

5

Speak

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

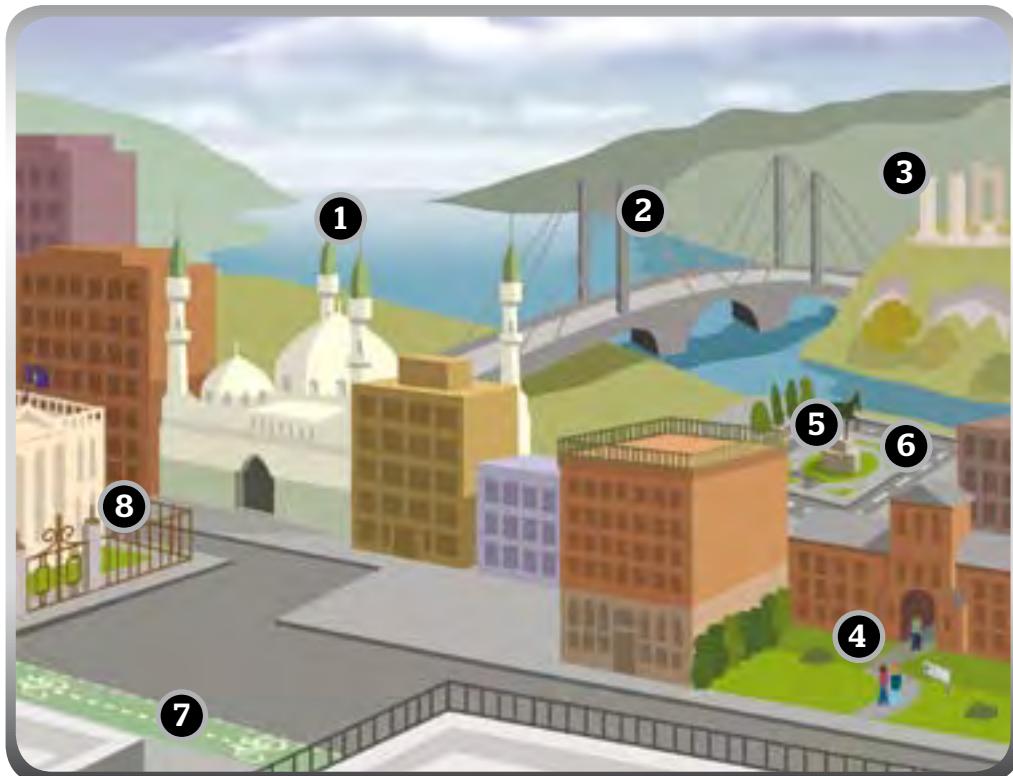
I think King Abdulaziz is famous all over the world because he was the first King of Saudi Arabia.

1

Vocabulary 

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

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



2

Listen 

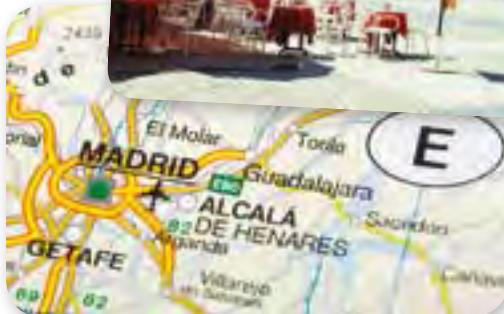
A. Listen to Ricky talking to a friend about his trip to Madrid. Where did he go?

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



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

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



3

Speak & Write

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



- describe what tourists can do there?
- give his opinion about the place?
- describe the most important sights?
- give general information about the place?



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

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

fantastic

There is a great museum in the city centre.

amazing

It has got great statues from ancient times.

1. beautiful: (para. 1) _____
2. famous: (para. 2) _____
3. interesting: (para. 2) _____
4. boring: (para. 3) _____
5. amazing: (para. 1) _____
(para. 3) _____

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

What's the name of this place?

...

Where is it?

...

What are some of the most interesting sights?

...

Do they attract many tourists?

...

What can visitors do there?

...

What did you like the most?

...

WHAT A CITY!

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

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

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

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

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

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

INTRODUCTION

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

MAIN PART (2 PARAGRAPHS)

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

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

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

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

CONCLUSION

► Give your general opinion of this place.

TIP!

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

Vocabulary

A. Circle the correct words.

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

Score: / 8

B. Match.

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

Score: / 5

Grammar

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

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

Score: / 7

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

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

Score: / 9

- Dad will come home soon. As soon as he _____ (realise) what has happened, he _____ (get) very angry.

- We won't go to the wedding unless they _____ (invite) us.

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

- A:** Which book do you want to read? The poetry book or the biography?
B: _____. I don't mind.
- This country's full of fascinating ancient ruins. _____ of them are worth seeing.
- I don't like the *Rich Café* or the *Blue Café*. _____ of them are cosy.
- Ken and Frank did some beautiful paintings. _____ of them were happy when they won an award.
- There are many tall students in my school, but _____ of them are as tall as Ameen.
- I have five cousins and _____ of them are university students.

Score: / 6

Communication



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

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

Jeff Do you want to visit the palace or the National park first?

Fred Either. (1) _____

Jeff (2) _____. Let's go to the palace first. We can walk there.

Fred OK. How far is it?

Jeff About forty minutes on foot.

Fred What? (3) _____

Jeff Hey! Don't worry! (4) _____. We'll see places that this travel book doesn't mention.

Fred (5) _____. I'm not walking for forty minutes.

Score: / 10

Speak

Talk in pairs. Imagine that you and a friend want to visit a place in Saudi Arabia. Use the notes to say what you will do at each place.

Riyadh ⇒ visit / National Museum of Saudi Arabia

Jeddah ⇒ see / Jeddah fountain

Buraydah ⇒ buy / delicious / dates

Makkah ⇒ visit / Masjid al-Haram

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

Score: / 5

Write

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

If we...

Now I can...

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

Score: / 5

TOTAL SCORE: / 55

Rhyming Corner

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

Take a tour

Take a tour around the world

'Travel' is the right word

a

Choose what you like, make up your mind

b

By coach, by plane, by car, or ship?

c

Feel like a family package trip?

d

The perfect trip you have to find

Take a tour around the world

'Travel' is the right word

e

Is round the corner - have a look!

f

Pretty landscapes to explore

g

A palace, museum, square or souq

h

Your next adventure is next door

Take a tour around the world

'Travel' is the right word



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



MEGA MUSEUMS



THE NATIONAL MUSEUM OF SAUDI ARABIA

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



THE METROPOLITAN MUSEUM OF ART, NEW YORK

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

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

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



3

Broaden your mind



Discuss:

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

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



In this module you will...

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

3a

A learning experience

1

Read

A. Discuss.

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

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

LET'S GO TO CAMP

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

A.

SPACE CAMP

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

- Ages 12-15
- 6 days/5 nights
- Available all year round

- Do scientific experiments
 - Design your own space station in the computer lab
 - Build your own lunar robot which you can take home!
- €899 per person (Cost includes meals, housing, clothing and activities)



Complete training
SIMILAR to
a real astronaut

C.

Martial Arts Camp

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

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

No skills in martial arts needed

B.

Documentary-making Camp

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

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



2

Grammar

Present Perfect Simple

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

NOTE

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



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

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

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

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

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

be finish read not speak do go

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

Go to pages 163-165 for extra grammar practice.

3

Listen



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



Learn a new skill every day!

Saturday: printing or painting

Sunday: (1) _____ or comic making

Monday: computer graphics

Tuesday: (2) _____ making

Wednesday: pottery

(3) _____ at the end of the week

PRICE: (4) € _____ a week

(5) _____ not provided

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

4

Speak

Discuss the following.

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

1

Read**A. Discuss.**

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

B. Look at the first picture. What do you think happened to Bill? Listen to the dialogue and check. Then read it out in pairs.**On the train...****Bill** Ouch! Not again!**Ali** What happened?**Bill** Four people have stepped on me so far.**Ali** Big deal! We're on a crowded train.**Bill** Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.**Ali** What? I doubt it.**Bill** Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.**Ali** I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?**Bill** I didn't know that. I wonder what he said to me. I'm really curious.**Ali** We'll check on the Net when we get to my place.**Bill** What do you think they're talking about now?**Ali** Beats me. Now stop staring!**Later at Ali's home...****Bill** You've been on that laptop for half an hour. Have you found anything yet?**Ali** This website about sign language. It's great! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.**Bill** That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?**Ali** It means Sorry!**Bill** You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.**Ali** Count me in, too. Sounds like fun!**C. Look at the expressions 1-5 from the dialogue and match them with the meanings a-e.**

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

D. Read the dialogue again and answer the questions.

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

2

Vocabulary

Complete with the words in the boxes.

look watch notice stare

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

talk speak say tell discuss

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

wonder think imagine

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

3

Pronunciation



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

a. know b. now

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

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

4

Grammar

Present Perfect Simple vs Past Simple

- A: I've heard this story many times before.
B: I heard it yesterday for the first time.



Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

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

Go to pages 166-169 for extra grammar practice.

5

Speak

Talk in pairs. Discuss the following.

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



PHOTOGRAPHY COURSE



ARTS & CRAFTS COURSE



COOKERY COURSE



COMPUTER COURSE



SPANISH COURSE

1

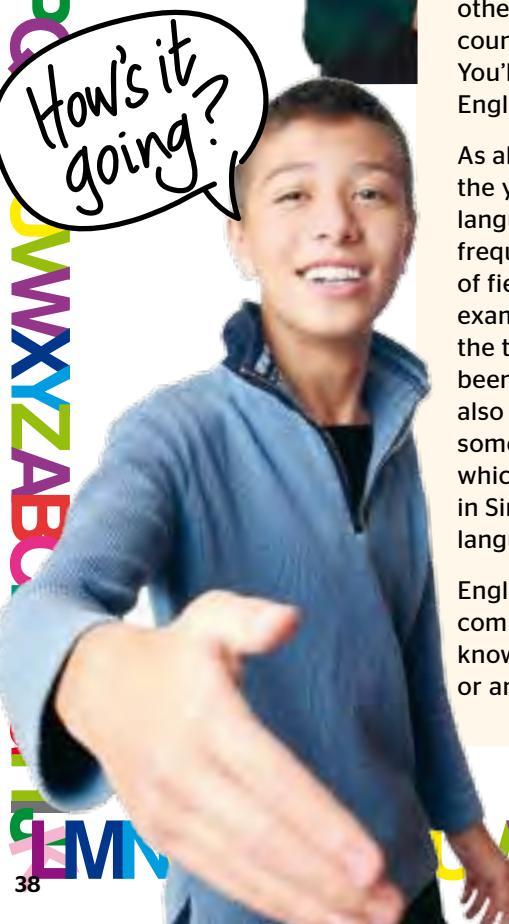
Read 

A. Discuss.

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

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

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

A
B
C
D
E
F
G
H
I
J
K
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M
N
O
P

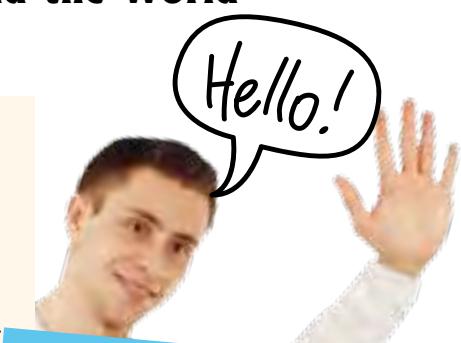
Have you ever wondered how many people speak English? There are about 7 billion people in the world today and $\frac{1}{4}$ of the world's population can speak English. Now, that's a lot! English is the official language in the UK, the USA, Australia, New Zealand and several other countries. However,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

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

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

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

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



There are over 1 billion webpages with information in English.

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

What do you think Italgliss and Spanglish are?



2

Vocabulary

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

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



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

J K L M N O P Q R S T U



C. Read again and answer the questions.

1. How many people speak English around the world?
2. Are most English speakers non-native speakers?
3. How many pages are in English on the Internet?
4. According to the text, how can English help people in their everyday lives? Name two ways.
5. What kind of words have entered the language?
6. Where do people speak Singlish?

J W X Y Z A B C D E F G H I K N

3

Grammar

for + a period of time

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

since + a specific point in time

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



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

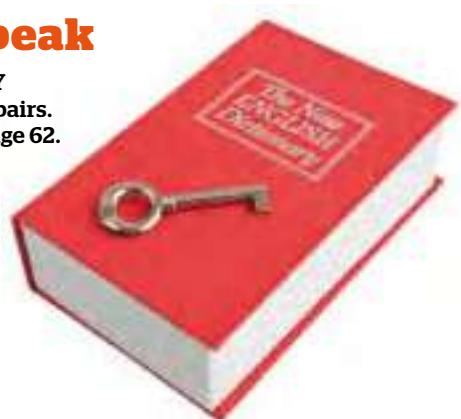
1. Mr Ammar has been a teacher of English in this school _____ 1995.
2. I haven't heard from him _____ years.
3. I have known Yusef _____ three years.
4. Mark has written three books _____ he moved to Paris.
5. We have had this TV _____ five years.

Go to pages 166-169 for extra grammar practice.

4

Speak

SURVEY
Talk in pairs.
Go to page 62.



5

Write

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

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

PARAGRAPH 1

► Answer the following questions:

- *How long have you been an English student?*
- *How old were you when you started learning English?*
- *How often do you have lessons?*
- *Do you enjoy them? Why/Why not?*
- *How many hours do you study a day?*
- *Has your English improved since last year?*

PARAGRAPH 2

► Answer the following questions:

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

3d

A taste of culture

1

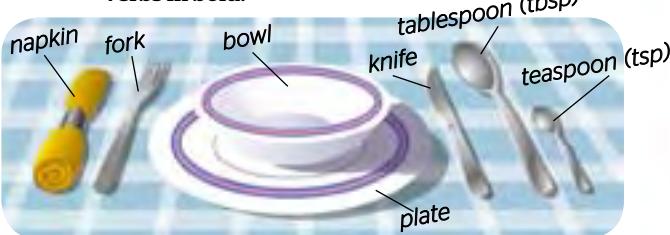
Warm-up

Discuss.

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

2

Vocabulary

**Listen, look and try to guess the meaning of the verbs in bold.****peel** the onions and
chop them**fry** the eggs**boil** the water and add
a tablespoon of salt**beat** the eggs**stir** the mixture**dip** the strawberries
into the chocolate**bake** the biscuits
roast the chicken**melt** the butter**3**

Read

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

S P



CHURROS WITH CHOCOLATE



Ingredients

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

Procedure

Prepare the churros:

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

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

Prepare the chocolate:

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

Enjoy!

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

CULTURAL TIP ▾

- In Spain, they usually dip churros in hot chocolate. This is a typical Spanish breakfast.

- They also make churros without cinnamon mixed with sugar, but the cinnamon adds extra flavour.

Page 1 | 2

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



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

1. You need six of **these**. _____
2. You need **this much** sugar to make the dough. _____
3. You fry the churros for **this long**. _____
4. You put sugar and cinnamon **there**. _____
5. You mustn't overcook **this**. _____
6. You can keep churros **there** for three months. _____
7. Spanish people usually dip churros in **this** for breakfast.

4

Listen



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

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

5

Speak & Write

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

B. Write your recipe.

1

Vocabulary

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

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

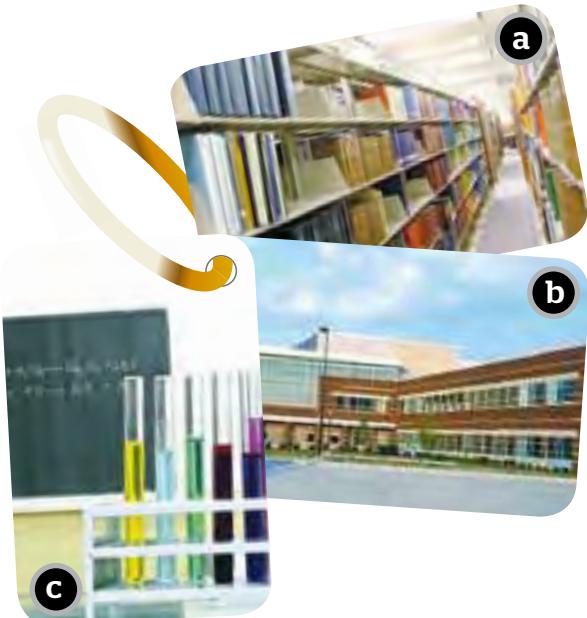
- Khaled _____ his driving test yesterday and now he wants to buy a car.
- I fell asleep while I was studying and I _____ my French lesson.
- Sorry, I can't go out tonight. I have to _____ for my Maths exam.
- Kelly _____ the Physics exam and she has to _____ it again tomorrow. She hopes to _____ good results this time.
- Saud and Faisal _____ the same school but they aren't classmates.

2

Listen



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



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

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



3

Speak

Look at the picture below and discuss the questions.



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

TIP!

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

4

Speak & Write

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



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

a. ending the e-mail
and asking for news

b. giving
news

c. reason
for writing

Hello Abdullah,

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

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

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

Take care,
Brad

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

When did this happen?

...
Was it during a lesson? Which lesson?

...
What exactly happened?

...
How did you feel?

...
How did you react?

...
How did your teacher/classmates/parents react?

...
What happened in the end?



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

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

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

GREETING

► Greet the person you're writing to.

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

OPENING PARAGRAPH

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

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

MAIN PART

► Give your news. Use phrases like:

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

CLOSING PARAGRAPH

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

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

SIGNING OFF

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

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

D. Write an e-mail to a friend who lives in another town to give him/her your latest news. If you like, you can write about something that happened at school today. Follow the plan above. First, go to the Workbook p.131 and complete the writing plan.

TIP!

When writing a letter or an e-mail giving news:

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

Vocabulary

A. Circle the correct words.

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

Score: / 8

B. Complete the sentences with prepositions.

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

Score: / 8

Grammar

C. Complete with the Present Perfect Simple of the verbs in brackets.

- Helen and Fay _____ (look after) our children many times in the past.
- Andy _____ (miss) three English lessons so far.
- I _____ (not meet) your father before.
Who is he?
- Max _____ (work) on many paintings but he _____ (not show) them to anyone yet.
- We _____ (not attend) the course yet.
It starts next week.

Score: / 6

D. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

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

Score: / 8

E. Circle the correct words.

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

Score: / 5

Communication



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

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

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

Score: / 10

Speak

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



Have you ever been to any of these places?

Yes, I have been to...

When did you...?

I went there...

Score: / 5

Write

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

I have been to...

Score: / 5
TOTAL SCORE: / 55

Now I can...

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

Rhyming Corner

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



join hello become class Arabic great give up mind

Learn a language

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

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



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

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

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



The Arabic Language

The Arabic language comes from an ancient language that existed in the 6th century CE and that did not have a written form. Arabic is called the ‘language of the Dād’ because of the letter د which is unique to the Arabic language. In the past, only nomads, who travelled across the middle-eastern countries, spoke Arabic. It was thanks to Allah that Arabic spread around the world and now more than 250 million people speak it.

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

Today, Arabic has 12 different spoken varieties, called dialects, and people in 28 countries use them. As Islam spread, Arabic took the place of the previous language of an area, which however, has affected the Arabic that people speak there. On the other hand, the written form of Arabic that you can find in books and documents is more specific. It is the language that comes from the Arabic you can find in the Qur'an, which students learn at schools and universities. There is also Modern Standard Arabic, which keeps a lot of words and grammar from the Qur'an but also adds some new vocabulary that is closer to the modern-day world.

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



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

1. Arabic doesn't have a written form.
2. Nomads were the first to speak Arabic.
3. The first reason Arabic spread around the world is the Qur'an.
4. There are 28 different dialects of Arabic.
5. The text says that Arabic has borrowed some words from Turkish.



4

Nature

**Discuss:**

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

In this module you will...

- ▶ talk about nature
- ▶ learn to use question tags
- ▶ talk about the weather and natural disasters
- ▶ learn to narrate past events
- ▶ learn to distinguish between the Past Simple and the Past Progressive
- ▶ learn to use the Past Perfect
- ▶ learn to describe your feelings
- ▶ learn to write a story

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



1

Read 

A. Read the four facts below. One of them isn't true.
Can you guess which one it is? Then listen, read and check your answers.

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

Extraordinary plants

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

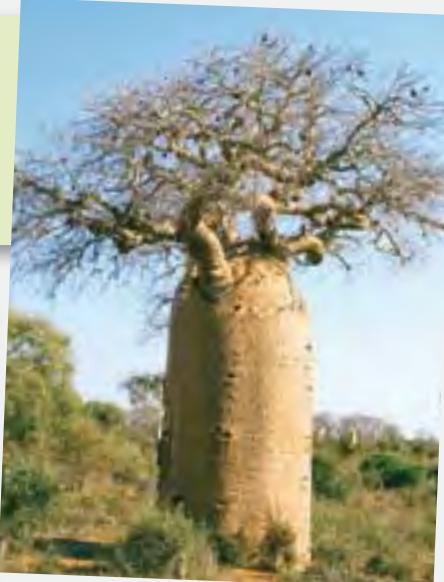
Baobab

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



Pitcher Plant

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



Bamboo

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



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

TIP!

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

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

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

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

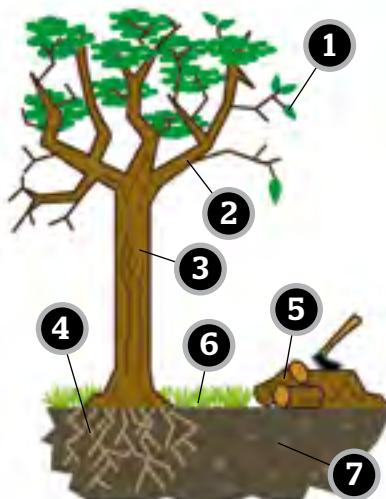
D. Read again and write T for True or F for False.

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

2

Vocabulary

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



trunk
branch
leaf
roots
grass
wood
soil

3

Grammar

Prepositions of Time

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

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

Prepositions of Place

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

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

Prepositions of Movement

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

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

Circle the correct words.

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

Go to pages 172-175 for extra grammar practice.

4

Listen



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

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



B. Listen again and tick the correct boxes.

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

5

Speak

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

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

1

Read 

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



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

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

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

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

- a. Tom stops Bill from falling in the water.
- b. They hear a clap of thunder.
- c. Bill's uncle decides it's best to go home.
- d. Bill sees something in the water.
- e. Bill apologises to Tom.
- f. Ali and Bill see a storm coming.



2

Vocabulary



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

Friday, 20th May

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



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



3

Grammar

Question tags

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

NOTE

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

Complete the sentences with the correct question tag.

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

Go to pages 176-177 for extra grammar practice.

4

Pronunciation



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

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

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

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

5

Speak

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

You hate cold weather, don't you?

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

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

...

1

Read 

A. Discuss.

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

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



I Live^D to tell the tale...



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

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

Ramesh, India



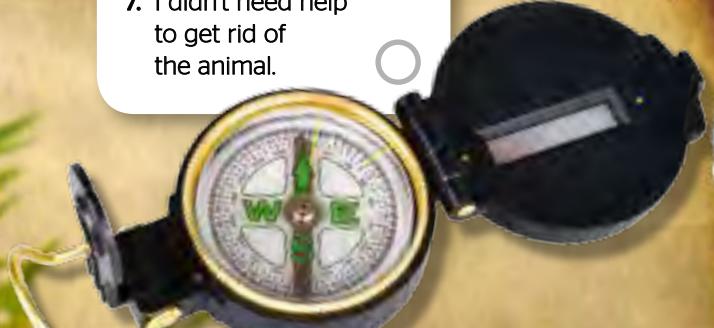
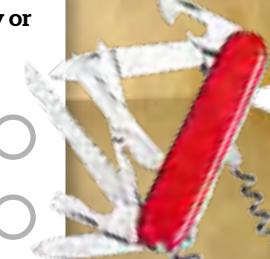
Last year I went to Australia with my brother and we had the silly idea of walking in the bush. He was looking for a good place to take a photo while I was walking by a river. At some point, I stood on a log, well I thought it was a log. It turned out to be a crocodile's tail. It span round and snapped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

Andy, UK



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

1. The animal didn't try to attack me.
2. I scared the animal away.
3. I live in a dangerous place.
4. The animal chased me.
5. I got injured during the experience.
6. I disturbed the animal by accident.
7. I didn't need help to get rid of the animal.



2 Vocabulary

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

B. Circle the correct words.

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

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

3 Grammar

Past Simple - Past Progressive

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

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

Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

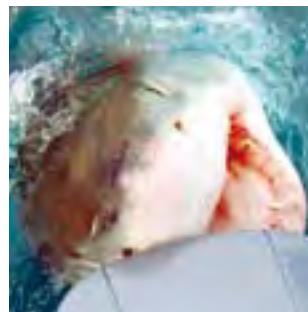
1. When Sean _____ (arrive) at Tony's house, his friends _____ (listen) to the news.
2. While my parents _____ (sit) in the garden, a cat _____ (jump) over the fence.
3. As I _____ (try) to take a photo of the birds, a cat _____ (come) along and _____ (scare) them away.
4. As soon as we _____ (realise) how late it was, we _____ (ring) Steve.
5. Oliver _____ (fish) while his children _____ (swim) in the river.

Go to pages 178-182 for extra grammar practice.

4 Speak

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

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



• boat • fishing • attack



• picnic • grass • bite



• Canada • hungry • hut

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

5 Write

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

When you're narrating events, use:

- **the Past Simple and the Past Progressive**
- **time linkers:**
when, while, as, as soon as, before, after that, after a while, during, later, soon, then, in the beginning, finally, etc.
- **expressions/phrases like:**
 - All of a sudden / Suddenly, ...
 - (Un)fortunately, ...
 - To my surprise, ...
 - (Un)luckily, ...
 - I couldn't believe my eyes!
 - I held my breath!

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

4d

What a tragedy!

1

Vocabulary



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



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

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

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

2

Read

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

Monday, 27 December 2004

Killer wave

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

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

Wednesday, 13 January 2010

Massive quake hits HAITI

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

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

3

Grammar

Past Perfect Simple (had + past participle)

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



Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

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

Go to pages 183-185 for extra grammar practice.

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

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

4

Listen



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

river overflowed
roads flooded
bridges collapsed
helicopter crashed
hospital collapsed



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

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

5

Speak

ROLE PLAY

Talk in pairs. Look at the pictures below.

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

What / happen?

When / fire / break out?

Where / you / be?

What / you / doing?

Anybody / get injured?

Anybody / get trapped?

Who / put out / fire?

Who / rescue / people?

What / happen / building?

What / you / do?

How / you / feel?



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

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

1

Vocabulary

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

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

B. Circle the correct words.

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

2

Listen

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



camel engine faint oasis thirsty
crash bird fly snake land

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

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

- a. Peter landed the plane.
- b. Peter walked in the desert.
- c. Peter flew away in a helicopter.
- d. Peter got very thirsty.



- e. Peter fainted.
- f. Peter saw a bird.
- g. Peter tried to call for help.
- h. Peter found an oasis.





Where's Mike?

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

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

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

B. Read the plan below.

When you're writing a story, try to narrate events according to the plan below. Don't forget to use Past Tenses (Past Simple, Past Progressive, Past Perfect).

INTRODUCTION

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

MAIN PART

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

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

Contrast: but, however

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

Cause - Reason: because, because of+noun

- **expressions/phrases to make your story more interesting**

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

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

CONCLUSION

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

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

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

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

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

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

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

5. Mike was exhausted. He stopped hiking.

D. TELL A STORY.

Talk in groups. Go to page 63.

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

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

Vocabulary

A. Circle the correct words.

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

Score: / 13

Grammar

B. Complete with question tags.

1. The house by the river flooded, _____?
2. Wear a life jacket, _____?
3. Let's explore the woods, _____?
4. Ian doesn't get seasick, _____?
5. The kids won't go out in the storm, _____?

Score: / 5

C. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

1. As Kelly _____ (clean) the bird cage, her parrot _____ (escape).
2. The man _____ (hide) in the woods when the police _____ (find) him.
3. While I _____ (sit) on a branch in a tree, it _____ (break) and I _____ (fall). Luckily, I _____ (not break) anything.
4. As soon as Mrs Robins _____ (see) the snake in the classroom, she _____ (faint).

Score: / 10

D. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. By the time the volcano _____ (erupt), everyone _____ (evacuate) the town.
2. We _____ (realise) that we _____ (not have) any money on us after we _____ (leave) the house.

3. Yesterday, Ameer _____ (go) to the zoo.

He _____ (not be) there before.

4. It was quite a long flight. By the time the plane _____ (land), we _____ (read) three books.

Score: / 9

E. Choose a, b or c.

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

Score: / 5

Communication



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

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

Jim Hey, Mark! (1) _____

Mark Sure. What's in here?

Jim Glasses. (2) _____

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

Jim I know, so... Look out!

Mark Sorry! (3) _____

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

Mark Did anything break?

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

Score: / 8

Speak

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

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

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

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

Write

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

I had...
I hadn't...

Score: / 5
TOTAL SCORE: / 60

Now I can...

Score: / 5

- ▶ narrate past events
 - ▶ describe feelings
 - ▶ use question tags
 - ▶ understand the difference between the Past Simple and the Past Progressive
 - ▶ use the Past Perfect Simple
 - ▶ talk about nature, the weather and natural disasters
 - ▶ write a story
- 
- 
- 
- 
- 
- 

Rhyming Corner

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

Feel the flow

H_2O feel the flow, splash, splash, splosh and here we go!

On and on the water runs

Do you know from where it comes?

From the seven (1) seas / oceans to what fills your sink
The (2) snow / rain and the clouds and the stuff you drink.

H_2O feel the flow, splash, splash, splosh and here we go!

Plip and plip the water drips

As it (3) goes / follows on its trip

From the kettle's steam to all that rain

Just (4) remember / think it's all the same.

H_2O feel the flow, splash, splash, splosh and here we go!

Round and round the water flows

Keep in mind just where it goes.

We need to find a (5) good / best solution

To stop the world's (6) air / water pollution.



Listen, read and answer the questions. 

Food around the world



BOKHARI

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



ENCHILADAS

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



GOULASH

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

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

Pair work activities

1d

Group Survey

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

Do you...?

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

Do you wear formal clothes?

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

B. Report your answers to the class.

Everyone in my group likes ...

Two students wear...

2a

Student A

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



Palace of Culture and Science

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

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

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

Where is Lake Titicaca?

Pair work activities

2a

Student B

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

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

Where is the Palace of Culture and Science?

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

Lake Titicaca



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

3c

Survey

STUDENT A

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

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

STUDENT B

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

Survey: Learning English!

GENERAL INFORMATION

name: _____

age: _____

age when started: _____

frequency of lessons: _____

hours of studying: _____

OTHER WAYS YOU LEARN/PRACTISE

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

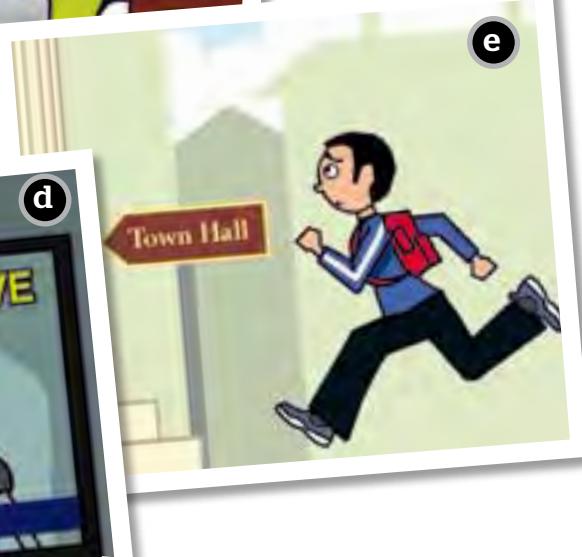
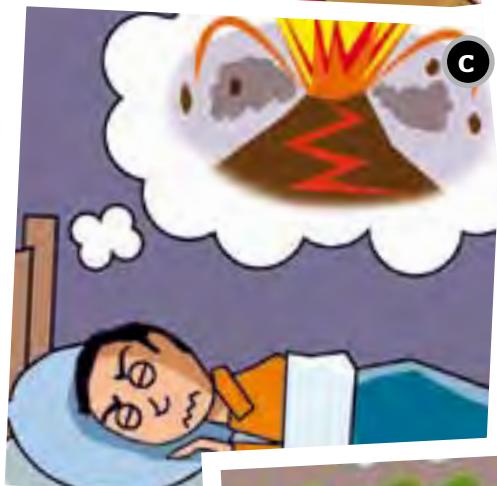
REASONS WHY YOU ARE LEARNING

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

4e

Story

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



- It was a hot summer night...
- As soon as...
- However, ...
- While he was...
- So, he ran to...

- Luckily...
- The residents immediately...
- Minutes later...
- Fortunately/Unfortunately...

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

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

Grammar Reference

Module 1

► Present Simple vs Present Progressive

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

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

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

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

► Stative Verbs

The following verbs are **not** normally used in the **Present Progressive**. They are called **stative verbs**.

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- be, have, cost, etc.

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

see

I'm seeing my doctor tomorrow.

think of/about

I'm thinking of buying a car.

have (with words like lunch, breakfast, shower)

She's having breakfast at the moment.

► Comparatives and superlatives of adjectives and adverbs

NOTE: Adjectives

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

It's a beautiful house.

This bike is green.

Adverbs of manner

Adverbs of manner describe how something happens.

We form most adverbs of manner by adding *-ly* to the adjective.

quiet → *quietly*
careful → *carefully*

Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.

easy → *easily*

Adjectives ending in *-le*, drop the *-e* and take *-ly*.

terrible → *terribly*

Irregular adverbs

good → *well*
fast → *fast*
hard → *hard*
late → *late*
early → *early*

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

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

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

• These compounds are used in the same way as **some**, **any**, **no**, **every** but they are not followed by a noun. They always go with singular verbs.

Everybody here works very hard.

I can't find my glasses anywhere.

► Past Simple

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

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

► Other forms of comparison

- **as + adjective/adverb + as**

Saleh is as fast as Ashraf.

Ian drives as carefully as his brother.

- **not as + adjective/adverb + as**

Saleh isn't as fast as Ashraf.

Ian doesn't drive as carefully as his brother.

► Some/Any/No/Every and their compounds

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.

There is some orange juice in the fridge.

Would you like some chips?

Could I have some coffee?

- **any + uncountable / plural countable nouns** in questions and negative sentences.

Is there any orange juice in the fridge?

There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.

There is no cheese in the fridge. = There isn't any cheese in the fridge.

- **every + singular countable nouns** in affirmative sentences.

Every family in this town has got a car.

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

We use the **Past Simple**:

- for actions that started and were completed at a specific time in the past.

We bought our house five years ago.

- for habitual or repeated actions in the past.

I always went to bed early when I lived with my parents.

- for completed actions that happened one after the other in the past.

Yesterday I got up at 8:00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday, in 1980, etc.

two hours ago, five years ago, etc.

last night/week/Sunday/March, etc.

NOTE: The Past Simple of the verb *can* is **could**.

The Past Simple of the verb *be* is **was/were**.

► Used to

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

We use **used to** to talk about something that happened regularly in the past, but no longer does.

We used to go skateboarding every afternoon when we were young.

Grammar Reference

Module 2

► Relative pronouns/adverbs

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

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

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

► Future will

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

We use the **Future will** for:

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

► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

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

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

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

► Time Clauses (Present - Future)

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

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

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

► All/Both/Neither/None/Either

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

Module 3

► Present Perfect Simple

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

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

We use the **Present Perfect Simple**:

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

TIME EXPRESSIONS

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

NOTE: • **have/has gone** means that someone has gone somewhere and is still there.

*Ameen has gone to the supermarket.
(He's still there).*

• **have/has been** means that someone has visited a place but has come back.

Ameen has been to Barcelona. (Now he's back).

► Present Perfect Simple vs Past Simple

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

► since/for

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

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

Module 4

► Prepositions of Time

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

► Prepositions of Place

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

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

on: with the expressions: *on the left, on the right*

in: with names of continents, countries, cities, villages: *in Africa, in Saudi Arabia, in Jeddah, in Wivenhoe*

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

with addresses: *He lives at 58 Park Lane.*

with the expressions: *at work, at home, at school, etc.*

Grammar Reference

► Prepositions of Movement

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

► Question Tags

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

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

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

You couldn't see her, could you?

Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
She hasn't seen the doctor yet, has she?

NOTE: Be careful with the following question tags:

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

Let's go to the park, shall we?

Open that door, will you?

► Past Progressive

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

We use the **Past Progressive**:

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

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

- to describe background scenes to a story.

James was walking in the forest and it was raining.

- for actions that were happening at the same time in the past. In this case we usually use **while**.

While I was doing my homework, my mother was cooking.

► Past Simple - Past Progressive

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

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

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

I was sleeping when the telephone rang.

NOTE: We use **as soon as** with Past Simple.
As soon as they left, we started cleaning up the house.

► Past Perfect Simple

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

We form the **Past Perfect Simple** with **had** and the **past participle** of the verb.

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

We use the **Past Perfect Simple**:

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

Hasna had finished her homework by 8 o'clock.

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

TIME EXPRESSIONS

before + point in time

by + point in time

before, after, when, by the time

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

Learning Tips

In class

How to learn better in class

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

Outside the class

How to learn better outside the class

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

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

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

Speak

How to do better when doing speaking tasks

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

Read

How to do better when doing reading tasks

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

Listen

How to do better when doing listening tasks

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

Write

How to do better when doing writing tasks

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

Word list

1a

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

Phrases

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

1b

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

Free-time activities

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

Phrases

In my opinion,...

1c

atmosphere
bowl
bright
carpenter

collection
craft
create
enthusiastic about
pattern
plate
professional
vase

Arts & Crafts

calligraphy
carpentry
collage
jewellery making
patchwork
pottery
rug making
sewing

Phrases: like/dislike

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

1d

a pair of
at least
average
casual

fashion designer
formal
however
in fashion
item of clothing
match (v)
material
out of fashion
part

Phrases

rip (v)

sell
shape
style
symbol
teenager

Designs and patterns

baggy
checked
sparkly
spotted
stonewashed
striped

1e

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

Personality

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

2a

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

run through
stand out
structure
tower
waterfall (=falls)

weigh
weight

Units of Measurement

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

2b

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

Phrases

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

2c

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

eventually	bridge	communicate	dough
exhibition	cosy	curious	egg yolk
explain	dull	deaf	flavour
express	entertainment	discuss	flour
let	fascinating	fist	freezer
loads of	historic	gesture	ingredient
odd	holiday destination	sign (v/n)	mixture
public place	impressive	sign language	napkin
react	mosque	stare	one by one
realise	palace	step on	oven
receive	square	wonder (v)	plain
ruin	statue	Phrases	procedure
successful	such as	Beats me	shake
work of art	unforgettable	Big deal	Kitchen utensils
2d	university	Count me in	baking tray
achievement	well-known	Have a go	bowl
advertisement	worth	I doubt it	fork
argument		It's great	frying pan
best-seller	3a	3c	knife
celebration	accommodation	a (great) number of	plate
chore	all year round	affect	saucepans
college	astronaut	business	tablespoon (tbsp)
community	available	by chance	teaspoon (tsp)
cookbook	break (n)	definition	Cooking verbs
creation	cost (n)	develop	bake
get rid of	course	enter	beat
hopefully	direct	for instance	boil
improve	experiment	foreign	chop
improvement	extra	frequently	cool (v)
inform	include	international	cover
introduce	martial arts	non-native	dip
make a difference	monthly	official language	fry
notice	opportunity	panic	heat (v)
preparation	out of the ordinary	population	melt
prime minister	packed lunch	series	mix
recipe	per	several	overcook
serve	price	take care of	peel
simple	produce	throughout	roast
spread (v)	protect	topic	stir
success	robot	variety	3e
task	scientific	web	be over
turn into	similar	Phrasal verbs	fall asleep
2e	skill	come across	fire alarm
along	train (v)	come round	for ages
ancient ruins	training	come up with	go off
as for	weekly	look after	make sure
attract	3b	look forward to	reply (n)
attraction	annoyed	look out	Words/Phrases related
attractive	apologise	look up	to education
avenue	chest	3d	attend
bicycle lane	circle	cinnamon	do well in

fail	4b	Phrases / Expressions	faint
get results	behave	All of a sudden,...	fly
get marks	deck	Amazingly,...	frightened
miss	grab	As a result,...	frightening
pass	hard (=strong)	I couldn't believe my eyes!	hang
revise	life jacket	I held my breath.	land (v)
sit (for)	rope	To my surprise,...	mayor
Phrases for letters/ e-mails	seasick	(Un)fortunately,...	nightmare
Here's the latest.	wave (n)	(Un)luckily,...	oasis
How's life?	Words related to weather	4d	pull
Keep in touch.	blow	break out	relieved
Sorry I haven't written for so long.	cloud	cause (v)	shocked
What have you been up to lately?	degrees	collapse	shocking
	drop (v)	damage (n)	surprising
	foggy	death	twin
	lightning	destroy	woods
	rise	erupt	Phrases
4a	shine	evacuate	Just in time
as well as	storm	exact	Without thinking,...
branch	temperature	flood (v)	
climate	thunder	homeless	
drown	wind	massive	
dry	Phrases	medical supplies	
enormous	a close shave	missing	
escape	give sb a hand	occur	
extraordinary	hand sb sth	put out	
grass	head back	rescue	
hold (=contain)	hold on tight	rescue team	
hold the record	mess around	resident	
insect	quick thinking	rubble	
leaf	4c	smoke (n)	
lizard	attack	suffer	
low	beast	survivor	
natural	by accident	unknown	
nectar	chase	warn	
plant (n)	courage	Natural disasters	
rat	crocodile	earthquake (=quake)	
root	disturb	flood	
soil	hide	tsunami	
species	hut	volcano	
square	injure	4e	
store (v)	jaw	amazed	
survive	log	answer (n)	
trap (v)	manage	cliff	
tropical	scare (away)	cry	
trunk	scratch	disappointed	
up to	snap	disappointing	
useful	spin round	edge	
wide	terrified	engine	
wood	turn out	exhausted	
	villager	exhausting	

IRREGULAR VERBS

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

Full Blast 5

Workbook

The Workbook contains:

- A variety of exercises practising grammar and vocabulary
- Tasks practising functions and language used for communication
- Extra reading material
- Writing development
- Projects
- Consolidation section
- Self-assessment
- Writing section

A. Complete the sentences with the words in the box.

come fancy ring lost plans get

1. I can't come round tonight because I have other _____.
2. Do you _____ going to the park?
3. This exercise is really difficult. I don't _____ it.
4. I must remember to _____ Khaled later.
5. We're going skateboarding. Do you want to _____ along?
6. This is the wrong street. I think we're _____.

**B. Complete with the Present Simple or the Present Progressive of the verbs in brackets.**

1. Saud _____ (often / come) round to my house after school.
2. My parents _____ (not have) dinner at the moment. They _____ (read) magazines.
3. We _____ (rarely / eat) pizza at home. My brothers _____ (not like) it but I _____ (love) it.
4. **A:** Where _____ you _____ (go) on holiday this summer?
B: I _____ (not know) yet.
A: We _____ (think) of going to Yanbu.
5. Listen! My History Professor _____ (talk) on the radio. I _____ (not believe) it.
6. **A:** What time _____ Omar _____ (leave) this evening?
B: About seven o'clock. His plane _____ (leave) at ten.
7. **A:** _____ your father _____ (work) on Saturdays?
B: Yes, of course. He's very busy.

C. Use the prompts given and the Present Simple or the Present Progressive to write sentences.

1. Abdullah / not need / go / bank / today / .
-

2. Frankie / play / football / nine o'clock / tomorrow morning / .
-

3. you / have / fish / dinner / Sundays / ?
-

4. Bill / like / Mathematics / ?
-

5. Hugh / not speak / Chinese / .
-

6. Kareem / not sleep / moment / .
-

D. Answer the questions about yourself.

1. What do you usually do after school?
2. How often do you talk with friends on the phone?
3. What are you doing at the moment?
4. Where do you hang out with your friends?
5. Are any friends coming round to your house tonight?
6. What are you doing this Friday?

E. Choose a or b.



a. What are you up to?

b. What are we like?



a. Sure, why not?

b. Not bad.



a. Nothing much.

b. Yes, I get it.



a. I can't do it, I'm afraid.

b. I'll get hold of him.



a. What are you up to?

b. How's it going?



a. Not bad.

b. That would be great.

A. Complete with *go*, *do* or *play*. Then match with the pictures.

1. _____ aerobics
2. _____ in a team
3. _____ jogging
4. _____ athletics
5. _____ skysurfing
6. _____ karate
7. _____ mountain biking
8. _____ snowboarding



a



b



c



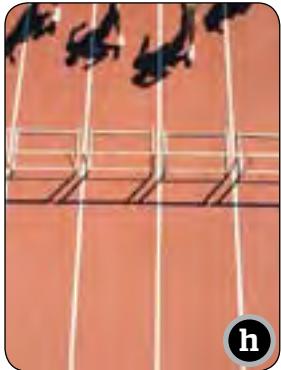
f



d



g



h



e

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

1. I think skiing is _____ (difficult) than snowboarding.
2. Bob drives _____ (fast) than Tom, but that doesn't mean that he's _____ (careful).
3. Hamid doesn't wake up as _____ (early) as Saleh because he starts work _____ (late) than Saleh.
4. Last year Lee was the _____ (bad) player in the team, but this year he's _____ (good) than most of the other players.
5. That was the _____ (boring) trip of my life.
6. Tony's old sofa was _____ (large) than his new one.
7. History isn't as _____ (popular) as Maths in our class.
8. Abdullah thinks table tennis is the _____ (exciting) sport.



C. Choose a, b or c.

1. Ian is the laziest ____ all my friends.
a. than b. as c. of
2. The black trainers are expensive, but they are ____ comfortable than the white ones.
a. most b. most c. more
3. What is ____ popular sport at your school?
a. the more b. the most c. most
4. This year's exam wasn't ____ difficult as last year's.
a. not as b. as c. too
5. My new mobile is ____ big as my old one. It's smaller.
a. not as b. as c. more
6. This shopping centre is definitely smaller ____ the other one.
a. than b. as c. of

D. Rewrite the sentences using the words given.



1 The car is more expensive than the motorbike. **isn't**

The motorbike _____



2 The other mountains in Africa aren't as high as Kilimanjaro. **highest**

Kilimanjaro _____



3 Jake knows more tricks than Kevin. **as**

Kevin doesn't _____



4 In London it rains more often than it does in Rome. **as**

In Rome _____



5 Cycling is more tiring than jogging. **as**

Jogging isn't _____

E. Match.

1. I don't know what to do in my free time.
2. Let's try an extreme sport.
3. I don't want to play table tennis.
4. Football is the most interesting sport.
5. It's a lovely day for mountain biking.

- a. I disagree. I think it's boring.
- b. That sounds great. How about skysurfing?
- c. In my opinion, you should take up a sport.
- d. OK, let's do something else instead.
- e. I agree. The weather is great.

A. Circle the correct words.

1. My grandmother taught me everything about making **rugs / carpentry**.
2. I'm really fond of **pottery / sewing**. Yesterday, I made a beautiful vase.
3. The **pattern / atmosphere** at the festival was amazing.
4. When I **create / grow up**, I want to be a writer.
5. Sean is the newest **member / youth** in our team.

**B. Rewrite the sentences using the words given.**

1. Neil hates carpentry. stand

2. Danny doesn't like extreme sports. fond

3. My parents are very excited about going to Rome. enthusiastic

4. Oliver thinks that museums are boring. finds

5. Jane is a big fan of rug making. interested

6. My friends don't really like arts and crafts any more, but I do. into

C. Choose a, b or c.

1. There is _____ orange juice in the fridge.
a. every b. any c. no
2. We can't get a horse. We've got _____ to put it.
a. anywhere b. nowhere c. somewhere
3. Do you know _____ who took pottery lessons last year?
a. anybody b. anything c. anywhere
4. You've got _____ to worry about. I'm here to help you.
a. something b. everything c. nothing
5. Come on, let's go. _____ in this shop is old-fashioned.
a. Everything b. Something c. Anything
6. _____ loves learning languages. You're the only person I know who doesn't.
a. Nobody b. Everybody c. Somebody



D. Complete the dialogue with *some*, *any*, *no*, *every* and their compounds.

Carlos Where's that book? I can't find it (1) _____.

Mark What's up?

Carlos I downloaded a free e-book the other day and I put it (2) _____ on the computer, but I can't find it.

Mark Where do you usually download things to?

Carlos Here. But there are (3) _____ e-books. Look. I've looked (4) _____.

Mark I see.

Carlos (5) _____ time I try to use the computer, (6) _____ goes wrong.

Mark What book was it?

Carlos The latest one by John Smith. It's about carpentry for teenagers..

Mark I've got that book. I borrowed it from
(7) _____ at school.

Carlos Great! (8) _____
in my class likes making (9) _____.

Mark I do. We can use the book for ideas.

Carlos Great!



E. Imagine someone is interviewing you for a survey.

Answer the interviewer's questions.

Interviewer Excuse me, we're doing a survey and I'd like to ask you some questions. Is that OK?

You _____

Interviewer Thank you. How old are you?

You _____

Interviewer What kinds of arts and crafts are you into?

You _____

Interviewer Do you consider yourself a creative person?

You _____

Interviewer What do you think is the most popular kind of arts and crafts at your school?

You _____

Interviewer Would you like to learn a new craft?

You _____

Interviewer Does anyone in your family like arts and crafts?

You _____

A. Look at the pictures and complete the descriptions with the words in the box.

checked casual striped fashion formal spotted baggy



Lee is wearing (1) _____ clothes; a white suit and a (2) _____ shirt.



Tim likes to be in (3) _____. He's wearing a brown suit and a (4) _____ tie.



Jeff is wearing (5) _____ clothes. He's wearing a T-shirt and (6) _____ jeans.



Mike's wearing a (7) _____ shirt.

B. Circle the correct words.

1. Tom went to the shopping centre to buy a **pair** / **part** of boots.
2. His uncle is a famous **style** / **fashion** designer.
3. Don't wear that shirt with those trousers. They don't **match** / **add**.
4. I really like **sparkly** / **baggy** accessories.
5. My brother, Ibrahim, is a **teenager** / **symbol**. He's 15 years old.

C. Complete the text with the Past Simple of the verbs in brackets.

Last Friday, I (1) _____ (go) to the city centre to buy a new shirt because I (2) _____ (not can) find anything in my neighbourhood. I (3) _____ (need) a new one for an interview I had on the following Monday. Luckily, I (4) _____ (find) a great shop. It (5) _____ (have) lots of nice clothes and I (6) _____ (buy) a nice shirt. It (7) _____ (not be) very cheap but it (8) _____ (be) perfect for me. When I (9) _____ (get) home, my brother (10) _____ (see) the shirt and really (11) _____ (want) to borrow it. He (12) _____ (say) 'please' about a hundred times, so I (13) _____ (give) it to him. He (14) _____ (wear) it to a friend's house, and guess what! He (15) _____ (rip) it! I (16) _____ (not know) what to do. Our house is far from the city centre, so I (17) _____ (not have) time to go back to the shop to buy another one and I (18) _____ (be) really upset.

D. Complete the dialogues. Use the prompts and *used to*.



play / football / all the time

A: Andy is really into reading.
B: Yeah, he _____
_____ but
he doesn't like it any more.



not have / practice / Saturdays

A: Why isn't Charlie here?
B: He's playing beach volleyball. He _____
_____ but now he does.



go by car / every day

A: Does your dad walk to work?
B: Yeah. He _____
but he's trying to keep fit.



not wear / cap / a few years ago

A: Does your brother always
wear a cap?
B: Yes, he does. He _____
but now he never
goes anywhere without it.

E. Read the text and write E for Ethan, D for Derek or F for Frank.



Ethan

I love casual clothes. I used to work as a waiter in a restaurant on Thursdays and I had to wear formal clothes. I hated it. I just want to wear some jeans and a T-shirt. I like wearing unusual T-shirts. You know, I tried making my own T-shirts once, but they looked horrible. So after that, I started decorating trainers. I take an old pair and make them look trendy. It usually works and it's always fun.

Derek



I hate baggy clothes and formal clothes, too. I don't really care if I'm out of fashion. I just wear what I think looks good. I like to look different from others, so I buy a lot of unusual clothes. I also enjoy buying shoes. I wear a different colour every day. Today, I'm wearing green shoes.

Frank



People usually think I'm older than I really am. That's probably because most of my clothes are quite formal. I never wear T-shirts and I used to wear jeans, but not any more. I like my shoes to be comfortable, and trendy, and I only wear trainers when I go to the gym.

1. He doesn't wear casual clothes.
2. He wears the things he designs.
3. People think that he is not very young because of the clothes he wears.



4. He didn't like the clothes he created.
5. He doesn't mind if people think he isn't in fashion.
6. He makes old things look more modern.



A. Complete the dialogue with the words in the box.

nervous humour bossy
stubborn selfish confident

Victor What do you think of Ted?

Tim He's a bit (1) _____
I think.

Victor What do you mean?

Tim Well, he always tells people what to do. He's also very (2) _____.

Victor That's true. There's no way to change his mind about anything.

Tim He's got a good sense of (3) _____ though.

Victor Yeah, did you hear his joke about the rabbit? That was funny.

Tim But he can be a bit (4) _____ too sometimes. I asked to borrow one of his books for the exam next Monday and he said 'no'.

Victor I don't want to talk about the exam.

Tim What's wrong? You shouldn't be (5) _____ about the exam. You always do well.

Victor Well, I'm not very (6) _____ about this one.

Tim I'll help you study.

Victor Oh thanks.

C. Look at the prompts and complete the two paragraphs of the description.

His personality

- outgoing
(likes meeting people)
- active
(jogging / play tennis)
- a bit stubborn
sometimes

Activities we do together

- studying
- mountain biking
- hang out / his house

My friend Tom

I've known Tom since our first day at school. He's a great person and we spend all our free time together.

I think Tom and I are going to be best friends for many years. He's got a great personality and I love hanging out with him.

A. Circle the correct words.

1. Hey, do you want to come **round / along / about** my house on Thursday night?
2. Let me show you my new skateboard **change / trick / style**.
3. Adrian is the best basketball player in the class because he **creates / teaches / practises** every day.
4. I have to say, I am a big **interest / fond / fan** of your work.
5. One day, Hamid wants to become a(n) **professional / extreme / baggy** carpenter.
6. The clothes you're wearing don't **match / share / agree** at all.
7. Alex made a beautiful vase in his **rug making / pottery / sewing** class.
8. Don't worry, you can **rely / turn / hold** on me. I'll help you with your problem.

B. Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets.

- Dan** Bill, what (1) _____ you _____ (wear)?
- Bill** My new T-shirt. (2) _____ you _____ (like) it?
- Dan** Yes, but what are those on your feet?
- Bill** Oh, those.
- Dan** They are MY new shoes!
- Bill** Calm down. Why (3) _____ you _____ (shout) at me?
- Dan** Because you (4) _____ (take) my things without asking.
- Bill** I'm sorry but you (5) _____ (not go) out tonight so you (6) _____ (not need) them.
- Dan** I know. It's just polite to ask.
- Bill** OK. Can I borrow your shoes?
- Dan** No, you can't.

**C. Write sentences using the prompts. Use the Present Simple, the Present Progressive or the Past Simple.**

1. Rick / not listen / news / very often

2. what time / you / go jogging / yesterday / ?

3. you / go / art exhibition / next weekend / ?

4. Steven / wear / baggy jeans / at the moment

5. Thomas / live / South Africa / when / be / young

D. Complete with the words in the box.

everything no some nobody
anyone something somewhere

1. I walked into the room but _____ was there.
2. Tom bought a new laptop but there are _____ good games on it.
3. I think my mobile is _____ in the kitchen.
4. Does _____ know how to speak French?
5. I need some new clothes. _____ I have is out of fashion.
6. Do you want to do _____ at the weekend?
7. We don't need to cook. There's _____ chicken in the fridge.

E. Rewrite the sentences using the words given.

1. These jeans aren't as baggy as those trousers.

than

Those trousers _____

2. Wayne is more outgoing than Alan.

isn't

Alan _____

3. I don't think we'll find a more interesting documentary than this one.

most

I think this documentary _____

4. Skysurfing is more dangerous than snowboarding.

as

Snowboarding _____

5. Both Brad and Conner are quick-tempered.

as

G. Read the text and write T for True, F for False or NM for Not Mentioned.

Have a ball!



In 1994 two New Zealanders, Dwane van der Sluis and Andrew Akers, created a new adventure activity. They designed a big plastic ball and called it a *zorb*. That's when zorbing began! It's very easy. All you do is get inside the ball and then somebody rolls you along the ground or down a hill. Don't worry. It's not as dangerous as it seems because the zorb is made of soft plastic and is full of air.

From the very beginning, people enjoyed zorbing and soon it became a very popular free-time activity. Today, you can go zorbing in many countries around the world and there are different kinds of zorbing. You can get in a water ball and roll across a lake or the sea. Or you can even get in a zorb and let huge fans blow you into the air. Some zorbs are big and strong enough for up to three people, but you can also ride alone!

1. The people who designed the zorb were famous designers.
2. A person who goes zorbing is called a *zorb*.
3. Zorbing is safer than it looks.
4. It's easy to make a zorb.

5. Zorbing became popular at the beginning of the twentieth century.
6. You can even go zorbing on a lake if you want.
7. You don't have to go zorbing on your own.

1

Project

My clothes sale

1. Draw or stick pictures of some of your clothes.

2. Write a short paragraph under each as if you were trying to sell them.

Include:

- a description, colour, make, etc.
- where you could wear the item
- how much you're selling it for

This is an amazing abaya.
It's black and you can wear
it any time of year. It's yours
for SAR60.



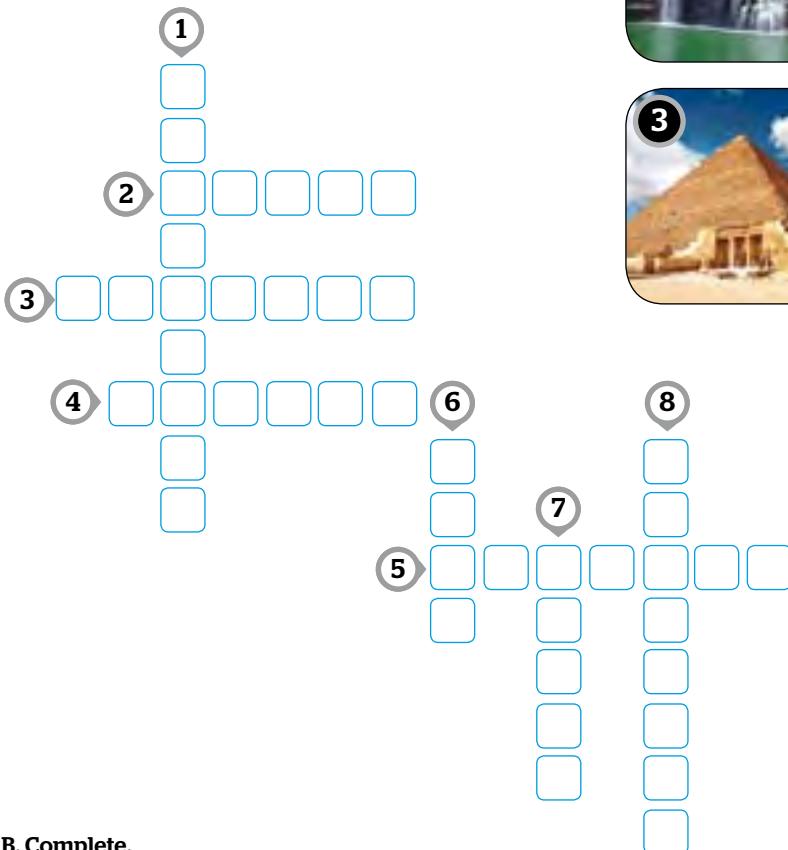
This is a fantastic thobe. It's white and you can wear it to school, or out with friends. It's yours for SAR50.



2a

Landmarks

A. Complete the crossword.



5. a group of buildings
6. something that is true
7. 100 centimetres
8. 1000 grams

B. Complete.

- | | |
|----------|-------------------------------|
| 1. 34cm | _____ |
| 2. _____ | three hundred metres |
| 3. 29km | _____ |
| 4. _____ | seventy grams |
| 5. 215kg | _____ |
| 6. _____ | five hundred and forty tonnes |
| 7. 99ml | _____ |
| 8. _____ | seventy-eight litres |



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

- The man _____ I was talking to at the supermarket was Ian's manager.
- The park _____ we spent the afternoon was amazing.
- I've got a classmate _____ wants to be a professional footballer.
- The place _____ we visited was full of tourists.
- There's the teenager _____ showed us the way to the mosque.
- Let's go to one of the cafés _____ are in the city centre.
- There's a shop near here _____ you can find cheap books.
- The boy _____ is talking on the phone plays in the local basketball team.

D. Cross out the extra word.

1. Show me the waiter who he brought us the food.
2. The painting which I bought it is called 'Sight'.
3. This is a type of food that many people like it.
4. That's the pyramid where we went there last summer.
5. Look at these photos that my son took them.



E. Read the information and write sentences. Begin with the words given and use *who*, *which*, *that* or *where*.



1. The Seine runs through Paris.

The Seine is the river _____



2. Allan directed *Wild Animals* in 2011.

Wild Animals is the documentary _____



3. Usain Bolt broke the 100m and 200m world records in 2009.

Usain Bolt is the athlete _____



4. The US Open Tennis Championship takes place at Flushing Meadow every summer.

Flushing Meadow is the place _____

F. Complete the dialogue with the phrases a-e.

- a. who designed one of the stadiums in our city, too.
b. it will definitely stand out.
c. where we're going to see United play next Tuesday.

- d. that they're building in the city centre.
e. which has got over 100 floors.

Nigel Hey, did you hear about the Rosehall?

Nigel Well, a skyscraper is a building (3) _____

Phil What's that?

Phil Are you sure? I think a skyscraper is any very tall building in a city.

Nigel The new hotel (1) _____

Nigel Really? Anyway, did you know that Jasper Ilesworth is the architect?

Phil Oh, yeah. I heard it's going to be huge.

Phil Cool. He's the man (4) _____

Nigel Yes, (2) _____

Nigel That's right. The stadium (5) _____

Phil I think we've got enough skyscrapers in our city.

Nigel It's not really a skyscraper.

Phil What do you mean?

Phil I can't wait to see them play.

A. Complete the sentences using the words in the box.

architecture landscape coach last book gorgeous



Amazing Nam Tours

Experiences which (1) _____ for life!

Day 1

We arrive in (2) _____ Ho Chi Minh City, or Saigon, and take a (3) _____ to the hotel. At noon, we explore the city and then take a trip into the Mekong Delta in a traditional boat. On the way, we visit Vietnam's rice areas and go to local farms and markets.

Day 2

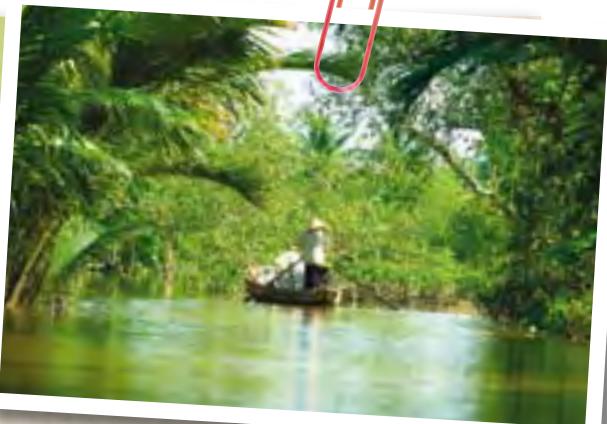
In the morning we visit a rice paper factory and a traditional tea house. Then it's back to the city centre, where you can admire the Vietnamese (4) _____ and learn about the history of some old buildings in a tour that takes us around all the important sights.

Day 3

Today we leave for Nha Trang, a nearby town which is famous for its beautiful beaches and fantastic (5) _____. You can really feel close to nature on this free day. Make sure you try some local fruit that gives you a taste of the area.

To learn about the rest of the trip visit our webpage.

(6) _____ now and get 20% off.



B. Complete with the correct form of the verbs in brackets to form Conditional Sentences Type 1.

1. Colin _____ (get) a new suit if he goes to the shopping centre.
2. Gareth _____ (be) here later this afternoon unless he _____ (miss) the train again.
3. I will help you if you _____ (want) to learn English.
4. What _____ (you / do) if the bus _____ (not come)?
5. If you ring the doctor, _____ (make) an appointment for me, too.
6. Unless Ashraf _____ (find) his car keys, he _____ (not drive) to work.

C. Join the following sentences using the words given. Make all the necessary changes.

1. Mahmud will finish reading the newspaper. Then he will go to the shops.

before

2. Tom will look at all the designs. Then he will make up his mind.

after

3. Ali will call us. Then we will go and meet him.

until

4. Rob will go to Andy's house. Then he will give him his present.

when

5. I will paint my flat. Then I will call you.

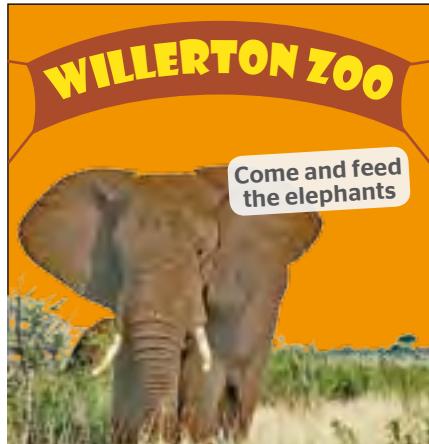
as soon as

D. Read the advertisements below and write sentences using *if* and the verbs given, as in the example.



1. (buy / get)

If I buy 2 pizzas, I will get one
for free.



2. (go / feed)

If I go to the zoo, I will feed the
elephants.



3. (order / pay)

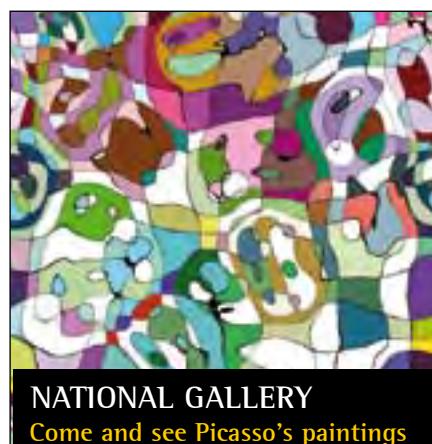
If I order a sofa, I will pay next year.



4. (take part / win)



5. (join / get)



6. (visit / see)

E. Complete the dialogue with the sentences a-f.

- a. Forget it!
- b. Can you make up your mind?
- c. You're right there.
- d. Are you pulling my leg?
- e. You know what?
- f. Let me know.



A: You know, there's a nice tour around Springfield we could go on.

B: No, I'm serious. There is a place near here called Claycroft. It's a place on the mountain, but it's not very high up. We could stay there and then drive to the beach.

B: Springfield? That's on the mountain.

A: Yes, so?

A: (5) I don't want to spend our holiday driving!

B: I thought you wanted to be near the beach.

B: But, it's not far away. That's the nice thing about Claycroft. The beach is only 5 kilometres away.

(1) We need to decide soon.

A: OK, I'll think about it.

A: (2) Sorry. Let me think...

B: I have a friend who lives there. I can ask him how far it is.

B: (3) I just had an idea. We could go to the beach and to the mountain.

A: OK. (6)

A: What are you saying? (4)

A. Complete the text with the words in the box.

complain eventually clean up successful
ruined explained



Last Monday morning, as I was looking out of the window, I saw that there was something on my garage door. I went outside and saw that there was paint all over it. I spent all morning trying to (1) _____ the mess but I wasn't very (2) _____. I rang up the police because I wanted to (3) _____. The phone rang and rang and (4) _____ a man answered. 'Someone (5) _____ my garage door!' I shouted. He was very calm and polite and (6) _____ that a police officer would come to speak with me. As soon as I hung up, my young son came to me and asked: 'Did you like my painting, Daddy?'

B. Choose a or b.

1. Parents must try to ____ children to read books.
a. encourage b. suggest
2. This ____ is to help save wild animals.
a. culture b. campaign
3. How did your friends ____ when they saw your painting?
a. receive b. react
4. Adam doesn't ____ his cat to sleep on the bed.
a. let b. allow
5. Nathan and Robert arrived home ____ the same time.
a. in b. at
6. The ____ has decided to make a new park in the neighbourhood.
a. exhibition b. city council
7. The teacher ____ going to the art museum on Tuesday.
a. suggested b. expressed
8. I'm sorry. I didn't ____ that you were so upset.
a. ruin b. realise

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

1. _____ Vince and Howard joined the gym in April. But _____ of them lasted a month.
2. A: Which do you prefer, chocolate or strawberry cake?
B: _____. I like _____.
3. _____ of my friends want to come with me to the museum. Ken and Fred think it'll be boring and Jack wants to go shopping.
4. A: Do you prefer Picasso or Matisse?
B: _____. I don't really like art.
5. Tom has lost a lot of weight and now _____ of his clothes fit him. He needs to buy new ones.
6. The city centre is really ugly. _____ the buildings need a fresh coat of paint.
7. I took my parents to the new shopping centre but _____ of them liked it.

D. Look at the pictures and the prompts and write sentences. Use *all*, *both*, *neither*, *none + of them*.



1



2

wear / casual clothes: _____

live / land: _____

wear / formal clothes: _____

live / sea: _____



3



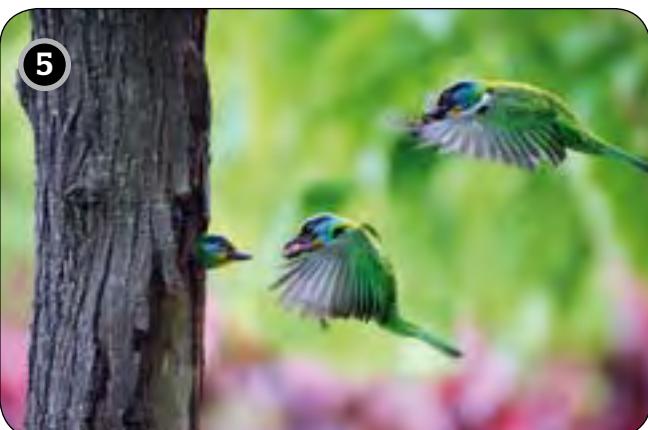
4

play / computer games: _____

take / underground / work: _____

watch / documentary: _____

take / bus / work: _____



5



6

can / swim: _____

be / park: _____

can / fly: _____

be / at home: _____

A. Complete the sentences with the words in the box.

inform cookbook success task college introduce

1. There are lots of interesting recipes in this _____.
2. Which _____ did your cousin study catering at?
3. Let me _____ you to my best friend's brother.
4. Did anyone _____ you about next week's trip?
5. When you have finished that _____, come and see me in my office.
6. Sandra's pizza with chicken and mushrooms was a great _____.

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

1. I think Richard has shown a big _____ since last year.
2. My brother works for an _____ that helps children all over the world.
3. Have you got any _____ about the exhibition at the National Gallery?
4. Claude's latest _____ is going to be a great success.
5. Organising the _____ so quickly was quite an achievement.
6. There are _____ for the new shopping centre all over the city.
7. Did you receive an _____ to the graduation?
8. I had an _____ with my best friend last night.

IMPROVE
ORGANISE
INFORM
CREATE
CELEBRATE
ADVERTISE
INVITE
ARGUE

C. Complete the dialogue with the words in the box.

hopefully difference notice Prime Minister bestseller community serves

A: So, what did you do last night?

B: Well, my brother got a new job, so we wanted to celebrate. He took us to a great new restaurant in the city centre. It's called Food D-zine.

A: Oh, really? I know the chef. He wrote a (1) _____ recently. He is into healthy food.

B: I know. We met him. He said he wanted his restaurant to make a (2) _____. That's why he (3) _____ lots of dishes with vegetables and fruit.

A: That's true. The area is full of fast-food restaurants. Food D-zine is the only place where you can eat healthily.

B: Yes, the food is tasty, cheap and they're doing something good for the (4) _____, too.

A: Definitely. Also, famous people eat there all the time.

B: Like who?

A: Like the (5) _____. He went there the other day. I read about it online.

B: Well, I didn't (6) _____ anybody famous yesterday.

Anyway, (7) _____, I'll go back soon.

A: We could go together next time.

B: Great idea.



D. Match the words on the left with their definitions a-f. Then complete the sentences 1-6 with the words.

achievement

a. easy to understand or do

chore

b. change sth into sth else

get rid of

c. throw something away

preparation

d. a boring job

simple

e. sth you have managed to do successfully

turn into

f. the process of doing or making something, e.g. food

1. Some people think of cooking as a very interesting hobby, but others think of it as a _____.

2. Frank's greatest _____ in life was that he created a successful company from nothing.

3. This is a _____ test. The one we took yesterday was more difficult.

4. The cake needs three hours of _____. I don't think there is time to make it today.

5. I want to _____ my old computer and buy a new one. There are some good bargains at the computer shop.

6. We have a small room downstairs that my father wants to _____ a garage.

E. Read the text and answer the questions.

Antoni Gaudí's Work of Art

Anyone who has ever visited Barcelona has seen the works of the city's most famous architect, Antoni Gaudí. Born in Reus, Spain, in 1852, Gaudí studied architecture in Barcelona between 1873 and 1878. He spent most of his life there and designed many wonderful buildings like the Casa Batlló, the Casa Milà and Park Güell.

Casa Batlló was a house which Antoni Gaudí and Josep Maria Jujol, a Catalan architect, decided to turn into something completely different in the years 1904-1906. Gaudí used stone, glass and other materials to remake Casa Batlló, which many people say looks like a house of bones.

With over 5000m² of floor space, Casa Batlló is only one of many amazing buildings in the centre of Barcelona. It is now a museum which is open to the community and tourists.



1. Who was Antoni Gaudí?

2. Who was Josep Maria Jujol?

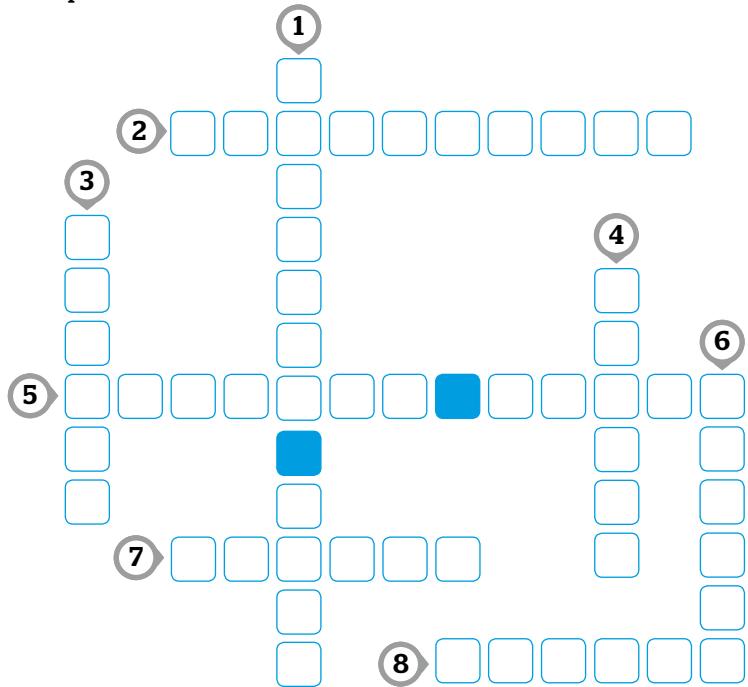
3. When did Gaudí and Jujol remake the Casa Batlló?

4. What materials did they use?

5. How big is the Casa Batlló?

6. Can you visit Casa Batlló?

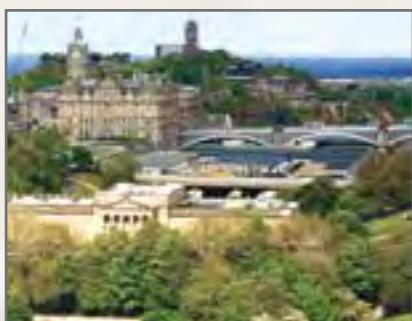
A. Look at the pictures and complete the crossword.



B. Read the description of Edinburgh and divide it into paragraphs. Then look at the adjectives in the box. Make the description more lively by inserting an appropriate adjective in the sentences where indicated (▲).

attractive cosy fascinating historic impressive unforgettable well-known tasty interesting

Edinburgh is a city in the south of Scotland and it is one of the most wonderful places I've ever visited. It is the second largest city and the capital of Scotland with over 1 million people. One of the city's many sights is Edinburgh Castle. This building is in the centre of the city and it is one of Scotland's most visited tourist attractions. Another building worth visiting is the Scott Monument. This is a 61m tower with a view of all of Edinburgh from the top. You must also take a tour of Edinburgh's Old Town where you'll see some buildings. Of course, Edinburgh isn't only famous for its sights. There are many things to do there. You can go for a walk along Princes Street and do some shopping. If you want to relax, you can enjoy a walk in Princes Street Gardens, which is a beautiful public park in the middle of Edinburgh. When you get thirsty or hungry, you can have a coffee or a meal at one of the cafés and restaurants. Edinburgh's definitely a place worth visiting and I hope to go to this city again one day.



2

Round-up**A. Circle the correct words.**

1. What's the **distance / height** from Paris to London?
2. The weather **let / ruined** our picnic plans.
3. I really **encourage / regret** renting this flat. It's very expensive.
4. This Maths problem is a bit difficult. Let me **explain / continue** it to you.
5. Annie has made great **improvement / achievement** at school this year.
6. A: Did you **realise / notice** Tony's shirt today?
B: Why? What was wrong with it?
7. We had an **unforgettable / impressive** time in South Africa.
8. It was a difficult **appointment / task**, but someone had to do it.

B. Match.

- | | | |
|------------|-----------------------|----------------|
| 1. holiday | <input type="radio"/> | a. minister |
| 2. city | <input type="radio"/> | b. ruins |
| 3. bicycle | <input type="radio"/> | c. council |
| 4. prime | <input type="radio"/> | d. lane |
| 5. ancient | <input type="radio"/> | e. destination |

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

Hey Jack,

What's up? Guess what! Next week I'm going to Dawson National Park. Remember my friend, Steve? His dad works there and he's going to show us around. Steve's dad is the man (1) _____ drives around and makes sure all the trees are healthy. The park's got an area (2) _____ you can find some of the tallest trees in the country. Cool, right? Oh, there's also a waterfall and a lake (3) _____ are right in the middle of the park. I hope we can go swimming there. I'm going to take the camera (4) _____ my parents got me last week and take loads of pictures. Maybe I'll put them on the website (5) _____ I'm making about the environment. It'll make it look really professional.

That's all for now.

See you soon,

Tommy

D. Read the sentences. Then rewrite them using the words given.

1. I will get home. Then I will ring you. as soon as

2. It might rain tomorrow, so I might not visit the Grand Canyon. if

3. If Ken doesn't clean up the garden, I will get very angry. unless

4. Do you want to go skateboarding? Go to the park! if

5. First I will visit the square. Then I will go to the lake. before

6. Give me back my mobile or I'll never talk to you again! unless

7. My best friend will come. Then we'll study for the test. when

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

William Do you want to order from Pizza Palace or China Town?

Richard (1) _____. I don't mind.

William Well, (2) _____ of them have got good food, but Pizza Palace is closer, and I'm very hungry.

Richard Pizza it is then.

William Here's the menu.

Richard Mmmm. (3) _____ the pizzas sound delicious.

William Yeah, there are loads here. But (4) _____ of them have chicken.

Richard So what? I hate chicken on pizza.

William I thought you liked chicken. OK, then, let's just get something with mushrooms. There are two pizzas with mushrooms here, but (5) _____ of them sound very nice.

Richard How about Chinese then?

F. Complete the dialogue with the phrases a-d.

- a. at the same time
- b. the whole city is a work of art
- c. in public places
- d. it wasn't very successful

A: What do you think about art 1) ____?

B: Do you mean open-air museums?

A: That's right.

B: I think they are great. You know, my city, Jeddah, is famous for its open-air art.

A: I know. They say that 2) _____. I would love to visit it some time.

B: You should. I think it's great for visitors to walk around the city and admire art 3) ____.

A: I agree. My city has lots of art exhibitions.

B: Really? What kind?

A: Well, for example, last year, to encourage people to recycle, they organised a recycled art competition.

But 4) _____. Not a lot of people took part.

G. Read the information about a trip and the e-mail below it. Then complete Mr Taylor's notes.



Dear Mr Taylor,

We need to make a few changes in our plans. The date will stay the same. But Dr Gillian Stevens can't make it so the topic won't be Ancient Egyptian Art. Fortunately, Dr Bill Porter is free. He can give the tour, but he will talk about Ancient Greek Art instead. He will meet you outside the museum shop which is near the entrance at half past eight. I think if you leave at half past seven, you will arrive on time. Please inform your students about the changes. If you have any questions, call me.

Mr Healy
Head teacher

Mr Taylor's notes: School trip

Date: _____

Coach will leave at: _____

Name of person to meet: _____

Museum meeting time: _____

Museum meeting place: _____

Topic: _____

The world's tallest buildings

1. Find information about some of the world's tallest buildings throughout history.
2. Draw or stick pictures of the buildings. You can start with Al-Faisaliah Tower.
3. Draw a timeline underneath the buildings.
4. Write information under each building such as:
 - height
 - when they built it
 - location



Al-Faisaliah Tower
It's ... m tall.

The Kingdom Tower
...

A. Complete the sentences with the words in the box.

experiment cost training opportunity accommodation skills break available

1. The price includes the flight but not the _____.
2. Jack was happy to get the _____ to help out his friends.
3. How long does the _____ for the job last?
4. We did a really interesting _____ in Science this afternoon.
5. Are there any tickets _____ for tonight's lecture?
6. We couldn't go on the sailing holiday because the _____ was too high.
7. We learnt lots of useful _____ on the course.
8. Let's take a(n) _____ and meet back here in fifteen minutes.

B. Circle the correct words.

1. I've **yet** / **always** thought that martial arts are dangerous.
2. None of the students have eaten their packed lunches **yet** / **before**.
3. We haven't seen anything interesting **so far** / **ever**.
4. Mrs Thomson has **just** / **once** left the building.
5. Wait a minute! I've **already** / **yet** seen this documentary.
6. Have you **always** / **ever** been on a camel **before** / **so far**?
7. Percy has done many experiments, but he has **ever** / **never** made a robot.



C. Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. I _____ (not do) aerobics before, but I _____ (try) something similar.
2. _____ Derek _____ (direct) a documentary before?
3. Ian and Oliver _____ (not finish) their art course yet.
4. Ewan _____ (plant) an apple tree, but it _____ (not produce) any apples yet.
5. _____ you _____ (bring) your umbrella with you?
6. Professor Smith _____ (make) a new robot but I don't know what it does.

D. Rewrite the sentences using the words given so that they have a similar meaning.

1. He's going to tell us the price in a minute.

yet

2. Has he done anything out of the ordinary before?

ever

3. Robert hasn't tried snowboarding.

never

4. This is the first time I've met an astronaut.

before

5. I have wanted to learn Chinese all my life.

always

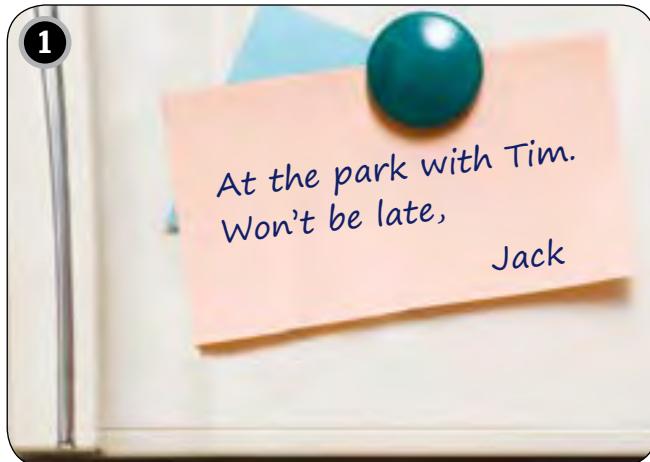
6. I saw William yesterday morning at school and yesterday afternoon at the park.

twice

7. We visited the art exhibition yesterday.

already

E. Look at the pictures and write sentences using *has/have been* or *has/have gone*.



Jack _____ **has gone to the park.**



Paul and Harry _____



Peter and Dave _____



Anthony _____

F. Choose a or b.

1. When is the hotel open?

- a. All year round. b. Monthly.

2. Is that out of the ordinary?

- a. No, it's scientific. b. No, it's normal.

3. Do we have to pay extra for accommodation?

- a. No, it's all included. b. Yes, three per week.

4. Have you ever taken a Spanish course?

- a. I spoke Spanish. b. I've never had the opportunity.



3b

Express yourself!

A. Choose a, b or c.

1. I was ____ with my sister so I didn't speak to her for a week.
a. curious b. annoyed c. deaf
2. Samantha ____ Italian, Spanish and English.
a. talks b. speaks c. says
3. OK, let's ____ the problem before we decide what to do.
a. apologise b. communicate c. discuss
4. Jack hurt his ____ while he was doing karate.
a. gesture b. fist c. sign
5. Don't ____ at that boy! It's not polite, you know.
a. watch b. notice c. stare
6. I ____ what's wrong with Jenny.
a. imagine b. think c. wonder



B. Complete the sentences with the Past Simple or the Present Perfect Simple.

Last month I (1) _____ (be) on the underground when suddenly the man next to me (2) _____ (ask) me for help. He (3) _____ (have) a pain in his chest. I (4) _____ (not know) what to do. Unfortunately, nobody else did, either. All we (5) _____ (can) do was call for an ambulance. I (6) _____ (feel) terrible. So, later that week, I (7) _____ (start) a first-aid course. I (8) _____ (have) quite a few lessons so far and I (9) _____ (learn) lots of useful things. Luckily, it (10) _____ (not be) necessary for me to use my skills yet.

C. Use the prompts to complete the exchanges. Use the Past Simple or the Present Perfect Simple.

1. A: Do you know what that gesture means?

B: No, I don't. I _____ (never / see / before).

2. A: Have you ever been to the Italian restaurant opposite the park?

B: Yes. I _____ (go / there / last weekend).

3. A: Where's that book you borrowed from me?

B: It's somewhere in my room. I _____ (not find / yet).

4. A: Are you still taking that painting course?

B: No, it _____ (end / two days ago).

5. A: Do you know where Miles is?

B: No, sorry. We _____ (just / arrive).

D. Complete the dialogue with the sentences a-e.

- a. I doubt it.
- b. I want to have a go.
- c. Count me in.
- d. It's great!
- e. Beats me.



Bill Hey, Ryan. How's that computer course you're taking?

Ryan (1) _____

Bill Really? It's not boring?

Ryan No, I've learnt lots of stuff. I've even made my own program. One day I want to make a 3D computer game.

Bill Yeah, how do they do that?

Ryan (2) _____ It seems really difficult. Next week they are going to teach us how to make a website.

Bill Wow! (3) _____ Maybe I can join, too.

Ryan (4) _____ It's too late. There are only a few lessons left.

Bill Oh, well.

Ryan But there's a summer computer course at the college. I'm thinking about joining that.

Bill (5) _____

Ryan OK, we can go together.

E. Read the text and write T for True or F for False.

SIGN LANGUAGE

The ancient Greek philosopher Aristotle believed that people could learn only by hearing spoken words. In the 18th century, the invention of sign language changed people's opinions. Abbé Charles Michel L'Epée opened the first school for deaf people in Paris in the 1750s. He created a language of signs that became known as Old French Sign Language, and it spread throughout Europe as more and more schools opened.

Sign language is the system of signs and gestures that deaf people use to communicate. Today, almost every country has its own sign language. For example in the UK, there is BSL (British Sign Language) and in the USA, ASL (American Sign Language). However, sign languages are very different from spoken languages. They have different grammar and vocabulary. Also, you can even express two or more signs at the same time.

So, even though British and American people speak English, BSL and ASL aren't the same at all. However, in other countries things are different. South Africa has 11 official spoken languages but only one sign language. There is an international sign language called Gestuno, but they only use it at international deaf events, such as the Deaflympics — the Olympics for the deaf.

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

1. People in ancient Greece invented the sign language.
2. Abbé Charles Michel L'Epée created a school for people who couldn't hear.
3. BSL and ASL are sign languages.
4. Sign languages have different grammar but similar vocabulary to spoken language.
5. Deaf people from the USA and the UK find it difficult to communicate with each other.
6. Deaf people in South Africa speak 11 different sign languages.
7. Gestuno is a sign language that somebody created for the Olympics.

A. Choose a, b or c.

1. Josh has come ____ a great idea for the school magazine.
a. round b. up with c. after
2. The ____ of Russia is about 140,000,000.
a. business b. population c. definition
3. We need more ____ in our diet. I'm bored of eating the same things all the time.
a. panic b. series c. variety
4. Have you ever been to a(n) ____ country before?
a. foreign b. official c. international
5. Will these changes ____ your decision or not?
a. enter b. develop c. affect
6. I'm really looking ____ to the football match on Saturday.
a. forward b. up c. out
7. Don't worry. Buses come _____. There will be one here soon.
a. throughout b. frequently c. several
8. I was cleaning my garage when I ____ across my old school books.
a. came b. looked c. took

**B. Look at the prompts and write sentences. Use the Present Perfect Simple + since + Past Simple.**

1. We / not see / Gavin / since / he / get / new job
-

2. Ned / ring / me / four times / since / I / see / him / this morning
-

3. Kelly / not check / her / e-mails / since / she / arrive / home
-

4. I / not speak / Spanish / since / I / travel / Spain / last year
-

5. Oliver / enter / many competitions / since / he / leave / school
-

6. We / visit / Abdullah / three times / since / he / move / Dammam
-

C. Look at the pictures and the prompts and write sentences. Use the Present Perfect Simple and *for/since*.

Lee / download many programs / morning



Ian / watch / two documentaries / morning



3 Jack / have / Ace / 7 years



Bill / and / little brother / visit /
this park / twice / last week



5 Jake / have / car / long time



6 Mark / play / 10 tournaments / be / eleven years old



7 Mike and Jim / make / lots of paper planes / morning



8 Samantha / read / 50 pages / ten o'clock



9 Tom and Darren / work / together / on many projects / 2007



10 The two men / know each other / many years

A. Find words and label the pictures.



1. _____



7. _____



2. _____

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



6. _____



3. _____



4. _____



5. _____

B. Complete the recipe with the words in the box.

mix beat ingredients cool fry procedure peel chop

SPANISH OMELETTE

(1) _____

1 medium-sized onion

275g of potatoes

3 tbsp olive oil

5 large eggs

salt and pepper



(2) _____

•(3) _____ the onion and potatoes and (4) _____ them into small pieces.

•Put 2 tablespoons of oil in a frying pan and (5) _____ the chopped onion and potatoes for about twenty minutes.

•(6) _____ the eggs in a large bowl and add salt and pepper.

•Put the fried onion and potatoes in the bowl and (7) _____ with the eggs.

•Put the mixture back into the frying pan and cook for 5 minutes.

•Turn the omelette over when it is cooked on one side.

•Serve hot or let it (8) _____ and serve with a salad.

A. Complete the sentences with the correct prepositions.

1. Did you do well _____ the exam?
2. Sorry I haven't written _____ ages.
3. I can't wait till the exams are _____.
4. We were having a History lesson when the fire alarm went _____.
5. How many students are sitting _____ the French exam?
6. My cousin and I usually keep _____ touch by e-mail.
7. What has Bill been _____ to lately?

**B. Circle the correct words.**

1. Alice was a bit upset when she **passed** / **failed** the exam.
2. I think Harry is at home. I will ring him to make **reply** / **sure**.
3. Rick **lost** / **missed** the Maths test because he was ill that day.
4. John was very tired and he **fell** / **went** asleep while he was watching TV.
5. I have an exam on Monday morning so I really need to **attend** / **revise**.
6. I wanted to learn Spanish, so I **attended** / **passed** a course at the college.
7. Brenda is a very good student. She always **does** / **gets** good marks.

C. Use the sentences to complete the e-mail.

- a. What have you been up to lately?
- b. Listen, I must go now.
- c. Sorry I haven't written for so long.
- d. Talk to you soon,
- e. How's life?
- f. Well, here's the latest.

Hi Danny,

(1) _____ Hope everything's OK. (2) _____ I've been really busy revising for my exams. I really want to do well.

You remember that I joined a football team last year, right? (3) _____. We've won all the matches this season and next week we're playing in the finals! I can't wait.

(4) _____ Are you still playing volleyball? We should play a game together one day. (5) _____ I have to meet some friends at the shopping centre. But I'll try to send you e-mails more often, OK?

(6) _____

Mike

3**Round-up****A. Complete the sentences with the words in the box.**

revise panic official training available extra overcook curious

1. What sort of _____ do you need to become a camp leader?
2. Mason was _____ to find out where Paul was going.
3. What's the _____ language of China?
4. This dish only needs twenty minutes in the oven, so don't _____ it.
5. I probably failed because I didn't _____ enough.
6. For accommodation, you have to pay _____.
7. This is the only room _____ in the whole hotel.
8. Don't _____! I'm sure we'll find a way out of this.

B. Choose a or b.

- | | |
|--|--|
| 1. This bag doesn't have a _____ on it. How much is it? | 4. Could you get me a _____ so I can cut this bread? |
| a. cost | b. price |
| 2. Did you _____ to Mark for breaking his mobile? | 5. Put the butter in the saucepan and _____ it until it melts. |
| a. discuss | b. apologise |
| 3. Every Thursday, I go for my _____ walk in the forest. | 6. How do dolphins _____ with each other? |
| a. weekly | b. monthly |

C. Make sentences. Use the Present Perfect Simple and the prompts given.

1. The dessert / already / be / fridge / for / an hour

2. I / not discuss / situation / my parents / yet

3. We / be / here / waiting for the train / since / nine o'clock

4. My sister / send / three e-mails / so far

5. I / never / beat / egg / before

6. The fire alarm / go off / three times / since / this morning

D. Complete with the Past Simple or the Present Perfect Simple of the verbs in the box.

train not say attend look not come step not do

1. The school basketball team _____ for three hours yesterday evening.
2. _____ you _____ after someone's pet before?
3. Adele _____ well in an exam for months.
4. Someone _____ on my foot on the bus this morning, but I _____ anything.
5. Wayne _____ up with many interesting ideas so far.
6. _____ Alex _____ all his classes last week?

E. Complete the dialogue with the Past Simple or the Present Perfect Simple of the verbs in brackets.

Bill Tom, you (1) _____ (be) in front of that computer all afternoon. What are you doing?

Tom Gary (2) _____ (send) me an e-mail yesterday, and I'm just replying.

Bill Gary? He's the one who (3) _____ (move) to New York last year, right?

Tom Yes, he (4) _____ (be) there since last July.

Bill Why are you writing such a long e-mail?

Tom He has some problems at school and he wants some advice.

Bill I see. (5) _____ you _____ (finish) yet?

Tom Almost. Do you need the computer?

Bill Yeah, I (6) _____ (see) this ad for a new computer shop this morning and I want to check out the website.

Tom OK, I'll let you know when I finish.

Bill Thanks.

F. Match.

1. How's life?

2. Why do some people wash their cars every week?

3. Some friends and I are going skiing at the weekend.

4. Do you think Stephen will lend me 1000 euros?

5. I walked all the way home from the city centre last week.

6. Do you mind if I have a go?



a. Beats me. I don't think it's necessary.

b. I doubt it.

c. It's great.

d. Not at all.

e. Count me in, too.

f. Big deal. I do that every day.

G. Read the interview with a camp leader and match the questions with the answers.

- a. How long have you worked as a camp leader?
- b. Have you had any problems since the camp opened?
- c. Why did you open up a camp?
- d. How did you decide what kind of camp you wanted to open?

The logo for Camp X-Treme features a stylized red 'X' shape with the words 'CAMP' and 'X-TREME' in red. To the left of the 'X', there is a small silhouette of a person riding a bicycle. The background shows a blurred image of several wooden cabin-style buildings in a green, outdoor setting.

We interviewed Alan King, the camp leader of the most popular summer camp in the country.

1. Ten years ago, I spent three weeks at a summer camp and had the best time of my life. I remember every day I was there, and I still have friends from then. So, I decided I wanted other children to have the same experience as me.

2. Well, after I left school, I worked at a few summer camps. I wasn't a camp leader then and I didn't get any money for it, but I learnt what a good leader needs to do. So, when I opened my own summer camp, I was ready to become one. Since then I've organised lots of unforgettable activities. The kids love it!

3. It was actually very easy. All I did was think about what kids want from a summer camp. They want adventure and exciting activities. They want to go home and say 'You won't believe what I did!' So, extreme sports was the best idea.

4. Lots of kids have come to my camp, and I rarely hear any kids or parents complain. In fact, the only trouble I have is when there are too many kids who want to join. Unfortunately, I have to tell them to come back the following year and, of course, they aren't very happy with the news.

3

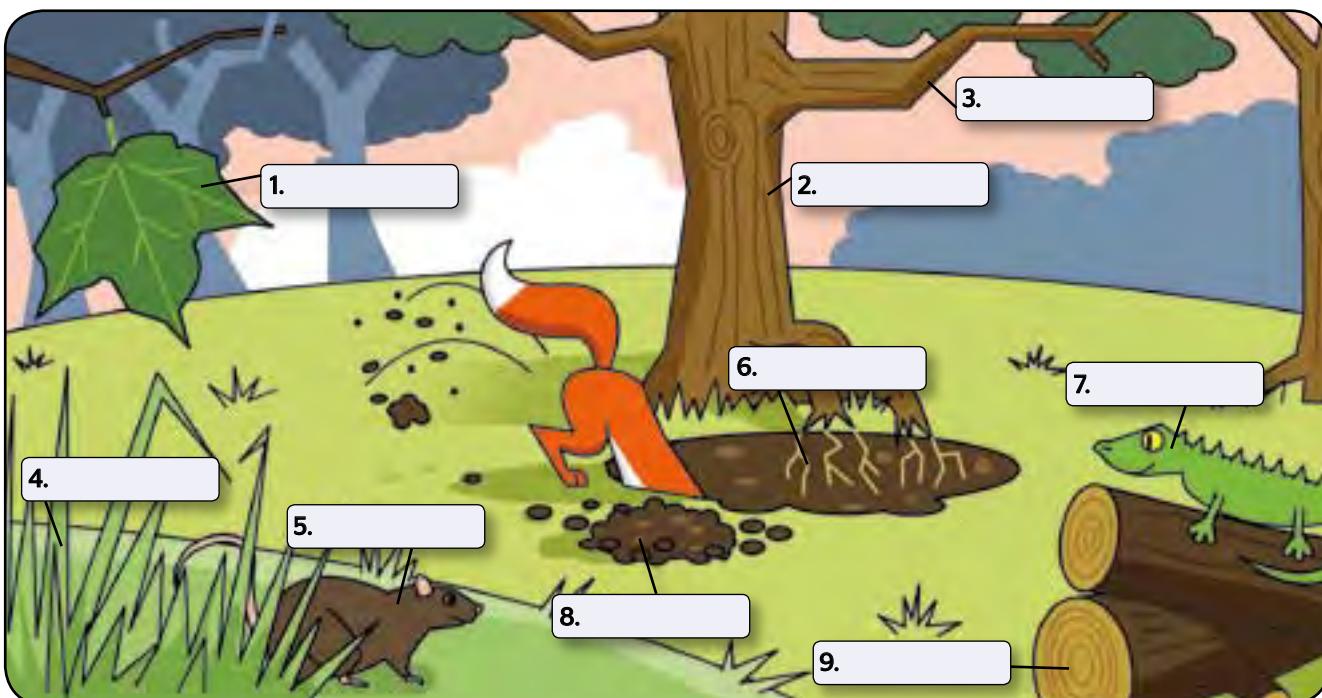
Project

My salad

1. Think of a salad and give it a name.
2. Write down the ingredients.
3. Write the procedure and draw pictures where necessary.
4. Draw a picture of the salad.



A. Label the picture.



B. Circle the correct words.

1. Someone tried to escape **during** / **at** the blackout.
2. I studied **from** / **at** ten o'clock yesterday morning **till** / **before** a few minutes ago. I think I'll do very well in the exam.
3. Jeff went to university **in** / **at** the age of thirty.
4. We arrived from Taif two days **ago** / **before**.
5. Henry loves football. He plays every day **from** / **after** school and **at** / **in** the weekend.
6. Someone called me **during** / **at** midnight last night.
7. I haven't seen Bob **since** / **from** last week.
8. The climate in my country is very dry **at** / **in** summer.

C. Choose a, b or c.

1. I walked _____ the river until I reached the footbridge.
a. along b. across c. over
2. Paul was climbing _____ the ladder when he hit his knee.
a. off b. out of c. down
3. Excuse me. How do I get _____ the post office?
a. towards b. to c. at
4. Matt was driving _____ the forest when a deer appeared.
a. over b. down c. past
5. The cat got into the house _____ the window.
a. past b. across c. through
6. James returns _____ his English lesson at around seven o'clock.
a. from b. around c. off



D. Look at the pictures and complete the sentences with the correct prepositions of place.



Alex lives _____ a big town. He lives
_____ 12 Green Avenue. His house is
_____ a hotel.



Kevin is standing _____ the tree and his
younger brother is standing _____ him.
That's their house _____ them.



There's a really nice painting _____ our
living room. It's _____ our sofa.



The cats are _____ a small box
_____ the table.

E. Complete the e-mail with the prepositions in the box.

to for during at through in on

Hey John,

How's it going? Hope you're well. I'm great! (1) _____ Tuesday, we went on a school trip (2) _____ Kew Gardens. It was an extraordinary experience. The place is enormous and there are thousands of plant species there! We were there (3) _____ over four hours, but I feel like there is still a lot to see and learn. There was a guide with us (4) _____ our visit. He knew a lot of things about each plant. It was cool! We saw many beautiful flowers and trees, but we also saw some very strange ones as we were walking (5) _____ the place. My favourite was the 'Fly Trap', which eats mostly insects and spiders. Cool, right? It's the one (6) _____ the pictures I've sent you. Anyway, I'm going again (7) _____ the weekend. How about coming along? Let me know.

Bye for now,
George

The background features two images: one of a Venus flytrap plant with its red lobes and trigger hairs, and another of a person walking through a large glass-enclosed conservatory filled with various plants.

A. Look at the map and complete the weather forecast with the words in the box.

storms cloud rise foggy lightning
temperature drop winds



In the south of the country, it will be sunny without a (1) _____ in the sky but the (2) _____ will be quite low, about 3°C. In the west it will be (3) _____ most of the day, so drive slowly. The temperature will be about 15°C but this will (4) _____ to 12°C later in the day. In the north, there will be strong (5) _____ and it will probably rain later. In the afternoon, the temperature will (6) _____ from 10°C to 13°C. In the east, there will be (7) _____, so expect thunder and (8) _____.

B. Choose a, b or c.

1. It isn't two o'clock yet, ____?
a. isn't it b. is it c. isn't there
2. Grab that rope, ____?
a. will you b. shall we c. do you
3. Jeff got seasick during the sailing trip, ____?
a. didn't he b. did he c. didn't Jeff
4. Your sister can speak Chinese, ____?
a. does she b. can she c. can't she
5. I'm very good at cooking, ____?
a. isn't he b. aren't I c. am I
6. There's a life jacket on deck, ____?
a. isn't it b. is there c. isn't there

C. Complete the sentences with the correct question tag.

1.

Mark Henry looked very worried today,

_____?

Ted Yeah, but I can't understand why.

Mark Oh, no. Today is the 15th, _____?

Ted Yeah. Why?

Mark He has a big interview today.

Ted So that's the reason. Let's go and wish him good luck, _____?

Mark OK. He'll be home now, _____?

2.

Dad Mike, it's eight o'clock. You aren't still in bed, _____?

Mike I'll get up in a minute, OK?

Dad You were studying all night, _____?

Mike Yes, I have an English test today.

Dad Come on, get up. You don't want to be late for school, _____?

Mike No.

Dad Then get out of bed.

3.

Oliver You haven't seen my torch, _____?

Kevin No. You usually put it on your bookshelf, _____?

Oliver It isn't there.

Kevin You're going camping with Victor, _____?

Oliver Yes.

Kevin So, don't worry. He always brings a torch, _____?

Oliver Yeah. I guess you're right.

D. Complete with the sentences a-f.

- | | |
|-------------------------------------|--|
| a. Stop messing around. | d. Hang on a minute, will you? |
| b. I think I'll head back home now. | e. Quick thinking. |
| c. Can you give me a hand? | f. Can you hand me the small brush over there? |

Ben Hey, Tom. What's up?

Tom I'm just painting the fence. (1) _____

Ben Of course. What do you want me to do?

Tom (2) _____

Ben Sure. Here you go. Oh, look at that cute cat. Come here, kitty!

Tom (3) _____ Oh, no. Look what you've done. The cat is running towards us. It's going to ruin my fence, now!

Ben Calm down. I'll just pick it up.

Tom (4) _____ Well done.

Ben I'm pretty clever, aren't I?

Tom Yes, you are. Now can you get me that paint over there?

Ben (5) _____ I've only got two hands.

Tom Don't put the cat down!

Ben Oops!

Tom Oh, Ben!

Ben (6) _____



Tom What? Stay here and help me clean up this mess.

E. Read the text and write T for True, F for False or NM for Not Mentioned.

Old School Weather Forecasting!

In the past people didn't have technology so they had to use other ways to predict the weather. Here are a few.

You can actually predict the weather just by touching grass. If the grass is dry when the sun rises, then it means it will be cloudy or there will be strong winds, which can mean rain that day. If the grass is wet, then it probably won't rain. But this method doesn't work if it has rained during the night.



Another good thing to know is that most storms travel from west to east. So, if you see a rainbow in the west, then rain is probably coming. Also, if you see a red sky in the west during the evening, it means lots of dry air with dust in it is heading towards you. But a red sky in the morning means the dry air has passed and rain is coming. This is why people say 'Red sky at night, sailor's delight. Red sky in the morning, sailors take warning.'



Clouds can tell you a lot about the weather, too. If they are moving in different directions, (some towards the west and others towards the north), bad weather is coming. Also, there are some clouds called *Altocumulus clouds*, which are high in the sky and have a spotted pattern. Sailors always believed they brought storms. And it's true, these clouds usually mean rain within the next 36 hours.



Lastly, looking at animals can also help you guess what the weather will be like. Cows usually crowd together just before a storm, or sometimes they lie down. And most animals, especially birds, go quiet just before it rains.



1. Wet grass in the morning means it may rain that day.
2. A rainbow is always a sign of good weather.
3. Scientists study the colour of the sky to tell the weather.
4. There won't be any rain the next day if you see a red sky at night.
5. Clouds moving north means a storm is coming.
6. The only way sailors used to predict the weather was by looking at the clouds.
7. Sailors thought Altocumulus clouds brought bad weather.
8. Cows lie down when it's going to be sunny.

A. Complete the sentences with the words in the box.

courage hut terrified villagers beast crocodiles attacked

1. As we were walking in the forest, we found a small _____ and we decided to spend the night there.
2. James was _____ when he saw the bear outside his tent.
3. Some people haven't got the _____ to apologise for their mistakes.
4. A shark _____ my uncle's boat two days ago.
5. We have to be really careful as we walk along the river because it's full of _____.
6. Last night I had a nightmare. I dreamt of a huge _____ trying to kill me.
7. Fortunately, a group of _____ helped us find our way back because we were lost.

B. Circle the correct words.

1. When I saw the snake coming towards me, I **chased** / **hid** behind the tree.
2. Mike can hold his **breath** / **log** for more than two minutes underwater.
3. When I stepped on my cat's tail by accident, it spun **round** / **out** and tried to **scratch** / **snap** me.
4. Danny **injured** / **attacked** his arm as he jumped over the fence.
5. I'm really sorry. I didn't want to **disturb** / **manage** you.

C. Complete the dialogues with the Past Simple or the Past Progressive of the verbs in brackets.

1.

Tom Hey, Mike. _____ Carl _____ (tell)
you what happened last night?

Mike No, what?

Tom We _____ (have) an accident as we
_____ (return) home.

Mike What? How _____ it _____
(happen)?

Tom Well, I _____ (drive) down Maple Street when
a cat _____ (jump) out in front of our car.

Mike Oh, no!

Tom Fortunately, I _____ (not hit) it, but as
I _____ (try) to avoid it, I _____
(crash) into a tree.



2.

Victor Where's Tim?

Ted I don't know. I _____ (see) him about an hour ago. He _____ (run) down Linton Avenue.

Victor Oh yeah! I _____ (forget) about that. His father _____ (call) him while we
_____ (have) coffee at Joe's Café and _____ (ask) him to go home and give him
the house keys.

D. Write questions using the prompts given and the Past Simple or the Past Progressive. Then look at the pictures and answer the questions.



1

What / James / do / as soon as / he / see / his dad?



2

What / Lucy / see / yesterday?



3

What / Bill and Jack / do / seven o'clock / yesterday evening?



4

What / Jake / do / while / he / watch a documentary?

E. Use the prompts and the words given to write sentences.

1. my brother / take pictures / he / step on / my sunglasses / by accident

while

2. everyone / play / garden / start / raining

when

3. Jim / chase / Peter / he / fall / and / break / leg

as

4. fire alarm / go off / fire / start

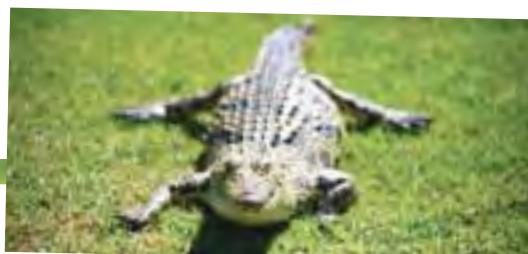
as soon as

5. mum / peel / potatoes / Lynn / make / salad

while

F. Complete the dialogue with the words/phrases a-f. There are two extra words/phrases which you do not need to use.

- a. by accident
- b. unluckily
- c. all of a sudden
- d. fortunately
- e. amazingly
- f. I couldn't believe my eyes



Bob I just saw a crocodile!

Ray What? There aren't any crocodiles around here.

Bob That's what I thought. I saw one in the park. (1) _____. I was walking by the lake when (2) _____, it came out of the water and tried to attack me.

Ray What did you do?

Bob I ran of course. It almost bit me on my leg. (3) _____, it missed.

Ray Where did it come from? Maybe it escaped from the zoo. Let's call someone. Give me your mobile. I've left mine at home.

Bob I haven't got it. I dropped it (4) _____ while I was running. Let's go to the police station.

A. Complete the sentences with the words in the box.

occurred warned deaths damage medical put flooded volcano

1. The whole area _____ after the tsunami, causing 3000 _____.
2. Luckily, the firefighters managed to _____ out the fire before anybody got hurt.
3. The hospital needed more _____ supplies after the disaster.
4. When the earthquake _____, a lot of people were injured.
5. The _____ erupted last year and destroyed the whole village.
6. The police _____ everybody to stay away from the building because the earthquake had caused serious _____.

B. Match the words with the definitions.

1. evacuate
2. collapse
3. resident
4. rescue team
5. survivor
6. rescue
7. homeless



- a. a person who almost died or experienced great danger but managed to live
- b. to fall down suddenly
- c. to save someone from a dangerous situation
- d. a person who lives in an area or who has their home there
- e. having nowhere to live
- f. to move out of a place because of danger
- g. a group of people who try to save others during a disaster

C. Write questions using the prompts given and the Past Perfect Simple. Then look at the pictures and answer the questions.

1. Sheila / prepare / dinner / by 9pm



2. Lee and Ted / paint / wall / by noon



3. Peter / find / cat / by Friday



4. Mark / fall asleep / by midnight



5. Michael / return / books / by 2pm

D. Join the sentences. Use the words given and the Past Perfect Simple.

1. The building collapsed. Then the rescue team arrived.

after

2. The family evacuated the house. Then they called for help.

before

3. The man died. Then the medical supplies arrived.

by the time

4. James fell asleep. Then his son entered the room.

when

5. George checked the price of the jacket. Then he bought it.

after

6. Smoke started coming out of the volcano. Then the authorities warned the villagers.

by the time

E. Complete the story with the Past Simple or the Past Perfect Simple of the verbs in brackets.



During our last holiday, my brother and I (1) _____ (have) a horrible experience. We were having breakfast at a restaurant by the beach when I (2) _____ (feel) my chair shaking. My brother and I (3) _____ (decide) to leave the restaurant immediately. We were outside the restaurant when suddenly it (4) _____ (collapse). When the earthquake (5) _____ (stop), we ran towards the mountain. Suddenly a man (6) _____ (shout) 'Quick! The wave is coming!' By the time we (7) _____ (reach) the top, the whole town (8) _____ (flood) and several buildings (9) _____ (collapse). Luckily, the rescue teams (10) _____ (arrive) quickly and helped the injured people.

A. Complete the sentences using the words given.

1. disappointed disappointing

My friends and I were _____ by the exhibition. We thought it was really _____.

2. exhausted exhausting

Travis thinks that travelling by ship is really _____. He always gets seasick and he's always _____ afterwards.

3. frightened frightening

I had a very strange and _____ dream last night. I woke up in the middle of the night and then I couldn't sleep because I was _____.

4. amazed amazing

We were all _____ by my brother's excellent marks. He is an _____ student.

5. interested interesting

Bill Wilston's latest book is very _____. You should read it if you're _____ in adventure.

6. shocked shocking

The news about the earthquake in a nearby town was _____. The earthquake killed twenty people and we were all _____.

B. Circle the correct words.

1. Can you **pull** / **hang** the door and shut it, please?
2. Charlie stood at the **engine** / **edge** of the cliff and looked down but he couldn't see anything. It was too foggy.
3. When Bruce realised he was in danger, he started **crying** / **flying** for help.
4. After they had finished dinner, the children went for a long walk in the **cliff** / **woods**.
5. It was difficult for the plane to **faint** / **land** because of the storm.
6. The **mayor** / **twin** of our town wants to work really hard to make this place better for its residents.

C. Circle the correct words/phrases.

Sometimes I have really strange dreams. Last night I dreamt that I was at school. (1) **In the beginning** / **All of a sudden** everything was normal. All my classmates and the teacher were there. (2) **Immediately** / **Suddenly**, everyone disappeared and I was all alone. I started shouting and looking for everyone. (3) **As a result** / **However** nobody answered. I walked around the school (4) **until** / **while** I heard a noise coming from the main hall. I was a bit scared but (5) **I couldn't believe my eyes** / **I held my breath** and opened the door. (6) **To my surprise** / **Unfortunately**, the main hall was full of students and teachers. The whole school was there, (7) **but** / **as** nobody was talking. They were all looking at a light coming from the corner of the room. I saw my best friend and called out his name and (8) **at that moment** / **later** everybody turned around and looked at me. They all had red eyes. I was frightened and ran away. Then I woke up. Weird or what?



A. Complete the sentences with the words in the box.

survive smoke storm death homeless rubble engine relieved

1. The rescue team found two more people under the _____ this morning.
2. The _____ caused serious damage to our house.
3. Kareem got into his car, started the _____ and drove away.
4. _____ is coming out of the volcano. Run!
5. Oliver started crying when he heard about his grandfather's _____.
6. Unfortunately, most of the villagers didn't _____ the tsunami.
7. I was _____ when I learnt that everybody had survived.
8. There are lots of _____ people in big cities today.



B. Circle the correct words.

1. The sky is full of black **soil** / **clouds**. It's not a good idea to go to the park today.
2. When we got to the top of the hill, we could feel the wind **attacking** / **blowing**.
3. The only **resident** / **survivor** of the accident was a thirteen-year-old boy.
4. There are too many **unknown** / **useful** words in this text. I can't understand it.
5. Let's **store** / **trap** all these boxes in the garage.
6. We should cut the **grass** / **root** in the garden because it looks awful.
7. I don't remember the **exact** / **massive** time our plane leaves.
8. I had a terrible **nightmare** / **damage** last night and I'm still thinking about it.

C. Choose a, b or c.

1. Who's that man sitting ____ to Josh?
a. opposite b. next c. between
2. You haven't done any housework ____ last weekend. Why don't you help me?
a. from b. since c. for
3. When I saw that strange man coming ____ me, I got a bit scared.
a. towards b. up c. over
4. The bank is ____ my house. It's about five minutes on foot.
a. near b. next c. behind
5. What happened ____ the accident?
a. after b. for c. until
6. Don't go ____ that hut. It's dangerous!
a. over b. into c. across
7. Did you see the man who just went ____? He's my History teacher.
a. along b. past c. from

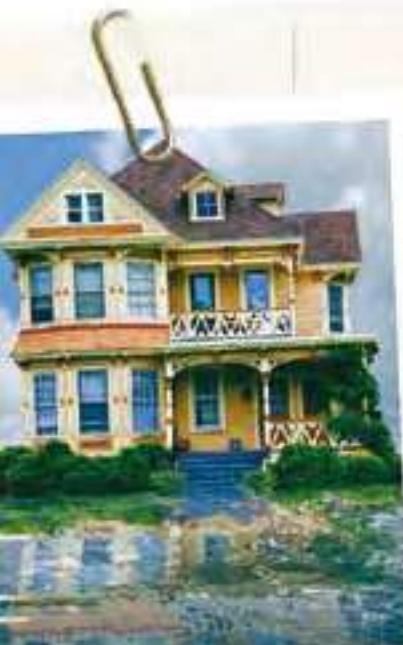
D. Complete the text with the Past Simple or the Past Progressive of the verbs in brackets.

Last weekend my brother and I (1) _____ (visit) our cousin who lives in the countryside. While my aunt (2) _____ (prepare) lunch, we (3) _____ (decide) to go outside. We (4) _____ (walk) through the forest when we (5) _____ (see) a tree with a very strange trunk. It (6) _____ (look) very old and I really (7) _____ (want) to climb it. As I (8) _____ (climb) up the tree, I (9) _____ (hear) my brother shouting 'Be careful, a snake!' I (10) _____ (be) terrified and I (11) _____ (let) go of the trunk and (12) _____ (land) on the ground. Unfortunately, I (13) _____ (hurt) my leg. The next morning, while the others (14) _____ (play) football in the garden, I (15) _____ (sit) inside and just looking at them from the window because my leg hurt.

E. Complete the sentences with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. Daniel's dad was upset because Daniel _____
(not do) his homework by the time he _____
(return) home.
2. When Jim _____ (arrive) at the airport,
he _____ (realise) that
he _____ (leave) his laptop in the taxi.
3. Louis _____ (not come) to the park with
us because Neil _____ (not invite) him.
4. Greg _____ (have) two cups of coffee
before we _____ (get) there.
5. Ibrahim _____ (leave) the library after
he _____ (finish) his project.
6. Last night I _____ (be) really hungry
because I _____ (not eat) anything all day.

G. Read the text about Harry's experience and answer the questions.



WHAT A NIGHT!

One night last November, something terrible happened. We were getting ready to go to bed when it started raining. However, we weren't worried because it often rains here and there are rarely any serious problems.

At 2am my brother woke me up and said, 'There's water everywhere!' From the top of the stairs, the living room downstairs looked like a lake! We went downstairs and saw our parents trying to get the furniture off the wet floor. Our father told us not to panic. He had started taking some things upstairs, so we helped him. Of course we got really wet. Half an hour later, our father called the fire brigade because more water was coming in. They told us to turn off the electricity and wait. The whole town had flooded and they couldn't help everyone. 'We're going to drown!' I shouted. My dad took my brother and me back to bed. However, the temperature had dropped so it was very cold and we couldn't sleep.

The rain stopped the next morning. A fire engine arrived at noon and the firefighters started pumping out the water. As soon as they left, we started cleaning up. We were exhausted but relieved. It was a difficult job because everything was a mess. The flood had destroyed lots of our things. We even had to throw away my new computer and all my computer games. It was a horrible night!

Harry Farmer

1. Why didn't anyone panic when it started raining?

2. What did the boys see from the top of the stairs?

3. What were their parents doing when the boys woke up?

F. Complete the dialogue with the words/phrases a-f.

- a. quick thinking
- b. didn't you
- c. luckily
- d. to my surprise
- e. didn't it
- f. did you

Pete Hey, Tom. You went camping last Saturday,

(1) ____?

Tom Yeah. You won't believe what happened to us.

Pete What?

Tom Well, in the morning, (2) ____, the minute I stepped outside my tent, I saw a bear.

Pete Oh, wow! You didn't try to scare it away,
(3) ____?

Tom Of course not. I didn't want it to attack.

(4) ____, Brad handed me a chocolate bar and I threw it far from our tent.

Pete (5) ____! And the bear took the chocolate bar and left, (6) ____?

Tom Yep. It was a close shave.

A newspaper front page

1. Think of a name for your newspaper:
e.g. The Daily News.
2. Draw or stick a picture of a natural disaster.
3. Write a headline in big letters: e.g.
THOUSANDS HOMELESS AFTER FLOOD
4. Write a short story about what happened. Use ideas from p.54 of the Student's book.
5. Include pictures of the people involved and write captions under the pictures.

The Daily News 15th February

THOUSANDS HOMELESS AFTER FLOOD



CONSOLIDATION: MODULES 1-4

A. Put the words in the correct group and add one more word to each group.

palace	lightning	metre	bossy	sewing	baggy	stubborn	tonne	crocodile
rat	selfish	patchwork	square	checked	kilogram		pottery	
	ancient ruins	lizard	striped	thunder	storm			

ANIMALS	WORDS RELATED TO WEATHER	SIGHTS

UNITS OF MEASUREMENT	PERSONALITY	ADJECTIVES DESCRIBING CLOTHES	ARTS & CRAFTS

B. Complete with the words in the boxes.

exhausted	agreed	fond	nightmare	answer
relieved	woods	disappointed	frightened	

A: So what was your trip to the (1) _____ like?

B: It was quite an adventure.

A: Why?

B: Well, you know I rarely go camping, because I am not really (2) _____ of it.

A: I know.

B: But my friends really wanted me to go, so I (3) _____. Anyway, we explored the area for hours until we were (4) _____. So, we decided to go back to camp.

A: And?

B: Well, Mike, my best friend, had lost the map, so we got lost.

A: Oh, no.

B: Yes. We were all very (5) _____ in him.

A: What happened then?

B: Well, it soon got dark and we were all (6) _____ because there were lots of noises in the woods. It was a real (7) _____!

A: So, what did you do?

B: After hours of walking, we saw a house. The lights were on, so we ran and knocked the door.

A: Did you get any (8) _____?

B: Actually, yes. A man opened the door and invited us in. He also let us use his phone to call our parents..

A: I'm sure you felt (9) _____.

B: You're right there.

C. Match the sentences 1-6 with the sentences a-f.

1. What are you up to?
2. Did you like the new shopping centre?
3. I saw a camel at school.
4. Are you coming to the park with us?
5. Do you know why Jake isn't talking to us?
6. That was a close shave.

- a. It's out of this world.
- b. I can't make it. I've got lots to do.
- c. Beats me.
- d. Are you serious?
- e. Nothing much.
- f. Yes, we almost fell in the water.

CONSOLIDATION: MODULES 1-4

D. Choose a or b.

1. I was sleeping, and all of a _____, I heard a loud noise.
a. sudden b. result
2. Hey, can you please _____?
a. hand me b. give me a hand
3. It's getting dark. Maybe we should _____.
a. mess around b. head back
4. My brother just missed his flight, but _____, he found another one just in time.
a. luckily b. unfortunately
5. To my _____, none of my classmates was in the classroom.
a. chance b. surprise

E. Circle the correct words.

1. Do they know what **affected / caused** the accident?
2. Brad didn't like the restaurant because he thought it wasn't **dull / cosy**.
3. There is a man who is **staring / spreading** at us. Do you know him?
4. The group of tourists took many pictures of the amazing **architecture / landscape** of the desert.
5. The **height / weight** of this tower is 80 metres.
6. I can always **get along / rely on** my friends.
7. There was a lot of **attraction / excitement** in the air on the day of the art exhibition.
8. If you don't disturb the animal, it won't **attack / annoy** you.

F. Complete the sentences with the *Present Simple* or the *Present Progressive*.

1. A: _____ (the children / do) their homework?
B: No, they _____ (never / study) on Thursdays. They _____ (play / football) in the park.
2. I _____ (not know) the answer to this question. Can you help me find it?
3. Jay _____ (travel) with his parents at the moment. He _____ (always visit) new countries in August.
4. Who _____ (shout)? Is it our neighbour?
5. They _____ (have) a house near the beach.

G. Circle the correct words.

1. The Johnsons have had this car **for / since** years.
2. I used to **go / went** swimming every day last March.
3. Mark is a writer. He has **written / wrote** ten books so far.
4. The Makkah Clock Tower is one of the **most / more** beautiful towers **in / to** the world.
5. That's the man **which / who** bought the restaurant opposite our house.
6. We've known each other **since / for** we were ten.
7. Martha didn't **use / used** to read newspapers, but now she does.

H. Complete the sentences using the *Past Simple*, the *Past Progressive* or the *Past Perfect Simple* of the verbs in brackets.

1. In the past I _____ (spend) my summers in a seaside village, far away from the city. Now, I don't have any time off from work.
2. While Gina _____ (sleep), the bell _____ (ring).
3. _____ (you / find) my sunglasses while you _____ (clean) the living room?
4. Last week I saw a friend from school that I _____ (not talk) to for years.
5. When we arrived at my friend's house, we realised he _____ (not be) at home.
6. When James saw his old neighbour again, he _____ (change) a lot.
7. Yesterday I saw a very interesting documentary about natural disasters and _____ (learn) a lot of things I didn't know.
8. The girls _____ (not study) for their History test. That's why they _____ (fail).

I. Complete with the correct question tag.

1. I am your best friend, _____?
2. They've told you, _____?
3. He went to Cuba, _____?
4. Ian travels regularly, _____?
5. Ali won't come with us, _____?
6. Let's go to the park, _____?
7. It's raining, _____?
8. Open the door, _____?

J. Complete the sentences with some, any, no or every compounds.

1. **A:** Where is _____?
B: They all went to the shopping centre.
2. **A:** Let's do _____ different tomorrow.
B: Sure. How about going _____ nice for dinner?
3. **A:** Look! There's _____ in the garden.
I think it's a man.
B: Where? I can't see _____.
4. **A:** I can't find my notebook _____.
B: Did you look in your bedroom?
A: Yes. I've looked _____.
5. There was _____ in the house so I felt very lonely.

K. Use the prompts to make sentences.

1. If / we / get home / early / go out / for dinner /.

2. we / not go to bed / unless / finish our homework /.

3. if / you / not hurry / you / miss the plane /.

4. we / tidy / the house / before / our parents / arrive /.

5. Diane / go shopping / when / she / have money /.

L. Use the correct preposition of time, place or movement to complete the sentences.

around
between
past
under
opposite
during
by the time
through

1. My house is _____ the school and the park.
2. Turn _____ and show me your face!
3. _____ summer, we need to drink more water.
4. Go _____ the hospital and turn right.
5. There is a shoe shop _____ the bank.
6. Is there anyone _____ the bridge? I heard someone shouting.
7. _____ we got home, Sheila had burnt the food.
8. Drive _____ the tunnel.

M. Complete the sentences using the *Present Perfect Simple* or the *Past Simple* of the verbs in brackets.

1. **A:** How long _____ (you/know) Mark?
B: For ages. We _____ (met) when we _____ (be) five.
2. I _____ (not buy) a laptop last week because I _____ (not have) money.
I may buy one this week.
3. A lot of people _____ (visit) Jeddah so far.
4. The tickets _____ (cost) 7 euros last month. Why are they 15 now?
5. Someone _____ (steal) my wallet yesterday.
6. _____ (you/drink) any coffee today?
7. We _____ (not/use) this computer yet.
8. _____ (you/ see) Jane two days ago?

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

1. Is this the restaurant _____ your father works?
2. There was a man at school _____ was shouting at Jake.
3. This is the place _____ I was telling you about.
4. Hisham is the boy _____ lives opposite our house.
5. The children _____ are playing on the beach are neighbours of mine.
6. This is the money _____ my dad gave me.

O. Use the comparative and superlative forms to write sentences.

Building 1:

- 4 floors
- 15m
- 1995



Building 2:

- 6 floors
- 18m
- 1995



Building 3:

- 8 floors
- 21m
- 1985



1. tall

Building 2 / Building 1

Building 3 / of the three

2. old

Building 1 / Building 2

Building 3 / of the three

P. Use **all** / **both** / **neither** / **none** / **either**.

1. I have three friends and _____ of them speak Arabic.
2. Mike and Tony are brothers. They _____ hate drinking coffee.
3. My two cats are two years old. _____ of them likes to go out. They prefer staying in.
4. _____ the students in our class said they want to come to the park. _____ of them is staying behind.
5. **A:** Which laptop do you think I should buy?
B: _____. They are both very good laptops.
6. _____ my brother and I have bikes, but _____ of us ride it to school. We go on foot.

Q. Answer the following questions.

1. Do you like arts and crafts? If yes, which do you prefer?

2. Have you been to an art exhibition lately?

3. Which places in your city do you think tourists should visit and why?

4. Can you describe the personality of your best friend?

5. Have you read any news articles about natural disasters?

6. Have you been to any camps? Would you like to go to one?

7. What is a traditional meal in your country? How can you make it?

Self-assessment (What I can do in English)

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Use the following symbols:

In columns 1 and 2

In column 3

✓ *I can do this under normal circumstances*

! *This is one of my goals*

✓✓ *I can do this easily*

	me	my teacher / other	my goals
Listening	1	2	3
I can understand when someone speaks clearly to me on subjects I'm familiar with.			
I can understand clear short conversations about topics I'm familiar with.			
I can understand the essential information in short recorded passages dealing with everyday matters which are spoken clearly.			
I can understand short, simple stories when told clearly and slowly.			
I can understand the main point in short, simple messages and announcements.			
I can understand the main point and some details of a telephone conversation on a topic I'm familiar with.			
I can understand when people are talking about the present or the past.			
I can understand short radio extracts which are spoken clearly.			
I can understand short TV programmes with the help of images.			
I can understand simple, concrete instructions about how to use materials and equipment.			
I can also ...			
...			

Reading	1	2	3
I can understand a simple personal letter in which the writer tells or asks me about everyday life.			
I can find the most important information in simple newspaper or magazine articles with the help of names and pictures.			
I can understand and follow simple cooking recipes.			
I can understand short narratives in simple language.			
I can find the most important information in information leaflets.			
I can understand instructions when expressed in simple language (e.g. recipe).			
I can understand basic types of standard letters/e-mails (giving news, etc.)			
I can do a quiz.			
I can understand whether a text refers to the present or the past.			
I can also ...			

Speaking	1	2	3
I can describe myself, my family and other people.			
I can talk about what I usually do every day and what I'm doing right now.			
I can give simple descriptions of things, places and activities and make comparisons.			
I can describe past activities and personal experiences (eg. what I did last night, last weekend).			
I can talk about past habits.			
I can ask and answer simple questions about familiar topics and past activities (e.g. weather, hobbies, sport).			
I can agree and disagree.			
I can say what I like and dislike giving reasons why.			
I can express my opinion on a practical problem.			
I can express feelings such as surprise and disappointment.			
I can answer simple questions and respond to simple statements in an interview.			
I can also ...			
...			

Writing	1	2	3
I can write about my everyday life in simple phrases and sentences (family, friends, school, hobbies).			
I can introduce myself in an e-mail (age, nationality, family, friends, home, school, hobbies).			
I can open and close a simple personal letter using appropriate phrases and greetings.			
I can write a description of a person.			
I can write a postcard describing my holidays.			
I can write a description of a place.			
I can write an article about why I'm learning English.			
I can write a recipe.			
I can write a short letter or e-mail giving news.			
I can write a story and describe the main characters' feelings.			
I can use the most important linking words to show the chronological order of events (first, then, after, later).			
I can use linking words/phrases to express contrast, result-consequence, cause-reason and to list points.			
I can also ...			
...			

Writing Section

1e

Writing Plan: A description of a person

Before you write:

- Who are you writing about?
- Why are you writing?

Brainstorm
ideas for your
description

INTRODUCTION

General information

- name of the person?
- relationship to you?

MAIN PART

PARAGRAPH 1

good qualities

bad qualities

PARAGRAPH 2

hobbies/interests
What do you do
together?

CONCLUSION

Write your general opinion of this person.

Writing Section

2e

Writing Plan: A description of a place

Before you write:

- What are you writing about?
- Why are you writing?

Brainstorm
ideas for your
description

OPENING PARAGRAPH

General information:

Name? _____

Location? _____

Most interesting features? _____

PARAGRAPH 1

What are the main attractions?

What is special about them?

PARAGRAPH 2

What can you do?

CLOSING PARAGRAPH

Make a general comment about the place.

3e

Writing Plan: An informal e-mail/letter giving news

Before you write:

- Who are you writing the e-mail/letter to?
- Why are you writing this e-mail/letter?

Brainstorm
ideas for your
e-mail/letter

GREETING

How will you begin your e-mail/letter?

OPENING PARAGRAPH

Begin the paragraph by asking how your friend is / apologising for not writing often, etc.

Say why you are writing:

MAIN PART NEWS

When did it happen?

What exactly happened?

How did you feel?

CLOSING PARAGRAPH

End your e-mail/letter asking for your friend's news.

SIGNING OFF

Close with an appropriate phrase.

SIGNATURE

Write your first name.

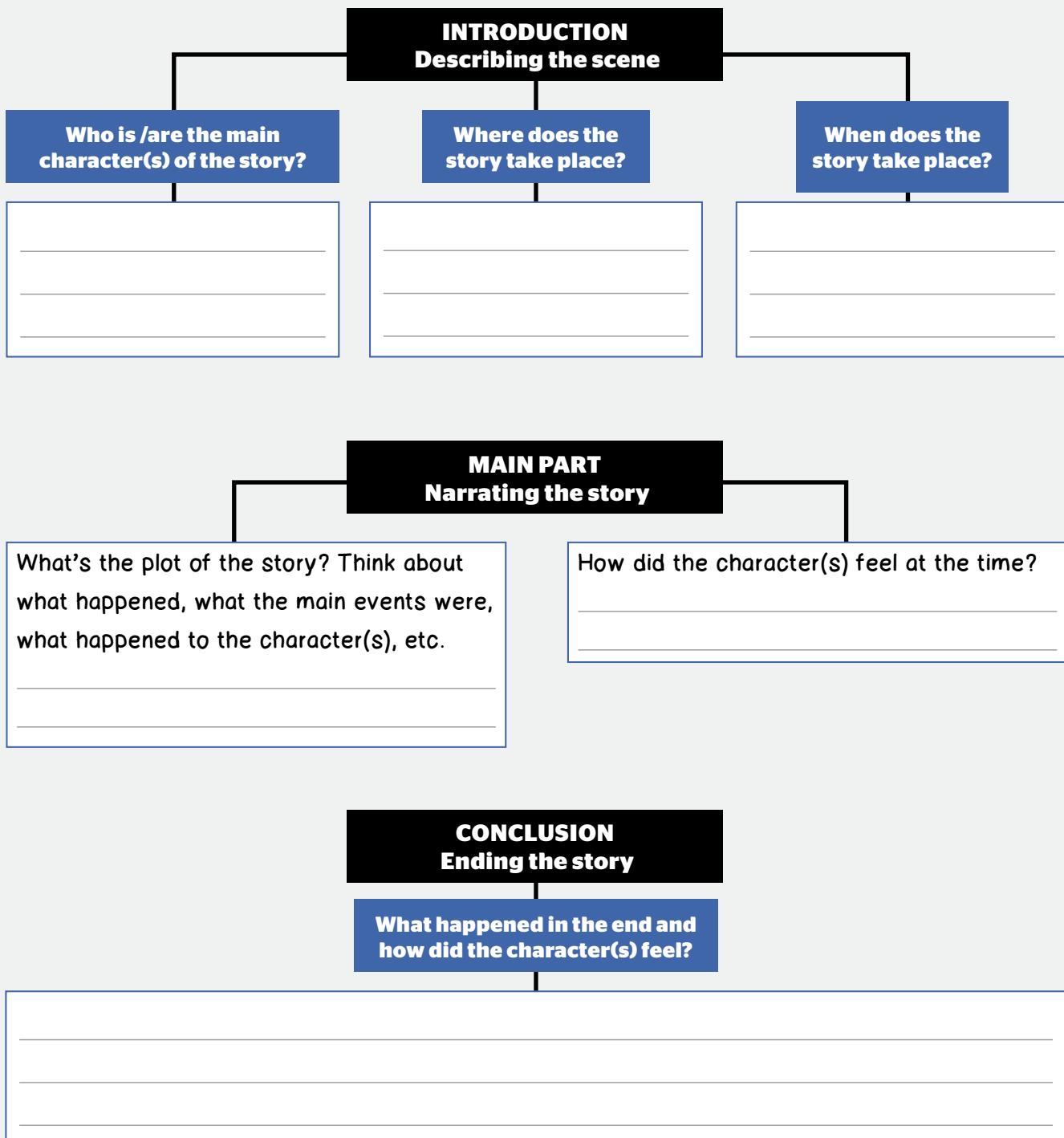
Writing Section

4e Writing Plan: A story

Before you write:

- What are you writing?
- Why are you writing?

Brainstorm
ideas for your
story



Full Blast 5

Grammar Book

OPTIONAL

The Grammar Book contains:

- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Communicative activities
- Oral and written practice
- Revision sections

Module 1 (1a) Present Simple vs Present Progressive

Read John's e-mail to Tom.

Subject: News from Berlin

Hi Tom,

Berlin's great but the weather's awful. It's **raining** again today and I **hate** it. I **often think** about you in Florida and I'm so jealous! Anyway, I'm **studying** for my exams these days and I haven't got much free time. Tomorrow I'm **taking** my first big exam and I'm **not** really happy about that. However, the exams **finish** on 20th February and I'm **thinking** of inviting you over so that you can see what Berlin's like. We should really meet up.

Write back soon,

John

Now complete the sentences.

1. John doesn't like _____ in Berlin.
2. John is busy these days because _____.
3. The _____ is the last day of the exams.
4. John _____ Tom to visit him after the exams.

Grammar

a Present Simple vs Present Progressive

Present Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I walk	I do not walk	I don't walk
He/She/It walks	He/She/It does not walk	He/She/It doesn't walk
We/You/They walk	We/You/They do not walk	We/You/They don't walk
Questions	Short Answers	
Do I walk?	Yes, I do.	No, I don't.
Does he/she/it walk?	Yes, he/she/it does.	No, he/she/it doesn't.
Do we/you/they walk?	Yes, we/you/they do.	No, we/you/they don't.

Present Progressive

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am walking	I'm walking	I am not walking	I'm not walking
He/She/It is walking	He/She/It's walking	He/She/It is not walking	He/She/It isn't walking
We/You/They are walking	We/You/They're walking	We/You/They are not walking	We/You/They aren't walking
Questions		Short Answers	
Am I walking?	Yes, I am.	Yes, I'm not.	
Is he/she/it walking?	Yes, he/she/it is.	No, he/she/it isn't.	
Are we/you/they walking?	Yes, we/you/they are.	No, we/you/they aren't.	

We use the **Present Simple**:

- for habits or actions that happen regularly.
I surf the Net every evening.
- for permanent states.
He lives in Jeddah.
- for general truths.
Tigers don't live in Africa.
- for an action that takes place according to a schedule.
The class finishes at 9 o'clock.

Time Expressions

usually, always, often, etc.
every day/week, etc.
in the morning/spring, etc.
on Mondays/Monday morning, etc.
at the weekend, etc.
once/twice/three times, etc. a week/day, etc.

We use the **Present Progressive**:

- for actions that are happening now, at the moment of speaking.
Ameer is talking on the phone at the moment.
- for temporary states.
I'm staying at my cousin's house these days.
- for future arrangements (we usually mention when).
Mark is taking the train to Berlin tomorrow.

Time Expressions

now, at the moment
today, these days, this week/year, etc.
tonight, tomorrow, etc.
next week/year, etc.

NOTE:

The **adverbs of frequency** **always, usually, often, sometimes, rarely, never** usually go before the main verb, but after the verb **be** and the auxiliary verbs (do/does).

He often stays up late at night. **but** *Terry doesn't usually wake up early.*
Maria is always sad.

b Stative Verbs

Stative verbs are **not** normally used in the **Present Progressive**.

Stative Verbs usually express:

- **senses**: hear, smell, taste, see, etc.
- **emotions**: love, hate, like, prefer, want, etc.
- **thought, knowledge, belief**: think, know, remember, mean, understand, etc.
- various other **states**, such as: be, have (possess), cost, belong

Some **Stative Verbs** can be used in progressive tenses but with a different meaning.

see

Fatima is seeing her grandmother this Friday.

think of/about

I'm thinking of going windsurfing at the weekend.

have (with words like **lunch, breakfast, bath, etc.**)

He's having lunch now.

NOTE:

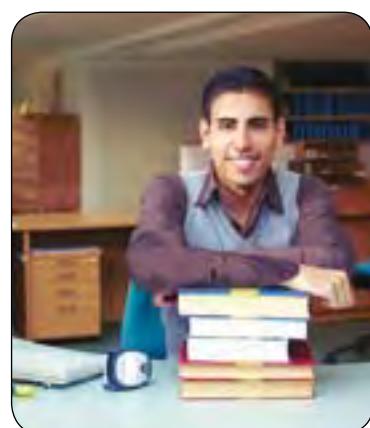
Although the verbs **listen, look, watch** refer to the senses, they are not stative verbs and can be used in the Present Progressive.

We're watching a great documentary right now.

Activities

A. Circle the correct words.

Alan Stone (1) **works / is working** as a librarian at the Central Library of Brighton. He (2) **is starting / starts** work at 8 o'clock every day and (3) **doesn't finish / isn't finishing** until 3 in the afternoon. He (4) **likes / is liking** his job and (5) **is enjoying / enjoys** being in a place full of books. These days however, he feels tired. He (6) **is thinking / thinks** of going on a three-day trip to Calais in France. So, he (7) **takes / is taking** the ferry to France tomorrow.



B. Make sentences using the Present Simple or the Present Progressive.

1. Mahmud / speak / Chinese / ?

2. Saleh / rarely / argue / with friends / .

3. Emily / see / doctor / this afternoon / .

4. water / freeze / at 0°C / .

5. Alice / come round / tomorrow / .

6. Muna and Aisha / watch / documentary / moment / .

7. Abdullah / help / brother / with / Maths homework / now / ?

8. Charlie / not spend time / chatting / over the phone / .

9. soup / smell / delicious / !

10. your grandmother / ring / you / every day / ?

C. Use the prompts to make questions. Then look at the pictures and answer.



1. Steve / work / bookshop / ?

Does Steve work in a bookshop?

No, he doesn't. He works in a shoe shop.



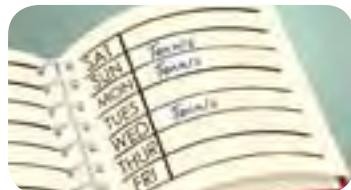
2. Brian / make sandwich / now / ?



3. Jack and Frank / wear / T-shirts / today / ?



4. people in the UK / drive / on the right / ?



5. John / learn / Italian / this year / ?

6. Ameen / play tennis / three times a week / ?

D. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. A: What _____ you
_____ (do) this weekend?

B: Well, I _____ (usually/go) fishing but
this weekend I _____ (stay) at home
because I feel very tired.
2. A: How much _____ this T-shirt
_____ (cost)?

B: I'm afraid I _____ (not remember).
Wait a minute, please... Erm... It _____
(cost) twenty euros.
3. A: Hey, Fred! What's on TV?

B: I _____ (watch) a documentary
about gorillas. It's very interesting.

4. A: How about going shopping tomorrow?
B: I _____ (not think) so.
I _____ (think) of visiting my
grandparents tomorrow.

5. A: Where _____
you _____
(live)?

B: We _____ (live)
near the school but these days
we _____ (stay)
at our uncle's because my dad
_____ (paint)
the house.



E. Choose a, b or c.

1. We ____ dinner with my cousins next Friday.
a. have b. are having c. is having
2. Greg ____ a skateboard as a present.
a. is wanting b. want c. wants
3. Danny doesn't ____ to work. He takes the bus as well.
a. drive always b. always drive c. always drives
4. Hamid ____ the manager tomorrow.
a. doesn't see b. sees c. is seeing
5. A: Why aren't you doing the exercise, Kelly?
B: I can't Miss Peel. I ____ it.
a. don't understand b. am not understanding c. am not understand
6. This week Tariq _____. He is on holiday.
a. is working b. isn't working c. doesn't work
7. ____ to Faisal's house tonight?
a. Do you go b. You go c. Are you going

Speaking

Talk in pairs. Discuss what you like doing in your free time and what your plans for the weekend are. Use some of the ideas below or your own.

restaurant	shopping
football match	walks
books	TV
park	

What do you like doing in your free time?
Well, I usually/sometimes...

Do you often...?
Yes, I do. / No, I don't.

I'm thinking about... on Friday. Do you want to...?
Of course. / No, I don't think so.

Writing

Write about your partner using the information from the Speaking activity. Say what he/she likes and dislikes and what he/she does in his/her free time.

Module 1 (1b) Comparison of adjectives/adverbs

Other forms of comparison

Read the dialogue.

- Ian Can we watch the skiing please? This is boring.
- Tom What? Boring? It's **the most exciting** sport in the world!
- Ian I think it's **the most boring** event at the winter Olympics. You just get on a board and try to go **as fast as** you can. Big deal!
- Tom It's not a board, it's called a sled. And it **isn't as easy as** it looks, you know. It's one of **the most dangerous** sports. Sometimes the athletes travel **faster than** a car.
- Ian Yeah, whatever.... Come on now, change the channel.
- Tom OK, OK.



Grammar



a Comparative and Superlative Form

- We use the **comparative form** to compare two people, animals or things. Adjectives and adverbs are usually followed by the word **than**.

Liam is shorter than James.

Abdulaziz runs faster than his brother.

- We use the **superlative form** to compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the preposition **of** or **in**.

Andy is the noisiest student in the class.

Hasna works the hardest of all her classmates.

Formation of the **Comparative** and the **Superlative Form** of adjectives:

- All one-syllable **adjectives** and most two-syllable **adjectives** take the endings **-er** in the **comparative form** and **-est** in the **superlative form**.

small - smaller - smallest

happy - happier - happiest

- We form the **comparative of adjectives** with three or more syllables (and some two-syllable adjectives) with **more + adjective** and the **superlative** with **most + adjective**.

expensive - more expensive - most expensive

modern - more modern - most modern

Formation of the **Comparative** and the **Superlative Form** of adverbs:

- All one-syllable **adverbs** and **early** take the endings **-er** in the **comparative form** and **-est** in the **superlative form**.

fast - faster - fastest

early - earlier - earliest

- We form the **comparative of adverbs** with two or more syllables with **more + adverb** and the **superlative** with **most + adverb**.

beautifully - more beautifully - most beautifully

Irregular Comparatives and Superlatives

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

b Other forms of comparison

- **as + adjective/adverb + as**
Khaled runs as fast as Yusef.
- **not as + adjective/adverb + as**
Hana isn't as tall as Reema.

Mary cooks as badly as her sister.

Activities

A. Complete with the correct form of the adjectives/adverbs in brackets.

1. Is your flat _____ (expensive) than mine?
2. The new stadium is the _____ (large) building in the city.
3. Tim doesn't like skiing as _____ (much) as he likes snowboarding.
4. Mr Ahmed is the _____ (interesting) person I've ever met. We talk for hours.
5. John did _____ (badly) than I did in the skysurfing competition.
6. Saturday is the _____ (bad) day of the week.
7. Sleeping in your bed is _____ (comfortable) than sleeping in an armchair.
8. Mike doesn't drive as _____ (carelessly) as his brother.
9. Don't you think it's _____ (cold) today than it was yesterday?
10. My brother has got _____ (much) free time than I do.
11. In my opinion, rollerblading is _____ (easy) than skateboarding.
12. Jack can do the _____ (cool) tricks in the class.

B. Match.

- | | |
|------------------------------|-------------------------------|
| 1. Planes are | a. tiring than skateboarding. |
| 2. Musad is the | b. hottest month of the year. |
| 3. Football practice is more | c. heavier than helicopters. |
| 4. Faisal runs as | d. friendliest person I know. |
| 5. Karate is not as | e. easy as aerobics. |
| 6. August is the | f. fast as Abdullah. |

C. Choose a, b or c.

1. Karen came ____ than I expected.
a. earlier b. early c. earliest
2. Let's take the underground. The bus is usually ____ crowded.
a. more b. most c. as
3. Saleh is the most active ____ all my classmates.
a. as b. of c. than
4. I believe Bill is ____ good at tennis as Ali. Ali is a much better player.
a. as b. more c. not as
5. Alan speaks French more fluently ____ me.
a. of b. as c. than
6. Sami is very tall. He is almost as tall ____ our teacher.
a. than b. as c. of
7. This is ____ restaurant I've ever been to.
a. the worse b. the worst c. worst

D. Look at the information about the three hotels below and expand the notes into sentences.

HOTEL 1



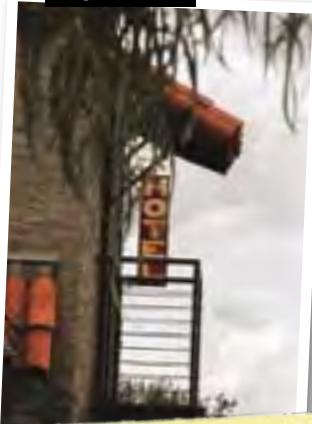
Price of room per night: €80

Built in: 2003

Rooms: 250

Open: March to December

HOTEL 2



PRICE OF ROOM PER NIGHT: €40

BUILT IN: 1995

ROOMS: 50

OPEN: APRIL TO OCTOBER

HOTEL 3



Price of room per night: €60

Built in: 1995

Rooms: 70

Open: May to November

1. Hotel 2 / be / cheap / of the three hotels

2. Hotel 3 / not be / expensive / Hotel 1

3. Hotel 1 / be / new / of the three hotels

4. Hotel 3 / be / old / Hotel 2

5. Hotel 1 / have got / many / rooms / Hotel 2

6. Hotel 1 / have got / many rooms / of all

7. Every year Hotel 2 / open / early / Hotel 3

8. Every year Hotel 1 / stay open / long / of the three hotels

E. Rewrite the sentences using the words given.

1. The café is more popular than the restaurant.

isn't

The restaurant _____

2. Mark isn't as friendly as Jason.

than

Jason _____

3. This book isn't as interesting as the one I was reading last week.

than

The book I was reading last week _____

4. Both Sahar and Aminah work hard.

as

Sahar _____

5. George likes going mountain biking more than he likes going cycling.

as

George doesn't like going cycling _____

6. I don't think there is a better student than Saud.

best

I think Saud _____

7. Skiing is not as difficult as water skiing.

than

Water skiing _____

8. Swimming is easier than any other water sport.

the

Swimming _____

Speaking

Work in pairs. Look at the jobs below and compare them using the words in the box.



teacher



coach



taxi driver



police officer



photographer



firefighter

difficult boring
easy exciting
interesting tiring
safe dangerous

I think that the job of a coach is more... than the job of a teacher.
What do you think?

I think that the job of a coach is as... as the job of a teacher.

Writing

Write a paragraph comparing two jobs from the Speaking activity.

Module 1 (1c) Some / Any / No / Every and their compounds

Look at the picture and read the dialogue below.

- Paul What are you doing?
Keith I'm looking for my mobile. I've looked **everywhere**.
Paul Your mobile? I think I saw it **somewhere** in here. Maybe it's on the sofa.
Keith No, there isn't **anything** there. I checked a minute ago.
Paul Oh, OK. Maybe you left it in the kitchen.
Keith The kitchen? Let's go and have a look.
Paul Hold on. I think I see **something** under the newspaper. Look!
Keith That's it! Thanks.
Paul I thought you looked **everywhere** in the living room!



Now, write T for True or F for False.

1. Keith couldn't find his mobile. 3. Paul found Keith's mobile.
2. The mobile was in the kitchen. 4. Keith didn't search very well.

Grammar

a Some - Any - No - Every

- We use **some**, **any**, **no** with **plural countable nouns** and with **uncountable nouns**.

We use **some**:

- in affirmative sentences. *There are some children in the park.*
There is some water in the bottle.
- in questions, when we offer or ask for something politely. *Would you like some orange juice?*
Can I have some water, please?

We use **any**:

- in questions. *Is there any water in the bottle?*
- in negative sentences. *There aren't any children in the park.*

We use **no**:

- in affirmative sentences to give a negative meaning (= *not any*).
There's no water in the bottle. (= *There isn't any water in the bottle*).

- We use **every** with **singular countable nouns**.
He knows every student in the school.

b Compounds of some, any, no and every

	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These **compounds** always take **singular** verbs and are not followed by nouns.
Someone is following me.
- We use the **compounds of some, no** and **every** in **affirmative** sentences.
Everybody loves hanging out with Mark.

- We use the **compounds of any** in **questions** and **negative** sentences.
There isn't anyone in the house.
Is there anyone in the house?

Activities

A. Circle the correct words.

1. Nobody / Everybody loves ice cream. You're the only person who doesn't.
2. I want to go shopping. Everything / Something I've got in my wardrobe is old.
3. There are no / any children playing in the garden.
4. Can I stay with you? I've got nowhere / anywhere to go.
5. I've got nothing / anything to do today. I'm staying home to relax.
6. Would you like every / some tea?
7. Does anybody / anything want to come with me to the supermarket?
8. A: Are there any / some lemons in the fridge?
B: No, there aren't any / no. We need to go and buy some / every.

B. Choose a, b or c.

My brother and I are really into baseball. Our favourite team is the New York Yankees so we try to go to (1) ____ game. Well, tomorrow they're playing in our town and my brother thinks that we aren't going to do (2) _____. But I've planned (3) ____ great. I've got tickets to the World Series. And the best thing is that (4) ____ will be there. All our friends and family! After the game we're going (5) ____ all together to have dinner. Maybe we can go to our favourite restaurant and have (6) ____ cake, too. The desserts there are delicious.

- | | | |
|-----------------|--------------|---------------|
| 1. a. any | b. every | c. no |
| 2. a. nothing | b. anything | c. everything |
| 3. a. something | b. nothing | c. anything |
| 4. a. nobody | b. anybody | c. everyone |
| 5. a. anywhere | b. somewhere | c. nowhere |
| 6. a. some | b. no | c. any |



C. Complete the dialogue with the words in the box.

any somewhere anything no something everything some

Henry I'm bored. Let's do (1) _____.

Mike What do you want us to do?

Henry I don't know. Let's go (2) _____.

Mike OK. Have you got (3) _____ ideas?

Henry Not really.

Mike Why don't we go to the bowling alley?

Henry I can't. I've got (4) _____ money.

Mike Don't worry. I've got (5) _____. It's enough for both of us.

Henry No. You always pay for (6) _____. How about going to the park instead?

We don't need to pay for (7) _____ there.

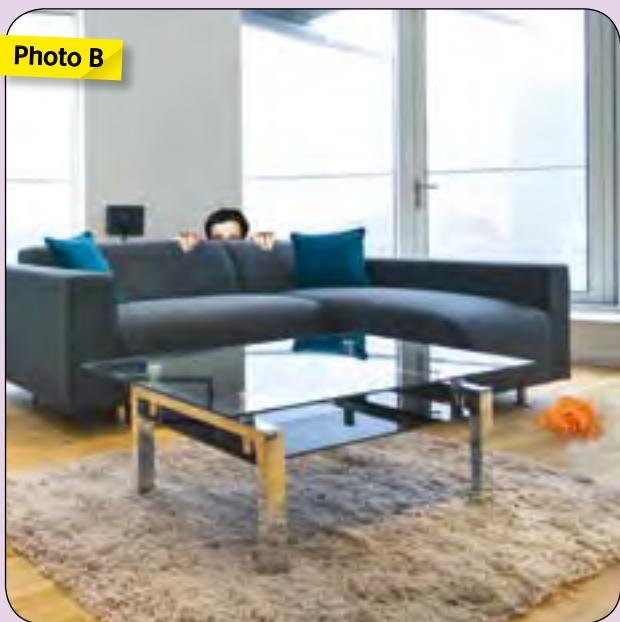
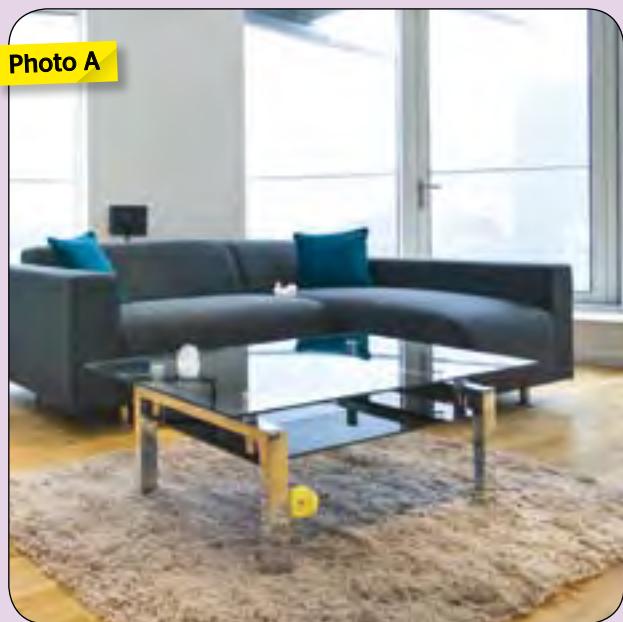
Mike Sure. Let's take our skateboards with us, too.

D. Complete the sentences with *some*, *any*, *no*, *every* and their compounds.

1. I can't come shopping with you. I've got _____ time.
2. There isn't _____ in the house. They all went to work.
3. _____ student in my class speaks two languages. They speak English and Arabic.
4. I'm hungry and there's _____ to eat. Let's order.
5. There's _____ in our tent. I hope it's not a snake.
6. _____ in my class wants to join the school football team. We're not really into sports.
7. Can I have _____ help with this exercise? It's very difficult.
8. Fatima and Hasna are best friends so they do _____ together.
9. Jack hasn't got _____ on the walls in his room.
10. I can't drink this coffee. There isn't _____ sugar in it.

Speaking

Work in pairs. Imagine that you are detectives and you are comparing two photos. Use *some*, *any*, *no*, *every* and their compounds to make comments about the differences that you find.



In photo A there is something under the table, but in photo B there isn't anything under the table.

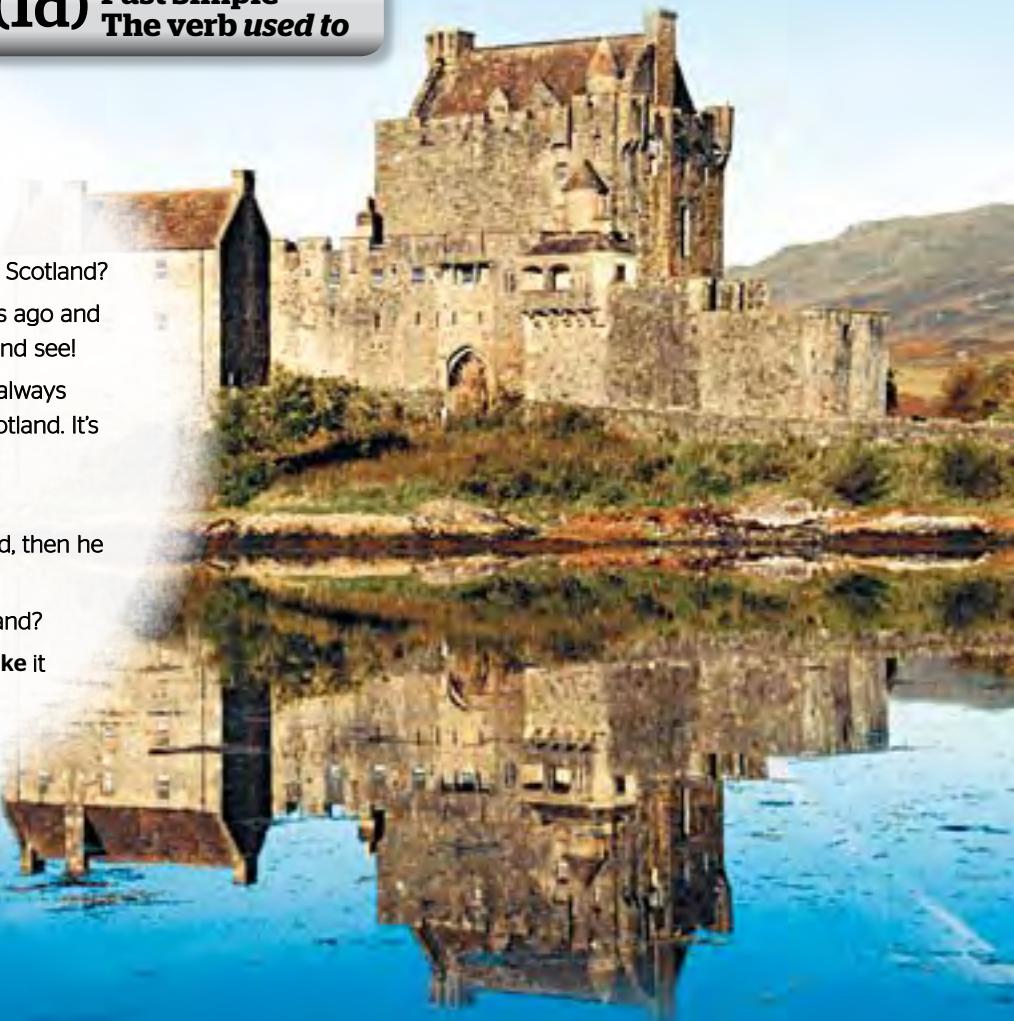
In photo A there isn't anyone behind the sofa, but in photo B there is someone behind the sofa.

Writing

Write a few sentences about the differences you've found. Use *some*, *any*, *no*, *every* and their compounds.

Module 1 (1d) Past Simple

The verb used to



Read the text.

Jack Hey, Tom! What's up? How's life in Scotland?
Tom It's great. I **moved** here two weeks ago and I still have so many things to do and see!
Jack That's nice. I remember how you always **used to talk about** moving to Scotland. It's a dream come true for you.
Tom Yes.
Jack My cousin **used to live** in Scotland, then he **found** a job in London.
Tom Where **did he use to live** in Scotland?
Jack Edinburgh, I think. But he **didn't like it** much.
Tom Well, I love it here.

Grammar

a Past Simple

Affirmative		Negative	
		FULL FORMS	SHORT FORMS
I/He/She/It We/You/They	phoned/came	I/He/She/It We/You/They did not phone/come	I/He/She/It We/You/They didn't phone/come
Questions		Short Answers	
Did I/he/she/it we/you/they	phone/come?	Yes, I/he/she/it we/you/they did.	No, I/he/she/it we/you/they didn't.

We use the Past Simple:

- for actions that started and were completed at a specific time in the past.
We visited the British Museum two years ago.
- for habitual or repeated actions in the past.
I often studied in the library when I was a teenager.
- for completed actions that happened one after the other in the past.
Yesterday, I got back home from work, had dinner and went to bed.

Time Expressions

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

b The verb used to

Affirmative	Negative	Questions
I/He/She/It We/You/They used to play	I/He/She/It We/You/They didn't use to play	Did I/he/she/it we/you/they use to play?

- The verb **used to** is followed by the base form of a verb. It describes actions that happened often or regularly in the past but no longer happen. We form the interrogative and negative with **did / didn't**.
We used to go skateboarding every afternoon when we were young. (We don't go now.)



Activities

A. Complete with the Past Simple of the words in brackets.

- Kevin _____ (arrive) home late last night and his parents _____ (get) really angry.
- I _____ (visit) Dammam last March but my friend, Saud, _____ (not come) with me.
- A: _____ you _____ (remember) to lock the door?
B: Yes, but I _____ (forget) to lock the window.
- We _____ (not have) a good time at the zoo yesterday.

B. Complete the sentences with the Past Simple of the verbs in the box.

spend not explain win not let buy have take rip organise not match

- Last year our school _____ a writing competition and I _____.
- How much money _____ you _____ on that thobe?
- Tom _____ up tennis as a hobby because he wants to keep fit.
- Karen _____ my dress so she _____ me a new one.
- A: Hey Paul, why are you so upset?
B: The coach _____ me play in goal during practice.
- Yesterday, Kevin's shoes _____ his trousers.
- I can't do this exercise because our teacher _____ it very well in class yesterday.
- What _____ you _____ for dinner last night?

C. Use the prompts to make sentences.

- you / used to / play tennis / in your free time / last year / ?

Did you use to play tennis in your free time last year?

- my parents / not used to / give me / pocket money / ten years ago / .
-

- your dad / used to / go fishing / when / you / live / by the lake / ?
-

- my brother / not used to / play computer games / when / he / be / teenager / .
-

- my mother / used to / bring / me / breakfast / in bed / when / I / be / younger / .
-

D. Choose a, b or c.

A: So, Mr Andrews, have you got any work experience in writing articles?

B: Well, at university I (1) _____ articles for a magazine and that's why I thought that this was the perfect job for me.

A: Did you (2) _____ working for that magazine after you got your degree?

B: No, but I (3) _____ for a local newspaper after finishing university. It was a great experience working there.

A: Why (4) _____ that job?

B: I had to. It was too far from my house and I (5) _____ at about 5:30 in the morning to get to work. At the end of the day, I was really tired.

A: I see here that you're fluent in Spanish. (6) _____ the language while you were at university?

B: Not exactly. When I was young, my family and I lived in Spain. We (7) _____ back when my father got a better job here.

A: If you started working here, could you work during the weekends?

B: Sure! I (8) _____ during the weekends at my previous job too, so I don't mind.

- | | | |
|--------------------------|-------------------------|--------------------------|
| 1. a. used to write | b. use to write | c. didn't write |
| 2. a. continue | b. continued | c. use to continue |
| 3. a. work | b. worked | c. use to work |
| 4. a. you leave | b. did you leave | c. you left |
| 5. a. used to wake up | b. use to wake up | c. didn't use to wake up |
| 6. a. You did study | b. Did you use to study | c. Did you study |
| 7. a. came | b. did come | c. didn't come |
| 8. a. didn't use to work | b. use to work | c. used to work |



Speaking

Answer the following questions.

- Where did you use to go on holiday?
- When did you use to go there?
- Who did you use to go there with?
- What did you use to do during your holidays?



Writing

Write a paragraph describing the best holiday you had.

Revision: Module 1

A. Choose a, b or c.

I'm only seventeen years old but I have noticed that my life has changed a lot in the past ten years. When I (1) _____ seven years old, I (2) _____ most of my time playing with my friends. Now that I'm in my last year at school, I (3) _____ a lot because I (4) _____ to do well at school and enter the university of my choice. I (5) _____ so much free time ten years ago. Nowadays, I (6) _____ around all day. It's not just the lessons at school. This year I (7) _____ some extra lessons after school. So, I (8) _____ home after 8:00 and then I have homework to do. I (9) _____ away from home for so many hours when I was younger. I usually (10) _____ really tired. However, I (11) _____ that I should continue to work hard if I want to be successful in the future.

- | | | |
|----------------------|---------------------|-----------------------|
| 1. a. were | b. am | c. was |
| 2. a. spend | b. am spending | c. used to spend |
| 3. a. always studies | b. study always | c. am studying |
| 4. a. want | b. am wanting | c. used to want |
| 5. a. used to have | b. use to have | c. didn't use to have |
| 6. a. ran | b. run | c. is running |
| 7. a. takes | b. take | c. am taking |
| 8. a. usually get | b. get usually | c. usually got |
| 9. a. am not | b. didn't use to be | c. don't used to be |
| 10. a. felt | b. feels | c. feel |
| 11. a. know | b. knew | c. am knowing |



B. Circle the correct words.

1. Be careful. There's **every / some** water on the floor.
2. You must tidy your room. **Everywhere / Everything** is on the floor.
3. I don't know **someone / anyone** who can speak Chinese.
4. Mr and Mrs Simpson haven't got **any / no** children.
5. Have you seen my keys **anywhere / somewhere**?
6. **Nobody / Everybody** agrees with Robert's decision. They all think it's wrong.

C. Steve is a hockey player. Below is a table about what Steve used to do and didn't use to do before he became a hockey player. Write sentences about Steve using the correct form of *used to*.

✓	✗
eat junk food	go to gym
play computer games every day	train every day
hang out with friends a lot	travel a lot

1. He used to eat junk food before he became a hockey player.
2. _____
3. _____
4. _____
5. _____
6. _____



D. Rewrite the following sentences using the words given.

1. In the countryside there isn't as much traffic as there is in the city centre.

more

In the city centre _____

2. History is more interesting than Geography.

isn't

Geography _____

3. The jacket is more expensive than the coat.

as

The coat _____

4. Linda's house is not as big as Mary's.

than

Mary's house _____

5. My cousin spends more money on clothes than I do.

as

I don't spend _____

E. Complete the blanks with the Present Simple or the Present Progressive of the verbs given.

1. A: I _____ of buying Mark a book.

think

B: I _____ it's a great idea. He loves reading books.

2. A: So, _____ you _____ anything you like in this shop?

see

B: Actually, no. But I _____ Kate tomorrow. You know how she loves shopping. So, I'm sure she'll help me find something.

3. A: What _____ we _____ for lunch today?

have

B: I don't know. We may go out for lunch because we _____ nothing in the fridge.

Use of English

Complete the e-mail with the prepositions in the box.

about up into out of along up for

Hi Mark,

What are you (1) _____ to? Well, I've got some great news. You know how I was never really (2) _____ sports, right? Well, I got a bit too chubby so I decided to take (3) _____ a sport. I joined the school basketball team a few weeks ago and guess what. It's lots of fun and I'm actually pretty good at it. So now I'm really enthusiastic (4) _____ playing basketball. My parents are excited, too. They bought me a pair (5) _____ trendy trainers for practice. They're (6) _____ of this world! Anyway, our team is playing at the local sports centre next week. Do you want to come (7) _____ ? I promise you a great game! Write back and let me know.

Bye (8) _____ now,
Jeffrey

Module 2 (2a) Relative pronouns: *who/which/that* Relative adverb: *where*

Read the text.



Buckingham Palace is a large building in London **where** the British Kings and Queens live. The monarch **who** lives there at the moment is Queen Elizabeth II. Tourists **that** travel to London can visit Buckingham Palace and see famous paintings by Rembrandt and Rubens. It is definitely a tourist sight **which** all visitors should see when they come to London.

Grammar



Relative pronouns/adverb

The **Relative pronouns who, which, that** and the **Relative adverb where** introduce relative clauses, which give information about the subject or object of the main clause.

- **Who** is used for people.

Bill is the person who gave me this book.

Alexander Graham Bell was the scientist who invented the telephone.

- **Which** is used for animals, things and abstract nouns.

Have you seen the cake which I prepared for Mary?

Lions are animals which live in Africa.

- **That** is used for people, animals, things and abstract nouns. It can replace **who** and **which**.

Here are the shoes that I bought last week.

Ameer is the student that won the competition.

- **Where** indicates place.

This is the building where I used to live as a child.

NOTE:

- The boy who ~~he~~ is riding the red bike is my cousin.
The man that you met ~~him~~ at the restaurant is my husband.
- The relative pronouns **who**, **which** and **that** can be omitted when they refer to the object of the main clause, but cannot be omitted when they refer to the subject of the main clause.
Here's the mobile. I bought it last week. → *Here's the mobile which/that I bought last week.*
Here's the mobile I bought last week.
- The relative adverb **where** can never be omitted or replaced with **that**.

Activities

A. Circle the correct words.

The story of Mowgli is well-known. Mowgli's parents leave him in the jungle when a tiger, called Shere Khan, attacks them. Mowgli stays in the jungle (1) **which / where** he makes new friends, like Baloo the bear and Bagheera the panther. All the animals (2) **where / which** live there love Mowgli and protect him from Shere Khan (3) **who / which** wants to take him away. One day Mowgli visits a village (4) **that / where** people live and finds a woman (5) **where / who** is his mother.

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

1. This is the cottage _____ we spent our holidays last year.
2. We must ask someone _____ knows the way or we'll get lost.
3. The Kingdom Centre is a building _____ is about 300m tall.
4. The farm _____ my grandfather owns is a great place to relax.
5. Abdulaziz is the only person _____ cheers me up when I feel down.
6. That's the shoe shop _____ I bought my new pair of shoes.
7. That's the bike _____ Tom wants to buy.
8. Is that the teacher _____ you met in Italy?
9. Robert is the student _____ won the school writing competition.
10. That is the school _____ my mother works.
11. The man _____ we saw outside the supermarket is my uncle.
12. This is the train _____ arrived from Glasgow fifteen minutes ago.
13. Portobello Market is a street market in London _____ you can find food, clothes and even antiques.

C. Join the sentences using **who**, **which**, **that** or **where** as in the example. If they can be omitted, put them in brackets.

1. That's the famous scientist. He was on the news last night.

That's the famous scientist who/that was on the news last night.

2. That's a problem. We all have to think about it carefully.

3. That's my friend. He is in the football team.

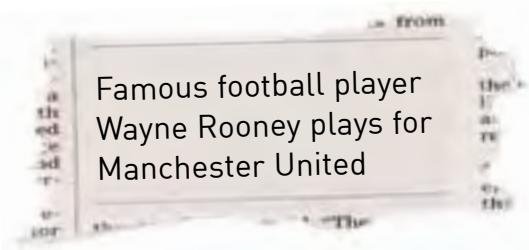
4. We went to a restaurant last night. We didn't really like it.

5. They live in a flat. I used to live there two years ago.

6. There's the guide. He showed us the pyramids yesterday.

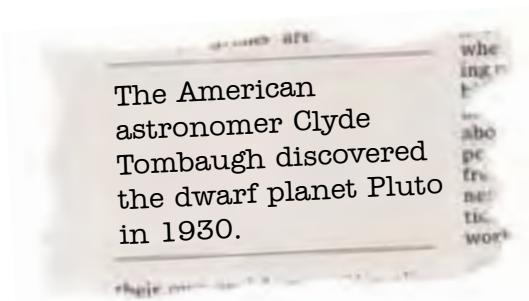
7. I ate a chicken sandwich. It tasted awful.

D. Write two sentences for each piece of information. Begin with the words given and use **who**, **which**, **that** or **where**.



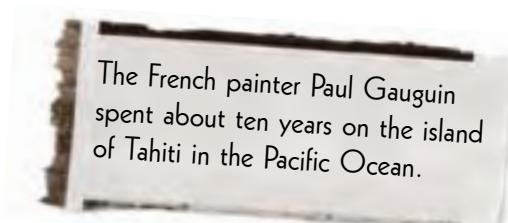
1. Wayne Rooney is *the famous football player who/that plays for*
Manchester United.

Manchester United is *the team (which/that) the famous football player*
Wayne Rooney plays for.



2. Clyde Tombaugh was _____

Pluto is _____



3. Paul Gauguin was _____

Tahiti is _____

E. There is an extra word in each sentence. Cross it out.

1. Mr Jackson lives in a flat that it has got an amazing view.
2. The man who he smiled at me on the bus is my friend's father.
3. This is the building where my parents used to work there.
4. *See you there* is a magazine which it has got information about places to go and things to do.
5. Have you been to that café where they serve delicious chocolate cake there?
6. The earrings which I bought them yesterday were very expensive.

F. Match the two halves of the sentences. Then join them using *who*, *which*, *that* or *where* to make sentences. If they can be omitted, put them in brackets.

- | | |
|---|---|
| 1. Niagara Falls is a great waterfall... | a. ...stands out in Makkah. |
| 2. Football is a sport... | b. ...people see when they are ill. |
| 3. A national park is an area of land... | c. ...people can go and enjoy nature. |
| 4. The Makkah Clock Tower is a famous landmark... | d. ...many people in Saudi Arabia play. |
| 5. A doctor is someone... | e. ...is in North America. |

1. _____
2. _____
3. _____
4. _____
5. _____

Speaking

Play a game. Form two teams. The team that plays first says the name of a place, a famous person or a thing. A player from the other team must use it to form a sentence using the relative pronouns *who*, *which*, *that* or the relative adverb *where*. If the sentence is correct, the team gets a point. The game ends when every player in each team has said one sentence. The winning team is the one with the most points.

Team A: Majed Abdullah	Team B: Majed Abdullah is a famous footballer who played for the Saudi Arabian National Team.
Team A: Correct. / Wrong.	Team B: Taif.
Team A: Taif is a city...	

Writing

Write a few sentences that you remember from the Speaking activity above.

Module 2 (2b) Conditional Sentences Type 1

Look at the picture and read.



Grammar



a Conditional Sentences Type 1

- We use **Conditional Sentences Type 1** to express something which is likely to happen in the present or future.
- Conditional Sentences** consist of the **if-clause** and the **main clause**. When the **if-clause** is before the **main clause**, we separate the two clauses with a comma. We do **not** use a comma when the **if clause** is after the **main clause**.

If you come round this afternoon, I'll give you your book back.

I'll give you your book back if you come round this afternoon.

if-clause	main clause
	<ul style="list-style-type: none">Future Will <i>we'll order a pizza.</i>
If + Present Simple If you are hungry,	<ul style="list-style-type: none">Modal Verbs (may, might, can, must, should) <i>we can make a salad.</i>Imperative <i>make a sandwich.</i>

NOTE: **Unless** can be used instead of **if ... not**.

We'll play football tomorrow unless it rains. (=We'll play football tomorrow if it doesn't rain.)

b Time Clauses (Present - Future)



Time clauses define when the action described in the main clause takes place. Time clauses begin with the words **when, after, before, as soon as, until**, etc. When a **time clause** refers to the present or the future, the verb is in the **Present Simple** and the verb in the **main clause** is in the **Future Will**. We don't use **will** in a time clause.

Time clauses	Main clauses
As soon as I arrive,	I'll call you.
Before I leave,	I'll help you with the dishes.

NOTE: When the **time clause** comes before the **main clause**, the two clauses are separated by a **comma**. When the **time clause** comes after the **main clause**, the two clauses are not separated by a comma.

He will go out after he finishes his homework.

Activities

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

1. If they don't come in ten minutes, I _____ (leave).
2. We won't go shopping if it _____ (rain).
3. If Sally _____ (go) to the supermarket, she will buy some milk.
4. If you drive faster, we may _____ (get) there by noon.
5. Unless it is windy, we _____ (not go) windsurfing.
6. If you have a headache, _____ (take) a painkiller.
7. You won't be a good basketball player unless you _____ (start) practising more.
8. Unless you give me back my mobile, I _____ (not speak) to you again.
9. People won't like you if you _____ (play) jokes on them all the time.
10. If you go to the shopping centre tomorrow, _____ (not forget) to buy me those shoes we saw the other day.
11. If I get good marks, my parents _____ (be) very happy.
12. We will go to the park tomorrow if it _____ (not rain).

B. Complete the sentences using the prompts given.

be / hungry

finish / early

not wear / it

be / Oxford / 7:00

door / not open

not go / school

1. If you take the 6 o'clock train, _____
2. Unless you turn the key twice, _____
3. If you help us, _____
4. Unless Maria likes the dress, _____
5. If it snows, we _____
6. If you don't eat breakfast, _____

C. Look at the pictures and write sentences. Use the prompts given and the words in bold.

1. As soon as Henry finishes the letter, he will post it. as soon as



finish / letter

post / it

Bill



return / home



have / dinner

2. _____ when

Richard



wash / car



go / gym

3. _____ before

4. _____ until



finish / jigsaw puzzle



not go / bed

D. Choose a, b or c.

1. If Ryan ____ to see a documentary, he has to watch it alone. I can't stand documentaries.
 a. will want b. wants c. doesn't want
2. Hamid ____ us as soon as he arrives in Abha tomorrow.
 a. calls b. will call c. is calling
3. You will be in a lot of trouble unless you ____ your parents the truth.
 a. don't tell b. tell c. will tell
4. Please ____ me a newspaper if you go shopping.
 a. will buy b. you buy c. buy
5. Unless you take the underground, you ____ late for work.
 a. will be b. are c. won't be
6. We'll fix the car before we ____ on holiday.
 a. go b. goes c. will go
7. If you are thirsty, ____ some water.
 a. drink b. will drink c. must drink
8. I won't wait until Wendy ____ her shopping.
 a. will finish b. is finishing c. finishes
9. If Jeff ____ his car, it'll look better.
 a. will wash b. washes c. wash

E. Join the sentences. Use the words given.

1. We can't go to the match. We must find money for the tickets.

unless

2. You want to stay healthy. You must eat a lot of vegetables and dairy products.

if

3. Dave won't go out with his friends yet. He will finish his homework first.

after

4. I may go to the skating rink tomorrow. I will call you.

if

5. Ann will go to bed. She will have dinner first.

before

6. You might need help. Call me then.

if

Speaking

Work in pairs. Gary is a tennis player.

Student A: Look at the information in the boxes and ask Student B questions.

Student B: Use the information in the boxes to answer Student A's questions.

win tennis match



get a trophy



become famous

lose tennis match



be disappointed



take up a new sport



What will happen if Gary wins the tennis match?

If Gary wins the tennis match, ...

Writing

Complete the sentences.

If I ever visit Brazil, I ...

If it rains tomorrow, ...

If I go to the supermarket, ...

If I haven't got any homework tomorrow, ...

Unless I join the gym, ...

Module 2 (2c) Both / All / Neither / None / Either

Look at the picture and read the dialogue.

Alan So, did you bring any computer games?
Bill Yeah, I brought four so you can choose. Here...
Alan Sorry Bill, but I've played **all** four of these.
And they're old and boring.
Bill Really? Now what? Let's watch TV.
Alan I checked the TV guide. **None** of the programmes are any good. I don't want to watch them.
Bill Hey, what about this documentary about tigers?
Alan I didn't see that. I like documentaries.
Bill Me too. Now let's order something to eat. Indian or Chinese?
Alan **Either** is fine.
Bill OK. Indian then.



Circle the correct words.

1. **All / None / Neither** of the computer games Bill brought are new.
2. **Neither / Either / Both** of the boys want to watch the documentary.
3. Alan likes **all / either / both** Indian and Chinese food.

Grammar

Both/All/Neither/None/Either

We use **both**:

- in affirmative sentences. It takes a plural verb and it indicates that something is true for **two** people or things.

*Ameer and Khaled are from Saudi Arabia.
Both of them live in Riyadh.
They both live in Riyadh.*

We use **all**:

- in affirmative sentences. It takes a plural verb and it indicates that something is true for **more than two** people or things.

*Jack and his parents like skiing.
All of them like skiing.
They all like skiing.*

NOTE: **Both** and **all** are usually followed by a **noun** or **of + noun / pronoun**. When they refer to the subject of the sentence, they can be placed at the beginning of the sentence or before the main verb but after the verb **be**.

*All/Both (of) my classmates can speak French. My classmates can all/both speak French.
All/Both of them can speak French. They are all/both fluent in French.*

We use **neither**:

- in affirmative sentences to give them a negative meaning. It takes a singular or plural verb. It shows that something is not true for **either of two** people or things.

*Fred and Tom are lazy.
Neither of them exercises/exercise.*

We use **none**:

- in affirmative sentences to give them a negative meaning. It takes a singular or plural verb. It shows that something is not true for **more than two** people or things.

My friends and I are travelling to London next week. None of us has/have ever been to Great Britain before.

NOTE:

Neither and **none** are usually followed by **of + noun / pronoun**.

Neither/None of the children like chicken.

Neither/None of them like chicken.

**We use either:**

- for **two** people or things. It means one or the other (it doesn't matter which of the two). It is used on its own or before **of + noun / pronoun**.

A: Tea or coffee?

B: Either is OK.

A: Who are those two boys?

B: I don't know either of them.



Activities

A. Complete the blanks with *both, all, neither, none, either*.

1. I haven't got anyone to go out with.

_____ my friends are on holiday.

2. **A:** Can I borrow a shirt to wear tonight?

B: Sure. The green one or the yellow one?

A: I don't mind, _____ is fine.

3. James is so stubborn and selfish that

_____ of his classmates want to be in the same team as him.

4. _____ my parents are Saudi. They

were born in Jeddah.

5. Carl and his brother were born in Poland, but

_____ of them speaks Polish.

6. _____ of the workers in the company start work at 7 o'clock. _____ of them start at 8.

7. _____ Tom and Bob have got an unhealthy diet. _____ of them eat fruit or vegetables.

8. Jerry, Andy and Phil are going to take part in the swimming competition this weekend. _____ three of them are very good swimmers.

9. _____ of my friends has got any pets.
I'm the only one who likes animals.

B. Rewrite the sentences using the words given.

1. Alan is a famous football player. James is a famous football player, too.

both

2. Bill, Mark and Tim are noisy children.

all

3. All the students in my class thought the exam was easy. They didn't think it was difficult.

none

4. Mr Black doesn't want a new car. Mr Green doesn't want a new car, too.

neither

5. Graham, John and Bill don't like Chinese food.

none

6. Bob isn't a firefighter. Jack isn't a firefighter. They are police officers.

both

C. Choose a, b or c.

1. ____ of my classmates have travelled abroad.
a. None b. Neither c. Either
2. Eric and Michael are my brothers. Both of them like football but ____ of them likes tennis.
a. both b. either c. neither
3. I've never seen ____ of the two boys before.
a. neither b. none c. either
4. Fatima and Reema are my best friends. They ____ live near my house.
a. all b. both c. neither
5. I haven't got anything to wear today. ____ my clothes are dirty!
a. All b. None c. Both
6. A: Should we order Mexican or Italian food?
B: I really don't mind, ____ is fine.
a. neither b. both c. either

D. Look at the pictures and the prompts and write sentences. Use *all, both, neither, none + of them*.



1. be / exciting: _____
be / boring: _____

2. have got / green umbrellas: _____
have got / red umbrellas: _____



3. play / baseball: _____
play / football: _____

4. wash / car: _____
clean / house: _____

Speaking

Work in groups of four. Use the ideas below and talk about your likes/dislikes regarding holidays. Then report your answers to the class.

Talk about:

- season (winter, summer)
- places to go (island, mountain, etc.)
- people to go with (friends, family)
- things to do (sports, sightseeing, etc.)

I like winter holidays.
I like winter holidays, too.

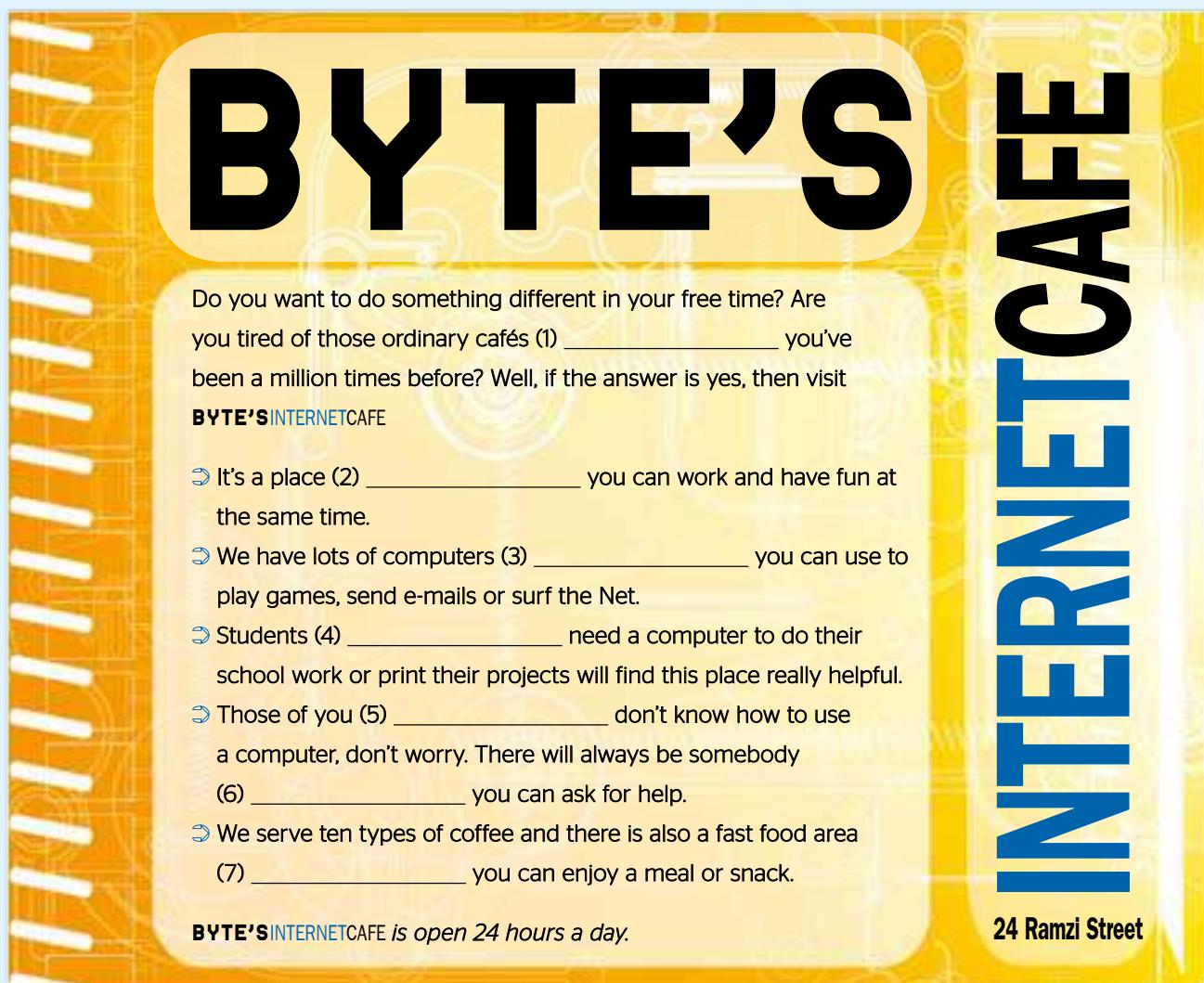
Both Khaled and I like...
None of the people in my group like...

Writing

Look at the Speaking activity above and write a few sentences about what your group likes/dislikes.

Revision: Module 2

A. Complete the advertisement with the appropriate relative pronouns *who*, *which*, *that* or the relative adverb *where*. If they can be omitted, put them in brackets.



BYTE'S

Do you want to do something different in your free time? Are you tired of those ordinary cafés (1) _____ you've been a million times before? Well, if the answer is yes, then visit **BYTE'S INTERNET CAFE**

⌚ It's a place (2) _____ you can work and have fun at the same time.

⌚ We have lots of computers (3) _____ you can use to play games, send e-mails or surf the Net.

⌚ Students (4) _____ need a computer to do their school work or print their projects will find this place really helpful.

⌚ Those of you (5) _____ don't know how to use a computer, don't worry. There will always be somebody (6) _____ you can ask for help.

⌚ We serve ten types of coffee and there is also a fast food area (7) _____ you can enjoy a meal or snack.

BYTE'S INTERNET CAFE is open 24 hours a day.

INTERNET CAFE

24 Ramzi Street

B. Choose a, b or c.

1. Mary may come with us if she ____ her homework.
a. finish b. finishes c. will finish
2. I'll be back as soon as the meeting ____ over.
a. will be b. be c. is
3. Unless Andy ____ soon, he will miss the bus.
a. doesn't come b. will come c. comes
4. Before John comes home, he ____ to the supermarket.
a. will go b. went c. doesn't go
5. Take a taxi if you ____ to be late.
a. want b. won't want c. don't want
6. If you ____ down, I won't understand what you're saying.
a. don't calm b. won't calm c. not calm

C. Read the sentences below and tick the correct ones.

1. Neither of the children at school ate their lunch.

It was horrible!

None of the children at school ate their lunch.

It was horrible!

2. Both five boys went jet skiing.

All five boys went jet skiing.

3. None students who are taking part in the poetry competition must be here by 9 o'clock.

All students who are taking part in the poetry competition must be here by 9 o'clock.

4. Both of the two teachers could read Peter's

handwriting. It wasn't very clear.

Neither of the two teachers could read Peter's handwriting. It wasn't very clear.

5. A: Would you like some water or juice with your food?

B: None is OK. B: Either is OK.

6. Neither of them speak French.

Either of them speak French.

7. Both Sahar and Aisha are fifteen.

All Sahar and Aisha are fifteen.

D. Circle the correct words.

1. All / Both of these two restaurants are very good.

2. A: Do you want tea or coffee?

B: None / Either. I don't mind.

3. I couldn't decide which of the two shirts to buy. I liked neither / both.

4. I asked two people where the train station is but either / neither of them knew.

5. Hamid likes tennis. His brothers like tennis, too. None / All of them like tennis.

6. My cousins and I are watching a football match next weekend. Neither / None of us has ever watched a football match before.



Use of English

Complete with the prepositions in the box.

up out of on into at up of

1. Bob can never make _____ his mind about anything. That's so annoying.

2. Hasna and Muna arrived _____ the same time.

3. I want to tidy up my wardrobe and get rid _____ all the clothes I don't wear any more.

4. This house really stands _____. It's the only yellow house in the neighbourhood.

5. Peter played a joke _____ Tom and now Tom isn't speaking to him.

6. Robert got _____ trouble for lying to his parents.

7. What a mess! I'll help you clean _____.

8. I've got loads _____ homework to do.

Module 3 (3a) Present Perfect Simple

Read the dialogue.

Rob You're good at bowling, Paul. **Have** you ever **entered** a bowling competition?

Paul Yes, I have.

Rob Have you ever **won**?

Paul Of course. I **have won** the local championship twice. What about you? Are you any good?

Rob Well, I've never **tried** bowling before, but let's see what I can do.

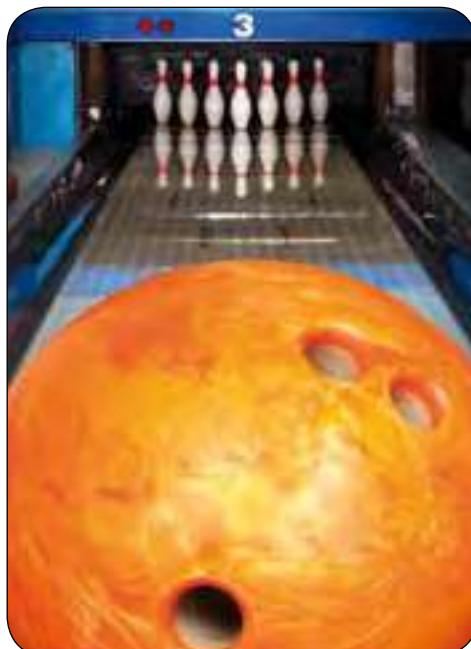
Paul Wow, you're really good! Maybe we'll have a new bowling champion this year.

Now complete the sentences. Write Rob or Paul.

1. _____ has tried bowling before.

2. _____ has won the local championship twice.

3. _____ might win this year's championship.



Grammar

Present Perfect Simple

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I have worked	I've worked	I have not worked	I haven't worked
He/She/It has worked	He/She/It's worked	He/She/It has not worked	He/She/It hasn't worked
We/You/They have worked	We/You/They've worked	We/You/They have not worked	We/You/They haven't worked
Questions		Short Answers	
Have I worked?		Yes, I have.	No, I haven't.
Has he/she/it worked?		Yes, he/she/it has.	No, he/she/it hasn't.
Have we/you/they worked?		Yes, we/you/they have.	No, we/you/they haven't.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've tasted Chinese food.
- for actions which happened in the past and their results are obvious in the present.
Tom has broken his left arm.
- for actions which were completed a short time ago (usually with **just**).
I'm exhausted! I've just finished the housework.

Time Expressions

ever, never, before,
always, recently, so far,
once, twice, just, already,
yet, how long

NOTE:

- Have / has gone** means that someone has gone somewhere and is still there.
Saleh has gone to Taif. (He's still there.)
- Have / has been** means that someone has visited a place but has returned.
Saleh has been to London. (He's not there now.)

Activities

A. Complete the dialogues with the Present Perfect Simple of the words in brackets. Use short answers where possible.

1. A: _____ (Omar / call / yet)?

B: No, _____. Why?

A: We _____ (arrange) to go out tonight.

B: Maybe he _____ (make) other plans. Why don't you call him and find out?

2. A: Ashraf, _____ (you / ever / ride) a horse?

B: Yes, _____. What about you?

A: I _____ (never / do) anything like that but I _____ (always / want) to.

B: Let's go riding this weekend, then.

3. A: I can't find my stonewashed jeans. I _____ (look) for them everywhere. _____
(you / see) them?

B: No, _____. Ask Mum. She always knows where everything is.

A: You're right.

4. A: _____ (you / produce) a documentary before?

B: No, _____. But I _____ (direct) a few.

B. Rewrite the following sentences. Start with the words given.

1. John has never visited the Science Museum before.

It's the first time _____

2. Bill has never seen such nice trainers before.

They're the _____

3. I have never heard such a bad joke before.

It's the worst _____

4. The children have never enjoyed themselves like that.

It's the first time _____

5. Mark has just eaten a sandwich and he's already eaten another two today.

It's the third _____

C. Circle the correct words.

1. A: Have you **ever** / **never** visited France?
B: No, I haven't.
2. Tom hasn't bought any new clothes **recently** / **already**.
3. My friends have **already** / **yet** finished their meal.
4. Bill hasn't decided where to spend his holiday **yet** / **before**.
5. My cousin has never cooked Mexican food **ago** / **before**.
6. You've made the same mistake **twice** / **yet**.
7. Have you visited Abdulaziz **lately** / **just**?

Speaking

Work in pairs. Ask your partner questions using the prompts below and put a ✓ or an ✗.

ever / try / skiing	
go shopping / new shopping centre	
ever / eat / Chinese	
see / good documentary / recently	
go out / last night	
ever / be / London	
read / interesting book / lately	



Have you ever tried
skiing?
No, I haven't.

Writing

Look at the table above and write a few sentences about your partner.

... has ...

... has never ...



Module 3 (3b, 3c)

Present Perfect Simple vs Past Simple
for - since

Read the text.

I love vases but I **didn't have** enough money to buy some that I really **liked**. So, one day I **thought**, why not make my own? I **started** making vases 3 years ago for me and my friends and they **were** a huge success. I've **made** hundreds of them and I'm an expert now. I've even **created** my own designs. In fact, I've **thought** of opening a shop and starting my own business. Isn't it a great idea?

Mark



Grammar

a Present Perfect Simple vs Past Simple

The **Present Perfect Simple** is used:

- for actions that happened in the past, but we don't mention when exactly.
I have already read that book.

Time Expressions

ever, never, before, always, just, how long, so far, since, for, already, yet, etc.

The **Past Simple** is used:

- for actions which happened at a specific time in the past. We say when.
I read that book last month.

Time Expressions

last week/month/year, ago, yesterday, in 1990, etc.

NOTE:

- **Ago** is always used with the **Past Simple**.
I went hiking two weeks ago.
- **Before** (when it means on a previous occasion) is used with the **Present Perfect Simple**.
I've been hiking before.

b for / since

for + a period of time:

- refers to the duration of the action.
I've known Jack for six years.

since + a point in time:

- refers to the time when the action started.
We've had this computer since 2009.

We use the **Present Perfect Simple + since + Past Simple**:

- to indicate when an action which started in the past and continues up to the present started.
Omar has lived here since he was born.

Activities

A. Circle the correct words.

1. I've **worked out / worked out** at the gym for 2 hours yesterday.
2. They **have bought / bought** a car two years ago.
3. Do you fancy a sandwich or **have you already eaten / did you already eat?**
4. Let's not watch that documentary. I've **seen / saw** it before.
5. I **have read / read** four books so far this summer.
6. **Have you ever been / Were you ever** to the zoo?

B. Look at the prompts and write sentences as in the example. Use the Present Perfect Simple + since + Past Simple.

1. Bill / start / working Bill / travel abroad / many times

Bill has travelled abroad many times since he started working.

2. Mark / start / going / gym Mark / lose / ten kilos
-

3. My brother / buy / new car My brother / not have / accidents
-

4. Faisal / find / new job Faisal / not go out with / friends
-

5. Alan / break / leg Alan / not play / basketball
-

C. Look at the prompts and write sentences. Use the Present Perfect Simple + for/since.

1. I / know / Bill / he was ten
-

2. Tom / not have / a job / last month
-

3. we / have / this car / 1995
-

4. Adam and Ian / be / this neighbourhood / twenty years
-

5. my father / work / for this company / ten years
-

6. it / not rain / two days
-

7. I / want / become an astronaut / I was a child
-

8. the children / not watch / TV / days
-

D. Look at the table below and write sentences. Use the Present Perfect Simple or the Past Simple, as in the examples. Use *yet* or *already*.

Sahar	buy / present / Aisha	✓	yesterday
Tom	lock / door	X	
Omar	buy / new computer	✓	on Saturday
Lisa	prepare / dinner	X	
Our teacher	correct / our homework	X	
My brother	paint / his room	✓	last month
We	order / pizzas	✓	half an hour ago
Martin	wash / car	X	

1. *Sahar has already bought a present for Aisha. She bought it yesterday.*

2. *Tom hasn't locked the door yet.*

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

E. Complete the sentences with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. Hamid _____ (never / try) skiing before.

2. **A:** I hope Susan doesn't get lost.

B: Don't worry. She _____ (be) here twice before.

3. **A:** _____ you _____ (take) Ted to the doctor yet?

B: Yes, I have. I _____ (take) him to the doctor yesterday afternoon.

4. **A:** Helen, do the washing-up, please.

B: I _____ (already / do) it.

5. Kelly _____ (go) shopping yesterday and she _____ (spend) all her pocket money on clothes.

6. We _____ (always / want) to travel around the world but we _____ (only / be) to Africa.

7. How long _____ you _____ (know) Mahmud?

8. I _____ (finish) my homework last night so I can go out today.

9. _____ you _____ (read) any interesting books recently?

10. **A:** _____ Reema _____ (already / discuss) her problem with Aminah?

B: Yes, they _____ (speak) yesterday. Actually, I think Aminah _____ (apologise) to Reema last night.

A: That's great. Friends should always talk about their problems.

F. Complete the blanks with the Past Simple or the Present Perfect Simple of the words in brackets.



Since 2008 my family and I (1) _____ (spend) all our summer holidays abroad. In 2008 we (2) _____ (visit) Spain and in 2009 we (3) _____ (go) to Germany. We (4) _____ (be) to five different countries so far; Spain, Germany, Egypt, Greece and Poland. We are now on holiday in Italy. We (5) _____ (arrive) in Rome two days ago. Yesterday our tour guide (6) _____ (take) us on a tour of the city and we (7) _____ (see) the Trevi Fountain and many other interesting places. Tomorrow we're going to Naples. I'm excited because I (8) _____ (always / want) to see Mt. Vesuvius. After that we're going north to Florence or Venice, but we (9) _____ (not decide) exactly where yet.

Speaking

Talk in pairs. Ask and answer questions using the prompts below.



ever / travel /
plane?
When?



ever / taste /
Chinese food?
When?



ever / travel /
abroad?
When? Where?



ever / watch /
documentary
about sea life?
When?



ever / be / cruise?
When?
Where / go?

Have you ever...?
Yes... / No...
When did you...?
I...

Writing

Look at the ideas above and write a paragraph about your partner. (Alternatively, the paragraph could be about yourself.)

Revision: Module 3

A. Circle the correct words.

Dear Bob,

I'm sorry I haven't (1) **written** / **wrote** for so long, but I was away on holiday and I (2) **returned** / **have returned** on Friday. I'm writing this e-mail to let you know all about my trip.

I (3) **have gone** / **went** to Wales with some mates from university. The weather (4) **has been** / **was** cold but it only rained a few days, so it wasn't too bad. We stayed in Barmouth, which is by the sea. Have you ever (5) **been** / **gone** there? The beach was very nice but we (6) **didn't go** / **haven't gone** swimming because the sea was freezing. We (7) **spent** / **have spent** hours on the beach playing football. We also climbed a mountain called *Cader Idris*. Near the top there was a lake, which was really beautiful. (8) **Did you know** / **Have you known** that Wales has some of the highest mountains in the UK? I didn't. Anyway, I have (9) **took** / **taken** loads of pictures and I'll send them to you soon. Now, I'm looking forward to our next trip, which is in March. We're going rock climbing. I (10) **'ve never tried** / **didn't try** it before, so it should be a great experience.

Well, that's all for now.

Take care,

Steve

B. Read the interview with a tennis player and complete the blanks with **for** or **since**.

Interviewer How long have you and Jake been together as a team?

Brandon We've been together (1) _____ 2005, but we've known each other (2) _____ twenty years. That is, (3) _____ we were seven or eight years old. You see, we were at school together.

Interviewer What have you been up to lately?

Brandon We have spent lots of hours training (4) _____ the past year now and we are ready to take part in this year's tennis championship.

Interviewer You've become really popular (5) _____ last year, because you won the championship.

Brandon Yes, and we hope to win this year, too.

C. Rewrite the sentences using the words given.

1. We haven't been to that café for a week.

ago

We _____.

2. Saud, have you tried Mexican food before?

ever

Saud, _____ Mexican food?

3. We saw that documentary yesterday.

already

We _____ documentary.

4. It's the first time Ron has been to the stadium.

never

Ron _____ the stadium before.

5. They moved to this neighbourhood in January and now it's June.

months

They _____ ago.

6. This is the second time you are late for class this month.

twice

You _____ this month.

Use of English

Complete the sentences with the correct form of the phrasal verbs in the box.

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

1. Can you _____ the capital of Saudi Arabia on the Internet?

2. I can't come with you tonight. I _____ my little brother on Mondays because my parents are busy.

3. When I was at the bookshop, I _____ an old copy of my favourite novel.

4. The alarm _____ in the middle of the night.

5. Why don't you take James and _____ for lunch tomorrow?

6. The children are _____ their school trip. They're very excited.

7. _____! There's a car coming this way!

8. The boys _____ a great plan yesterday.

Module 4

4

(4a) Prepositions of Place / Prepositions of Movement / Prepositions of Time

Read the text and choose the correct preposition.



Two days ago, the people of Believew organised a *Plant A Tree Day* (1) **in / on** the forest (2) **between / near** Lake Triton. (3) **In / At** the morning, a lot of people went (4) **to / off** the forest and started planting trees. The children had a great time. Some were hiding (5) **behind / in front of** trees and others were running (6) **up / into** and (7) **through / down** the hill. (8) **At / In** noon, everybody stopped to have some lunch and rest. (9) **Until / During** their break, some reporters came and took pictures for the local newspaper. Nobody left (10) **since / until** evening. You see, everyone wanted to finish planting first. It was a very important day for Believew!

Grammar



a Prepositions of Place

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

*He's in his room.
The pencils are on the desk.
I'll wait at the bus stop.
Sam is reading under the tree.
Is there a hospital near your house?
Look who's hiding behind the car.
There's a family picture over the sofa.
The library is opposite the bookshop.
He sat next to me at the festival.
I can't see because he's in front of me.
The café is between the bank and the post office.*

NOTE:

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

on: with the expressions: *on the left, on the right*

in: with names of continents, countries, cities, villages: *in Europe, in Saudi Arabia, in Beijing, in Buraydah*

at: with confined areas: *at the post office, at the airport, etc.*

with addresses: *He lives at 34 Rose Street.*

with the expressions: *at work, at home, at school, etc.*

b Prepositions of Movement

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

*She's going to the supermarket.
They ran up the hill.
He rode the bike down Lane Street.
Don't come into the house with those dirty shoes.
He threw litter out of the window.
This road goes through the forest.
The little boy ran across the road to catch the ball.
They walked along the river.
Nasir comes home from work at 5 o'clock every day.
I jog around the block every morning.
The children came towards me.
Steve fell off the bike.
The thief jumped over the fence and ran away.
He walked past Jack but he didn't see him.*

NOTE:

- We do not use any prepositions with the word **home** when it is used with verbs which denote movement.
I didn't call you because I got home late.
- We use the preposition **by** with means of transport:
by car, by plane, by train, by ship, by taxi, etc. **but** on foot
I usually go to work by train.
- If there is an article (a/an, the) before means of transport, we use **on** or **in**:
in the car, in a taxi, on the train, on the plane, on the ship, etc.
*There are a lot of passengers on the train.
I saw Yusef in a taxi.*

c Prepositions of Time

at to show the exact time:
in the expressions:

*at six o'clock
at noon/at night/at midnight/at midday
at the weekend/at weekends
at breakfast/lunch/dinner
at fifteen/at the age of twenty
at the moment*

on with the days of the week:
with dates:
in the expressions:

*on Friday
on 5th September
on Friday afternoon
on weekdays*

in with periods of the day:
with months and seasons:
with years and centuries:
in the expression:

*on holiday / on a special day
in the morning/afternoon/evening **but** on Sunday morning
in April/in spring
in 2006/in the 20th century
in my free time*

during
after
before
from... till/until/to
for
since
by

*He was talking to John during the lesson.
He went to the park after school.
He went jogging before breakfast.
We practise from two till/until/to five.
I've known John for two years.
He's lived there since 2002.
I will be home by lunchtime.*



Activities

A. Circle the correct words.

The Poshé Restaurant is a new restaurant

in / at town. It is a very expensive restaurant.

There are expensive paintings **on / at** the walls.

There aren't many customers **at / near** the restaurant today. The Smiths are sitting **at / on** table one. Their son, Allan, is sitting **between / next** them. He has left his toy van **next / near** to their table.

A waiter has come to serve them. But the poor waiter doesn't see the toy van **on / in** the floor and steps on it. The poor waiter is now **over / under** the table in pain. He has hurt his leg.



B. Complete with the prepositions in the box.

along towards off around into over from out of past

1. Turn _____ and look at the board!
2. I always come home _____ school at 2 o'clock.
3. The bus was going _____ Arbour Street when the accident happened. A boy who was riding a bike didn't see the bus, crashed into it and fell _____ his bike.
4. When Kerry found out the truth, she was really upset. She ran _____ the room and never spoke to Martha again.
5. Our cat jumped _____ the fence _____ the neighbour's garden.
6. Sandra walked _____ us but she didn't speak to us.
7. I saw Mahmud a few minutes ago. He was going _____ the park.

C. Circle the correct words.

Faisal has been a salesperson **for / since** many years. He started

at / on the age of 25 and now **in / at** 37, he wants a change. He can't stand

waking up **at / over** 6:30 **in / by** the morning to catch the 7:30 train and get to

work **since / by** 8:30. Sometimes he has to work **for / since** many hours

for / at weekends, and last year he even worked **by / on** his holiday. He rarely

gets any time off **at / in** the summer and he never spends enough time with

his family. He feels that **on / for** the last 12 years he has worked too much and

that now is the time for a new beginning.



D. Choose a, b or c.

Last year, my grandfather gave me a beautiful watch that had been (1) ____ the family (2) ____ many years. So, when he asked me to wear it (3) ____ a special occasion, I just couldn't say no. The problem was that I couldn't find it. I looked everywhere: (4) ____ my wardrobe, (5) ____ my shelves, even (6) ____ my desk and my bed, but I couldn't find it. I felt terrible. (7) ____ that day, I woke up very early and continued to look for it. I looked for it (8) ____ six o'clock (9) ____ the morning (10) ____ three (11) ____ the afternoon but without any luck. In the end, I was sure that I had lost it, so I decided to go without it. While I was getting ready, I saw a small jewellery box that had been right (12) ____ of me all the time. Guess what! The watch was inside it! I was so happy because I wasn't going to disappoint my grandpa. When he saw me wearing the watch that night, he had the biggest smile ever (13) ____ his face!



- | | | | | | |
|---------------|-------------|-------------|-----------------|----------|-------------|
| 1. a. in | b. over | c. since | 8. a. since | b. from | c. until |
| 2. a. after | b. since | c. for | 9. a. in | b. by | c. since |
| 3. a. at | b. on | c. in | 10. a. till | b. for | c. during |
| 4. a. between | b. next | c. in | 11. a. in | b. at | c. on |
| 5. a. on | b. in front | c. opposite | 12. a. opposite | b. front | c. in front |
| 6. a. under | b. at | c. over | 13. a. at | b. on | c. around |
| 7. a. After | b. On | c. From | | | |

Speaking

Look at the poster below and complete the information with your own ideas. Then take turns to ask and answer questions about the event.



Where?

When?

What time?

What events? When?

Writing

Look at the poster in the Speaking Activity above and write a few sentences about the Environment Day event which is going to take place.

Module 4 (4b) Question Tags

Look at the picture and read the dialogue.

- Bob** Your brother has seen the documentary 'Planet Earth', **hasn't he?**
- Kevin** Yes, he has. He thought it was very interesting. It was on last night, **wasn't it?**
- Bob** That's right, but I didn't have time to watch it yesterday.
- Kevin** But you've downloaded it from the Net, **haven't you?**
- Bob** Of course I have. You'll come round to watch it with me tonight, **won't you?**
- Kevin** Sure. I didn't see it either. Let's invite James, **shall we?** After all, he's always interested in the environment.
- Bob** Great idea! Call him and tell him to come, **will you?**
- Kevin** OK. See you tonight then.



Now answer the questions.

1. Who has already watched the documentary 'Planet Earth'?

2. Has Bob downloaded the documentary from the Internet?

3. Where are the boys going to watch the documentary?

Grammar

Question Tags

Question Tags are short questions which are placed at the end of statements.

Question tags:

- are formed with the **auxiliary** (be, do, etc.) **or modal verb** (can, must, etc.) of the main sentence + a **personal pronoun** (I, you, he, she, etc.) in the same person as the subject. If the sentence does not contain an auxiliary or a modal verb, we use **do**, **does** or **did**, depending on the tense of the verb.
Hassan is a doctor, isn't he?
Peter and Mark joined the gym, didn't they?
You can swim, can't you?
- take **not** when the sentence is **affirmative**.
John is at the gym, isn't he?
- don't** take **not** when the sentence is **negative**.
Jim didn't join the aerobics class, did he?

We use question tags:

- when we are not sure about something.
Karate is only for boys, isn't it?
- when we are sure about something and we expect the person we are speaking to to agree with what we are saying.
You don't like lifting weights, do you?

NOTE: Be careful with the following question tags:

I am a very good writer, aren't I?
Let's go to the park, shall we?
Open that door, will you?

Activities

A. Match.

1. You're not British,
2. It was a great night,
3. Hasna is your best friend,
4. You'll help me with the housework,
5. They are not leaving.
6. You work at a bank,
7. His brother hasn't found a job yet,
8. You visited your parents last week,



- | | |
|----------------|---------------|
| a. isn't she? | e. wasn't it? |
| b. didn't you? | f. won't you? |
| c. are they? | g. are you? |
| d. has he? | h. don't you? |

C. Complete the dialogues with the words given.



1. A: You haven't got a car, have you?
B: No, I haven't.



3. A: It's not snowing, isn't it?
B: Yes, it's snowing.

B. Complete the sentences with the correct question tag.

1. Your brother is a football player, _____?
2. You haven't eaten fish soup before, _____?
3. Tom got seasick again, _____?
4. Grab that rope over there, _____?
5. The temperature has dropped, _____?
6. Mike couldn't speak English a few years ago,
_____?
7. Let's surf the Net for more information, _____?
8. There's a new teacher at your school, _____?
9. Mary has been watching TV for four hours, _____?
10. Your parents aren't travelling to Yanbu this year,
_____?



2. A: They play tennis every Sunday, don't they?
B: Yes, they do. Every Sunday.



4. A: He flies a kite, didn't he?
B: Yes, he did.

Speaking

Imagine that your partner is a famous writer. Interview him/her using question tags. Use the ideas in the box, as well as your own.

always / want / be / writer
win / award

work hard / to become successful
write / ... hours / a day take part / a writing competition / in future

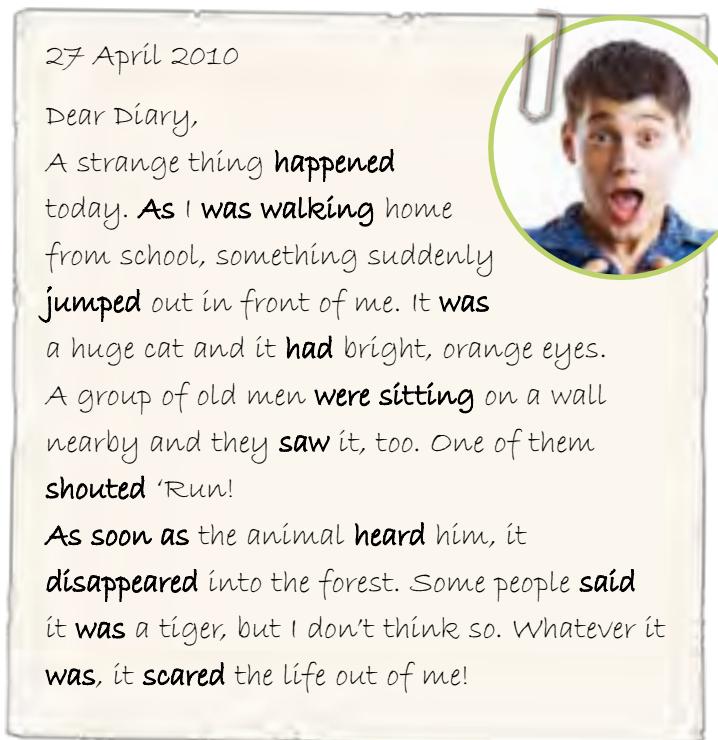
Writing

Write down a few of the questions that you asked in the Speaking activity.

Module 4 (4c) Past Progressive - Past Simple

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

Read the diary page.



Now answer the questions.

1. What was Kevin doing when he saw the creature?

2. What did the creature look like?

3. Who shouted 'Run'?

4. What did the creature do when he heard the old man shout?

5. Does Kevin believe that the creature is a tiger?

Grammar

a Past Progressive

Affirmative		Negative	
	FULL FORMS		SHORT FORMS
I/He/She/It was playing We/You/They were playing	I/He/She/It was not playing We/You/They were not playing	I/He/She/It wasn't playing We/You/They weren't playing	
Questions	Short Answers		
Was I/he/she/it playing? Were we/you/they playing?	Yes, I/he/she/it was. Yes, we/you/they were.	No, I/he/she/it wasn't. No, we/you/they weren't.	

We use the Past Progressive:

- for actions that were happening at a specific point of time in the past.
I was sleeping at 11 o'clock yesterday evening.
- to describe background scenes to a story.
It was snowing and the town was white and peaceful.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was watching TV, my brother was playing computer games.
- for an action that was happening in the past and was interrupted by another action. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. We usually use **as, while** and **when**.
We were entering the house when the phone rang.

NOTE: Stative verbs are not usually used in the Past Progressive.

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

Time clauses are introduced with **when**, **while**, **as**, and **as soon as**.

I was preparing lunch while they were watching TV.

As soon as he arrived at the airport, he called me.

NOTE:

- When the **time clause** comes before the **main clause**, the two clauses are separated by a comma. When the time clause comes after the main clause, the two clauses are not separated by a comma.
- We use **when** or **as soon as** + **Past Simple** (time clause) + **Past Simple** (main clause) for two actions that happened one after the other in the past.
As soon as they left, I went to bed.
When I turned on the TV, I saw the bad news.

Activities

A. Complete the sentences with the Past Progressive of the verbs in brackets.

- What _____ (you / say)? I _____ (not listen) to you.
- While I _____ (study) for a test yesterday evening, my brother _____ (have) fun with his friends.
- The children _____ (play) computer games when their mother got home last night.
- While we _____ (order), the waiter _____ (write) down our order.
- What _____ (John / do) while you _____ (skate)?
- As I _____ (bake) a cake, my mother _____ (do) the washing-up.
- It _____ (rain) while we _____ (fix) the car.
- _____ (Mark / sleep) when I called?
- As Tom _____ (leave) for basketball practice, his friend Jeff called him.
- At 8 o'clock Mrs Hunt _____ (cook) dinner.
- The little boy _____ (chase) the cat down the street.
- Andy _____ (hide) under the bed because he was scared.

B. Expand the notes into sentences.

- We / get ready / go out / when / we / hear / strange noise

We were getting ready to go out when we heard a strange noise.

- Abdulaziz / phone / while / you / take / a shower

3. John / watch / news / on TV / while / he / eat / dinner

- When / Sahar / sit / desk / start doing / homework

5. Students / stop talking / as soon as / teacher / enter / classroom

- As soon as / Peter / see / tiger / he / run

C. Circle the correct words.



1

Last night James (1) sat / was sitting in the living room watching TV while his parents (2) got / were getting ready to go to a restaurant. As soon as they (3) left / were leaving, he (4) went / was going to bed. A few minutes later, the phone (5) rang / was ringing and as James (6) went / was going towards the phone, he (7) fell / was falling down the stairs and (8) broke / was breaking his leg.

It was a hot Saturday evening. I (1) stood / was standing by the window when I (2) heard / was hearing the front door open. I (3) thought / was thinking it was my dad but I soon (4) realised / was realising I was wrong. When I (5) turned / was turning around, I (6) saw / was seeing my brother in front of me. He (7) tried / was trying to scare me.



2



3

When I (1) woke up / was waking this morning, the sun (2) was shining / shone. As I (3) had / was having breakfast, my friend Ameen (4) phoned / was phoning and we (5) were deciding / decided to go for a picnic in the park. However, as soon as we (6) were arriving / arrived at the park, the sun (7) disappeared / was disappearing behind some dark clouds and it (8) was starting / started to rain. So, Ameen's father (9) was coming / came and (10) drove / was driving us home.

About a month ago, I (1) drove / was driving down Blueberry Street. I (2) went / was going to my friend's house. Suddenly I (3) saw / was seeing a bright light. I (4) stopped / was stopping because I couldn't see anything. I (5) closed / was closing my eyes and when I (6) opened / was opening them again there were two men in front of my car and they (7) came / were coming slowly towards me. I started screaming and...

4



D. Read the dialogue and complete the blanks with the Past Simple or the Past Progressive of the verbs in brackets.

Police officer What time (1) _____ you _____ (return) home yesterday?

Mr Olson I think I (2) _____ (get) home at about half past five.

Police officer OK, and what (3) _____ you _____ (do) at six o'clock, when the accident (4) _____ (happen)?

Mr Olson Hmm, at six o'clock, let me see... I (5) _____ (work) on my laptop.

Police officer So you (6) _____ (be) busy in your study. How (7) _____ you _____ (see) the accident, then?

Mr Olson Well, as I (8) _____ (write) an article, I (9) _____ (look) out of the window. This is what I (10) _____ (see): A boy (11) _____ (ride) his bicycle along Keynes Street. When he (12) _____ (reach) the corner of Keynes and Walton Street, a car (13) _____ (turn) into Keynes Street. The driver (14) _____ (not see) the boy and (15) _____ (hit) him. The boy (16) _____ (fall) off his bike but the driver (17) _____ (not stop). He just (18) _____ (drive) away! That's why I (19) _____ (call) the police and (20) _____ (report) the accident.

Police officer (21) _____ you _____ (manage) to see the driver?

Mr Olson No, I (22) _____ (not can) see him. He (23) _____ (be) too far away.



E. Choose a, b or c.

1. I was watching a documentary when I heard a strange noise.

- a. I heard a strange noise when I was in the middle of watching a documentary.
- b. I heard a strange noise and then I watched a documentary.
- c. I watched a documentary before I heard a strange noise.

2. While I was driving to work, I realised I had no petrol left.

- a. I drove to work and then I realised that I had no petrol left.
- b. I realised I had no petrol left when I was driving to work.
- c. I realised that I had no petrol left and then I drove to work.

3. My friends and I were doing our homework at 5pm yesterday.
- My friends and I started doing our homework at 5pm yesterday.
 - My friends and I stopped doing our homework at 5pm yesterday.
 - My friends and I were in the middle of doing our homework at 5pm yesterday.
4. The children were tidying up their bedroom when I arrived home.
- The children were in the middle of tidying up their bedroom when I arrived home.
 - The children tidied up their bedroom and then I arrived home.
 - The children began tidying up their bedroom the moment I arrived home.
5. As soon as they left the petrol station, they got a flat tyre.
- First they got a flat tyre and then they left the petrol station.
 - They got a flat tyre while they were leaving the petrol station.
 - First they left the petrol station and then they got a flat tyre.

Speaking

Look at the pictures below which show parts of two different stories. With your partner, take turns to say what happened in each story and try to find an ending for each. Use the Past Progressive and the Past Simple.

Story 1



1



2



3

Story 2



1



2



3

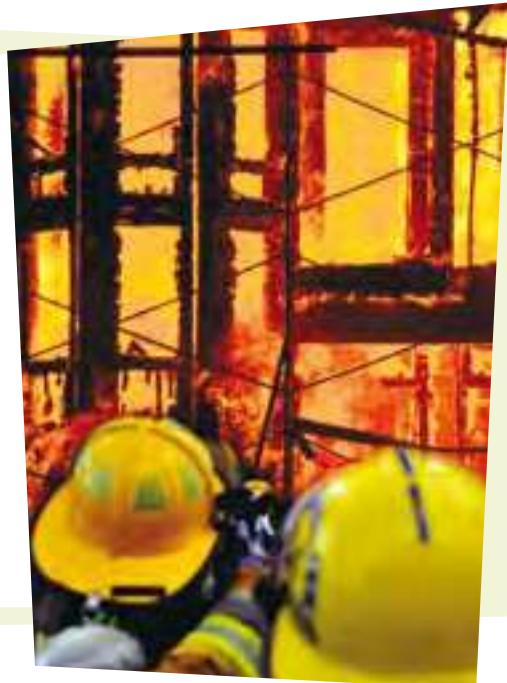
Writing

Write what happened in one of the stories in the Speaking Activity.

Module 4 (4d) Past Perfect Simple

Read the dialogue.

Adam So, how was dinner with Jim and Peter yesterday?
Bruce They never came.
Adam Why? What happened?
Bruce Well, as they were driving to my place, they heard on the radio that a terrible fire **had broken out** in the city centre and that there were a lot of trapped people inside some buildings.
Adam I don't understand. What's that got to do with Jim and Peter?
Bruce Well, they're volunteer firefighters. So, they went straight to the fire. They didn't call to tell me that they weren't coming so I got very worried and called them. I guess they **had already started** helping out by the time I called because neither of them answered their mobile. It was only after I heard about the fire on the news that I understood where they **had gone**.



Now answer the questions.

1. What did Jim and Peter hear on the radio? _____
2. What did they do when they heard the news? _____
3. Did Jim and Peter have dinner with Bruce? _____

Grammar

Past Perfect Simple

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I/He/She/It had worked We/You/They	I/He/She/It 'd worked We/You/They	I/He/She/It had not worked We/You/They	I/He/She/It hadn't worked We/You/They
Questions		Short Answers	
Had I/he/she/it worked? we/you/they	Yes, I/he/she/it had. we/you/they	No, I/he/she/it hadn't. we/you/they	

We form the **Past Perfect Simple** with **had** and the **Past Participle** of the verb.

We use the **Past Perfect Simple**:

- for an action which took place before another action in the past (in time clauses with **before**, **after**, **when**, **by the time**). We use the Past Perfect Simple for the action that happened first and the Past Simple for the action that followed.
When I got there, the museum had closed.
- for an action which took place before a specific point of time in the past.
She had finished her homework by 6 o'clock.

Time Expressions

by + point in time
 before + point in time
 after, before, when,
 by the time, etc.

NOTE: The **Past Perfect Simple** of the verb **have** is **had had**.



Activities



A. Circle the correct words.

1. The rescue team had found two survivors under the rubble before the day **was / had been** over.
2. Before Bill **had played / played** tennis he had finished all his homework.
3. After we **had had / had** lunch, my mother **had done / did** the washing-up.
4. By the time the rescue team **had come / came**, the building had collapsed.
5. By the time my friends **arrived / had arrived**, I **cooked / had cooked** dinner.
6. After my dad **had eaten / eaten** dinner, he **fell / had fallen** asleep on the sofa.

B. Complete the sentences with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. Sandra _____ (buy) the shoes after she _____ (try) them on.
2. Ashraf _____ (write) six letters by 11am yesterday.
3. Jason _____ (not tidy) his desk by the time I _____ (arrive) home yesterday afternoon.
4. Ken _____ (never/play) hockey before he _____ (move) to the USA.
5. Mum _____ (prepare) dinner long before Dad _____ (call) her.
6. Adam _____ (not wash) the car when I _____ (get) home.
7. Judy _____ (throw away) some old magazines last week.
8. When _____ you _____ (realise) that you _____ (lose) your wallet?
9. Tom _____ (finish) his shopping when you _____ (see) him.
10. John didn't leave the office until he _____ (type) all the letters.
11. Abdullah _____ (meet) his friends after he _____ (visit) the museum.
12. The authorities _____ (warn) the residents before the earthquake _____ (occur).

C. Complete with the Past Perfect of the verbs in the box.

save climb lose leave return not sleep

1. William _____ the café before I arrived.
2. At last, Susan found her sunglasses. She thought she _____ them.
3. Mark was tired and dirty because he _____ from football practice.
4. They _____ the mountain before it got dark.
5. Sergio was exhausted yesterday because he _____ all night.
6. Victor bought a motorbike last week. He _____ a lot of money since March.

D. Join the sentences using the Past Perfect Simple where necessary and the words given.



because

1. Steve lost Mark's telephone number. He didn't call him.

Steve didn't call Mark because he had lost his telephone number.



after

2. Sally did her homework. Then she went to the shopping centre.

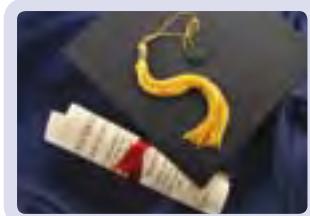


because

3. Mr Jones forgot to close the door of the house. The cat got in.

**when**

4. The plane took off. Then the Smiths arrived at the airport.

**after**

6. Saud finished school. Then he went to university.

**by the time**

5. The basement flooded. Then Mary got home.

**by the time**

7. Karim fell asleep. A while later, the documentary ended.

E. Choose a, b or c.

1. Mark _____ already ordered dinner when Adam arrived at the restaurant.
a. had b. has c. have
2. Tommy had done his homework before he _____ out to play.
a. was going b. had gone c. went
3. By the time I _____ the office, it had started raining.
a. left b. had left c. leave
4. She had finished doing the washing-up when the phone _____.
a. had rung b. was ringing c. rang
5. Ammar _____ to travel around the world after he had finished university.
a. was deciding b. decided c. had decided
6. Donna had _____ sandwiches before the children returned from school.
a. make b. making c. made



Speaking

What had you done by 11 o'clock last night? Put a ✓ or an ✗ in the boxes below and discuss with your partner.

tidy / room	
do / homework	
play / computer games	
watch / TV	

have / dinner	
phone / best friend	
have / shower	
go / bed	

Had you tidied your room by 11 o'clock yesterday?
Yes, I had. / No, I hadn't.
What did you do after...?
Well, after I had..., I...

Writing

Write a few sentences about what you had done by eleven o'clock last night and compare them with what your partner in the Speaking activity had done.

Revision: Module 4

A. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

1. We _____ (play) computer games when Carl's mother _____ (phone).
2. While all my friends _____ (enjoy) themselves at Faisal's house, I _____ (study) for an exam.
3. Why _____ you _____ (make) all that noise while I _____ (try) to sleep?
4. When I _____ (get) home last night, my parents _____ (watch) a documentary on TV.
5. Mark _____ (get) ready to leave when I _____ (call) him.
6. The students _____ (not listen) when the teacher _____ (explain) the exercise.
7. As I _____ (do) the shopping, I _____ (see) Carl.
8. _____ they _____ (visit) the National Museum of Saudi Arabia when they _____ (go) to Riyadh?
9. As soon as I _____ (taste) the cake, I _____ (realise) that it was too sweet.
10. As the boys _____ (walk) along the street, they _____ (find) twenty euros.

B. Expand the notes into sentences using the words given.

1. We / cook / dinner / the fire / break out when

2. I / walk / down / street / I / slip / fell as

3. Kevin / talk / on the phone / Bob / study while

4. John / call / police / he / see / crocodile as soon as

5. Tina / cook / she / burn / her arm as

6. Ralph / wait / bus stop / it / start raining when

7. They / arrive / they / jump / into the pool as soon as

8. Peter / have lunch / Steve / work while

C. Complete the sentences with prepositions of time, place or movement.

1. Are you doing anything special _____ the weekend?
2. Sandra heard a strange noise and ran _____ the stairs to check it out.
3. Khaled lived _____ Riyadh last year, but now he lives _____ Jeddah.
4. Hasna came home _____ school early today. She wasn't feeling well.
5. Guess who was sitting _____ to me _____ the plane!
6. There is an old painting _____ the wall _____ the living room.
7. Suddenly, I turned around and saw a car coming _____ me.
8. We'll have a break for half an hour _____ noon.

D. Complete with the correct question tags.

1. It's Thursday today, _____?
2. Let's give Mr Ahmed a call, _____?
3. Give me a hand, _____?
4. I'm a great cook, _____?
5. You were walking home, _____?
6. Lisa's in a hurry, _____?
7. You gave Ted a call, _____?
8. Your car runs on electricity, _____?

E. Choose a, b or c.

It was a windy afternoon. My friends and I (1) _____ to meet at my house to watch the Football Cup Final together. After I (2) _____ my homework, I (3) _____ to the supermarket to buy lots of soft drinks. When my friends (4) _____, I (5) _____ popcorn. By the end of the first half, we (6) _____ all the popcorn and the snacks my friends (7) _____. While we (8) _____ the second half, something (9) _____ wrong. We (10) _____ no picture on the TV. Maybe it was because of the strong winds outside. Unfortunately, we (11) _____ the end of the match and we were all very disappointed.

- | | | |
|------------------------|------------------|----------------------|
| 1. a. had arranged | b. have arranged | c. was arranging |
| 2. a. had finish | b. was finishing | c. had finished |
| 3. a. was going | b. went | c. had gone |
| 4. a. were arriving | b. arrived | c. had arrived |
| 5. a. had already made | b. already made | c. have already made |
| 6. a. were eating | b. had eaten | c. ate |
| 7. a. did bring | b. had brought | c. were bringing |
| 8. a. watched | b. had watched | c. were watching |
| 9. a. did go | b. was going | c. went |
| 10. a. had had | b. were having | c. had |
| 11. a. were missing | b. had miss | c. missed |

Use of English

Complete the sentences with the prepositions in the box.

around by out of out to out in on

1. The firefighters managed to put _____ the fire and luckily nobody was injured.
2. Mike took his brother's mobile _____ accident.
3. When the fire broke _____, everybody was sleeping, but, luckily, a neighbour saw the smoke and called for help.
4. Come in, James. You arrived just _____ time for dinner. Join us!
5. _____ my surprise, Kyle was cleaning his room when I got home. He never does that.
6. Wear your life jacket and hold _____ tight. A storm is coming.
7. Stop messing _____ and help me take these bags into the house.
8. I was watching TV when, all _____ a sudden, I heard a noise coming from the kitchen. I got really scared, but it turned _____ to be my brother. He was making a sandwich.

Tracklist for Student's CD

Track	Module/lesson	Content	Track	Module/lesson	Content
1	Titles		27	2e	3. Speak & Write
2	1a	1. Read / B	28	3a	1. Read / B
3	1a	3. Listen	29	3a	3. Listen
4	1b	1. Vocabulary	30	3b	1. Read / B
5	1b	2. Read / A	31	3b	3. Pronunciation / A
6	1c	2. Read / A	32	3b	3. Pronunciation / B
7	1c	5. Listen	33	3c	1. Read / B
8	1d	2. Vocabulary	34	3d	2. Vocabulary
9	1d	4. Read / A	35	3d	3. Read / A
10	1d	6. Pronunciation / A	36	3d	4. Listen
11	1d	6. Pronunciation / B	37	3e	2. Listen
12	1e	1. Vocabulary	38	3e	4. Speak & Write
13	1e	3. Listen	39	4a	1. Read / A
14	1e	4. Speak & Write	40	4a	2. Vocabulary
15	2a	2. Vocabulary	41	4a	4. Listen
16	2a	4. Listen	42	4b	1. Read / A
17	2b	1. Read / B	43	4b	2. Vocabulary
18	2b	3. Listen	44	4b	4. Pronunciation / A
19	2c	1. Read / B	45	4b	4. Pronunciation / B
20	2c	4. Pronunciation / A	46	4c	1. Read / B
21	2c	4. Pronunciation / B	47	4d	1. Vocabulary / A
22	2d	2. Read / A	48	4d	2. Read / A
23	2d	4. Listen / A	49	4d	4. Listen
24	2d	4. Listen / B	50	4e	2. Listen
25	2e	1. Vocabulary	51	4e	3. Speak & Write
26	2e	2. Listen			

**Full Blast 5 Third Intermediate Grade First Semester
Student's Book Including Workbook and Grammar Book**

H. Q. Mitchell - Marileni Malkogianni

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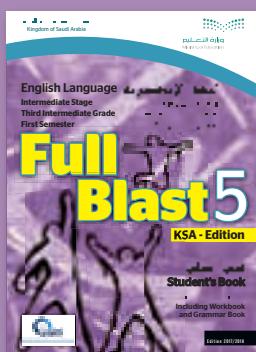
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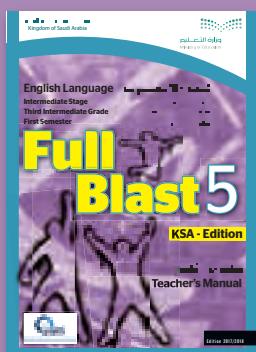
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- Lively dialogues
- Motivating and contemporary topics providing students with multicultural and cross-curricular information

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- A step-by-step guide to writing
- Culture and cross-curricular pages
- Rhymes
- Useful tips
- Portfolio (with projects and self-assessment section)



Student's Book
including Workbook
and Grammar Book



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- Model lesson
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Name of student

Name of school

CEF

A1

A2

B1

B2

C1

C2



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