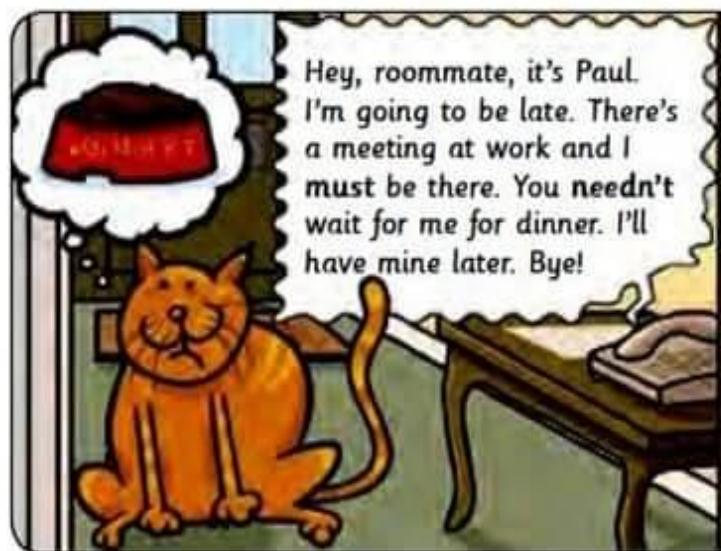


Read the texts.



Now answer the questions.

1. Who is going to pick up Mike's brother?

No one. / Nobody

2. Where has Mike gone?

He has gone to karate.

3. Why is Paul going to be late?

Because there is a meeting at work

4. Are they going to eat together?

No, they aren't.

Grammar

Can, could, may, will, would, must, have to, need (to), etc. are **modal verbs** and:

- they do not form all the tenses.
- they are the same in all persons, singular and plural (except for **need (to)** and **have to**).
- they form the interrogative and the negative without auxiliary verbs (**do/did**).
- they are followed by the **base form of a verb, without to**.

a can/could/may/will/would

We use **Can I...?, Could I...?, May I...?:**

- to ask for, give or refuse **permission**.
Can/Could/May I go to the park, Dad?
Yes, you can/may. *No, you can't/may not.*
- To make polite requests and offer help.
Can/Could/May I have some more tea?
Can/Could/May I get you some coffee?

We use **Can/Could/Will/Would you...?:**

- to make polite requests or ask for a **favour**. **Could** and **Would** are more polite.
Can/Could/Will/Would you give me a lift?

b must/have to

We use **must**:

- in the affirmative and interrogative to express **obligation** in the present and future.
I must give Ameer a call. *Must we go so soon?*
- in the negative to express **prohibition**.
You mustn't touch anything in the museum.

We use **have to**:

- in the affirmative and interrogative to express **obligation** in the present and future.
You have to wear a uniform. *Do you have to work on Thursdays?*
- in the negative to express **absence of obligation**.
He doesn't have to eat the cake if he doesn't like it.

NOTE:

- Must** expresses an obligation that the speaker imposes on himself/herself or others.
Have to expresses an obligation that is imposed by somebody or something else.
- Must** and **have to** form the Past with **had to/didn't have to** and the Future with **will have to/won't have to**. The affirmative expresses obligation and the negative absence of obligation in the past or the future respectively.
Aisha didn't have to go to school yesterday because she was ill.
You must sleep well tonight because you will have to train hard tomorrow.
- To express prohibition, we can also use **can't**.
You can't use your mobile phone in the hospital.

c need (to)

We use **need**:

- as a **main verb** in all tenses in the affirmative, interrogative and negative. It is followed by a **full infinitive** (or a noun) and forms the interrogative and negative with **auxiliary verbs** (do/does, did, etc.)
- as a **modal verb** in the interrogative and negative of the **Present Simple** only. It is followed by a **bare infinitive** and forms the interrogative and negative without **auxiliary verbs**.

Affirmative	Negative	Questions
I need to go	I don't need to go I needn't go	Do I need to go? Need I go?
He/She/It needs to go	He/She/It doesn't need to go He/She/It needn't go	Does he/she/it need to go? Need he/she/it go?
We/You/They need to go	We/You/They don't need to go We/You/They needn't go	Do we/you/they need to go? Need we/you/they go?

We use **need**:

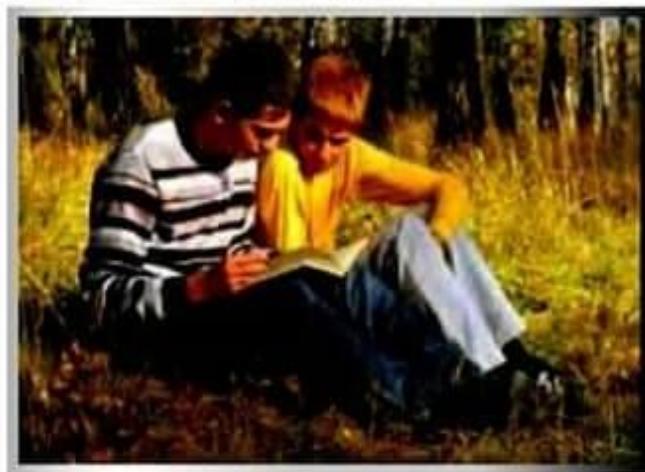
- in the affirmative and interrogative to express **necessity**.
I need to talk to Abdullah.
- in the negative to express **absence of necessity**.
You don't need to buy anything.
She needn't do the washing-up. I'll do it tomorrow.



A. Circle the correct words.

1. Can / May you get me a newspaper when you go out?
2. A: Will / Could I go shopping with my friends, Dad?
B: No, you won't / can't. You've got lots of homework to do.
3. A: Please remember that you must / need bring the car before 2pm.
B: OK. I'll must / have to leave work earlier.
4. A: Would / May you teach me how to drive?
B: I'm sorry, son. I may not / can't. You are too young to drive.
5. A: Could / May I leave a message, please?
B: Sure.
A: Please tell Mr Saud that his car is ready.

B. Complete the dialogues using the words in the box.



would need have to

1. A: I Need some help. would you mind helping me?
B: Oh, I'm sorry. I'm too busy. I have to finish this project in two hours.

6. A: Excuse me, may / would I take this bag with me on the plane?

- B: Of course you would / may sir.
7. A: Jake, when can I borrow your camera? I really need / need to it.
B: I must can give it to you on Monday and you don't have to / mustn't give it back to me for another week or so.
8. A: Do I need / Need I wash the car today?
B: Yes, the car needs washing.
9. A: Can / Will I give you a lift?
B: Thanks.



need to can't could can

2. A: I can drive you home if you like.
B: That's very kind of you, but I need to buy some things from the supermarket.
could you drive me there, first?
A: I'm afraid I can't. I'm in a hurry.

C. Circle the correct words.

1. Hamid has to / needs be back home by midnight.
2. You mustn't / don't have to eat if you aren't hungry.
3. You've got all day tomorrow to work on the project. You mustn't / don't need to finish it tonight.
4. Fatima must / have to take her medicine.
5. You needn't / don't have cook. We're eating out tonight.
6. We need / must to buy bus tickets.
7. I don't have school tomorrow so I mustn't / don't have to get up early.
8. Thanks a lot for the present, but you had to / didn't have to buy me anything.
9. You mustn't / don't have to run in the museum.

1. We haven't got any milk or eggs. We need to go to the supermarket today.
2. You needn't hurry. We have lots of time.
3. Need Charlie go to the meeting tomorrow?
4. You don't need to shout! I can hear you.
5. Dad doesn't need to use the car today. We can't take it.
6. Sir, which units of the book do we need to study?
7. Mahmud doesn't need to practise a lot. He's an excellent tennis player!
8. You needn't take the bus. I'll drive you home.
9. Excuse me, I need to return a call.
10. You needn't call back. Mr Roberts is coming in now.

E. Look at the pictures and write sentences using the verbs given and *mustn't* or *don't/doesn't have to*, as in the example.



1. He doesn't have to pay for a ticket.



2. He mustn't eat so many sweets



3. They mustn't use the mobile phones.



4. The weather is fine outside.
He doesn't have to wear the boots



5. It's raining outside.
He doesn't have to wash the car



6. They mustn't talk in the library.

A: (1) Can/Could you please turn off your mobiles? You
(2) mustn't/Can't use them in the museum. And please
remember that you (3) mustn't/can't touch anything.

B: (4) Can I take photos?

A: I'm afraid you (5) can't, sir. And, you
(6) mustn't/can't take that bottle of water inside.

B: But I (7) need to/must drink water. It's very hot.

A: I'm sorry. You (8) mustn't/can't enter with the bottle.

B: What? (9) can/ could I speak to the director of the
museum, please?



Speaking

A. Talk in pairs. Discuss what you should say in the following situations. Think of as many possible ways you can to express yourself. Use *can/could/may/would/will/must/need/have to*.

- You're in class and you want to go out. Your partner is the teacher.
- You're in a small room with closed windows and it's very hot.
- You need your parents' permission to go to a friend's house. Your partner is your father.
- You're in a hospital and someone is talking on his/her mobile phone.
- You're in a museum and someone is taking photographs.
- You have a terrible toothache.
- You're at a restaurant and want some salt. Your partner is the waiter.

B. Choose a situation and act it out.

Can/Could/May I go out, please?
No, you may not.
But I need to, Sir. Please!
OK, then, if you have to...

Writing

Write one sentence for each of the situations below. Use the words given and *can/could/may/will/would/need/have to/must*.



try on



shout



doctor



supermarket



tea

The Answer:

Speaking:

Can I open the windows?

Yes, you can

Could I go to my friend's house?

No, you couldn't

Read the dialogue.

- Stan So, Bob, are you coming to the gym?
Bob Sorry! I won't be able to. I've got too much homework.
Stan Oh, OK, then. Where's your brother?
Bob Alex? He must be at home.
Stan He can't be at home. I just called and no one answered. I can't find him anywhere. Even his mobile is turned off.
Bob It's not turned off. It's broken. Ring Tony. My brother might be with him. They usually play computer games together.
Stan Oh, OK.



Now match.



Grammar

① can/could/be able to

We use **can**:

- to express ability in the present.
My father can use a computer.

We use **could**:

- to express ability in the past.
He could ride a bike when he was young.

NOTE: **Be able to** expresses ability and forms all tenses. It is mainly used in tenses where we cannot use **can** (Future, Present Perfect, etc.).
He'll be able to come on Friday.
Have you been able to visit your friends?



We use **may, might and could**:

- to express **possibility** in the present or future. Might expresses **slight possibility**.
We may/might/could go to Taif next year.

NOTE: We use **may not/might not** to express **lack of possibility** in the present or future.
Fred may not/might not be able to come with us tonight.

C must/can't

We use **must and can't**:

to express a **logical deduction** and refer to the present.

- We use **must** to express a **positive logical deduction**.
*It's ten o'clock and John is still sleeping. He **must** be tired.*
- We use **can't** to express a **negative logical deduction**.
*He **can't** be at home. He was at work a few minutes ago.*

Activities

A. Circle the correct words.

- Jeff **couldn't** / **wasn't able** buy the treadmill he liked, because it was too expensive.
- When I was younger, I **wasn't able** / **was able to** work until late in the evening and then go jogging. I **can't** / **not able** to do that any more.
- Bob will be 17 next month. Then he **will be able to** / **can't** get a driving licence.
- Mr Smith **can't** / **couldn't** speak to you right now. If you call back in half an hour, he **will be able to** / **could** speak to you.
- I **couldn't** / **can't** find any fresh strawberries this morning, so I **can't** / **will be able to** make a strawberry cheesecake.
- In a few years' time, some lakes will be so polluted that fish **won't be able to** / **can't** live in them.
- Tom **can** / **could** wear his jeans now, but he **couldn't** / **wasn't able** wear them last year because he had put on a lot of weight.
- I **won't be able to** / **wasn't able to** log in because I had forgotten my password.
- Faisal is working out at the moment, but he **will be able to** / **be able to** call you back in about an hour.
- John **could** / **wasn't able to** speak a word of Arabic when he first went to Riyadh, but now he **can** / **will be able to** speak fluently. You should hear him.
- My dad **couldn't** / **wasn't able** use the computer but he's taking some computer lessons now and, in a few months, he **can** / **will be able to** do everything.



1. He may /might/could burn the food.

burn / food



crash into / tree

2. He may /might/could crash into the tree

3. The snake may /might/could bite the man

bite / man



not catch / bus

4. He may /might not catch the bus

rain

5. It may /might/could rain



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

1. Harry Where's Derek? The documentary starts in ten minutes.

Mike I called him at home but nobody answered the phone, so he can't be there. He must be on his way here.

2. Alsha I think the baby is hungry.

Muna He can't be hungry! I just fed him.

3. Jenny Who's that woman Ellen is talking to? Her mother?

Ann She can't be her mother. She's too young. She must be her sister.

4. Mark Tom can't be in the race.

Danny That's right. He's still injured.

5. Keith I have just eaten three bowls of popcorn Adam You must be really thirsty now.

6. Hana Our neighbours' garden is so beautiful! When do they find the time to take care of it?

Afaf They must have a gardener. They can't do all that work by themselves because they both work long hours.

7. Ted You must be quite tired after playing football all afternoon!

Vince No, not really. I feel fine.

8. Tina Mary must be sleeping.

Jane Yeah. It's almost midnight.

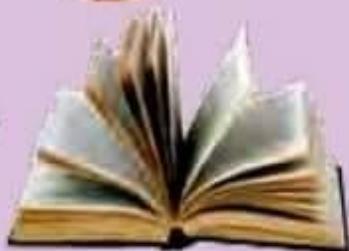
1. I'm not sure where Saleh is. He could be at the gym.
2. Rob has just left work. He can't be at home.
3. I could swim for four hours when I was young.
4. I can't find my keys anywhere. Have you seen them?
5. I might travel to Jeddah next week.
6. That girl doesn't look like Jane. She can't be her sister.
7. We can't go to the park tonight. The cup final is on!
8. Andy can't be 50 years old. He looks much younger.

Ability	Possibility	Probability
	✓	
✓		
✓		
	✓	
		✓
	✓	
		✓

Speaking

Talk in pairs. Discuss what present you're going to get for a friend. Use the ideas below.

- what your friend likes
- what he/she needs most
- how much money you can spend



We can/could buy him/her a(n)...
He/She must...
Well, we can't spend more than...
He/She may/might like...

Writing

Look at the pictures below and write one sentence about each of them using *can/could/may/might/must/can't* and the prompts in the box.

break/window

be/hungry

rain

scuba dive/when/young

not understand/other man



The Answer:

Speaking:

We could buy him a book

We can buy him a watch

Writing:

1- It may rain

2- He must break the window

3- He couldn't understand the other man

4- It must be hungry

5- He could do scuba diving when he was young

Read the text.

Artificial Intelligence (AI) is used to make intelligent machines and especially intelligent computer programs.

AI Facts

- In 1637, it was predicted by René Descartes, a French scientist, that it would not be possible to have machines that think like humans do.
- About two centuries later, a test was presented by the father of AI, Alan Mathison Turing, known as the 'Turing Test'. The test was designed to show that AI exists.
- The idea of AI is found in many popular books today.



Now read the sentences below and write T for True or F for False.

1. In the past, scientists predicted that machines would be able to think like humans.
2. Turing wanted to show that AI is possible.
3. AI is not found in books.

F
T
F

Grammar

Passive Voice

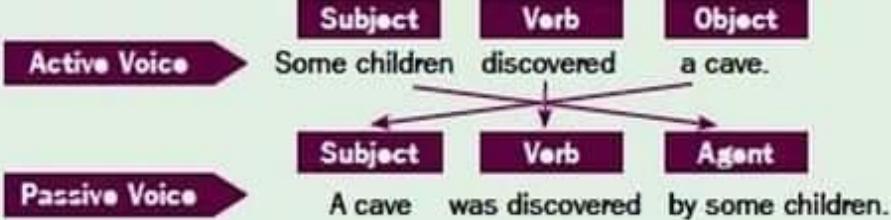
- The **Active Voice** shows that the subject of the verb does an action.
People send lots of e-mails to friends.

The Passive Voice:

- is used to emphasise the action rather than who or what is responsible for it.
Lots of e-mails are sent to friends (by people).

Transforming a sentence from Active Voice to Passive Voice:

- the **object** of the verb in the **Active Voice** becomes the **subject** of the verb in the **Passive Voice**.
- we **use** the verb **be** in the same tense as the verb in the **Active Voice**.
- we **use** the **past participle** of the main verb.
- if we want to show who does the action (**agent**), we use the preposition **by** with the subject of the verb in the **Active Voice**.



NOTE: We usually omit the **agent**:

- when we don't know the **agent**.
Mr Stone was robbed last night.
- when it is easy to figure out who the **agent** is.
Painting is taught at our school (by the Art teacher).

a Present Simple Passive

Affirmative	Negative	Questions
I am He/She/It is called / given We/You/They are	I am not He/She/It isn't called/given We/You/They aren't	Am I Is he/she/it called/given? Are we/you/they

b Past Simple Passive

Affirmative	Negative	Questions
I/He/She/It was called/given We/You/They were	I/He/She/It wasn't called/given We/You/They weren't	Was I/he/she/It called/given? Were we/you/they



Activities

A. Complete the text with the Present Simple Passive of the verbs in brackets.

The main purpose of the Wilmington Bird Sanctuary is to help and protect birds. Each year hundreds of birds
 (1) are found (find) with broken wings or legs and they need help and care. These birds
 (2) are brought (bring) to the sanctuary and they (3) are taken care of (take care of) by experts. All the
 birds (4) are kept (keep) in large cages, they (5) are fed (feed) twice a day and their cages
 (6) are cleaned (clean) three times a week.

The sanctuary (7) is visited (visit) by many people every year. They
 (8) are shown (show) around and they (9) are informed (inform) about
 the different species. Visitors don't have to buy a ticket to enter the sanctuary, but they
 (10) are asked (ask) to give whatever they can. This money (11) is used
 (use) to make the birds' stay a more pleasant one. However, the birds (12) aren't kept
 (not keep) at the sanctuary longer than necessary. As soon as they are well again, they
 (13) are returned (return) to the wild.



destroy

1. The fire destroyed the house.

The house was destroyed by the fire.



organise



2. The school organized a summer trip for students.

A summer trip for students was organized by the school.

build / in 1983



3. They built King Fahd's Fountain in 1983.

King Fahd's Fountain was built in 1983.



design / in the 20th century

4. Gaudí designed Park Guell in the 20th century.

Park Guell was designed by Gaudí in the 20th century.

paint



5. The old man painted a picture

A picture was painted by the old man.

C. Rewrite the sentences so that they mean the same as the first one.

1. My grandmother cooked dinner last night.

Dinner was cooked by my grandmother
last night.

2. People send millions of e-mails every year.

Millions of e-mails are sent every year.

3. Ameer mowed the lawn yesterday.

The lawn was mowed by Ameer yesterday.

4. A computer controls the traffic lights.

The traffic lights are controlled by a computer.

5. Everybody enjoyed the water sports available.

The water sports available were enjoyed by
everyone.

6. They sold that old boat a month ago.

That old boat was sold a month ago.

In the 16th century the Spanish explorer Hernán Cortés (1) travelled / was travelled to South America. There, he met the Aztecs and he (2) was served / served a drink called 'xocoati' by them. Xocoati (3) was made / made from cocoa beans which (4) grow / are grown on cocoa trees. Cortés (5) took / was taken some beans to Spain. Later, sugar (6) was added / added to the powder and a tastier drink (7) produced / was produced. Soon, it became popular all over Europe.

Today everyone (8) loves / is loved chocolate. It (9) is eaten / eats by millions of people all over the world.



E. Complete the sentences with the Present or the Past Simple Passive of the verbs in the box.

kill wear not call make hit invent build discover not harm

1. In the 19th century, gold was discovered in California.
2. My cat was hit by a car yesterday, but he's OK.
3. Many animals are killed every year.
4. This thobe was made in Saudi Arabia.
5. Jeans are very popular. They are worn all over the world.
6. The National Museum of Saudi Arabia was built in 1999.
7. My aunt isn't called Aisha. Her name is Fatima.
8. Who was this machine invented by?
9. Fortunately, my flowers weren't harmed by the snow.



Speaking

Imagine that you are a scientist and you have created an intelligent machine. Your partner wants to interview you. Answer your partner's questions. Then swap roles. Use the ideas in the box.

What / machine / call? When / create?
What / use for? How much / cost?

Writing

Write a short paragraph presenting your new intelligent machine. Use the ideas you discussed with your partner in the Speaking activity above.

The Answer:

Speaking:

What is the machine called?

The machine is called Ton

When was it created?

It was created last year

What is it used for?

It is used for measuring time.

How much does it cost?

It costs 10000

Writing:

**The machine is called Ton. It was created last year. It is used for
measuring time. It costs 10000.**

A. Read the sentences and write down what they express: an offer, possibility, request, permission, prohibition, ability, deduction, obligation, necessity, absence of necessity.

1. I will help you decorate your room.
2. This sign says that you mustn't eat in the museum.
3. John can paint very well. That's why he became an artist.
4. Aisha may be at home now.
5. Look how fast he runs! He must be an athlete!
6. Could I borrow your dictionary?
7. They don't have to finish painting the house today.
8. We need to go shopping. There's nothing in the fridge.
9. If you want to go out, you have to tidy your room.
10. Dad, can I stay at my cousin's house tonight?

an offer

prohibition

ability

possibility

deduction

request/permission

absence of necessity

necessity

obligation

permission

B. Circle the correct words.

1. A: Will / May you turn off the television, please?

B: I can't / mustn't. I'm on the phone right now.

2. A: Don't worry. You mustn't / don't have to finish your project today. You can / might finish it tomorrow.

B: I know. But I want to finish it now.

3. A: Hamid must / can't be at home studying.

B: That's right. He's got two exams tomorrow.

4. A: May / Need I tidy my room now? I want to go out and play.

B: Well, you can't / couldn't go out until you tidy your room!

C. Read the situations below and write sentences or questions. Use modal verbs.

1. You need to make a phone call, but don't have a mobile. Ask your friend for permission to use his/her mobile.

Can I use your mobile mobile?

2. You don't know how to use a computer well, but you need to download something from the Internet. Ask your Computer teacher to show you how to do it.

Could you show me how to download something from the internet?

3. You saw Mary walking into the library ten minutes ago. A friend asks you where she is. What do you say?

She may be at the library

4. You're at school, but you've left your project at home. You call your father to ask him to bring it to school. What do you say?

Could you bring my project to school, please?

1. They painted the house last month.

The house was painted last month

2. Bill cleans the garage on Saturdays.

The garage is cleaned on Saturday

3. The students in Mr Marple's class solved the Maths problems.

The maths problems were solved

4. The police caught the robber.

The robber was caught by the police

5. Someone takes out the rubbish every day.

The rubbish is taken out every day

6. The security guard arrested the thief.

The thief was arrested by the security guard.

7. We never throw rubbish on the ground.

The rubbish is never thrown on the ground

8. A famous reporter interviewed the football player.

The football player was interviewed by a famous reporter.

9. They sold their house to the Adams.

Their house was sold to the Adams.

E Circle the correct words.

Today, English (1) speaks / is spoken all over the world and has many different forms. The oldest form of English (2) spoke / was spoken by the Anglo-Saxons about 1500 years ago, but it was very different from the English of today. If we (3) heard / were heard someone using that form, we wouldn't understand them. English has changed over the centuries. Today, many people (4) learn / are learnt English as a second language and it (5) is used / was used in many international events, such as the Olympic Games.

Use of English

Complete the sentences with the prepositions in the box.

on in up in up in up in for from

1. I'm sorry I can't wait for you. I'm in a hurry.

2. Can you pick Ammar up from the airport tonight?

3. My father isn't very outgoing. on the other hand, he's very active. He works out at least 4 times a week.

4. I couldn't log in last night. There was a problem with my Internet connection.

5. Mark is still angry at me. I called him but he just hung up.

6. I'm sure you can take part in that race and get a medal. Just go for it!

7. in my view, James should start working out more.

8. The money I earned from my summer job came in very handy.

9. Can you collect my new mobile from the shop?

10. Pick up the phone, please. I'm busy.

Planet Earth Quiz

Do the quiz and find out how much you know about the world around you.



1. Which is the biggest desert in Saudi Arabia?
a. The Ad Dahna b. The An Nafud c. The Rub' al Khali
2. Which is the longest river in Europe?
a. The Volga b. The Danube c. The Don
3. Which of the following seas is actually a lake?
a. The Black Sea b. The North Sea c. The Caspian Sea
4. In which continent can you find K2, the world's second highest mountain?
a. In Asia b. In Europe c. In Africa
5. Which group of islands may disappear in 50 years' time?
a. The Galapagos b. The Maldives c. The Philippines

Grammar

The article 'the'

We use the definite article **the**: before uncountable nouns and countable nouns, both in the singular and in the plural.

We use **the** before:

- something **specific or already mentioned**.
There is a new armchair in the living room. It's the armchair Ibrahim bought last week.
The T-shirt that Paul is wearing today is very expensive.
- things that are **unique**.
How many astronauts have walked on the moon?
- names of **seas, rivers, oceans, deserts**.
the Red Sea the Amazon (River) the Atlantic (Ocean) the Gobi (Desert)
- groups of **islands, mountain ranges and countries** in the plural.
the Maldives the Rocky Mountains the Netherlands
- **nationalities**, when we refer to the whole nation.
The Spanish explored America in the 15th century.
- **surnames**, when we refer to the whole family.
The Browns travelled to Africa last summer.
- names of **hotels, restaurants, museums and newspapers**.
the Hilton Hotel The Food Palace the Louvre The Times
- the **cardinal points**.
Asir National Park is in the south of Saudi Arabia.
- adjectives and adverbs in the **superlative form**.
Abdullah is the best student in the class. Omar runs the fastest of all the students.



- uncountable nouns and countable nouns in the plural, when we are talking about something in general.
Milk is good for children.
- names of people, mountains, islands, lakes, countries, continents and nationalities.
Mark isn't British; he's American.
Mount Everest Lake Michigan Sicily Saudi Arabia Asia
- names of cities, streets, roads, parks, squares.
Oxford Street, Hyde Park and Trafalgar Square are in London.
- names of subjects, sports, games, colours, magazines and languages (when they are not followed by the word *language*).
John likes tennis. *Hasna is good at History.* *My favourite colour is blue.*
'Sportslife' is a very popular magazine. *Faisal speaks Arabic and Italian.*
- names of days and months.
My graduation is in August.
- abstract nouns (hope, help, etc.)
George needs help with his homework.
- the words **breakfast**, **lunch**, **dinner**.
Dinner is ready.
- the words **home**, **school**, **bed**, **hospital**, **work**, **prison**, **university**, when they are used for the purpose for which they exist.
Nobody is at home in the morning. *My parents are at work and I'm at school.*



Activities

A. Complete the blanks with *the* or -.

Good morning. (1) ____ boys. We hope that you will enjoy our tour of (2) ____ London. On your left you can see (3) **the** Houses of Parliament and that's (4) **the** Thames, London's famous river. We continue our tour...

This is (5) **the** famous Tower of London. Now, we're on (6) ____ Great Russell Street. On your right is (7) **the** British Museum.

Now, about tonight. Remember that we're having traditional English food for (8) ____ dinner at (9) **the** restaurant (10) **The** Tasty Fish. (11) **The** most popular English food is fish and chips. (12) ____ people love this restaurant. You will love it, too!

B. Circle *the* or -.

1. Alex Do you know when the Mount Vesuvius erupted?

John No, I don't. Let's check on - / **the** Net.

2. Max Who's on the / - phone?

Jake - / **The** Mark. He's talking to his friend from - / **the** university.

3. Bob **The** / - Joneses bought a new house and they're moving next week.

Tom Are you sure? I thought it was - / **the** Smiths who were moving house!

4. Pablo What did you do during the summer?

Pedro I went to - / **the** Greece and saw - / **the** Acropolis and other interesting sights.



Mrs. Rupert I sent them to / the bed because it's too late. They have to go to / the school tomorrow.

6. Brad My favourite sport is the / tennis.

Andy Really? The – World Tennis Championship is going to be held at Norton Stadium next week. Do you want to go?

7. Lorenzo Where did / the Mike go on holiday?

Alex Well, he went to the / Egypt to see the / Pyramids and then he went to the / – Sahara Desert! Great, isn't it?

8. Mario I want to have the / Italian food for dinner tonight.

Leo OK. Let's go to the / – Italian restaurant near the river.

C. Read the text below. Choose a, b or c.

(1) _____ Jean is (2) _____ French. He lives in (3) _____ village in (4) _____ France. (5) _____ village is near (6) _____ Paris, so he often goes there. (7) _____ Jean lives in (8) _____ yellow house in (9) _____ centre of (10) _____ village. His house has got (11) _____ living room, (12) _____ two bedrooms, (13) _____ kitchen and (14) _____ bathroom. There is also (15) _____ big studio, where Jean works. He's (16) _____ artist. He paints beautiful pictures. His favourite subject is space.

1. a. A b. The c. –

9. a. – b. a c. the

2. a. the b. – c. a

10. a. a b. the c. –

3. a. the b. a c. –

11. a. the b. a c. an

4. a. – b. the c. a

12. a. a b. the c. –

5. a. A b. – c. The

13. a. – b. a c. the

6. a. a b. the c. –

14. a. the b. – c. a

7. a. The b. – c. A

15. a. a b. the c. –

8. a. a b. the c. an

16. a. the b. a c. an



Speaking

Play a guessing game in pairs or groups. One student says a geographical feature or place and the others have to say where it is.

SA: The Maldives.

SB: The Maldives are in the Indian Ocean. My turn now. The Nile.

SA: The Nile is in...

Writing

Write a paragraph about a country you would very much like to visit. Mention where it is and some of its important geographical features and sights. **Saudi Arabia is located in western Asia. It has many geographical features. The red sea is in the west. It has Alhagaz Mountains in the west. It also has Najd plateau**

Read the text and choose a, b or c.

Nobody knows what happened at Crimson Creek on 29th September. Jack and David Thomas went (1) **b** at the lake near their house and they promised (2) **a** back before noon because they always helped their mother (3) **b** lunch. But they hadn't returned so Mrs Thomas decided (4) **a** without them. Mrs Thomas was in the kitchen when she heard a strange noise. She stopped (5) **b** and went outside, but she couldn't (6) **c** anything. She got scared and ran to the lake (7) **a** if the boys were in danger. Unfortunately, there was no sign of them. Now it's up to the police to find out what really happened.

ON A CRUISE

- | | | | | | |
|-----------------|-------------|-------------|---------------|------------|---------|
| 1. a. fishes | b. fishing | c. fish | 5. a. to cook | b. cooking | c. cook |
| 2. a. to be | b. being | c. be | 6. a. to hear | b. hearing | c. hear |
| 3. a. preparing | b. prepare | c. prepares | 7. a. to see | b. seeing | c. see |
| 4. a. to start | b. starting | c. start | | | |

Grammar

A Infinitive

There are two types of infinitive:

full infinitive: to + base form of verb
to play

bare infinitive: base form of verb without to
play

We use the full infinitive:

- to express purpose.
He went to the post office to post a letter.
- after the verbs: want, would like, would love, decide, forget, learn, teach, need, plan, promise, try, hope, manage, arrange, choose, offer, refuse, expect.
I plan to go to Abha in spring.
- with too and enough.
The soup is too cold to eat.
- after the structure **it+be+adjective**.
It's easy to learn Spanish.
- after the adjectives: afraid, surprised, free, happy, ready, sorry.
He was free to go wherever he wanted.

We use the bare infinitive:

- after modal verbs: can, could, will, would, should, may, might, must.
Will you stop laughing? *You should taste some Australian food.*
- after the verbs let and make.
My mother makes me clean my room twice a week. *Let me do it; it's not difficult.*

NOTE:

We can use the verb help with a full or a bare infinitive.

I always help my father clean the garage. **OR** *I always help my father to clean the garage.*

We use the -ing form:

- as the subject of a verb.
Travelling is great fun.
- after certain verbs such as: like, love, hate, enjoy, prefer, etc.
I hate studying Maths.
- after certain verbs such as: continue, stop, finish, start, begin, etc.
I started taking photography lessons.
- after certain verbs such as: avoid, imagine, keep, practise, suggest, risk, spend (time), etc.
I spent my summer lying under the sun.
- after certain expressions: don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like, there's no point, etc.
I can't stand waiting for the bus for hours.
- after prepositions.
Are you good at playing tennis?
- after the verb go to indicate activities: go swimming/shopping/fishing, etc.
I'm going shopping this Thursday.

NOTE • The verbs like, dislike, love, hate, start, begin are followed by a full infinitive or an -ing form without any significant difference in meaning.

I like taking pictures when I go on holiday. / I like to take pictures when I go on holiday.

• The verbs stop and remember are followed either by a full infinitive or an -ing form, but with a different meaning.

Harry stopped cleaning the garden. (= He is not cleaning the garden any more.)

Harry stopped to clean the garden. (= He stopped what he was doing and started cleaning the garden.)

I remember giving you the book this morning. (= I gave you the book and I remember that I did so.)

I remembered to give you the book this morning. (= I did not forget to give you the book.)

Activities

A. Complete the sentences with the full or bare infinitive of the verbs in the box.

do buy play visit understand be watch go find rain approach go

- I have decided to buy a new bike.
- It's too difficult to understand what he's saying.
- Alex was too scared to approach the old house.
- Bill's parents don't let him watch TV on weekdays.
- My friends and I are planning to go camping this weekend.
- It might rain tomorrow, so take an umbrella.
- Our teacher made us do three projects in one week.
- My mother was surprised to find a present in her bag.
- Unfortunately we didn't have enough time to visit the museum.
- Joe and Kevin have gone to the football ground to play football.
- Andy promised to be here on time, but he's late again!
- You really must go. You're late.

Julie didn't touch the snake. She was afraid.

Julie was afraid to touch the snake.

2. Philip saw John at the museum last night. He was surprised.

Philip was surprised to see John at the museum last night.

3. I go to the gym after work. I think it's relaxing.

I think it's relaxing to go to gym after work

4. Mike is very tired. He can't visit his friends tonight.

Mike is too tired to visit his friends tonight

5. Tina isn't very tall. She can't reach the shelf.

Tina isn't tall enough to reach the shelf

6. Khaled can take the driving test. He is ready.

Khaled is ready to take the driving test

7. Sami went to the library. He wanted to borrow a book.

Sami went to the library to borrow a book

C. Look at the pictures and write sentences. Begin with the words given.



1. John wants to be famous someday.



2. Tom's brother won't let him wear Manchester United shirt.



3. Mr Evans would like Bill to close the window.



5. Mark's friends want him to invite Fred to the graduation.



4. Rick has decided to find a new job.

6. Mr Jones made the boys finish their dinner.

- Imagine succeeding in everything you do. Wouldn't it be great?
- I'm looking forward to visiting my cousins in Saudi Arabia this summer.
- I really like this painting. I can't stop looking at it.
- Having a good time is really important.
- Liz started teaching French three years ago.
- He couldn't help laughing when he saw his brother's funny hat.
- Jane hates shopping at shopping centres.
- My grandpa loves watching documentaries.
- I'm thinking about buying a telescope.

E. Complete the blanks in the text by choosing a, b or c.



Are you looking for a wonderful place (1) to spend your holiday? Then you should (2) visit the Blue Sea Hotel. The Blue Sea Hotel is perfect for people who want (3) to relax or who are just looking forward to (4) having an exciting holiday. You'll be surprised (5) to find how many things you can (6) do there. You can (7) swim in the sea or in the pool. Those who enjoy (8) exercising will be able (9) to use the gym and the basketball and tennis courts. Finally, if you are interested in (10) going sightseeing, the hotel organises trips to museums and

to other places of interest. It's never too early (11) to go on a summer holiday. Don't forget (12) to ask your travel agent for our special prices for May and June.

- | | | | | | |
|--------------------|--------------------|------------------|--------------------|------------------|----------------------|
| 1. a. spend | b. <u>to spend</u> | c. spending | 7. a. <u>swim</u> | b. to swim | c. swimming |
| 2. a. <u>visit</u> | b. to visit | c. visiting | 8. a. for exercise | b. to exercise | c. <u>exercising</u> |
| 3. a. relax | b. <u>to relax</u> | c. relaxing | 9. a. use | b. <u>to use</u> | c. using |
| 4. a. have | b. to have | c. <u>having</u> | 10. a. to go | b. go | c. <u>going</u> |
| 5. a. find | b. <u>to find</u> | c. finding | 11. a. go | b. <u>to go</u> | c. going |
| 6. a. <u>do</u> | b. to do | c. doing | 12. a. ask | b. <u>to ask</u> | c. asking |

1. Yuk! The tomato soup is too salty to eat (eat).
2. My father hates mobiles. It's extremely difficult for him to use (use) one.
3. Let me ask (ask) you a question.
4. I don't mind watching (watch) that documentary again. It's very good.
5. I remember taking (take) my keys this morning, but I can't find them now.
6. He keeps refusing (refuse) to give me his phone number.

C. Rewrite the sentences using the words given.

1. My sister always cries when she reads that book.

help

My sister can't help crying when she reads that book.

2. This shirt is old. I can't wear it.

too

This shirt is too old to wear

3. Let's have dinner at a Lebanese restaurant tonight.

how about

How about having dinner at a Lebanese restaurant tonight?

4. I hate reading science fiction novels.

stand

I can't stand reading science fiction novels

5. There is no way of contacting Ahmed at the moment.

impossible

It is impossible to contact Ahmed at the moment

6. Mike didn't close the door when he left the house.

without

Mike left the house without closing the door

Speaking

Work in pairs. What is the best way to relax? Use the ideas below and talk about the advantages or disadvantages of each.

- Internet
- sleep
- hang out with friends
- cook
- read books
- watch documentaries

In my opinion, the best way to relax is by hanging out with friends because they help you...

Yes, but there are some disadvantages.
One is that...

Writing

Write a paragraph discussing the advantages and disadvantages of one of the ideas in the box in the Speaking activity.

The Answer:

Speaking:

I my opinion, the best way to relax is to read books because it helps us to know more information and think clearly. It helps us to open our mind.

But there are some advantages such as harming our eyes when reading a lot.

Writing:

In my opinion, the best way to relax is to read books because it helps us to know more information and think clearly. It helps us to open our mind.

But there are some advantages such as harming our eyes when reading a lot.

A. Read the sentences and complete with *the* or *-*.

1. This is the most beautiful painting in the gallery.
2. What time are we having - lunch? I'm hungry!
3. Faisal went for a walk in - Central Park.
4. Have you ever been to the Netherlands?
5. Hasna's favourite colour is - green.
6. Ammar hates - tennis, but he really loves playing - football with his friends.
7. The Chinese have got a very interesting history.
8. John has known the Smiths for ten years.
9. I live in the south of Riyadh.
10. A: Does Andy go to the university every day?
B: I don't think so. He has to go to - work three days a week.

B. Circle the correct words.

Dear Helpline,

My best friend Jake refuses (1) answer / to answer my calls. I don't remember (2) doing / to do anything that could make him angry. We are best friends, so I expect him (3) to talk / talking to me when there is a problem, but he doesn't want (4) speak / to speak to me! It isn't very nice of him (5) to do / do this! I can't help (6) to wonder / wondering what I've done wrong!

A confused friend

Dear Confused Friend,

I think you should (7) write / to write an e-mail to your friend to let him (8) know / to know how you feel. Explain that you would like (9) to know / know why he is not speaking to you. Tell him that there's no point in (10) to avoid / avoiding each other and that you are both old enough (11) to solve / solving your problems in a friendly way. Offer (12) meet / to meet somewhere to talk everything over.

2. This Maths problem is very difficult. I can't do it.

This Maths problem **is too difficult (for me) to do.**

too

3. I asked Paul to lend me his bike. He said 'no'.

Paul refused to lend me his bike.

refused

4. I had to call Mr Henderson but I forgot.

I didn't **remember to call Mr Henderson.**

remember

5. I asked my father to go to the park. He said 'yes'.

My father let me go to the park.

let

6. There's a possibility that I'll travel abroad next month.

I **may travel abroad next month.**

may

7. I saw Andy at the stadium. I couldn't believe it.

I **was surprised to see Andy at the stadium.**

surprised

8. Do you want to go to the beach tomorrow?

Do you **feel like going to the beach tomorrow?**

feel like

D. Choose a or b.

1. After driving for three hours, they stopped at

a restaurant **_____ something to eat.**

a. to have b. having

2. How about **_____ the National Museum tomorrow**

afternoon?

a. visiting b. visit

3. Saud was ready **_____** when his friend called and cancelled their meeting.

a. leaving b. to leave

4. How did you manage **_____** your Science project on time?

a. finish b. to finish

5. Our teacher taught us **_____** each other.

a. respecting b. to respect

6. Aisha is interested in **_____** more about the culture of the Bedouins.

a. learning b. learn

7. Ameen suggested **_____** to Abha the following day.

a. to drive b. driving

8. **_____** is a great way to spend a peaceful afternoon.

a. To read b. Reading

Use of English

Complete the sentences with the correct form of the phrases in the box.

lose one's way the other way round by the way know one's way around on one's way in one's way

1. Excuse me, sir! You're **in my way** and I can't get off the bus.

2. Ted: Oh, **by the way** there's been a change of plan. We're not going to the park.

Peter: I don't believe this! I'm already **on my way** there. Why didn't you call me earlier?

3. Jack didn't pass the ball to Leo. It was **the other way round**.

4. Mark: Jack is late! Do you think he **lose his way**?

Gary: I wouldn't worry about him. He **knows his way around**. He'll be here any minute.

Read the brochure.

Have you had the same furniture for a long time?

Do you feel like you need a change?

Well, here's your chance!

Buy new furniture without having to spend more than you want.

Come to **EASY HOME**



Now answer the questions.

1. What's so great about the furniture at Easy Home?

It's modern and cheap.

2. According to the brochure, who puts the furniture together?

The customers.

3. What helps the customers with the furniture?

The clear instructions.

Grammar

a) Subject Questions - Object Questions

Subject Questions

- When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who/which/what + verb** in the **affirmative form**).

*Who saw the documentary?
Tim (saw the documentary).*

*What fell on the floor?
A glass (fell on the floor).*

Object Questions

- When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who/which/what + verb** in the **interrogative form**).

*Who did you see at the park?
(I saw) Abdullah and Saleh.*

*What are you watching?
(I'm watching) a documentary.*



B Reflexive Pronouns

Reflexive Pronouns show that an action returns to the person who does it. In other words, the object of the verb is the same as its subject.

Tony cut himself while he was making a salad.

Reflexive pronouns are used:

- as objects of verbs when the subject and the object of the verb are the same.
I'm hungry. I'll make myself a sandwich.
- after prepositions.
Don't worry about Phil. He can take care of himself.
I don't like Jack. He always talks about himself.

Reflexive Pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

NOTE:

- We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.
My sister learnt how to speak English by herself.

Activities

A. Read the questions and tick (✓) the correct answers, as in the example.

1. What has Henry lost?

Henry has lost a screw.

A screw has lost Henry.

2. Who did Mike write a letter to?

Alex wrote a letter to Mike.

Mike wrote a letter to Alex.

3. What did the car hit?

A tree hit the car.

The car hit a tree.

4. Who hates spiders?

My sister hates spiders.

Spiders hate my sister.

5. Who phoned Mark?

Bob phoned Mark.

Mark phoned Bob.

6. What fell from the top of the building?

The top of the building fell from a television set.

A television set fell from the top of the building.



2. What does Gary tell you?

Gary tells me all his secrets.

3. Who is calling for an ambulance?

My father is calling for an ambulance.

4. Who was injured last night?

Harry was injured last night.

5. Who will Anna visit after school?

Anna will visit Kim after school.

6. Who did Paul see in the café?

Paul saw Andy in the café.

7. What is Hamid wearing?

Hamid is wearing a t-shirt.

8. What damaged your computer?

A virus damaged my computer.

C. Choose a, b or c.

1. Congratulations! You've all passed the exam, so you should be happy with ____.
a. yourself b. you c. yourselves
2. Jack invited ____ to his house for dinner.
a. me b. myself c. himself
3. John managed to fix the shelf by ____.
a. him b. himself c. myself
4. I hate it when you only think about ____.
a. itself b. myself c. yourself
5. Did you talk to ____ about tomorrow?
a. herself b. her c. yourself
6. The boys drew the picture by ____.
a. themselves b. ourselves c. itself
7. The teacher told Mike to study harder, but he didn't listen to ____.
a. himself b. myself c. him
8. This pizza is delicious! Did you make it ____?
a. yourself b. you c. itself
9. I was painting the wall when I fell and hurt ____.
a. me b. himself c. myself
10. She didn't want to tell ____ what had happened.
a. myself b. me c. herself



1. Ahmed feels good about himself. He did very well in his exams.



5. We painted the house all by ourselves.



2. Barry, do the exercise by yourself for a change!



6. Andrew cut himself while he was preparing dinner.



3. I don't think Steve ever looks at himself in the mirror before he leaves the house.



7. The boys enjoyed themselves at Bob's house last night.



4. Donald got angry with himself because he couldn't solve the Maths problem.



8. Do you want a piece of cake? I made it myself.

Speaking

Work in pairs. Think of something bad/unpleasant that has happened to you. Then ask each other questions about it. Use the ideas below.

- When / happen?
- Where / you?
- What / happen?
- you / alone?
- Who / you / ask / for help?
- What / you / do?
- What / happen / In the end?

When did it happen?
It happened last October.
Where were...?
...

Writing

Write a paragraph about the situation you described in the Speaking activity above.

Look at the pictures. Match the speech bubbles with the situations.



a If I were you, I'd try on both shirts.

c If it were sunny, I could go for a walk.

b If they had this in blue, I'd buy it.

d If I had a different job, I would be happier.

Grammar

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations and situations which are unlikely to happen in the present or future.

if-clause	main clause
if + Past Simple	would could + bare Infinitive
If I had the camera. If they made more money.	I would give it to you. they could buy a car.

- NOTE:**
- In **Conditional Sentences Type 2** **were** is often used instead of **was** in the if-clause in all persons.
If I were Larry, I would accept the offer.
 - We use **If I were you** to express an opinion or give advice.
If I were you, I'd study harder for the exams.

- If the teacher found out about this, he ____ very upset.
a. will be b. **would be** c. can be
- If you ____ a little faster, we could get there by noon.
a. will drive b. have driven c. **drove**
- If I ____ you, I'd invite Tom to my house.
a. am b. **were** c. will be
- If Gary ever went camping, he ____ it difficult to survive.
a. **would find** b. will find c. can find
- If you ____ to the desert, you would see lots of sand dunes.
a. go b. will go c. **went**
- If I won a lot of money, I ____ on a long holiday.
a. **would go** b. will go c. went



B. Complete the dialogue with the correct form of the verbs in brackets.

A: Robert, if you (1) **didn't work** (not work) in this shop what (2) **would you like** (you / like) to do?

B: Well, if I (3) **weren't** (not be) a salesperson, I (4) **would be** (be) a rich and famous writer.

A: Ah, you need to be a bit more realistic!

B: Why do you say that? If I (5) **wrote** (write) a book, I'm sure it (6) **would be** (be) a huge success.

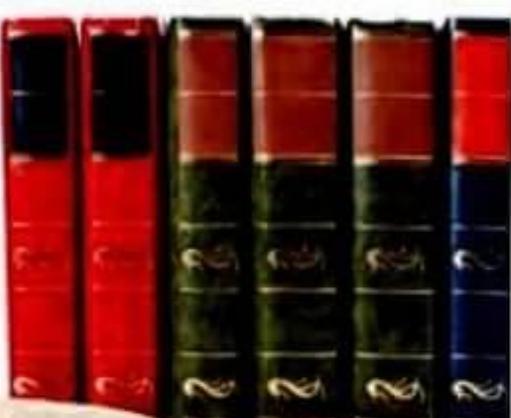
A: If I (7) **were** (be) you, I (8) **wouldn't be** (not be) so sure. Writing a book isn't easy.

B: How do you know?

A: If I (9) **told** (tell) you that I tried to write a book, (10) **would you believe** (you / believe) me?

B: You're kidding! Was it any good?

A: What do you think?



1. Jack has put on five kilos since last year.

If I were Jack, I would start exercising.

2. Peter lent Steve his sunglasses last week and he thinks he's lost them.

If I were Steve, I would buy Peter new pair.

3. I always miss the school bus.

If I were you, I would wake up earlier in the morning.

4. What colour should Alex paint his bedroom?

If I were Alex, I would paint it blue.

5. Where can I buy a present for my sister?

If I were you, I would go to the shopping centre.

D. Read the situations below and complete the sentences using Conditional Sentences Type 2, as in the example.

1. I can't go to university because I'm not old enough.

If I were old enough, I would go to university.

2. I am very busy so I don't see my friends very often.

If I weren't so busy, I would see my friends very often.

3. My neighbours are noisy and I don't get enough sleep.

If my neighbours weren't so noisy, I would get enough sleep.

4. I haven't got any money on me so I can't buy this thobe.

If I had got any money, I would buy this thobe.

5. It's very cold today! We can't go to the park.

If it weren't so cold today, we would go to the park.

E. Complete the sentences about yourself.

1. If I were a teacher, **I would help all students**

2. If I had a lot of money, **I would help poor people**

3. If I lived in the UK, **I would visit all places**

4. If I were hungry, **I would go to the restaurant**

Speaking

Work in pairs. Read the notes below and imagine you have the problem described. You have decided to call a helpline and your partner is the person you call to ask for advice. Describe your problem to him/her and ask for advice. Then swap roles.

my two best friends / not get along

they / argue / when / we / hang out together

I / want / both / be friends

Writing

Write a short e-mail to a friend who has the problem you discussed in the Speaking activity above. Give him/her your advice.

Speaking:

A- My two best friend don't get along

B- If I were you, I would hang out with them.

A- they argue when we hang out together

B- If I were you, I would talk to them.

A- I want them to be friends

B- If I were you, I would do the things they both like when they were with you.

Writing:

Dear Ghada,

I have thought about your problem quite a lot and I have come up with the following solutions.

I think you should hang out with them. If I were you, I would talk to them and do the things they both like when they were with you.

I hope everything goes well.

A. Read what the people say and write Conditional Sentences Type 2.

1. Peter's home isn't close to work, so he can't walk there.

If Peter's home was close to work, he would walk there.

2. I want to save a lot of money so that I can buy a big house.

If I saved a lot of money, I could buy a big house.

3. Jameel isn't old enough to travel alone.

If Jameel were old enough, he would travel alone.

4. Jasmin can't cook so she won't invite her friends for dinner.

If Jasmin could cook, she would invite her friends for dinner.

5. I will be out of town, that's why I can't help you.

If I weren't out of town, I would help you.

6. Derek doesn't have a bike, that's why he doesn't exercise every day.

If Derek had a bike, he would exercise every day.

B. Read the sentences and choose a, b or c.

1. If I ____ a lot of money, I would travel around the world.

a. have

b. had

c. were having

2. You could ____ a car if you were older, Bill.

a. bought

b. buys

c. buy

3. If I ____ taller, I could play basketball.

a. were

b. am

c. is

4. If Ronald ____ in Italy for 5 years, he would learn Italian.

a. lives

b. will live

c. lived

5. If I had more money, I ____ go on holiday.

a. can

b. could

c. will

6. Tom says that if he ____ his favourite writer, he would get his autograph.

a. meet

b. met

c. would meet

7. If Tracy ____ a younger sister, she wouldn't feel lonely.

a. has

b. had

c. will have

8. Muna would ____ if she saw a snake.

a. scream

b. have screamed

c. screamed

Pete No, I can carry it by (2) me / myself.

Tom What is it, anyway?

Pete It's a tennis racket for Harry.

Tom You bought (3) him / himself a racket? Is he taking lessons?

Pete No. He's teaching (4) him / himself how to play.

Tom Wow. It's nice to see that your kids are keeping (5) them / themselves busy.

Pete Yes, but they never stick to anything. Bob, for example, wanted a computer last month. I gave (6) him / himself mine and yesterday he told (7) me / myself that he's bored with (8) it / itself already.

Tom I can't believe it!

Pete Well, I couldn't believe it (9) me / myself!

D. Read the questions and choose the correct answer.

1. Who gave you those flowers?

a. My son gave them to me

b. I gave them to my son.

2. What did John send his sister?

a. He sent her a letter

b. She sent him a letter.

3. Who did Peter call last night?

a. Mark called Peter.

b. Peter called Mark

4. Who did Alex meet at the park?

a. Mike met Alex at the park.

b. Alex met Mike at the park

5. What did you see in the woods?

a. I saw a bear

b. A bear saw me.

6. What happened to your sunglasses?

a. I broke them

b. They broke me.

Use of English

Complete the sentences with the correct form of the phrasal verbs in the box.

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

1. I can't see anything in here. Can you please turn on the lights on?

2. Don't turn up the volume. The baby is sleeping.

3. I think you should turn off your mobile phone because the lesson starts in two minutes.

4. Turn down the TV. I have a terrible headache and I can't stand that noise.

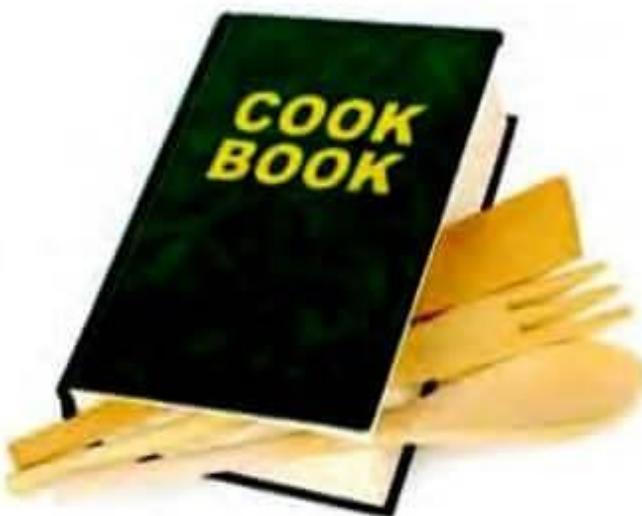
5. Bill has turned into the basement on evenings and at weekends.

6. Steve had a terrible car accident. His car turned over and crashed into a tree. Fortunately, he wasn't seriously injured.

7. Saleh turned out to be more outgoing than we expected.

Read the dialogue.

- Hana So, what did you think of the cookbook I lent you?
- Aisha Well, I've been so busy that I haven't even had time to open it.
- Hana Oh, OK. But you should really have a look at it. It's got many great recipes. You won't know which one to choose.
- Aisha Is it really that good?
- Hana Yeah. And the best part is that it's got such simple recipes that you can prepare them in less than an hour.
- Aisha Hey, I have an idea. How about coming round for dinner tomorrow night? I'll make one of the recipes in the book. Which one's your favourite?
- Hana Don't worry about that. You're such a great cook that I'm sure I'll love anything you make.



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

1. The reason Aisha hasn't used the cookbook is because she's very busy. **T**
2. The cookbook hasn't got a lot of recipes in it. **F**
3. The recipes in the cookbook are easy to make. **T**
4. Hana is looking forward to having dinner with Aisha. **T**

Grammar

Clauses of Result



Clauses of Result express the **result** of an action or a **conclusion**. They are formed with **so... that** and **such... that**.

The house was so expensive that we couldn't afford it.

It was such a beautiful day yesterday that we went for a swim.

Clauses of result are formed with:

- **so + adjective/adverb + that**
The lesson was so interesting that everybody paid attention.
He runs so fast that he has never lost a race.
- **such + a/an + (adjective +) singular countable noun + that**
He is such a fast runner that he has never lost a race.
- **such + (adjective +) uncountable/plural countable noun + that**
The teacher asked such difficult questions that the students couldn't answer them.

NOTE: That can be omitted.

He runs so fast (that) he has never lost a race.



Activities

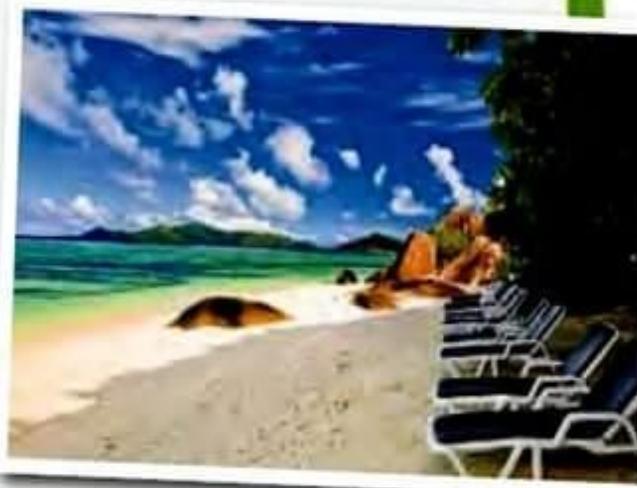
A. Circle the correct words.

1. Winning the championship was so / such a great achievement that the team felt proud.
2. Hasna is so / such nice that everyone wants to be her friend.
3. Faisal drives so / such carefully that he never gets into any accidents.
4. It was so / such a good book that it became a best-seller.
5. Andy is so / such an interesting person that I love talking to him.
6. It was so / such cold that Tony put on two jumpers.
7. They were so / such difficult tasks that I couldn't do them.

B. Complete with *so*, *such*, *a/an* or *that*.

Yesterday my friends and I went to the beach. I never really liked the beach, but yesterday I had such (1) an amazing time (2) that I changed my mind. We left for the beach early in the morning. It was (3) so early that I was still very sleepy on the way there. But everybody else was very excited. When we arrived at the beach, the water was (4) so cold that I didn't want to go in. Anyway, after a while I

decided to just jump in. We had (5) such great fun (6) that we didn't even realise how the time passed until it began getting dark! It was (7) such a wonderful day that I can't wait to go to the beach with my friends again.



C. Rewrite the sentences using the words given, as in the example.

1. They're a good hockey team and have won three trophies this year.

They're such a good hockey team that they have won three trophies this year.

such

2. Paul is really annoying. I can't get along with him.

Paul is so annoying that I can't get along with him.

so

3. The afternoon was beautiful and we went for a walk.

It was such a beautiful afternoon that we went for a walk

such

Fatima had such a terrible headache that she went to the doctor.

5. Kelly's backpack is very small. She can't even fit a bottle in it.

so

Kelly's backpack is so small that she can't even fit a bottle in it.

6. Bob has got a great sense of humour. He always makes me laugh.

such

Bob has got such a great sense of humor that he always make me laugh.

7. Peter couldn't speak because he was very nervous.

so

Peter was so nervous that he couldn't speak.

D. Match the sentences below and then rewrite them using *so / such... that*, as in the example.

- | | |
|---|----------------------------------|
| 1. The weather was good. | a. I go there every morning. |
| 2. Ken's jokes were very funny. | b. All his students love him. |
| 3. The view from the castle is beautiful. | c. I woke up screaming. |
| 4. I had a very frightening dream. | d. I read it in one night. |
| 5. Mr Thompson is a wonderful teacher. | e. I couldn't stop laughing. |
| 6. It was an interesting book. | f. We spent the day at the park. |

1. The weather was so good that we spent the day at the park.

2. Ken's jokes were so funny that I couldn't stop laughing

3. The view from the castle is so beautiful that I go there every morning

4. I had such a frightening dream that I woke up screaming

5. Mr Thompson is such a wonderful teacher that all students love him

6. It was such an interesting book that I read it in one night

Speaking

Work in pairs.

Student A: Describe various classmates to your partner without telling him/her who they are. Use *so/such...that*.

Student B: Try to guess who it is. Then swap roles.

He's so nice that he always shares his things.
Is it Tom?

Writing

Write as many sentences as you remember about the classmates your partner described. Use *so/such... that*.



He asked the doctor to give him a painkiller.

The doctor told him to stay in bed. He also told him not to work out for a week.

Reported Commands and Requests

- To transform **commands** from **Direct** to **Reported Speech**, we usually use the verbs **tell**, **order**, etc. as reporting verbs.
- To transform **requests** from **Direct** to **Reported Speech** we usually use the verb **ask** as a reporting verb.

The **imperative** changes to **full infinitive or not + full infinitive**.

'Sit down,' the teacher said.

The teacher told me to sit down.

'Please, Sahar, don't be late,' Aminah said.

Aminah asked Sahar not to be late.

Activities

A. Rewrite the sentences using Reported Speech, as in the example.

1. 'Please, call me tomorrow,' he said.

He told me/us to call him tomorrow.

2. 'Don't stay out late,' Dad said.

Dad ordered me not to stay out late

3. 'Stop eating junk food,' Dr Brown told Mike.

Dr Brown told Mike to stop eating junk food

4. 'Don't forget your car keys,' Steve told Jamie.

Steve told Jamie not to forget his car keys

5. 'Take the kids to school,' Andy told his brother.

Andy told his brother to take the kids to school

6. 'Please stay one more week in Jeddah,' said Hassan.

Hassan asked me to stay one more week in Jeddah

7. 'Be quiet and sit down,' said the teacher.

The teacher ordered me to be quiet and sit down

2. The man said to the waiter: 'Bring me some more orange juice, please!'

ask

The man asked the waiter to bring him some more orange juice

3. The father told his son: 'Call your uncle.'

tell

The father told his son to call his uncle

4. The man said to the taxi driver: 'Stop the car!'

order

The man ordered the taxi driver to stop the car

5. Ahmed said to me: 'Don't worry!'

tell

Ahmed told me not to worry

6. Tom said to Paul: 'Give me your mobile phone, please.'

ask

Tom asked Paul to give him his mobile phone

C. Look at the pictures, read the speech bubbles and answer the questions below, as in the example.



1. What did the teacher tell the students to do?

The teacher told the students to open their books to page 23.



2. What did the coach order the football players to do?

The coach ordered the football players to run around the pitch three times.



3. What did Andy ask his brother to do?

Andy asked his brother to take him to the park with him.



4. What did Mike's father tell him?

Mike's father told him not to drive so fast.

Finish the project" Abdulaziz told to Omar

2. Hassan told Mahmud to be there on time.

"Be there on time" Hassan told Mahmud

3. Ameer asked us to call Saleh.

"Please, call Saleh" Ameer told us

4. Sahar asked her parents to take her to the museum on Friday.

"Take me to the museum on Friday" Sahar told her parents

5. My father told me to be back at 10.

"Be back at 10" My father told me

6. My brother ordered me to go inside.

"Go inside" My brother ordered me

7. The police officer ordered me to give him my passport immediately.

"Give me your passport immediately" The police officer said to me

8. Ken told Mark not to wear warm clothes to the beach.

"Don't wear warm clothes to the beach" Ken told Mark

E. Complete the sentences with *said* or *told*.

1. Fay said that we had to leave.

2. Mark said, 'Put on some sunscreen.'

3. Mrs Baxter told her students not to be late again.

4. 'Don't turn off the lights', Fahd told me.

5. Saud told us not to swim in the lake.

6. Mr Good told us to carry the boxes.

Speaking

Work in groups. Imagine that you are on a school trip at a museum.

You are the teacher and you tell your students what to do/not to do. Use the prompts in the box and reported commands or requests. Your partners are the students and they will report what you told them to do/not to do.

be / quiet

not / run around

stay close / to each other

not / use / camera

not / shout

follow / me

'Please be quiet.'

The teacher told us to be quiet.

Writing

Report your conversation.

Speaking:

“Don’t run around”

The teacher told us not to run around.

“Stay close to each other”

The teacher told us to stay close

“Don’t use the camera”

The teacher told us not to use the camera

“Don’t shout”

The teacher asked us not to shout

“Follow me”

The teacher told us to follow him

Writing:

The teacher told us not to run around.

The teacher told us to stay close.

The teacher told us not to use the camera.

The teacher asked us not to shout.

The teacher told us to follow him.

A. Rewrite the sentences in Reported Speech.

1. 'It's dark in here. Turn on the lights.'

Khaled asked us **to turn on the lights**

2. 'Don't be late again, Mr Wilson.'

The boss told Mr Wilson **not to be late again**

3. 'Children, don't talk during the test.'

The teacher asked his students **not to talk during the test**

4. 'Come home early.'

Father told Thomas **to come home early**

5. 'Don't write anything on the board.'

The teacher told us **not to write anything on the board**

6. 'I'm tired. Please help me wash the car Tom.'

Fred asked Tom **to help him wash the car**

7. 'Take some vitamins.'

The doctor told me **to take some vitamins**

8. 'Stop the car at once!'

The police officer ordered me **to stop the car at once**

B. Circle the correct words.

1. Abdullah was **such / so** tired that he fell asleep while watching the news.

2. Fatima is **such / so** a good student that she always does well in her exams.

3. Rita was **so / such** ill that she didn't go to school yesterday.

4. My room is **such / so** a mess that I can't find anything in it.

5. Derek speaks Spanish **so / such** fluently that I thought he was from Spain.

6. The Makkah Clock Tower is **so / such** a famous landmark that lots of people visit it every year.

7. It was **so / such** a comfortable sofa that Saad decided to buy it.

8. He writes **so / such** well that he should become a writer.

1. 'Don't buy a laptop,' my brother said.

My brother told me not to buy a laptop.

2. 'Drink more milk,' the doctor told me.

The doctor told me to drink more milk

3. 'Don't worry about the test,' Faisal told his brother.

Faisal told his brother not to worry about the test

4. 'Always eat some salad with your lunch,' Aisha told her daughter.

Aisha told her daughter to eat some salad with her lunch

5. 'Stop!' Dad ordered Tom.

Dad ordered Tom to stop

6. Frank said, 'Come with us to the park.'

Frank told me to come with them to the park

7. 'Don't go shopping on Thursday,' said Henry.

Henry told me not to go shopping on Thursday.

8. 'Please help me with the washing-up,' my mother told me.

My mother asked me to help her with the washing up

9. 'Call Mark in two hours,' Alan told Harry.

Alan told Harry to call Mark in two hours

10. 'Please lend me 20 euros,' Andy asked Todd.

Andy asked Todd to lend her 20 euros.

Use of English

Complete the sentences with the phrases in the box.

at all times	from time to time	give sb a hard time	have time to kill	make time
	spend time	take your time	waste time	

1. Check the food in the oven from time to time, will you? I'll be back in two hours.

2. I'll have to make time tomorrow to visit my grandfather. He's ill.

3. Jameel is my best friend. I spend all my free time with him.

4. We're not in a hurry. take your time. The documentary doesn't start for another two hours.

5. Have your mobile with you all the times. I might need you.

6. I have time to kill, so I thought I would come by your house and have a chat. What do you think?

7. Those boys give him a hard time. I don't know what he'll do till the end of the year.

8. You shouldn't waste your time watching TV. You should do your homework.