

**Present**

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

**Present**

know	يعرف
leave	يترك - يغادر
lose	يخسر
make	يصنع
meet	يقابل
put	يضع
read	يقرأ
ring	يتصل بـ
rise	يرتفع
say	يقول
see	يرى
sell	يباع
send	يرسل
set out	يبصر
show	يعرض
speak	يتكلم
spend	يقضى - يصرف
steal	يسرق
swim	يسباح
take	يأخذ
teach	يدرس
tell	يخبر
wear	يلبس
understand	يفهم
win	يربح - يكسب
write	يكتب

## LESSON 1 Old and new pastimes

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

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

### Marhaba

Arab crafts and craftsmen

We're holding examples of Arab crafts.

We have some photos of Arab craftsmen.

Can you match the texts and the pictures?

HOME TOPICS STORIES INSPIRATION READERS NEWS  
Saudi Arabia • Wildlife • Natural Gas • Grammar • Raya Nis

**A** baker **B** calligrapher **C** carpenter **D** metal worker **E** ship-builder **F** tailor

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

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

Who's that in picture 1?

He's a baker, isn't he?

Yes. And what's he doing?

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

Yes, he is.

**B.**

**Who's that in picture two?**

**He's a calligrapher, isn't he?**

**Yes. And what's he doing?**

**He's writing on the paper and producing a beautiful design, isn't he?**

**Yes, he is.**

**Who's that in picture three?**

**He's a carpenter, isn't he?**

**Yes. And what's he doing?**

**He's craving a design on wood, isn't he?**

**Yes, he is.**

**Who's that in picture four?**

**He's a metal worker, isn't he?**

**Yes. And what's he doing?**

**He's making swords, isn't he?**

**Yes, he is.**

**Who's that in picture five?**

**He's a ship-builder, isn't he?**

**Yes. And what's he doing?**

**He's making a boat, isn't he?**

**Yes, he is.**

**Who's that in picture six?**

**He's a tailor, isn't he?**

**Yes. And what's he doing?**

**He's sewing a thobe, isn't he?**

**Yes, he is.**

In the gaps.

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



## Saudi Stars: Holiday postcards

A Hi Hassan

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

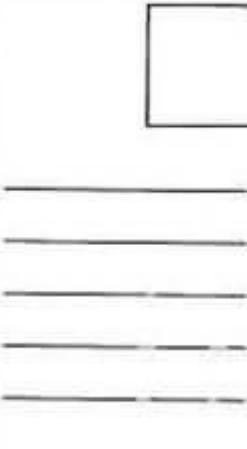
Sam



B Dear Jane

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

Nadia



D

LISTENING

Check your answers.



Track 1

E

WRITING

Write a postcard to a friend.

Begin the post card *Hi* and write the name of your friend.

Write who you are on holiday with.

Write which town you are in and where you are staying.

Write what you are doing.

Write if you are having fun. Say why or why not.

Sign your name.

Hi Dana

I'm spending my holidays with my family.

We're staying in a comfortable hotel in Dubai. I'm sharing a room with my sister. We're relaxing and watching TV. We're intending to go shopping during 30 minutes. We're all having fun.

Rinad



see Workbook pp88–89

Unit 1 • Lesson 1

**A** SPEAKING Ask and answer.

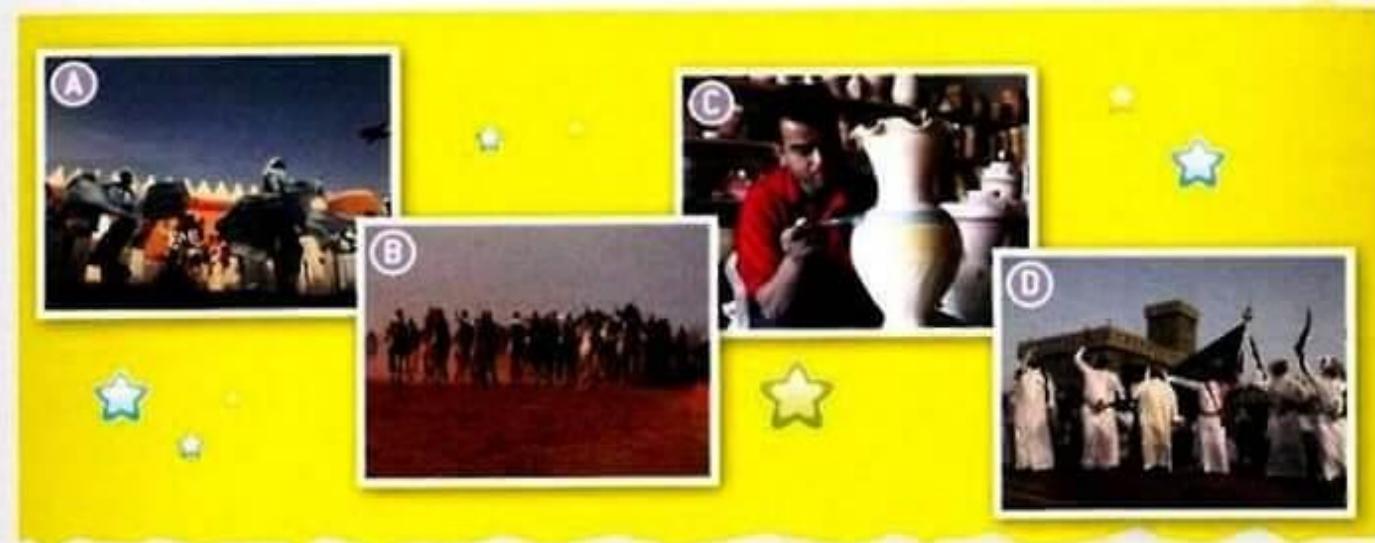
Who and what can you see in each picture?  
What are the people doing?

**I can see:**

- A. Some people are dancing.**
- B. A camel race.**
- C. A potter is making a pot.**
- D. Some people are holding swords and drums.**

Al Janadriyah

Saudi Stars

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

- |                                |          |                                   |          |
|--------------------------------|----------|-----------------------------------|----------|
| 1 We can see some camels.      | <b>B</b> | 2 Some people are holding swords. | <b>D</b> |
| 3 Craftsmen are making things. | <b>C</b> | 4 There's a drum playing.         | <b>A</b> |

**C** LISTENING Check your answers to Exercise B. Track 2**D** SPEAKING Correct the sentences.

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

Sarah is reporting from Riyadh.

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

**D.**

**1 Sarah is reporting from Riyadh.**

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

**2 Sarah is visiting a supermarket.**

**No she isn't. She's visiting a festival.**

**3 Large numbers of people are watching cars.**

**No they aren't. They're watching a camel race**

**4 The camels are running at 13 kilometres an hour.**

**No they aren't. They're running at 30 kilometres an hour.**

**5 A potter is carving a wooden plate.**

**No he isn't. He's making a water pot.**

**6 The performers are sitting and eating slowly.**

**No they aren't. They are standing and moving slowly.**

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

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

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

**F SPEAKING** Talk about the pictures. 

He's driving fast to win the race.



drive fast/win/race



cut material/make dress



kick/ball/score/goal



weigh/butter/make/cake



jump/high/score/points



boil water/make/cup/tea

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

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

What is the meaning of **calligraphy**?

It's a special kind of beautiful writing.



see Workbook pp90–91

Unit 1 • Lesson 2

**E.**

1. The Al Janadriyah festival is so important that many people go there.
2. The camel races are so enjoyable that large crowds watch them.
3. The camels run so quickly that they reach 30 kilometres an hour.
4. The craftsmen are so skilful that crowds come to see their work.
5. The coffee pots are so beautiful that people pay high prices for them.
6. The performer's swords are so sharp that they must carry them carefully.

**F.**

2. She's is cutting the material and making a dress.
3. He's kicking the ball and scoring a goal.
4. She's weighing the butter and making a cake.
5. He's playing well and scoring points.
6. She's boiling water and making a cup of tea.

**G.**

2. tailor: a person whose occupation is the making, mending, or altering of clothes.
3. carpenter: someone whose job is making and repairing wooden objects.
4. potter: a person who makes pottery.
5. decorate: to furnish (a house, office, apartment, etc.), especially by selecting colors, fabrics, and style of furniture.
6. cloak: a loose outer garment, as a cape or coat.
7. row: a line of things or people next to each other .
8. take place: to happen or occur.



see Workbook pp90–91

Unit 1 • Lesson



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

- |                                |          |                                    |                                   |
|--------------------------------|----------|------------------------------------|-----------------------------------|
| A where caribou live           | <b>4</b> | B what caribou look like           | <b>1</b> <input type="checkbox"/> |
| C a caribou's food             | <b>4</b> | D how fast caribou can move        | <b>1</b> <input type="checkbox"/> |
| E why two caribou are fighting | <b>2</b> | F why caribou go long distances    | <b>3</b> <input type="checkbox"/> |
| G dangers to caribou           | <b>5</b> | H what kind of animal a caribou is | <b>4</b> <input type="checkbox"/> |

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

**Marhaba**

HOME TOPICS STORIES INSPIRATION READERS NEWS

Saudi Arabia • Wildlife • Natural Gas • Grammar • Rap

**Caribou**

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

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

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

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

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





## LISTENING AND SPEAKING

Repeat paragraph 3.



Track 3



## READING AND SPEAKING

Give the meaning of these words.



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

What's a caribou?

It's an animal that lives in North America.

**B.**

**Caribou migrate longer distances than any other land animals to food. They move in herds – large groups of animals. Herds sometimes have 100,000 animals in them and often travel 5,000 kilometres in one year.**

**C.**

2. **migrate:** move from one place to another
3. **herd:** a large group of animals
4. **mammal:** an animal which feeds milk to its young
5. **wolf:** an animal which hunts caribou
6. **threat:** a danger

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

1 Where do caribou live?

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

Where do caribou live?

**F LISTENING** Complete the information.



Track 4

They live in North America.

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**Marhaba**

HOME TOPICS STORIES INSPIRATION READERS NEWS

Saudi Arabia • Wildlife • Natural Gas • Grammar • Rapo

**Arctic terns**

  
Female: sitting on the <sup>1</sup> nest. Kind: <sup>7</sup> sea bird

  
Male: <sup>2</sup> feeding the female. Lives for: about <sup>3</sup> 20 years

Babies: are born after <sup>4</sup> 20 days. Food: eat <sup>5</sup> small fish

Length: about <sup>6</sup> 35 cm. Travel: longer than other <sup>10</sup> birds

Weight: about <sup>5</sup> 100 g. Fly south: in <sup>11</sup> autumn

Colour: black, white and <sup>8</sup> grey. Journey: <sup>12</sup> 20,000 km

**G SPEAKING** Talk about arctic terns. Use the information in Exercise F.

In this photo the female bird is on the nest.

The male bird is feeding her.



see Workbook pp92–93

Unit 1 • Lesson

**D.**

2. How much do male caribou weigh?
3. How many caribou are fighting?
4. What are they trying to push away?
5. Why do caribou migrate?
6. How far do herds travel in one year?
7. What do caribou eat?
8. When do caribou move to open areas?
9. What are caribou now facing?
10. Why is the size of the forests decreasing?

**E.**

2. They weigh about 170 kg.
3. Two male caribou are fighting.
4. They are trying to push the other caribou away.
5. They migrate to find food.
6. Herds travel about 5000 km.
7. Caribou eat grass, plants and leaves.
8. Caribou move to open areas in spring.
9. They are facing a more serious threat to their future.
10. Because people are cutting down trees.



see Workbook pp92–93

Unit 1 • Lesson

## G.

- The birds in the photos are arctic terns.
- The bird in the first photo is flying.
- In the second photo the female bird is sitting on the nest. She is keeping the eggs warm.
- The male bird is feeding her. The babies are born after about 20 days.
- Arctic terns are neither large nor small. They are about 35 cm long and weigh about 100g.
- Their bodies are black, white and grey.
- Arctic terns are sea birds and spend most of their life above or near the sea.
- They live for about 20 years, a long time for birds. They eat small fish and other small sea life.
- Arctic terns migrate a longer distance than any other birds. They fly from the south to the north near the North Pole.
- In autumn they migrate south and spend a second summer near the South Pole. Then they fly back to the north. This is a journey of about 20,000 km.



see Workbook pp92–93

Unit 1 • Lesson 1

**A**

## VOCABULARY

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

## STUDY TIP

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

## Saudi Stars: Jobs

**B**

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

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

**C**

## READING Complete this information about loggerhead turtles.

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

**Marhaba**

**A loggerhead turtle**



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

**D**

## LISTENING Listen and check your answers.



Track 5



## Present progressive

### Grammar:

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

### Use

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

## Present simple

### Grammar

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

### Use

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

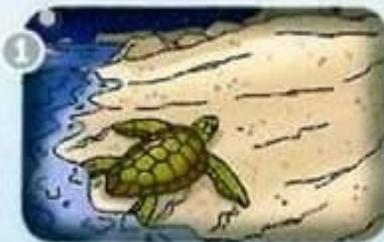
**E**
**GRAMMAR**

**Complete the sentences with the correct form of the verb.**

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

**F**
**SPEAKING**

**Talk about the pictures.**



arrive/beach/come out/  
water



walk/slow/up beach



make/hole for eggs



come out/egg  
to the sea

**What is happening?**

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

- 1 The (female) turtle is arriving at the beach and coming out of the water.
- 2 The turtle is walking slowly up the beach.
- 3 The turtle is making a hole for the eggs.
- 4 The babies are coming out of the eggs, and they are going to the sea.

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

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

**James Cameron****Saudi Stars**

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

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



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

We've just been studying life in the oceans.



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

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

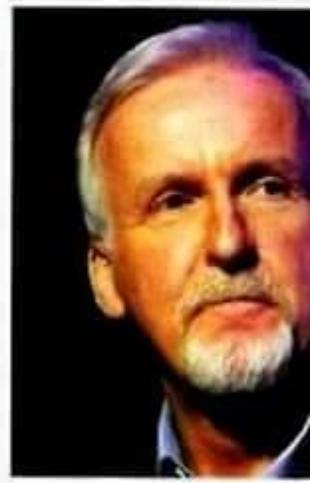
- |   |   |
|---|---|
| 1 Where has James Cameron studied?      | 2 What other job has James Cameron had? |
| 3 What has James Cameron done recently? | 4 What is it like 11 km under the sea?  |
| 5 How did he travel there?              | 6 Why did he go?                        |

## The Answers:

**B.**

1. He's studied at university.
2. He has written books, edited films, been a photographer and even a truck driver.
3. He has dived in a special submarine to the bottom of the Marianas Trench.
4. It is cold and dark and the water pressure is very high.
5. He went in a submarine.
6. Because it's the deepest place on the surface of the Earth.

Year	What happened
1954	James Cameron <sup>1</sup> <u>was born</u> .
<sup>2</sup> 1971	his family moved to the United States.
1974	James Cameron left <sup>3</sup> <u>university</u> .
1977	James Cameron got a job in a <sup>4</sup> <u>film studio</u> .
<sup>5</sup> 2012	James Cameron went to the Mariana Trench.



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

What happened in 1954?

James Cameron was born.

When did his family move to the United States?



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

### Tell us about yourself.

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

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



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



**SPEAKING** Work in pairs.

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



see Workbook pp94–95

Unit 2 • Lesson

**D.**

- **Where was his school?**
- **His school was in Canada.**
- **When did his family move to the United States?**
- **In 1971 his family moved to California in the United States.**
- **How long did he study at university?**
- **He studied at university for two years but he left in 1974.**
- **What did he do when he left the university?**
- **For three years he drove a truck and wrote in his free time.**
- **What did he do in 1977?**
- **In 1977 he got a job in a film studio. At first he worked as a designer then he worked on other different jobs in the studio, for example, he worked as a film editor.**
- **What did he do in his free time?**
- **In his free time, James Cameron is very interested in diving and he has made more than 70 dives deep under the world's oceans.**
- **Where did he go in 2012?**
- **In 2012 he went to the bottom of the Mariana Trench, the deepest place on the surface of the Earth.**



see Workbook pp94–95

Unit 2 • Lesson 1

- Interviewer: Where was your school?
  - James Cameron: It was in Canada.
- 
- Interviewer: When did your family move to the United States?
  - James Cameron: In 1971 my family moved to California in the United States.
- 
- Interviewer: How long did you study at university?
  - James Cameron: I studied at university for two years but I left in 1974.
- 
- Interviewer: What did you do when you left the university?
  - James Cameron: For three years I drove a truck and wrote in my free time.
- 
- Interviewer: What did you do in 1977?
  - James Cameron: In 1977 I got a job in a film studio. At first I worked as a designer then I did other different jobs in the studio, for example, I worked as a film editor.
- 
- Interviewer: What did you do in your free time?
  - James Cameron: In my free time, I'm very interested in diving and I have more than 70 dives deep under the world's oceans.
- 
- Interviewer: Where did you go in 2012?
  - James Cameron: In 2012 I went to the bottom of the Mariana Trench, the deepest place on the surface of the Earth.

## LESSON 2 *Plans for the future*

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

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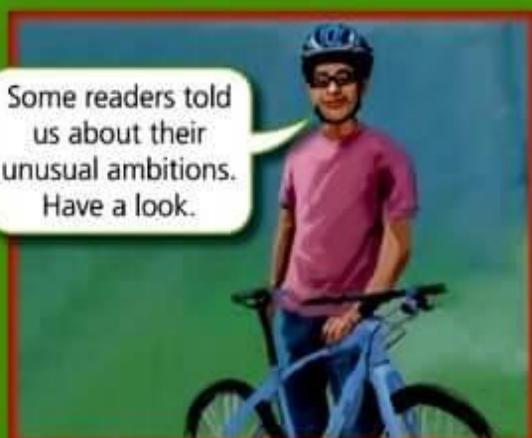
**Marhaba**

HOME TOPICS STORIES INSPIRATION READERS NEWS

Ambitions - Word

**Unusual ambitions**

Some readers told us about their unusual ambitions. Have a look.



Dear Marhaba,

I want to tell you about my ambition. As a Saudi, I want to ride for the Saudi cycling team at the Olympic® Games. I am good at riding. I've raced bikes for more than five years. I won a gold medal in a race for young cyclists at the Saudi Cycling Championships last year.

Now, I plan to become an Olympic® cyclist. It won't be easy. I'm going to have to do more training. I cycle five hours a week at the moment but I'll need to increase this to ten or fifteen hours a week. I'll also get help from a special cycling trainer.

I'll have to work very hard to achieve my ambition. And if I can't achieve it and I'm not good enough to cycle at the Olympics®, well, I won't give up riding. I enjoy it very much.

Waleed

### B SPEAKING Work in pairs. Correct the false statements and say five facts about Waleed.

- 1 Waleed is Saudi.
- 3 He's ridden a bike for a year.
- 5 He trains for ten hours a week.

- T 2 He wants to run in the Olympic® Games.
- F 4 He took part in the Cycling Championships.
- F 6 A trainer is going to help Waleed.

**Waleed wants to ride a bike at the Olympic Games.**

**B. Correct the false statements:**

1. T (As a Saudi)
2. F (I want ... cycling team)
3. F (I've raced ... more than five years)
4. T (I won ... championships)
5. F (I cycle 5 hours)
6. T (I'm also ... trainer.)

**B. Says five facts about Waleed:**

1. Waleed is good at bike riding.
2. Waleed has cycled for more than five years.
3. Waleed won a gold medal in a race for young riders.
4. Waleed is going to train more. A cycling trainer is going to help Waleed.
5. Waleed won't stop cycling if he isn't good enough to ride at the Olympics. (Any five, in any order)

Marchaba Website  
http://www.kingsuischool.org/marhabawebiste

# Marhaba

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Ambitions - Words

**Marhaba ambitions**

What's <sup>1</sup> your ambition Salma?

Why do you want to <sup>2</sup> do that?

<sup>3</sup> How are you achieve your ambition of going into space?

<sup>4</sup> What will you do if you can't go into space?



## D LISTENING Listen again and number these sentences in the correct order. Track B

- Salma has dreamed of going into space for a long time. 5
- Salma wants to be the first Saudi female in space. 1
- Salma will try and save money for a ticket. 4
- Salma has always wanted to see the stars from space. 2
- Companies are developing rockets to take people into space. 3

## E SPEAKING Work in pairs.

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

## F GRAMMAR What ideas can help people to achieve these ambitions?

Write two sentences with *will* for each ambition.

do well at school

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

do well at school

help poor people

have lots of friends

be fit and healthy

learn another language

visit interesting places

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

determined	achievement	astronaut
ambition	cycling	championship
adventure	cyclist	carve
		dive



see Workbook pp96–97

Unit 2 • Lesson 2

E.

## 1. Interview Waleed about his ambition.

**Interviewer:** What's your ambition, Waleed?

**Waleed:** As a Saudi, I want to ride for the Saudi cyclingteam at the Olympic Games.

**Interviewer:** Are you good at riding a bike?

**Waleed:** Yes, I've raced bikes for more than five years. I won a gold medal in race for young cyclists at the Saudi Cycling Championships last year.

**Interviewer:** How do you plan to become an Olympic cyclist?

**Waleed:** I'm going to do more training. I cycle five hours a week at the moment. I'm going to increase this to ten or fifteen hours a week. I'm also going to have special help from a cycling trainer.

**Interviewer:** What will you do if you can't achieve your ambition?

**Waleed:** If I'm not good enough to cycle at the Olympics , I won't give up riding. I enjoy it very much.

## 2. Interview Salma about her ambition.

**Interviewer:** What's your ambition, Salma?

**Salma:** I want to be the first Saudi female to go into space.

**Interviewer:** Why do you want to do that?

**Salma:** I have always wanted to be an astronaut and to see the planets and stars from space.

**Interviewer:** How are you going to achieve your ambition of going into space?

**Salma:** At the moment some companies are developing rockets to take people into space. The flights are going to start in about ten years' time. Tickets are going to be very expensive. It's going to be difficult but I'm going to try and save enough money to buy a ticket.

**Interviewer:** What will you do if you can't go into space?

**Salma:** I'm a determined person. I hope I will go into space. It's been my dream for a long time.



see Workbook pp96-97

Unit 2 · Lesson 1

- I'll do well at school.
- I'll study hard.
- I'll help poor people.
- I'll give them money.
- I'll have lots of friends.
- I'll add them on my facebook.
- I'll be fit and healthy.
- I'll eat healthy food and drink a lot of water.
- I'll learn another language.
- I'll learn Chinese language.
- I'll visit Farasan Islands.
- I'll visit Madain Saleh.

## G.

achievement, adventure, ambition, astronaut, carve, championship, cycling, cyclist, determined, dive



see Workbook pp96–97

Unit 2 Lesson

**A READING AND SPEAKING** Look at the pictures.

Ask and answer the questions.



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

**B READING** Now read the story. Were you right?**Saudi Stars: Alone in the jungle**

1 Julianne Koepcke is German. When she was 17, in 1971, she was studying at a school which was in Lima, Peru in South America. Her parents were doing research there. One January holiday, Julianne and her mother caught a plane to visit her father who was working in the city of Pucallpa at that time.

2 While Julianne and her mother were flying, there was a very bad storm. Suddenly lightning hit the plane. At a height of 3,200 metres, the plane broke into pieces and crashed into the jungle below. Julianne found

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

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

**C LISTENING AND SPEAKING**

Repeat paragraph 2.

Track 9

**B.**

1. It took place in Peru, South America.
2. Julianne's father was waiting to meet them.
3. The weather was very bad/terrible.
4. Julianne fell from the plane.

**C.**

S1: While Julianne and her mother were flying there was a very big storm. Suddenly lightning hit the plane. At a height of 3,200 metres the plane broke into pieces and crashed into the jungle below. Julianne found herself falling to the ground.

S2: I was in my plane seat and I was wearing my seat belt when I

S1: Julianne remembered. When she reached the ground, she survived her fall. She had a broken bone in her shoulder, a cut to her right arm and a bruise on her right eye.

- 1 ... was studying in Peru.
- 3 While Juliane and her mother ...
- 5 ... was wearing a seat belt when ...
- 7 ... broke a bone, cut her ...

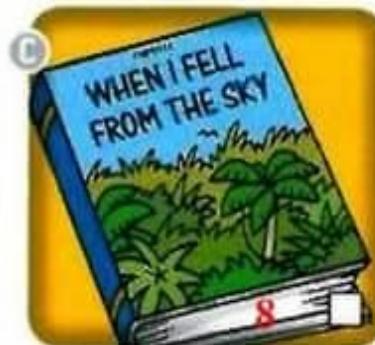
- 2 ... who was working in Pucallpa.
- 4 ... which crashed into the jungle.
- 6 ... survived her fall.
- 8 ... tried to find her mother.

When Juliane was 17, she was studying in Peru.

E

**LISTENING**

Complete the story. Number the pictures in the correct order.



F

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



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



see Workbook pp98–99

Unit 2 • Lesson

**D.**

2. Juliane caught a plane to visit her father, who was working in Pucallpa.
3. While Juliane and her mother were flying, there was a terrible storm.
4. The plane broke into pieces which crashed into the jungle.
5. Juliane was wearing a seatbelt when she fell to the ground.
6. When Juliane reached the ground, she survived her fall.
7. When she fell, Juliane broke a bone, cut her arm and bruised her eye.
8. When she recovered a little from her fall, she tried to find her mother.

**F.**

1. at a school in Peru
2. doing research there
3. a plane to visit her father
4. there was a terrible storm
5. broke into pieces
6. through the air to the ground
7. her fall
8. to find her mother
9. sweets
10. through the jungle
11. were working in the jungle
12. to a town
13. to hospital where her father was waiting for her
14. back to Germany
15. biology at university
16. a book about her experience



see Workbook pp98–99

Unit 2 • Lesson

**STUDY TIP**

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

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

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Saudi Arabia • Wildlife • Natural Gas • Grammar • Rap

**Syllable stress**

Which is the syllable with the most stress?	How many syllables?	Which is the syllable with the most stress?	How many syllables?
a ambition	3	b achieve	2
c biology	4	d submarine	3
e shoulder	2	f survive	2
g championship	4	h astronaut	3

- B LISTENING** Check your work. Track 11

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

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

1 Saudi Arabia      2 Peru



3 United States

4 cycle      5 struck



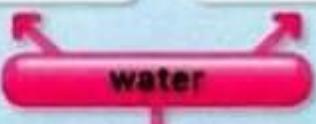
6 submarine

7 dive

8 ocean

9 lightning

10 rain



11 weather



12 storm

## Grammar Study

### Present perfect

#### Grammar

has/have + verb + -ed, for example  
has dived

#### Use

- 1 For an action which began in the past and affects what is happening now.
- 2 With words such as *since*, *for*, *ever* and *never*.

### Past simple

#### Grammar

Verb + -ed, for example *asked*; or different irregular verbs (e.g. *go/went*, *write/wrote*, *put/put*)

#### Use

- 1 For an action which started and finished in the past.
- 2 With words such as: *yesterday*, *(two weeks) ago*, *last (July)*; *in + time* (*1993*); *at + time* (*6 o'clock*); *on + time* (*Sunday*).

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

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



Majid at work

## E WRITING Write in your notebook.

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

What were you doing at the start of the story?

What unusual or amazing thing happened?

What did you do?

What happened after that?

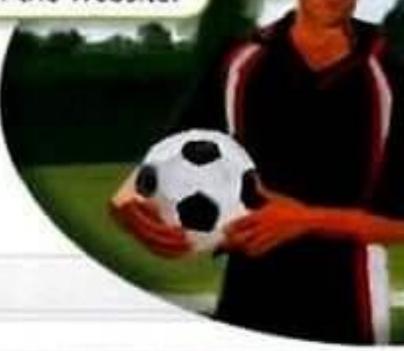
#### An unusual story

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

**Last Wednesday I was on my way to school. I walked on wet grass. Suddenly, I slip on the wet grass and fell on my back. Everyone laughed at me and my clothes were very dirty and I went back to my home.**

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

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



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HOME TOPICS STORIES INSPIRATION READERS NEWS

Soccer • Explorers • Puzzles • Future • Invention

**Soccer supporters**

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

Come on, Zetten.  
You can win.

No way. Nazm  
are going to win.

Foul!

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

He's shown a yellow card.

Another goal!  
Five nil to Nazm!

We should change  
our goalkeeper.

If I were the manager,  
I would change all of your team members.

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

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

**C** LISTENING AND SPEAKING Repeat the story in the cartoon.



Track 12

**B.**

1. The Zetten team are in blue shirts.
2. The boy in white wants Nzam to win.
3. The Nzam player fouled the Zetten player.
4. The Nzam player gets a yellow card.
5. Nzam win the match five – nil.
6. The boy in blue wants Zetten to change its goalkeeper.

**C.**

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

**Boy 1 (blue T-shirt):** Come on Zetten. You can win.

**Boy 2 (white T-shirt):** No way. Nazm are going to win.

**Commentator:** Foul!

**Boy 1 (blue T-shirt):** If I were the referee, I'd show a red card.

**Boy 2 (white T-shirt):** He's shown a yellow card.

**Commentator:** Another goal! Five – nil to Nazm!

**Boy 1 (blue T-shirt):** We should change our goalkeeper.

**Boy 2 (white T-shirt):** If I were the manager, I'd change all of your team.

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

My football team loses lots of matches.



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

Advice

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

Reason

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

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

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

Why?

This one can't stop the ball.

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

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

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

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

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

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

1 If I were you, I'd tell him to ...



see Workbook pp100–101

Unit 3 • Lesson

**F.**

**2. If I were you, I'd make the team obey the rules of football.  
Why?  
The players get lots of red cards.**

**3. If I were you, I'd replace the club football shirts.  
Why?  
I don't like the colour very much.**

**4. If I were you, I'd get two new forwards.  
Why?  
They aren't scoring many goals.**

**5. If I were you, I'd give the players more training.  
Why?  
They aren't very fit.**

**I.**

- 1. If I were you, I'd tell him to eat a little of sweets.**
- 2. If I were you, I'd tell him to arrive early for class.**
- 3. If I were you, I'd say to my maths teacher that homework is very difficult.**
- 4. If I were you, I'd support another good football team.**



see Workbook pp100–101

Unit 3 • Lesson 1

## LESSON 2 Different ways of shopping

### A SPEAKING Ask and answer.

In one year, people spend about a week shopping.



We're having a close look at this very important activity.

### Saudi Stars: Questionnaire

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

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

#### Different ways of selling



#### Saudi Stars

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

- (A) 'Although customers can only see pictures of our goods, they can return anything which they don't like.' **2**
- (B) 'We have a big choice of goods. That is extremely popular with our customers. They also like the low prices and attractive décor in our shop.' **3**
- (C) 'We don't have a large range of goods but we can order things here if our customers want them.' **1**

- (D) 'On the other hand customers sometimes think we are too far from where they live.' **3**
- (E) 'Our customers like us because we know them personally and we are very close to their homes.' **1**
- (F) 'We offer cheap products because we don't have a large staff. Customers can shop from home. They love that.' **2**

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

	Advantages	Disadvantages
Local shop		

C.

**Local shop:**

**Advantages:**

- 1 Can order things for customers
- 2 Know customers personally
- 3 Very close to their home

**Disadvantage:**

Don't have a large range of goods

**Internet:**

**Advantages:**

- 1 Customers can return things
- 2 Cheap products
- 3 Customers can shop from home

**Disadvantage:**

Can only see pictures of goods

**Store:**

**Advantages:**

- 1 Big choice of goods
- 2 Low prices
- 3 Attractive décor in shop

**Disadvantage:**

Too far from where customers live

**Saudi Stars: Questionnaire**

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

E SPEAKING Ask and answer about the questionnaire.

How clean and tidy is the store?

F LANGUAGE HELP Read and remember.

It's very clean and tidy.

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

G WRITING Write and check.

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

1 Plan your essay:

Audience: Who are you writing for?

Purpose: Why are you writing?

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

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

Paragraph 3 Give one disadvantage of this kind of shopping

Paragraph 4 Finish the essay.

2 Write your essay.

3 Check your work.

- b) Check.

The grammar: Is it accurate?

The punctuation: Is it correct?

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



see Workbook pp102–103

Unit 3 • Lesson 2

**E.**

- 2. Are the products good value? / How good is the value of the products?**
  - Yes, they are quite good value. They are quite good value.
- 3. How attractive is the décor?**
  - The décor isn't/is not at all attractive.
- 4. How polite are the staff?**
  - The staff are very polite.
- 5. How wide is the range of goods?**
  - It's very wide.

**G.**

**Shopping is an interest of many people. There are three kinds of shopping; local shop, store and Internet. I prefer shopping from Internet because I can find some great deals from shopping online. I may not be able to shopping in a store.**

**Shopping from Internet helps us to save time, shop from home, buy cheap products and return things.**

**However, shopping from Internet has more risk if the sellers upload fake goods on internet, we may receive goods that are not what we ordered.**

**In conclusion, the three kinds of shopping have their own benefits. However, which is the best for you depend on the purpose of buying product. Everyone can decide a suitable shopping style.**



see Workbook pp102–103

Unit 3 • Lesson 3

The sun is a source of energy for plants.

**A** SPEAKING Make sentences about each picture.

Suggest other sources of energy.



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

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Natural gas

Rashed's father is a geologist.

Rashed has written an article about natural gas.

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

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

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

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

1 Paragraph A: It natural gas

2 Paragraph A: **there** \_\_\_\_\_

3 Paragraph B: **There** \_\_\_\_\_

4 Paragraph B: **This** \_\_\_\_\_

5 Paragraph C: **here** \_\_\_\_\_

6 Paragraph C: **It** \_\_\_\_\_

**A.**

- 2. Food is a source of energy for the body.**
- 3. Coal is a source of energy for fires.**
- 4. Oil is a source of energy for cars.**
- 5. The wind is a source of energy for (producing) electricity.**

**C.**

- 2. underground**
- 3. surface (of the ground)**
- 4. separating into different parts**
- 5. Saudi Arabia**
- 6. (compressed) natural gas**

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

### The present simple passive

*all the time ...*

*regularly ...*

*sometimes ...*

*often ...*

*every day ...*

*Natural gas is located* in underground rocks.

*Holes are drilled* to look for natural gas.

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

drilled /d/

used

cleaned

pumped /t/

compressed

increased

located

separated

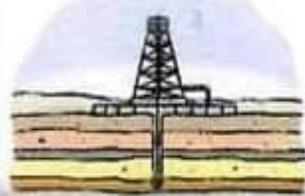
transported

- F PRONUNCIATION** Listen and repeat. Track 16

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

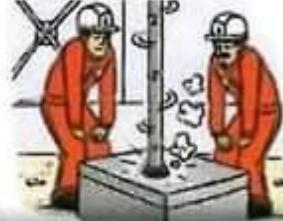
To look for gas, a hole is drilled into the rock.

① To look for gas



hole/drill/rocks

② Sometimes



natural gas/discover

③ If gas is discovered



it/pump/surface

④ Then ...



gas/clean/separate

⑤



lots of gas/produce

⑥



some gas/use/for

⑦



some gas/transport



see Workbook pp104–105

Unit 3 • Lesson 3

**G.**

2. Sometimes natural gas is discovered.
3. If gas is discovered, it is pumped to the surface.
4. Then the gas is cleaned and separated.
5. Lots of gas is produced in Saudi Arabia.
6. Some gas is used for making electricity and water.
7. Some gas is transported in ships to other countries.



see Workbook pp104–105

Unit 3 • Lesson 1

**STUDY TIP**

Always proofread  
your work.

**A VOCABULARY****Match and number.**

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

Check grammar,  
punctuation  
and spelling.

**Saudi Stars: Photos****B**

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

**Saudi Stars: Questionnaire****Your local shop**

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

**C****SPEAKING**

Find out your partner's opinion. Ask the questions from Exercise B.  
Swap partners. Say the opinion of your first partner.

My first partner thinks his local shop is very good.

He thinks the goods there

# Saudi Stars: Grammar Study



## Two ways of giving advice:

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

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

Which shoes should I choose?



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

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

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

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

### E GRAMMAR Make complete sentences.

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

A lot of oil is produced in Saudi Arabia

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

Write about cars.

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

#### Cars

Cars have advantages and disadvantages.  
An advantage of cars is they ...  
On the other hand, a disadvantage of cars is ...  
In my opinion, cars are ...

- D.**
1. If I were you, I'd take a medicine for headache.
  2. If I were you, I'd better watch a football match.
  3. You'd better ask everyone you know about it.
  4. If I were you, I'd ask my Maths teacher about the difficulties.
  5. You'd better not buy clothes in this shop.
  6. You'd better take a break.

**E.**

2. Many factories and industries are located in Jubail.
3. Saudi oil and gas are transported to countries around the world.
4. Climate change is caused by CO<sub>2</sub> in the atmosphere
5. Oil and gas are used to produce fresh water from sea water.
6. Traditional Arab coffee pots are decorated with attractive designs.

**F.**

#### Advantages and Disadvantages of Cars

Cars have advantages and disadvantages. Nowadays, cars are becoming very important for people. We can't live without them. We have many advantages and disadvantages for having cars.

An advantage of cars is they help us to do our daily activities like go to work, shopping ...etc. Cars also save the time. For example if you have emergency problem like someone sick you will take that person to a hospital in the short time. It's easier to travel to other cities by cars. For example, if you travel to other city by car, you can go to any places you want. However, if you travel by bus, the bus driver has stops where his bus will stop in it, and then you should take another kinds of transport.

On the other hand, a disadvantage of cars is in my opinion, they causing air pollution. For example when people walk beside the street they will smell the carbon coming from the car, then they will get sick after long time. Also cars make people lazy. People stop doing sport after they having a car, so we should try to do sport even though we have a car. Having a car is costly. Car is not a cheap device.

To sum up, although, car has disadvantages; we cannot stop using of them. We should just try to improve them, find green fuel and using it instead of harmful fuel.

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

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

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



## A good cause

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

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



## Saudi Stars

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

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

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

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

**4**  
**2**  
**5**  
**1**  
**6**  
**3**



**B.**

- 1. What is the article about?**
- 2. What kind of society is Islamic Relief Worldwide?**
- 3. Who do Islamic Relief Worldwide help?**
- 4. What does Islamic Relief Worldwide do during the Hajj?**
- 5. Why do people give money to Islamic Relief Worldwide?**

**E**

## LANGUAGE HELP

## Read and remember.

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

The past

Leena started to write a story.

Now (the present)

Leena is still writing her story.

Leena has been writing a story.

(the present perfect continuous)

**F**

## SPEAKING

Work in groups. Talk about Leena.

**G**

## SPEAKING

Work in pairs. Make sentences about the photo.

They have been washing the floor.

**BOYS RAISE MONEY FOR GOOD CAUSES**

1 wash the floors



2 pick up rubbish



3 sell sweets and cakes



4 tidy classrooms



5 water plants



6 help in the library

**H**

WRITING Write sentences in your notebook.

Boys from Zahrat Al-Sahraa School have been raising money for good causes. They have been ...



see Workbook pp106–107

Unit 4 • Lesson 1

**F.**

Leena has been raising money for a good cause. She has been writing a story. She has been publishing it on the school website. Readers have been enjoying the story. They have been asking Leena to write more. They have been giving money to Islamic Relief Worldwide.

**G.**

1. Boys from the school have been washing floors.
2. They have been picking up rubbish.
3. They have been selling sweets and cakes.
4. They have been tidying classrooms.
5. They have been watering plants.
6. They have been helping in the library.

**H.**

Boys from the school have been washing floors. They have been picking up rubbish, selling sweets and cakes, tidying classrooms, watering plants and also they have been helping in the library.



see Workbook pp106–107

Unit 4 • Lesson 1

## LESSON 2 Race to the South Pole

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

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

# Marhaba

HOME TOPICS STORIES INSPIRATION READERS NEWS  
Soccer - Explorers - Puzzles - Future - Inventions

## Amundsen and Scott

This is a report of two expeditions a century ago.



One expedition was successful, the other unsuccessful.



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

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

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

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

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

- 1 not the first person there  
2 not enough to eat  
3 a competition to be first  
4 the first to leave  
5 Scott's last words  
6 starting from different places  
7 there and back  
8 equipment that didn't work

- D  
 A  
 E  
 C

- E  
 C  
 B  
 D

B LISTENING AND SPEAKING Repeat paragraph D.  Track 18

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

	1911	1912
January	20 Oct	15 Dec
arrived in Antarctic	2	3
		4 _____ returned safely

**Scott's journey**

	1911	1912		
5 _____	1 Nov	17 Jan	6 _____	Feb and March
arrived in Antarctic	6 _____	7 _____	began return to camp	9 _____ 10 _____

**D LANGUAGE HELP** Read and remember.

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

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

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

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

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

1 On arriving in Antarctica, Scott built his main camp.

After he had arrived in Antarctica, Scott built his main camp.

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

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



see Workbook pp108–109

Unit 4 • Lesson 2

**C.**

2. left for South Pole
3. reached South Pole
4. 25 January
5. January (1911)
6. left for South Pole
7. reached South Pole
8. 19 January
9. two men died
10. last words in diary

**E.**

**2a On reaching the South Pole, Scott saw Amundsen's flag.**

**2b After he reached the South Pole, Scott saw Amundsen's flag.**

**3a On reaching the South Pole, Amundsen started his return journey very quickly.**

**3b After he reached the South Pole, Amundsen started his return journey very quickly.**

**4a After returning safely with his news, Amundsen became very famous.**

**4b When Amundsen returned safely with his news, he became very famous.**

**5a On leaving Antarctica, Amundsen went back to Norway.**

**5b After he had left Antarctica, Amundsen went back to Norway.**

**F.**

1. He felt happy because Amundsen reached to South Pole and immediately and returned safely to their camp on 25 January 1912.
2. They were happy because Scott and his men were suffering from lack of food and temperatures of -30°C. They began their journey back two days later.
3. Because they like doing unusual things and they like adventures.



see Workbook pp108–109

Unit 4 • Lesson 1

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



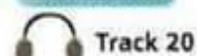
## Saudi Stars: Photos



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

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

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



Track 20

The person who apologises is:

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

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

- E PRONUNCIATION** Listen and repeat. Track 21

**Dialogue 1:**  
Sorry about your case.

**A.**

1. The case is damaged – It happened at the airport
2. He knocked the man's car when parking.
3. He broke a window when playing football.
4. She dropped tomato sauce when eating.
5. She knocked the iPad on the floor when doing her homework.

**B.**

**2&3:**

- 1 The case is damaged – It happened at the airport
- 2 He knocked the man's car when parking.
- 3 He broke a window when playing football.
- 4 She dropped tomato sauce when eating.
- 5 She knocked the IPad on the floor when doing her homework.

**D.**

**Dialogue 1: Sorry about your case.**

**Dialogue 2: I'm extremely sorry about your car.**

**Dialogue 3: I'm really sorry about the window.**

**Dialogue 4: I'm sorry about the carpet, all right.**

**Dialogue 5: I must apologise about the IPad.**

We use different phrases to make and accept apologies:

**Making apologies**

I'm very/really/extremely sorry.

I must apologise.

I'm afraid I've ...

**Accepting apologies**

No problem.

It's OK. It doesn't matter.

Don't worry about it.

Never mind.

G

READING

Complete the article.

## Saudi Stars: Apologies



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

**Step 1:** Take responsibility for what happened or for what you did or said. When something was your fault, say it was your <sup>1</sup> **fault**.

**Step 2:** Do not make <sup>2</sup> **excuses**. An apology with an excuse is not an apology.

**Step 3:** Decide when to <sup>3</sup> **apologise**. Sometimes it's better to wait. Sometimes apologise immediately.

**Step 4:** A sincere and <sup>4</sup> **honest** apology is best face to face. An apology by phone or <sup>5</sup> **e-mail** is possible, but it can look or sound insincere.

**Step 5:** <sup>6</sup> **Begin** your apology by telling people what you're apologising for. Don't use the words 'but' or 'if'. 'I am sorry but ...' really means 'I am not <sup>7</sup> **sorry**'!

**Step 6:** Ask for a chance to make things better. Don't be dishonest. A sincere apology <sup>8</sup> **means** that you will do what you say you will do.

H

VOCABULARY

Write the opposite words in your notebook.

1 impossible **possible**

2 insincere **sincere**

3 dishonest **honest**

4 inexpensive **expensive**

5 unbroken **broken**

6 undamaged **damaged**

I

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

1 You have lost your friend's phone.

2 You have arrived late for class.

3 You have left your homework at home.

4 You have damaged your friend's DVD.



see Workbook pp110–111

Unit 4 • Lesson

**1**

**S 1:** I'm extremely sorry about missing your phone.

**S 2:** Don't worry. You don't mean that.

**2**

**S 1:** I'm sorry about arriving late for class. There was an accident  
the streets were crowded.

**S 2:** Don't worry about it. I can hear you are sorry.

**3**

**S 1:** I'm really sorry about the homework, teacher. I didn't mean  
left it at home. It was my fault.

**S 2:** It's alright about the homework. It doesn't matter.

**4**

**S 1:** I must apologise about the DVD. I'm afraid it isn't working

**S 2:** Don't worry about it. It was an accident.

**S 1:** Yes, it was an accident but it was my fault and I'll replace the



see Workbook pp110–111

Unit 4 • Lesson 1

**A**

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

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

**STUDY TIP**

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

**LISTENING**

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

**B**

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

**C**

**READING AND SPEAKING** Ask and answer.



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# Marhaba

HOME TOPICS STORIES INSPIRATION READERS NEWS

Racing at the Olympics® in Sydney, Australia

Olympics® • Fitness • Teamwork

### Race to the line

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

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

- Who is in this photo?
- Where is he from?
- Why is he famous?
- What happened at the end of the race?

- Where is he from?
- What was special about the race in Sydney?
- How do you think Hadi felt about this?

## The Answers:

### **B.**

1. Don't damage your health by eating junk food.
2. They explore a new continent.
3. The tomato sauce leaves a mark on the carpet.
4. Make a sincere apology to your friend.
5. Raise money for a good cause is a good thing.
6. Are you suffer from a bad cold?
7. Don't take responsibility for a mistake you haven't done.
8. Travel by motor sledge is tired but it's funny.

### **C.**

1. Hadi Soua'an Al-Somaily
2. Taif, Saudi Arabia
3. He was a sportsman who won silver and gold medals.
4. He ran his fastest race (and he came second).
5. Another runner just beat him to the line.
6. I think he felt disappointed for not winning the gold medal, but felt happy to win the silver medal.

## Grammar Study

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

#### Sentences

I/You gone home.  
He/She/It had already left.  
We/They finished.

#### Negatives

I/You gone home.  
He/She/It hadn't already left.  
We/They finished.

#### Questions

you done the exercise?  
Had Yazeed seen the photo?  
Leena and Julie eaten?

#### Short answers

Yes, I had. No, I had not. No, I hadn't.  
Yes, she had. No, she had not. No, she hadn't.  
Yes, they had. No, they had not. No, they hadn't.

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

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

**Adel had written the letter.****Had Adel written the letter?****Adel hadn't written the letter.****1 Sultan has been trying to get fit.****E****WRITING** Write in your notebook.**Sultan's fitness plan**

try/get fit



get up/early



exercise/every day



eat/healthy food



walk/work



swim/every Friday



feel/very tired

**D.**

**2**

**Julie had visited China.**

**Had Julie visited China?**

**Julie had not/hadn't visited China.**

**3**

**Sami and Adel had done their homework.**

**Had Sami and Adel done their homework?**

**Sami and Adel had not/hadn't done their homework.**

**4**

**Leena had read an interesting article.**

**Had Leena read an interesting article?**

**Leena had not/hadn't read an interesting article.**

**5**

**Dalal had enjoyed Leena's stories.**

**Had Dalal enjoyed Leena's stories?**

**Dalal had not/hadn't enjoyed Leena's stories.**

**6**

**Yazeed and Sami had finished the edition of Marhaba.**

**Had Yazeed and Sami finished the edition of Marhaba?**

**Yazeed and Sami had not/hadn't finished the edition of Marhaba.**

**E.**

- 1. Sultan has been trying to get fit.**
- 2. Sultan has been getting up early.**
- 3. He has been exercising every day.**
- 4. He has been eating healthy food.**
- 5. He has been walking to work.**
- 6. He has been swimming every Friday.**
- 7. He has been feeling very tired.**

**A****READING**

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

- 1 Making new friends      **F**  
 3 Starting and ending the fast      **F**  
 5 Telling others about the faith      **G**  
 7 Strength from other Muslims      **D**

- 2 Ramadan is over      **H**  
 4 Trying to improve oneself      **C**  
 6 The start of Ramadan      **B**  
 8 First time away      **A**

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**Marhaba**

**TOPICS**

**HOME STORIES INSPIRATION READERS NEWS**

Saudi Arabia • Wildlife • Natural Gas • Grammar • Resources

**Ramadan is here**

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



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

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

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

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

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

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

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

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

**B****SPEAKING**

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

**Hussein has been**

**B.**

- 1. Hussein has been writing a Ramadan blog for Marhaba.**
- 2. He has been feeling a little nervous.**
- 3. He hasn't been eating or drinking all day.**
- 4. He has been trying to stop bad habits.**
- 5. He has been praying and reading the Holy Qur'an.**
- 6. He has been thinking about Muslims in Islamic countries and all over the world.**
- 7. He has been talking and praying with two new friends.**
- 8. He has been eating with Yousef and Jamal before dawn and after sunset.**
- 9. He has been telling English friends about Islam.**
- 10. He has been celebrating Eid-ul-Fitr with his family.**

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

over

dawn

patience

sunset

fast

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

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

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

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



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

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

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

At home this week I have been ...



see Workbook pp112–113

Unit 5 • Lesson 1

**E.**

- 2. Hussein and his family have been eating special food.**
- 3. They have been wearing smart clothes.**
- 4. They have been helping poor people with money.**
- 5. They have been spending time with family and friends.**

**F.**

**Dear Nora,**

**How are you? At home this week I have been surfing the net for sports news. I have been downloading new applications on my cell phone. I have been gathering with my family to watch a famous TV program.**

**At school this week I have been attending my classes. I have been reading at the school library to make a research. I have been participating in a school competition.**

**Write to me soon.**

**Yours,**

**Rehab**



see Workbook pp112–113

Unit 5 • Lesson 5

Here are some advertisements for restaurants.

A READING AND SPEAKING Ask and answer.

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



We visited them with families and wrote re-

## Places to eat

**Abu Zaidan**  
Restaurant  
Al-Mina Street, next to TV building  
*'The best Saudi food in town'*  
• SR45-75  
• TV screens  
• Single section  
• Family section

**Giorgio's**  
Kitchen  
Italian Restaurant,  
Hera Street  
Children welcome  
Open 8am-2am **SR40-70**  
Facilities  
- Wi-Fi  
- TV screens  
- Single section  
- Family section

**Saudi Stars**  
**AL-NASSEEM**  
EGYPTIAN RESTAURANT  
Delicious takeaway food  
Open 8am-11pm  
Prices: SR25-45  
Jasr Al-Aboud Street

B LISTENING Complete Julie's notes. Track 22

### Saudi Stars: Restaurant review

- Restaurant: <sup>1</sup> Giorgio's Kitchen
- Date of visit: last month on 15 <sup>2</sup> March
- Reason for visit: saw advertisement, <sup>3</sup> sounded very good
- Atmosphere: felt <sup>4</sup> warm and friendly
- Décor: looked smart and <sup>5</sup> attractive
- Food: smelled and <sup>6</sup> tasted delicious
- Cost: SR270; expensive but <sup>7</sup> good value
- Comments: <sup>8</sup> excellent restaurant for all the family

**A.**

- 1. It's in Jasr Al-Aboud Street.**
- 2. The best Saudi food in town.**
- 3. Giorgio's kitchen has the best facilities.**
- 4. Abu Zaidan is the most expensive restaurant.**
- 5. It closes at 2am.**
- 6. Students' own answers.**

- Which restaurant/go to?
- When/eat there?
- Why/choose/Giorgio's Kitchen?
- What/atmosphere like?
- What/décor like?
- How/food?
- How much/restaurant/cost?
- What/opinion/restaurant?

Which restaurant did Julie go to?



She went to Giorgio's Kitchen.

#### D LANGUAGE HELP Read and remember.

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

**Correct**

*Did you sleep badly? You look tired.  
Can I switch on the fire? I feel cold.*

**Incorrect**

*Did you sleep badly? You looked tiredly.  
Can I switch on the fire? I feel coldly.*

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

1 A 😊 B 😞

2 A 😊 B 😞

3 A 😊 B 😞

4 A 😊 B 😞

5 A 😊 B 😞

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

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

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

Positive

Negative  
bad

#### H SPEAKING Work in pairs.

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

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

- Now say the conversation.



see Workbook pp114–115

Unit 5 • Lesson

**C.**

**2. When did you eat there?**

**Last month on 15 March.**

**3. Why did you choose Giorgio's Kitchen?**

**We read about it and it sounded good.**

**4. What was the atmosphere like?**

**It felt warm and friendly.**

**5. What was the décor like?**

**It looked smart and attractive.**

**6. How was the food?**

**It smelled and tasted delicious.**

**7. How much did the food cost?**

**270SR. It was expensive but good value.**

**8. What was your opinion of the restaurant?**

**I think it's an excellent restaurant for all the family.**

**G.**

- Positive: attractive, amazing, delicious, confident, excellent, fantastic
- Negative: bad, awful, impatient, nervous, terrible, untidy



see Workbook pp114–115

Unit 5 • Lesson

**Waiter: Hello sir. Welcome to the restaurant. Have you eaten here before?**

**Customer: No. This is my first time here. A friend of mine from w suggested this place the other day. Can I see the menu please?**

**Waiter: Of course sir. Are you ready to order?**

**Customer: Yes, I'll have the chicken with vegetables, and the mushroom soup please.**

**Waiter: Anything to drink?**

**Customer: Just some water please.**

### **After the Meal**

**Waiter: Can I get you anything else? Coffee or dessert?**

**Customer: No, just the bill please.**

**Waiter: What's the restaurant like?**

**Customer: It feels nice here. The atmosphere seems friendly.**

**Waiter: How's the food? Is everything all right?**

**Customer: The food tastes good.**



see Workbook pp114–115

Unit 5 • Lesson

# LESSON 3 From Saudi Arabia

## A VOCABULARY Match and number.

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

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

## Marhaba

HOME TOPICS STORIES INSPIRATION READERS NEWS

Saudi Arabia • Wildlife • Natural Gas • Grammar Study

### Saudi products

These dates are delicious. They're from Saudi Arabia.



Learn about other Saudi products.

**A**  2

**B**  4

**C**  3

**D**  7

**E**  5

**F**  6

**G**  1

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

- 1 Cement is produced (produce) in Yanbu.
- 2 Gold is mined (mine) in Mahd ad Dahab.
- 3 Dates and other agricultural products are grown (grow) in Taif.
- 4 Mineral water is produced (produce) and bottled in Najran.
- 5 Petrol and other petroleum products are refined (refine) and exported from Ras Tanoura.
- 6 Plastics are manufactured (manufacture) in Dammam.
- 7 Steel is made (make) in Jubail.



## C LISTENING Check your work. Track 25

Where is cement produced?

It's produced in Yanbu.

What is manufactured in Dammam?

Plastics are manufactured there.

**E** **LANGUAGE HELP** **Read and remember.**

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

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

Many products are exported from one place to another.

Talk about these flowers.

**Exporting products**

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

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

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



see Workbook pp116–117

Unit 5 • Lesson 1

## D.

- Where is cement produced?
- Cement is produced in Yanbu.

- What is produced in Yanbu?
- Cement is produced there.

- Where are dates grown?
- Dates are grown in Taif.

- What is grown in Taif?
- Dates are grown there.

- Where is gold mined?
- Gold is mined in Mahd ad Dahab.

- What is mined in Mahd ad Dahab?
- Gold is mined there.

- Where is mineral water produced and bottled?
- Mineral water is produced and bottled in Najran.

- What is produced and bottled in Najran?
- Mineral water is produced and bottled there.

- Where is petrol refined and exported from?
- Petrol is refined and exported from Ras Tanoura.

- What is refined and exported from Ras Tanoura?
- Petrol is refined and exported from there.

- Where are plastics manufactured?
- Plastics are manufactured in Dammam



see Workbook pp116–117

Unit 5 • Lesson

- What is manufactured in Dammam?

- Plastics are manufactured there.

- Where is steel made?

- Steel is made in Jubail.

- What is made in Jubail?

- Steel is made there.

## F.

1. Flowers are grown in Africa.

2. Then they are sent to the Middle East and Europe.

3. To reach shops quickly the flowers are transported by plane.

4. During the flight a lot of CO<sub>2</sub> is released.

5. When the flowers arrive they are sold in big shops.

## G.

### Flowers from Africa

The number of jobs in Africa is increased by growing flowers there.

However, the number of jobs in Europe and the Middle East is reduced.

Development is increased and money is brought into

Africa. On the other hand, pollution is increased and CO<sub>2</sub> is released during plane flights with the flowers. Good value products are sold to customers but is used for growing flowers and not for food.



see Workbook pp116–117

Unit 5 • Lesson

**STUDY TIP**

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

**A****VOCABULARY****Work in pairs.**

1 Read and remember the spelling of these new words:

over dawn blog faith reduce cement  
mineral release celebrate manufacture

2 Ask and answer about the spelling.

**How do you spell 'over'?**

**O-V-E-R**



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

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

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

**Adnan has been ...**

**C****READING****Copy the notes and complete them with information from the review.****Saudi Stars: Restaurant review**

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

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

**Restaurant:** *Café Royale*

**Date of visit:** **Last Thursday**

**Advantages**  
modern decor

**Disadvantages**  
small restauran

## The Answers:

**A.**

**2.**

• How do you spell 'dawn'?

D-A-W-N

• How do you spell 'blog'?

B-L-O-G

• How do you spell 'faith'?

F-A-I-T-H

• How do you spell 'reduce'?

R-E-D-U-C-E

• How do you spell 'cement'?

C-E-M-E-N-T

• How do you spell 'mineral'?

M-I-N-E-R-A-L

• How do you spell 'release'?

R-E-L-E-A-S-E

• How do you spell 'celebrate'?

C-E-L-E-B-R-A-T-E

• How do you spell 'manufacture'?

M-A-N-U-F-A-C-T-U-R-E

**B.**

1. Adnan has been has been praying at the mosque.

2. He hasn't been eating or drinking all day.

3. He has been trying to stop bad habits.

4. He has been eating twice meals; before dawn and after sunset.

5. He has been celebrating Eid-ul-Fitr with his family.

**C.**

**Date of visit:** Last Thursday

**Advantages:**

Bright and modern décor, comfortable furniture, polite and friendly waiter.  
tasted great.

**Disadvantages:**

Small restaurant (crowded), noisy, had to wait for food, expensive food.

# Saudi Stars: Grammar Study

We can join sentences with:

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

I like tea **and** coffee.



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

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

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

as well as	during	however	too
on the other hand		while	

and	but	when
<b>as well as</b>	<b>on the other hand</b>	<b>while</b>
<b>too</b>	<b>hand,</b> <b>however</b>	<b>during</b>

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

	Leila's cakes	Badria's cake
look	😊😊😊	😢
smell	😊😊	😊
taste	😢😢	😊😊😊

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

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



Leila's cakes looked really good.

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

**F.**

**Leila's cakes looked fantastic and they smelled wonderful too. However, they tasted terrible! On the other hand, Badria's cakes look very nice and they didn't smell very good but they tasted great!**

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

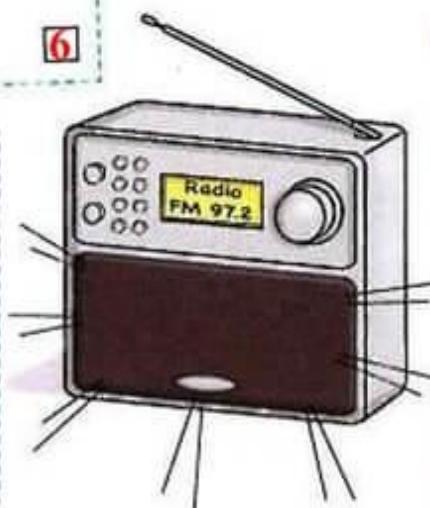
## Saudi Stars: A difficult patient



(A) Reem: Dad went for an injection and an x-ray in the hospital this morning. The specialist thinks he'll be fine.  
Anne: Wouldn't your dad get better treatment if he went to Riyadh?  
Reem: I don't think so, no. 6

(B) Anne: Has your father agreed to see a doctor?  
Reem: Finally, yes. The doctor's coming after lunch. He'd come earlier if he weren't so busy at his clinic. 3

(C) Anne: Can you come shopping, Reem?  
Reem: No, dad's not well. If mum were alive and here with dad, I'd go shopping, but I just want to stay at home to look after dad. 1



(D) Reem: Dad's got new medicine but he's taking it once a day instead of twice a day.  
Anne: But if your father followed the doctor's instructions, I'm sure his health would improve. 5

(E) Reem: Dad isn't taking his tablets.  
Anne: Oh dear. Why not?  
Reem: They taste awful. Dad would take them if they didn't taste bad. 4

(F) Anne: Is your father feeling better today?  
Reem: Not much better.  
Anne: And he won't see a doctor?  
Reem: No. But I'm sure if he saw one, he'd recover quickly. 2

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

- 1 Reem would go shopping ...
- 3 The doctor would come earlier ...
- 5 Reem's father's health would improve ...

- 2 Reem's father would recover ...
- 4 Reem's father would take the tablets ...
- 6 Would Reem's father get better treatment ...

**C** LISTENING AND SPEAKING Repeat parts B, C and F. Track 26

**B.**

1. Reem would go shopping if her mum were alive and (there) with dad.
2. Reem's father would recover if he saw a doctor.
3. The doctor would come earlier if he weren't so busy at his clinic.
4. Reem's father would take the tablets if they didn't taste so bad.
5. Reem's father's health would improve if he followed the doctor's instructions.
6. Would Reem's father get better treatment if he went to Riyadh?

**People**

1 doctor      2 specialist

**Treatment**3 Medicine      4 tablets  
5 x-ray      6 injection**Places**

7 hospital      8 clinic

**Health****Verbs**9 feel      10 follow  
11 improve      12 recover, t**E LANGUAGE HELP** Read and remember.

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

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

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

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

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

I'd ...



see Workbook pp118–119

Unit 6 • Lesson

## **G.**

- **Questions:**

1. **What would you do if you saw someone falling in a shopping mall?**
2. **What would you do if you had a chance to be on TV?**
3. **What would you do if you made your friend angry?**
4. **What would you do if you wanted advice?**
5. **What would you do if you had a lot of money to help poor people?**

- **Answers: Students' own responses following the questionnaire.**



see Workbook pp118–119

Unit 6 • Lesson 1

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

### We're working together

We work together on *Marhaba*.



Teamwork and group work are important in education and work, too.

Teamwork and group work are important for us.

### Individual or group tasks?

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1 eating food         | <input checked="" type="checkbox"/> |
| 2 driving a car       | <input checked="" type="checkbox"/> |
| 3 building a house    | <input checked="" type="checkbox"/> |
| 4 watching TV         | <input checked="" type="checkbox"/> |
| 5 playing football    | <input checked="" type="checkbox"/> |
| 6 making a newsletter | <input checked="" type="checkbox"/> |
| 7 doing an exam       | <input checked="" type="checkbox"/> |
| 8 learning a language | <input checked="" type="checkbox"/> |

**B LISTENING** Complete the notes. Track 27



1 A group manager helps the group to work **together**.



2 A group secretary writes the group's answers, opinions and **notes**.



3 A group **represents** the group and reports answers.



4 A materials manager gives out and **collects** materials for the group.



5 A timekeeper helps the group to finish its **task** on time.



6 A proofreader reads the group's work and **finds** mistakes.

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

What does a group manager do?

A group manager helps the group.

### C.

**1. What does a group manager do?**

**A group manager helps the group to work together.**

**2. What does a group secretary do?**

**A group secretary writes the group's answers, opinions and notes.**

**3. What does a group reporter do?**

**A group reporter speaks for the group and reports the answers.**

**4. What does a materials manager do?**

**A materials manager gives out and collects materials for the group.**

**5. What does a timekeeper do?**

**A timekeeper helps the group to finish its task on time.**

**6. What does a proofreader do?**

**A proofreader reads the group's work and answers to find mistakes.**

number of each sentence in the box under the correct person.

Track 28

3 6

8 10

2 7

Materials manager

4 12

Timekeeper

1 11

Proofreader

5 9

E LANGUAGE HELP Read and remember.

- Add *have, did, will, was*, etc. at the end of a sentence to change it into a question, e.g.:  
*He's from Al-Khobar.* → *He's from Al-Khobar, isn't he?*  
These are tag questions.
- Tag questions with a negative ending usually have a positive answer:  
A: *Ahmed was at school yesterday, wasn't he?*      B: *Yes, he was.*
- Tag questions with a positive ending usually have a negative answer:  
A: *You're not Saudi, are you?*      B: *No, I'm not.*

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

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

Your sister will arrive tomorrow, won't she?

Yes, she will.

Your sister won't arrive tomorrow, will she?

No, she won't

B SPEAKING Work in groups. 

Title?

What to do

- Discuss this idea: 'A summer holiday in Saudi Arabia is better than a holiday abroad.'
- Give three reasons for this idea.
- Give three reasons against this idea.
- At the end, agree on one opinion for the group and explain the opinion.

How to do it

- Work in groups of six students.
- Each student takes a job:
  - Group manager
  - Group reporter
  - Timekeeper
  - Materials manager
  - Proofreader
- Discuss and make notes.
- Report to the other groups.



see Workbook pp120–121

Unit 6 • Lesson

**F.**

**2**

**You can hear me over there can't you? Yes, I/we can.  
You can't hear me over there, can you? No, I/we can't.**

**3**

**The orange juice isn't in the fridge, is it? No, it isn't.  
The orange juice is in the fridge, isn't it? Yes, it is.**

**4**

**There aren't any people here, are there? No, there aren't.  
There are some people here, aren't there? Yes, there are.**

**5**

**You two don't know each other, do you? No, we don't.  
You two (do) know each other, don't you? Yes, we do.**

**6**

**The books were on the table, weren't they? Yes, they were.  
The books weren't on the table, were they? No, they weren't.**

**7**

**Nadia doesn't eat a lot of meat, does she? No, she doesn't.  
Nadia eats/does eat a lot of meat, doesn't she? Yes, she does.**

**8**

**We have forgotten to check our answers, haven't we? Yes, we have.  
We haven't forgotten to check our answers, have we? No, we haven't.**



see Workbook pp120–121

Unit 6 · Lesson 1

## A READING

Number the pictures in the correct order.



## Saudi Stars: Science

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

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

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



## B

SPEAKING Work in pairs. Cover the text.

Talk about satellite TV.

Some programmes are made at

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

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

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

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

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

1 Is the signal sent from the transmitter?

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

Ask and answer questions about the programme. 

- 1 What is this programme called?
- 2 Is it recorded or is it shown live?
- 3 Who is it presented by?
- 4 What time is it first shown?
- 5 When is it repeated?
- 6 Who is the programme made by?



see Workbook pp122–123

Unit 6 • Lesson 3

**E.**

- 2. When is the video signal converted into a radio signal?**
- 3. Live matches are not recorded in TV studios.**
- 4. Ordinary TV is broadcast all day, isn't it?**
- 5. Satellite receivers aren't made in China, are they?**
- 6. How are the radio signals converted back into pictures for TV?**

**F.**

- 1. it's called Match of the Night Live.**
- 2. it's shown live.**
- 3. it's presented by Saif Salim and Mohsin Amin.**
- 4. It is first shown on Friday afternoon at 3pm.**
- 5. It is repeated on Saturday evening at 7pm.**
- 6. it's made by the SaudiSat company.**



see Workbook pp122–123

Unit 6 • Lesson 3

**A**

## VOCABULARY

## Match and number.

## STUDY TIP

When you learn a language,  
teamwork is important.



MARHABA

MARHABA

You can practise,  
and revise work tog

<http://www.kingfaisalschool.org/marhabawebpage>

**Marhaba**

HOME TOPICS STORIES INSPIRATION READERS NEWS Ambitions •

**Learning words**

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

**B**

## READING AND SPEAKING

Tick (✓) the correct sentences for good teamwork.

Say which sentences are wrong sentences and why.

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

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

## Grammar Study

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

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

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



... you'd do better.

Yes, Dad.

C

## GRAMMAR Complete these tag questions.

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



D

## LISTENING Check your work. Track 29

E

## SPEAKING Say the sentences from Exercise D to your partner.

F

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

1 If they worked together, they



work/together/  
finish/task



listen/agree with  
others



help each other/  
finish soon



solve/problem/  
look down



talk quietly/no  
frightened

**F.**

- 1. If they worked together, they'd finish the task.**
- 2. If she listened, she'd agree with the others.**
- 3. If they helped each other, they'd finish soon.**
- 4. He would solve the problem if he looked down.**
- 5. If she talked quietly, they wouldn't be frightened.**

# LESSON 1 An unusual holiday

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

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

## Marhaba

HOME TOPICS STORIES INSPIRATION READERS NEWS  
Soccer • Explorers • Puzzles • Future • Inventors

### Jules Verne

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



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



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

Which story does Faisal really like?

*Around the World in 80 Days*.

**B**

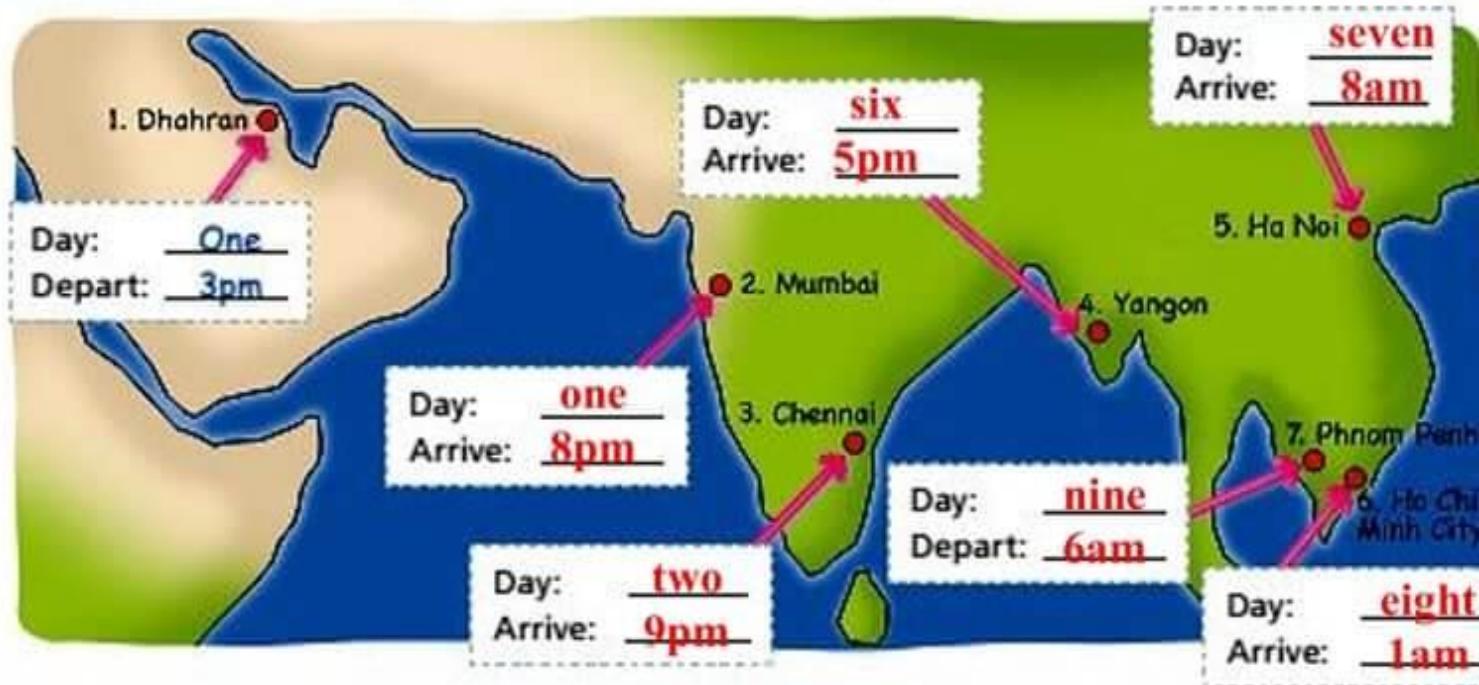
**LISTENING** Number the pictures in the correct order in Faisal's plan.

Track 30



**A.**

- 2. What are Faisal and his father planning to do?**
- 3. How long are they going to take to go around the world?**
- 4. Where was Jules Verne born?**
- 5. How old was he when he died?**
- 6. When did he write A Journey to the Centre of the Earth?**
- 7. Which book did he write in 1865?**
- 8. What does Jean Passepartout do?**



## D LANGUAGE HELP Read and remember.

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

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

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

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

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

Once Faisal's dad had left work, they went to the airport and took the train. After they had arrived ...



see Workbook pp124–125

Unit 7 - Lesson 1

**F.**

Once Faisal's dad had left work, they went to the airport and took a train. After they had arrived in Mumbai they went to the train station. As soon as they had reached Chennai, they went ahead for the port. When they had got to Yangon, they took a taxi to Ha Noi. After they had arrived in Ha Noi, they bought a motorbike. As soon as they had reached Ho Chi Minh City, they went to a hotel.



see Workbook pp124–125

Unit 7 Lesson 2

## LESSON 2 Water experiments

science experiments.

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

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



You can do this experiment at home

## Saudi Stars: Science



- A Things for this experiment are found in most homes: water, a ruler, a drill, an empty container, scissors and sticky tape.
- B Cut the top off the container with the scissors and use the drill to make four holes. Make sure that this is done by an adult.

- C The bottle is filled and re-filled a number of times and the water is observed to see how far and how fast it comes out of each hole.
- D This experiment is to show that water has different pressures at different positions and locations in the container.

### B LISTENING Complete Julie's notes.

Track 32

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

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

- b) Listen again and check your work.



#### The experiment

- 1 The top of the container <sup>1</sup> is cut off with the scissors and four holes <sup>2</sup> are drilled into the container. Make sure this <sup>3</sup> is done by an adult.
- 2 The holes on the container <sup>4</sup> are closed with sticky tape.
- 3 The container <sup>5</sup> is filled with water and <sup>6</sup> is placed at the side of the sink.
- 4 The tape over the holes <sup>7</sup> is removed quickly and the water <sup>8</sup> is released.
- 5 As the water comes out, the distance that the water flows from each hole <sup>9</sup> is observed and <sup>10</sup> is measured.

#### The explanation

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

## The experiment



First the top of the container ...



**D** LANGUAGE HELP Read and remember.

## Ordinary instructions

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

## Scientific language

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

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

## The experiment

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

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



Ten holes ...



The container ...



When the container ...



When the top ...



see Workbook pp126–127

Unit 7 • Lesson 2

**C.**

First, the top of the container is cut off with the scissors and four holes are drilled into the container. Make sure this is done by an adult. Next, the holes in the container are closed with sticky tape. Then the container is filled with water and placed at the side of the sink. After that the tape over the holes is quickly removed and the water is released. Finally, as the water comes out, the distance that the water flows from each hole is observed and measured.

**E.****The experiment**

1. Cut off the top of the container with the scissors and drill four holes into the container. Make sure an adult does this.
2. Close the holes in the container with sticky tape.
3. Fill the container with water and place it on the side of the sink.
4. Remove the tape over the holes quickly and release the water.
5. As the water comes out, observe and measure the distance that the water flows from each hole.

**F.**

1. Ten holes are drilled in the bottom of the milk container.
2. The container is filled under the water and the top is closed.
3. When the container is taken out of the water, no water is released.
4. When the top of the container is removed, the water is released from the container.



see Workbook pp126-127

Unit 7 Lesson 1

**A READING**

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

- |  |          |   |          |
|--|----------|---|----------|
| 1 Who knew how to write?                   | <b>C</b> | 2 How many people lived on the island?    | <b>F</b> |
| 3 What lies a long way from South America? | <b>A</b> | 4 What caused the population to decrease? | <b>E</b> |
| 5 Who came to Rapa Nui first?              | <b>B</b> | 6 Who wants to solve some mysteries?      | <b>G</b> |
| 7 How many people worked on each statue?   | <b>D</b> | 8 What has large heads?                   | <b>D</b> |

### What happened in Rapa Nui?

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



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



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

**B****PRONUNCIATION**

Listen and repeat paragraphs F and G.



Track 33

- 1 Paragraph A: It Rapa Nui  
 2 Paragraph B: They inhabitant/Pacific Islanders  
 3 Paragraph C: did not know how to write  
 4 Paragraph C: other system of writing  
 5 Paragraph D: largest stone/statue  
 6 Paragraph E: this move the statues

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

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

**E LANGUAGE HELP** Read and remember:

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

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

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

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

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



happen score come



build live happen



cause see phon



see Workbook pp128–129

Unit 7 • Lesson

**D.**

1. Pacific Islanders
2. Other Pacific Islanders
3. The largest statue
4. A statue
5. The inhabitants of Rapa Nui
6. The population of Rapa Nui

**G.**

A2 Who scored the goal?

Ghaffour scored the goal.

A3 How many people came to the match?

14,500 people came to the match.

B1 Who built the new house?

Jassim built the new house.

B2 How many people live in the new house?

Three people live in the new house.

B3 What happened in the photo?

Jassim's child dropped the ice cream.

C1 What caused the accident?

The rock from the lorry caused the accident.

C2 Who saw the accident?

Two people saw the accident.

C3 Who called the police?

The boy on the bicycle called the police.



see Workbook pp128–129

Unit 7 • Lesson

**STUDY TIP**

Good handwriting is important. Take our handwriting quiz.

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

**Saudi Stars: Handwriting quiz**

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

B. Cut the  
the contain  
scissors a  
the drill to  
four ha

After the quiz,  
your partner  
handwriting and  
your partner's op

- B READING** Now check your answers.

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

- C VOCABULARY** Match and number.

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

**Saudi Stars: Learning words**

# Saudi Stars: Grammar Study



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

## Subject questions

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

## Object questions

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



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

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

1 Who saw the programme last week?



## LISTENING Complete the notes. Track 34

### Victor's holiday plans

3.00	finish work – go <u>straight home</u>
3.30	collect cases – <sup>2</sup> <u>take a taxi</u> to the airport
4.15	arrive at airport – go to <sup>3</sup> <u>Terminal 6</u>
6.45	<sup>4</sup> <u>board</u> the plane – read a magazine
9.00	arrive in Istanbul – find a place <sup>5</sup> <u>to stay</u>
10.30	get to the hotel – get something <sup>6</sup> <u>to eat</u>



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

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

What will Victor do as soon as he finishes work?

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

**D.**

- 2. How many people visited Nadia in hospital?**
- 3. What did Salim buy at the shopping mall in Al Khobar?**
- 4. Who said ‘hello’ to Salim while he was there?**
- 5. What caused the fire alarm to ring?**
- 6. How many books does Nadia usually read in one week?**

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

## 1001 Inventions

## Saudi Stars

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



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

- 2 What is *1001 Inventions*?
- 4 What else does *1001 Inventions* do?

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

described developed discovered  
invented used

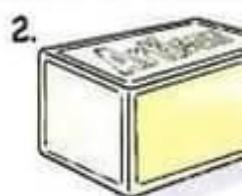
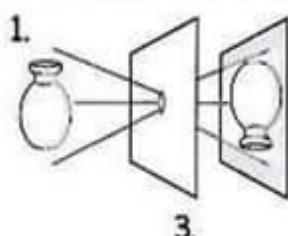
An early camera was <sup>1</sup> invented by Ibn Al-Haytham in the <sup>A</sup> 10th century.

The manufacture of soap was <sup>2</sup> described in an Arabic book in the <sup>B</sup> 12th century.

Mathematics was improved and <sup>3</sup> developed in the <sup>C</sup> 9th century by two Muslims.

Cheques were <sup>4</sup> used by Arab businessmen in China in the <sup>D</sup> 9th century.

Vaccinations were <sup>5</sup> Discovered and used in Turkey in the <sup>E</sup> 18th century.



$$\varphi = \frac{1 + \sqrt{5}}{2}$$



**C** LISTENING Check your answers. Track 35

**D** LISTENING Complete the missing dates (A–E) in the sentences. Track 35

**A.**

- 1. Arab and Muslim contributions to science.**
- 2. An international scientific and cultural organisation.**
- 3. To help people discover the contributions of Muslims to science and culture.**
- 4. It publishes books.**
- 5. A major exhibition.**

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

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



## Saudi Stars: Inventions



China   soap   1724   North Africa   Ibn Al-Haytham   algebra

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

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



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

### Skills and abilities

can move quickly	B	can classify things well	A	is good with numbers	C
asks how things work	C	is strong and healthy	B	has good imagination	A
thinks clearly and carefully	C	can draw very well	A	is good with words	A
has good reaction times	B	can understand feelings	A	enjoys training and exercise	B

- b) Compare answers. Do you agree? If not, try to agree.

- c) What skills and abilities should these people have in common?

Discuss your ideas with the class.

teachers   nurses   reporters



## F.

- 1** The science of optics was established by Al-Haytham.
- 2** Soap wasn't known in Europe in the thirteenth century.
- 3** Soap was manufactured in North Africa.
- 4** Algebra was taken from Arabic.
- 5** Cheques were used by Arab businessmen in China.
- 6** The idea of vaccinations was brought to London in 1724.

## G. c

- **Teachers:** Classroom management, Teaching skills, Subject knowledge
- **Nurses:** Ethics, Attention to details, Desire to learn
- **Reporters:** Knowledge base, Ethical compass, Command of the language



see Workbook pp130–131

Unit 8 • Lesson 1

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

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

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



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



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

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

**A**

5

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

**C**

6

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

**E**

4

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

**F**

1

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

**H****G**

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

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

**A.**

1. There is a puzzle in Marhaba today.
2. Eddie and Sam want to buy a camera lens.
3. Jeff is going to study sports photography.
4. Jeff is younger than Eddie and Sam.

**C.**

- A. Told me to buy a Zoom 55S/asked me not to buy a Zoom 45T
- B. You told me to turn right at the bus station
- C. You told me to change the lens.
- D. You asked me not to get a second-hand lens/told me to buy a D new one in a camera shop
- E. You asked me to take a taxi this time.
- F. You asked me to get the lens for Jeff

1 We use **ask** and **tell** with a second verb to report requests or instructions.

2 Look at these examples.

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

### E SPEAKING Work in pairs.

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

1 Buy a Zoom 55S. Please don't get a Zoom 45T.

3 Change the lens.

5 Please take a taxi.

2 Turn right at the bus station.

4 Don't get a second-hand lens. Buy a new one.

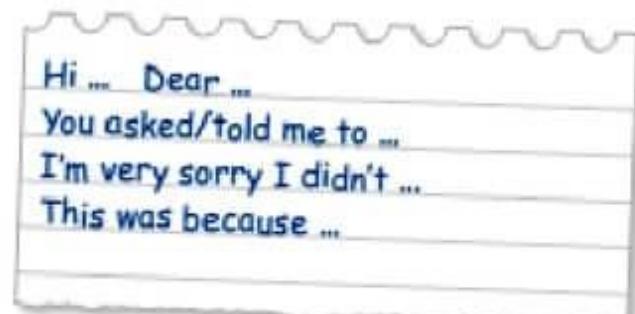
6 Please get the lens for Jeff.



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

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

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



see Workbook pp132–133

Unit 8 • Lesson 2

**E.**

**2.**

**Turn right at the bus station, Sam.**

**Eddie told me to turn right at the bus station.**

**3.**

**Change the lens, Sam.**

**Eddie told me to change the lens.**

**4.**

**Please don't get a second-hand lens, Sam. Buy a new one.**

**Eddie told me not to get a second-hand lens. He told me to buy a new one.**

**5.**

**Please take a taxi, Sam.**

**Eddie asked me take a taxi.**

**6.**

**Please get the lens for Jeff, Sam.**

**Eddie asked me to get the lens for Jeff.**

**F.**

**Dear Professor Jamal,**

**I'm a student in your English class, and you told me to make my term paper very sorry I didn't. This is because I'm having some trouble finding enough references for my term paper. Could you please give me an extra week to complete the assignment?**

**Ali Nader**

**Hi Mona,**

**You asked me to work on the report for our camp, I'm very sorry I didn't work**

**This is because I'm very sick.**

**Eman Zahed**

**Dear Supervisor: Faisal**

**You told me to attend work early today. I'm very sorry I didn't. This is because**

**my illness. I will be using one of my sick days to cover this absence from work.**

**Majed Salem**



see Workbook pp132–133

Unit 8 • Lesson 1

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

## Saudi Stars: A Saudi student abroad

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

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

Souad	
since March	<sup>1</sup> <u>has not been enjoying the weather</u>
for 18 months	<sup>2</sup> <u>has been doing her PhD</u>
since she left	<sup>3</sup> <u>Riyadh has been missing her sisters</u>
for two years	<sup>4</sup> <u>has been living in Oxford/England</u>

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

Souad has been living  
in England for ...

- D LANGUAGE HELP** Read and remember.

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

*for* + length of time

I have been living in Dhahran ...

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

*since* + the exact time

I have been studying Chinese ...

since April, since 2013, since last week.

**A.**

**Paragraph A: a PhD student at Oxford**

**Paragraph B: details about Souad's study in Oxford**

**Paragraph C: how Souad is feeling**

**C.**

**Souad has been living in England for two years since she finished Master's degree in Saudi Arabia. She has been doing a biology doctorate in plant irrigation for 18 months. She studied English for months before starting her PhD. Souad has been missing her sister since she left Riyadh although, she is enjoying her study and her work. She hasn't been enjoying the wet and windy weather in England since March.**

**E** **LISTENING** Listen and write the number of the correct sentence on each picture.  **Track 36**

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

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

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

5 Could I go home? I have a headache.

3 Do you mind if I eat my lunch here?

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



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

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

Are you writing to a friend or a family member?

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

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



see Workbook pp134–135

Unit 8 • Lesson 3

## F.

### Picture A

**Faiza:** Do you mind if I eat my lunch here?

**Souad:** No, not at all. Come in and sit down.

### Picture B

**Faiza:** Could I go home? I have a headache.

**Souad:** I'm sorry to hear that. Of course you can.

### Picture C

**Faiza:** Can I turn on the water to irrigate the plants?

**Souad:** No, wait please. I am not ready yet.

### Picture D

**Faiza:** Is it OK to open the door? It's hot.

**Souad:** No, don't open it please. It needs to be hot for the plants.

### Picture E

**Faiza:** Do you mind if I use your computer to write a report?

**Souad:** Yes, no problem at all. Help yourself.

### Picture F

**Faiza:** Is it OK to leave these boxes on your desk?

**Souad:** Yes, that's fine if they're not here for too long.

## G

### Hi Jamal

Recently, I have been met Mazen. He is a new student in my school. Since we met, I have been spent my spare time with him. For two weeks, I have been visited him at his home. We spent our time preparing our school project. It will be a fantastic project.

Best wishes,

Yours,

Bandar



see Workbook pp134–135

Unit 8 • Lesson 1

**STUDY TIP**

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

**A****VOCABULARY** Match and number.

Marhaba Website

<http://www.kingsfateschool.org/marhabawebiste>

# Marhaba

HOME TOPICS STORIES INSPIRATION READERS NEWS

**Learning words**

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

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

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

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

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

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

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

Dear Faisal,

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

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

## The Answers:

### **B.**

1. We've been travelling for ten days.
2. Tariq's been driving since last summer.
3. I've been writing this e-mail for 20 minutes.
4. Nadia's been shopping on eBay for two years.
5. He's been running in competitions since 2009.
6. People have been manufacturing soap since the 12th century.
7. Salim and Hassan have been swimming for half an hour.
8. Doctors have been giving vaccinations since 1724.

### **D.**

**Move one sentence to the correct paragraph:**

**The order number is: AX770M5FTD7 to paragraph 1**

**Think about the purpose of the letter Remove one piece of unnecessary information:**

**This information is part of the problem not the solution.**

**Remove: My dad's cross because he told me not to buy it from you  
this is personal, the company doesn't need to know this**

**Think about who the letter is to. Change it to make it more suitable**

**Dear Faisal to Dear Mr Abdullah,**

**Change Jamal to Mr.**

**Ibrahim, Faisal and Jamal are only suitable for informal letters to friends or close family. Use titles with formal letters.**

**Grammar Study****Reporting requests and instructions****Remember:**

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

Bring it tomorrow.  
Please don't forget.



What did she say?



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

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

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

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

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

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

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

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



**E & F.**

2. Mum asked my brothers not to make a lot of noise.
3. My little sister asked me to buy some sweets.
4. Our teacher told us to study hard for the exam.
5. Ali told Farouk not to set out until 7 o'clock.

**G.**

**Hi Jaser,**

You told me to write a report about our school trip. I'm very sorry, I didn't. This is because I'm having some trouble in attaching the pictures of the trip. The problem is in my computer. Recently I have been trying to find a solution to this problem. Could you please give me one extra week to complete the report?

**Best wishes,**

**Hamza**

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

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

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### Al Arabiya and eBay

Have you heard of Al Arabiya and eBay?



Read information about them.

#### Al Arabiya

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

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

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

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

---

#### eBay

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

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

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

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

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

- 1 start for the first time **establish**  
 3 broadcast **transmit**  
 5 locate in **base in**  
 7 someone who sells **seller**

- 2 speaks Arabic **Arabic speaker**  
 4 make **produce**  
 6 like or the same as **similar**  
 8 money for a service **fee**

**C PRONUNCIATION** Repeat paragraphs C and D. Track 37**D LANGUAGE HELP** Read and remember.

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

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

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

1 Al Arabiya **was established** in 2002.

**F LISTENING** Is each sentence positive 😊, surprised 😲 or negative 😞. Track 38

- 1 A 😊 B 😲 C 😊  
 4 A 😊 B 😲 C 😊

- 2 A 😊 B 😲 C 😊  
 5 A 😊 B 😲 C 😊

- 3 A 😊 B 😲 C 😊  
 6 A 😊 B 😲 C 😊

**G PRONUNCIATION** Listen and repeat. Track 38**H WRITING** Write about the King Fahad Causeway in your notebook.

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



see Workbook pp136–137

Unit 9 • Lesson 1

**E.**

**2 Programmes are transmitted to different places.**

**3 Different programmes are produced by Al Arabiya.**

**4 eBay was established in 1995.**

**5 At first the company was based in San Jose.**

**6 A fee is paid by sellers when an item is sold.**

**H**

**Bahrain is connected to Saudi Arabia by the King Fahad Causeway.** The causeway was started in 1982 and it was finished in 1986. It was opened for traffic in autumn 1986. During the week about 45,000 cars are driven across the causeway. At the weekends it is used by about 60,000 cars. Every year the causeway is crossed by 10 million people.



see Workbook pp136–137

Unit 9 • Lesson 1



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

## Saudi Stars: Cartoon quiz



- B** LISTENING Check your answers. Track 39

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

The woman <sup>1</sup> is waiting for Salma and Reem at a bakery so she <sup>2</sup> can't be Leila.

The TV <sup>3</sup> may/might be OK or it <sup>4</sup> may/might be broken. But it <sup>5</sup> is probably OK.

The case <sup>6</sup> is red but it <sup>7</sup> can't be Jake's because the name on it <sup>8</sup> isn't

- 1 A That must be them.  
 2 A **that must be yours**  
 3 A That may be Steve's house.  
 4 A She might be out.

- B **that can't be them**  
 B That can't be yours.  
 B **That can't be Steve's house.**  
 B **She may be asleep.**

**E LANGUAGE HELP** Read and remember.

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

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



Whose model is that?

It's probably Fahad's.

Why do you think it's his?

It must be his. He likes toy cars.

Fahad	
likes	dislike
sports toy cars	fast food flying

Amani	
likes	dislike
reading films	mice buses

Jack and Josh	
likes	dislike
animals sweets	running maths



see Workbook pp138–139

Unit 9 • Lesson 2

**F.**

- 2. Whose model is that? They're probably Jack and Josh's.  
Why do you think it's their? They might be theirs because they like sweets.**
- 3. Whose model is that? It's possibly/probably Amani's.  
Why do you think it's her? It may/might be hers because she likes reading.**
- 4. Whose model is that? It can't be Fahad's.  
Why do you think it's his? He doesn't like fast food.**
- 5. Whose model is that? They can't be Jack and Josh's.  
Why do you think it's their? They don't like running.**
- 6. Whose model is that? It's probably/possibly Jack and Josh's.  
Why do you think it's their? It may be theirs because they like animals.**



see Workbook pp138–139

Unit 9 • Lesson 2

## LESSON 3 *Opinions and reasons*

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

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

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**Plans for a new hospital**

We have an article about a new hospital.



Local residents give their opinions.



**Coast times Wednesday 13 April**

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

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

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

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

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

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

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

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

**B.**

2. The new hospital is in Al-Rayyan
3. Al-Najm is going to close in two year's time.
4. Hassan Omar is the director of the health authority.

**C.**

1. rebuild: replace an old building with a new one
2. re-equip: replace old equipment with new equipment
3. relocate: move from one place to another
4. redesign: change a design to a new design
5. retrain: teach people how to do new things

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

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

#### Advantages

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

**The new hospital will be bigger.**

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

#### Disadvantages

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

**The new hospital will be bigger.**

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

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

- 1 Read this in your group:

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

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

- 3 Write about the plan in your notebook.

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

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



see Workbook pp140–141

Unit 9 • Lesson 3

**F**

In my opinion the plan to move to a new building is great. There are a number of reasons why I am agreeing. The new school will be bigger. The new school will have better classes. The present school is in an old building. Moreover, the present school doesn't have enough places for school activities.

On the other hand, I'm against the plan because of some reasons. Firstly, the new school is a long way away. Secondly, we don't need a car. We can walk to the school here. Thirdly, the playing yard in the new school is narrow.



see Workbook pp140–141

Unit 9 • Lesson

**STUDY TIP**

Knowing common word endings can help you understand words.

**A WRITING**

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

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



Changing endings can help you to make new words.

**B VOCABULARY**

**Match and number.**

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

**Saudi Stars: Learning words**

**C****LISTENING**

**Complete the sentences with *can't*, *must*, *might*, *might not*, *may* or *may not*.**

Track 41

- The programme might be on a different channel.
- The keys may not be Yahya's.
- The shopping might not be Mum's.

- The camera may belong to the journalists.
- The shoes must be Huda's.
- The books can't be Hani's.



Pronouns and possessive adjectives are used in different ways.

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

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

Possessive adjectives are used *together with the noun*.

Look at these examples:

Give *Sarah* that bag.

Give *her* that bag.

That bag is *Sarah's*.

That bag is *hers*.

That is *Sarah's* bag.

That is *her* bag.



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

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



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

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



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

**E. & F.**

I prefer shopping over the internet. I like this kind of shopping because I can shop from home, know many information about products, buy cheap products and also I can return things. Furthermore, second-hand items are usually cheaper than new on the Web because online shops want to attract and keep customers.

On the other hand, there are some disadvantages of shopping over the internet like can't see what you are buying but you can see only some pictures. Moreover, you have to wait for the item to arrive because many sites still use traditional carriers and don't deliver at night or on weekends.

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

- |   |          |                                       |          |
|---|----------|---------------------------------------|----------|
| 1 A long way from home                  | <b>B</b> | 2 A new way to look                   | <b>E</b> |
| 3 A new home in a new place             | <b>D</b> | 4 No one there any more               | <b>G</b> |
| 5 Wanting to know where<br>he came from | <b>E</b> | 6 A happy meeting after<br>many years | <b>H</b> |
| 7 Couldn't find his brother             | <b>A</b> | 8 Asking people for money             | <b>C</b> |



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

## Saudi Stars: Saroo Brierly



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

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

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

How do you think Saroo felt:

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

**E LANGUAGE HELP** Read and remember.

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

## The past perfect tense

Now

Saroo fell asleep. (first action)Saroo got lost. (second action)

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

**F SPEAKING** Work in pairs.

Ask and answer questions about the table.

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

When did Saroo fall asleep on a station?

He fell asleep in 1986.

Why did he fall asleep?

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

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

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

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



see Workbook pp142–143

Unit 10 • Lesson 1

**D.**

1. I think he disappointed.
2. I think he felt happy.
3. I think he was sad.
4. I think he felt safe.
5. I think he missed them.
6. I think he excited.

**F.**

**When did Saroo go to Koikata?**

**He went to Koikata in 1986.**

**Why did he go to Koikata?**

**He went to Koikata when he jumped on a train by mistake.**

**When did a couple take Saroo to Australia?**

**A couple took Saroo to Australia in 1987.**

**Why did a couple take Saroo to Australia?**

**They adopted him when he became a beggar.**

**When did he search for his original family?**

**He searched for his original family in 2010.**

**Why did he search for his original family?**

**However Saroo had grown up, he wanted to find his original family.**

**When did he remember where he was born?**

**He remembered where he was born in 2011.**

**Why did he remember where he was born?**

**Because he found a picture in the town of Khandwa of a place where he played as a boy**

**When did he meet his original mother again?**

**He met his original mother again in 2012.**

**Why did he meet his original mother again?**

**When he returned to Khandwa he met his original mother who he had not seen for nearly 20 years.**



see Workbook pp142–143

Unit 10 • Lesson

I was in my friend's house. They had kept a curtain like we put in window front of the kitchen door, so they kept the door open every time but we still see the kitchen from the living room through the curtain.

So, when everyone was on the living room I was asked to bring something to the kitchen for my friends little brother. So, I was looking at him, I ran towards the door acting as if I was hurrying.

I ran towards the curtain and BANG!!!!

I clashed because I thought the door was open!!

That really hurt but was really funny too when I saw my friends laugh.



see Workbook pp142–143

Unit 10 • Lesson

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

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

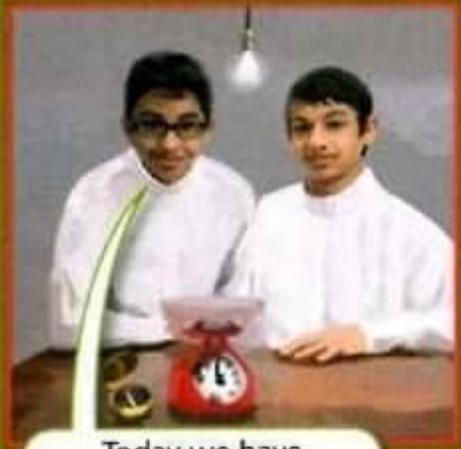
**B****READING** Write the letter of the paragraph on the correct picture from Exercise A.

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### Useful inventions



Today we have information about some useful inventions.



plough



B printing press



E aspirin



light bulb



A scales



C compass

- A** When this device was invented by Thomas Edison in the 19th century, it came with a warning: 'Do not try to light with a match. Electricity will not damage your health.'
- B** Thousands of years ago, farmers in the Middle East used a wooden device to prepare fields for planting. A stronger device was needed in Europe where the soil was heavier.
- C** About 2,500 years ago Hippocrates, the Greek doctor, used this medicine with patients who had high temperatures. A hundred years ago, Felix Hoffman manufactured it in its modern form.
- D** A thousand years ago, sailors discovered a special rock which pointed to the North Pole. From this discovery a device developed which helped sailors to find their way across the sea.
- E** The invention of these objects was an important step in the development of modern society. They were first made 5,000 years ago in Egypt to weigh gold.
- F** The Chinese first used a kind of printing 2,500 years ago. In the 15th century, Johannes Gutenberg was the first person who built a machine which could print many copies of a book.

these sentences with information from the texts.

who invented the light bulb.

- 1 Thomas Edison was the scientist
- 3 A stronger, metal device was needed in Europe
- 5 It was Felix Hoffman
- 7 Egypt was the first country

- 2 In the 19th century the light bulb was a de
- 4 Aspirin was used with patients
- 6 Sailors discovered a special rock
- 8 It was the Chinese

D LANGUAGE HELP Read and remember.

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

E LISTENING You are at the shopping mall. Write the number in the correct box.

Track 43

- C stadium **7**
- B university **2**
- D train station **3**
- A bakery **5**

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



F SPEAKING Work in pairs. Report the directions.

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

G WRITING AND SPEAKING Work in groups.

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

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

Is it a map?

No.

Is it a compass?

Yes!



see Workbook pp144–145

Unit 10 • Lesson 2

**C.**

2. which came with a warning.
3. where the soil was heavier.
4. who had high temperatures.
5. who first manufactured aspirin in its modern form.
6. which pointed to the North Pole.
7. where scales were first made/used.
8. who first used a kind of printing.

**F.**

**For bakery:** First he told me to go out of the shopping mall and turn right. Next he told me to turn left again and drive to the roundabout. At the first roundabout he told me to take the first exit and go straight until the second roundabout. He told me to take the second exit at the second roundabout and then to take the second turning on the left to the bakery. The bakery is on the left after the corner.



see Workbook pp144–145

Unit 10 • Lesson 1

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

- |                       |   |          |   |             |   |
|-----------------------|---|----------|---|-------------|---|
| 1 an advertisement    | E | 2 a wish | D | 3 a promise | B |
| 4 a factual statement | F | 5 advice | A | 6 a warning | C |



## Saudi Stars: Language quiz

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

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

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

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

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

Why would you choose science?

Because I am not very good at maths.

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

- B I'll take it back to the shop
- B If I have some money with me,
- B The liquid wouldn't evaporate
- B I'll help you if it's difficult.
- B If he comes with us on the trip
- B I won't call you unless I arrive late.

**E PRONUNCIATION** Repeat the sentences.  Track 45

**F LANGUAGE HELP** Read and remember.

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

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

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

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

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

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

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

**I SPEAKING** Work in groups. 

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

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

Would you, Uncle? Why?

Because I think it's more useful.



see Workbook pp146–147

Unit 10 • Lesson

**G.**

2. If you work hard, you'll pass your test. If you worked hard, you would pass your test.
3. If our team wins, we will be very surprised. If our team won, we would be very surprised.
4. If Nadia has a problem we will help her. If Nadia had a problem we would help her.
5. If you want to buy a mobile, I'll give you money. If you wanted to buy a mobile, I would give you money.

**H.**

2. Leena will come at six unless she is busy.
3. I'll have water unless you have juice.
4. I'll walk unless there is a bus.
5. Mum will be cross unless you tidy up.



see Workbook pp146–147

Unit 10 • Lesson

**STUDY TIP**

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

**A****VOCABULARY**

Match and number.



Marhaba Website

<http://www.kingfaisalschool.org/marhabawebpage>

Read the review to help you review language in the

**Marhaba**

HOME

TOPICS

STORIES

INSPIRATION

**Learning words**

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

**B**

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

**Revision quiz****Which is better:**

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

**I think E****It's better to ... because ...****In my opinion ...****Yes, I agree.**

Moreover ...

Furthermore ...

**That's true.**

On the other hand

However ...

## Grammar Study

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

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

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



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



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



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

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

**D.**

- 2. has been waiting**
- 3. was invented**
- 4. used**
- 5. would get**
- 6. are transmitted**
- 7. finishing**
- 8. to buy**