



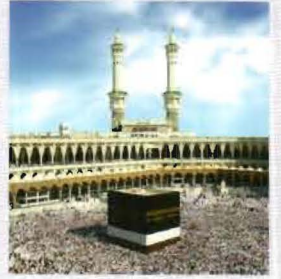
EF HIGH SCHOOL ENGLISH FOR SAUDI ARABIA

ENGLISH LANGUAGE

المرحلة الثانوية (نظام المقررات / النظام السنوي)

اللغة الانجليزية

المستوى الأول الصف الأول الثانوي / الفصل الدراسي الأول



كتاب الطالب
Student's Book

BOOK 1

EF HIGH SCHOOL ENGLISH FOR SAUDI ARABIA



Book 1

UNITS 1-8

EF HIGH SCHOOL ENGLISH FOR SAUDI ARABIA

Welcome to the Saudi Arabia edition of the Efecta General English series.
This edition follows closely the guidelines from the Saudi Arabia Ministry of Education.

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EF HIGH SCHOOL ENGLISH FOR SAUDI ARABIA



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BOOKMAP

Unit 1

TOPIC	Holiday time
FOCUS	Festivals, public holidays, and vacations
FUNCTIONS	Talking about festivals and holidays Planning for the future Making plans and predictions
SKILLS	Learn & Explore Inventing a festival A trip around Europe Discussion International holidays and festivals Choosing a dream holiday Task Writing a postcard
GRAMMAR	Using 'will' and 'going to' Using the present continuous to talk about the future
VOCABULARY / PRONUNCIATION	Festival and holiday vocabulary Famous landmarks Countries and capital cities

Unit 2

Making comparisons

Climate and weather

Describing weather and climate
Comparing cities, countries, and continents

Learn & Explore

Listening to weather forecasts
Comparing cities

Discussion

Naming countries in different continents

Task

Interviewing a classmate

Forming comparatives

Weather vocabulary
Adjectives to describe places
'th' sounds: / ð / and / θ /
Syllable stress

Unit 3

Animal tails

Pets and wild animals

Describing pets and animals
Comparing animals and people

Learn & Explore

Listening to a lecture
Listening to fables

Discussion

Comparing animals in a fable

Task

Writing a fable

Making comparisons with 'as + adjective + as'
Making comparisons with 'comparative + than'

Animal vocabulary
Animal similes
Personality adjectives
Categories of animal

Unit 4

Everyday habits

Habits and routines

Discussing habits and routines
Talking about changes
Talking about what is happening now

Learn & Explore

Listening to what people are doing now
Reading about habits and future events

Discussion

Discussing future trends
Asking classmates' opinions

Task

Preparing a report

Using the present simple tense to talk about habits
Using the present continuous tense to talk about things happening now

Everyday activities
Time markers
Common collocations

BOOKMAP

Unit 5

TOPIC	Who did it?
FOCUS	Crime and detection
FUNCTIONS	Talking about the past Asking questions Making deductions
SKILLS	Learn & Explore Reading a detective story Listening to a detective interview Reading about suspects Discussion Listing the events of a detective story Writing questions for suspects Task Performing a detective interview
GRAMMAR	Using the past simple tense Forming the past tense and past participle of verbs (regular and irregular verbs)
VOCABULARY / PRONUNCIATION	Crime and detection vocabulary Questions and short answers Voiced and unvoiced sounds

Unit 6

Unit 7

Unit 8

Meetings

Going to the doctor

No problem

Meeting people for the first time

Health problems and treatments

Dilemmas and other problems

Describing how people met

Talking to a doctor or nurse
Describing symptoms
Asking for and giving medical advice

Talking about problems
Giving advice
Describing relationships

Learn & Explore

Listening to a dialogue about meeting a friend
Reading about how people met

Discussion

Describing a friend

Task

Writing about meeting a friend

Learn & Explore

Listening to a doctor's appointment
Reading about health care

Discussion

Completing a medical history form
Discussing someone's medical history

Task

Performing a doctor/patient role-play

Learn & Explore

Reading about problems
Reading short stories

Discussion

What makes a good story?
Putting a story into the correct order

Task

Writing a short story

Using the past continuous tense
Using 'when' to talk about interrupted actions
Comparing the past simple and the past continuous

Introducing the present perfect continuous
Introducing 'since' and 'for'
Giving health advice with 'should' and 'shouldn't'

Reviewing the present simple and present continuous tenses
Reviewing the past simple and past continuous tenses
Reviewing 'when' to talk about interrupted actions
Using 'should' and 'shouldn't' to give advice

Verbs in the continuous tense
vowel sounds: / e / and / ɛ /

Medical problems and treatments

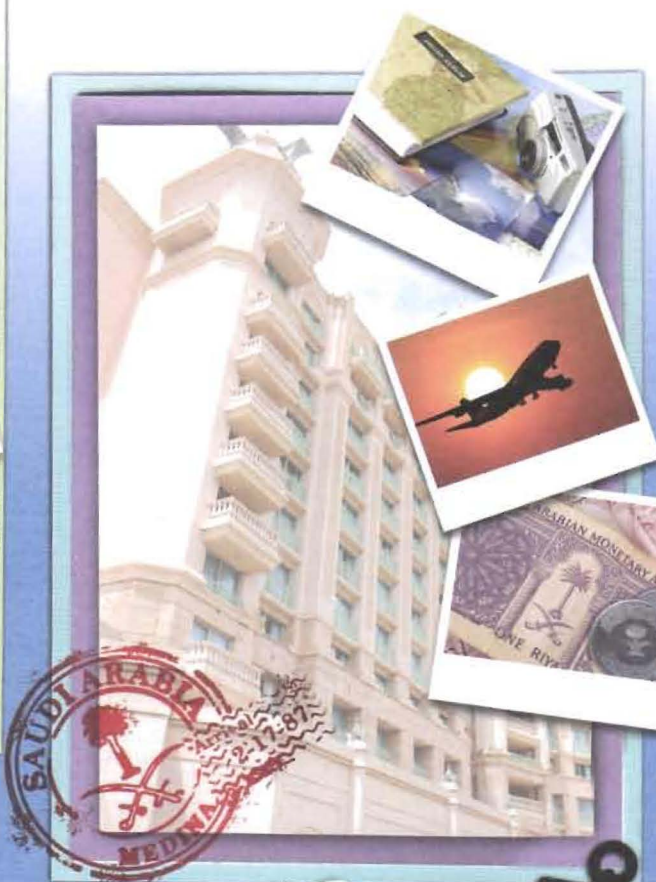
Dates and numbers

UNIT 1

Holiday time

LET'S TALK

Look at the two groups of pictures. What is the difference between the two groups?
Can you guess what the two groups have in common?



hol • i • day / n /

- 1 A day of festivity
- 2 To travel for leisure and recreation
- 3 A day free from work

How many festivals and holidays do you know? Work with a partner to make a list.
Share your list with the class.

Match each festival / holiday to its description and check your answers as a class.

- | | | | |
|---|-----------------------------|-----|--|
| 1 | National Day | ■ a | This is a holiday to celebrate the achievements of people who work. It is usually celebrated by having a day off work. |
| 2 | Eid ul-Fitr Festival | ■ b | This is celebrated on the 23rd of September to remember the unification of Saudi Arabia by King Abdul Aziz in 1932. |
| 3 | Eid al-Adha Festival | ■ c | One of the most important festivals to show the end of Ramadan. |
| 4 | Remembrance Day | ■ d | Many countries will choose a day every year to remember all the soldiers who have died fighting for their country. |
| 5 | Labour Day | ■ e | Also known as the Festival of Sacrifice. This is a celebration thanking Allah Almighty for facilitating Hajj rites. |

Write as many holidays and festivals you can think of in the calendar.
Share your ideas with your classmate.

January	February	March	April
May	June	July	August
September	October	November	December

WARM UP

What is a 'national' holiday? What is an 'international' holiday? Think of some examples.

Holiday name	Date	Countries
--------------	------	-----------

What national holidays do you have in Saudi Arabia?
Choose your favourite. Tell your partner about
your favourite holiday.

Can you think of the difference between a
'national holiday' and a 'festival'?

LEARN

Choose a festival and answer these questions.

- 1 What is the festival called?
- 2 When is the festival?
- 3 Why do you celebrate this festival?
- 4 Do you enjoy this festival? Why or why not?
- 5 What do you eat during this festival?
- 6 What do you wear during this festival?
- 7 What decorations can you see?
- 8 Do you give any gifts? What are they?

Tell your partner about the festival you chose. Close your book when you talk.
Try to use complete sentences when you speak.

Listen to your partner talk about a festival. Now look at the questions.
Think about what your partner told you and answer the questions.

EXPLORE

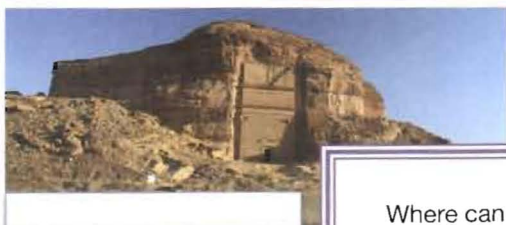
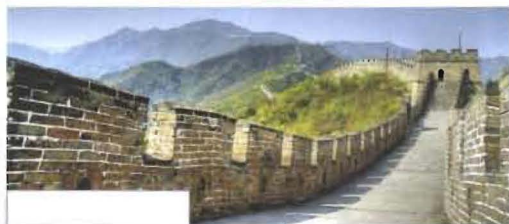
In groups, invent your own festival.
Answer these questions about your festival.

- 1 What are you going to celebrate?
- 2 What date will your festival be on?
- 3 What is the name of your festival?
- 4 What are people going to do on this day?
- 5 What are they going to eat?



VOCABULARY

People often visit famous landmarks when they travel on holiday.
What famous international landmarks do you know?



Where can you find these famous landmarks?
Write your answers next to each picture.

Have you visited any of these places?
Which place would you like to visit and why?
Discuss with your partner.

WARM UP

How many capital cities do you know? Brainstorm your answers on the board.

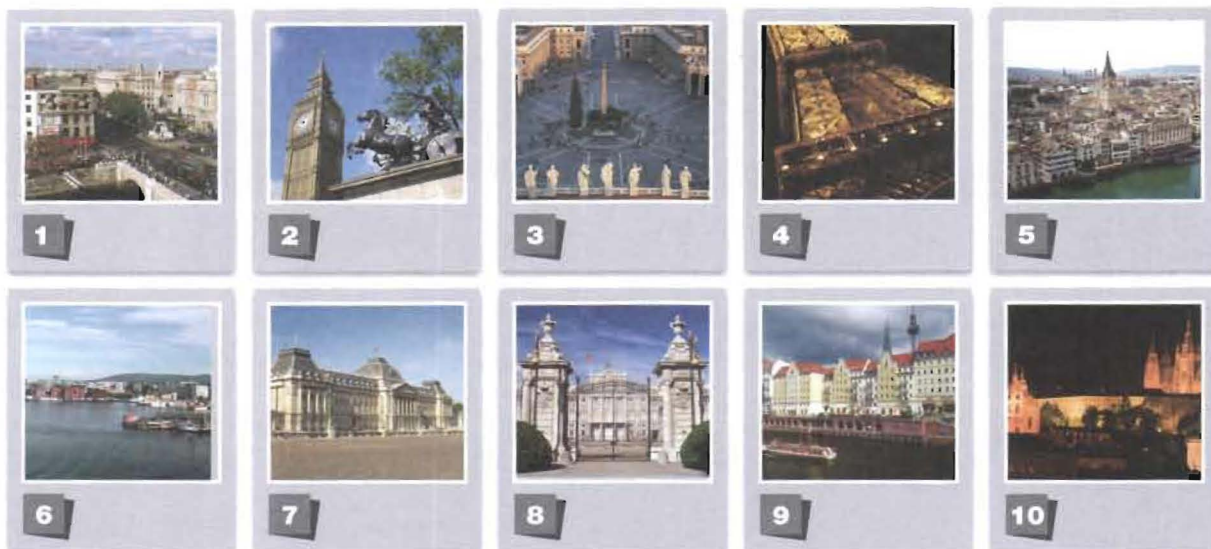
Beijing - China

London - England

Match the following cities to their country. Then match each city to the correct picture.

Which city isn't a capital?

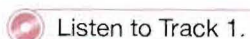
- | | | | | |
|----|----------|---|---|------------------------------|
| 1 | Brussels | ■ | a | Italy |
| 2 | Prague | ■ | b | France |
| 3 | Paris | ■ | c | Norway |
| 4 | Dublin | ■ | d | Germany |
| 5 | Rome | ■ | e | Switzerland |
| 6 | Berlin | ■ | f | Spain |
| 7 | London | ■ | g | Belgium |
| 8 | Zurich | ■ | h | the Czech Republic |
| 9 | Madrid | ■ | i | Ireland |
| 10 | Oslo | ■ | j | England / the United Kingdom |



LEARN

Listen to the dialogue. Write the names of the five cities in the order that you hear them.

- | | | | | | |
|---|-------|---|-------|---|-------|
| 1 | _____ | 2 | _____ | 3 | _____ |
| 4 | _____ | 5 | _____ | | |



EXPLORE

Answer these questions, then listen again to check your answers.

- 1 When are Ken and Roger flying to London?

- 2 What time are they having tea at the Savoy?

- 3 What are they going to do on Monday?


- 4 Where are they flying to on Tuesday?

- 5 Where are they travelling to on Wednesday?

- 6 Where are they going to on Friday night?

- 7 How are they going to travel from Zurich to Rome?

- 8 What are they going to do on the second Tuesday?

 Listen to Track 1.

- 1 Are these questions about the past, present, or future?

- 2 Which questions use 'be going to' + verb?

- 3 Which questions use the present continuous tense?

Read all the questions again.
Mark with * the questions that use the present continuous tense and ** the questions that use 'going to'.



GRAMMAR

Make complete sentences about the future with 'going to' and the present continuous.

EXAMPLE

I / be / go / the library / .

I am going to go to the library.

I'm going to the library.

- 1 I / be / have / lunch / .

a _____

b _____

- 2 Next year / Sarah / be / study / be a teacher / .

a _____

b _____

- 3 We / be / visit / a museum / tomorrow / .

a _____

b _____

- 4 Be / they / visit / us / this afternoon / ?

a _____

b _____

- 5 He / be / go / home / in an hour / .

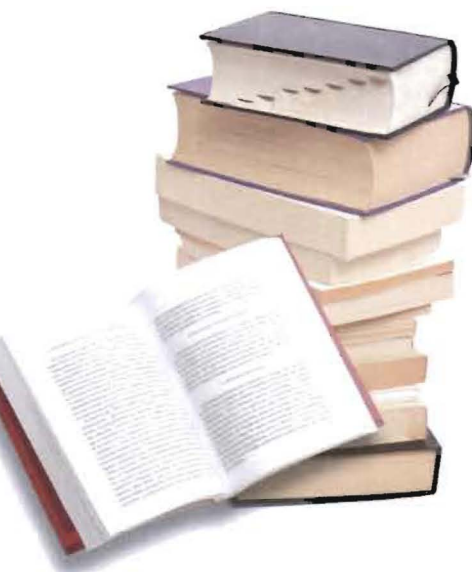
a _____

b _____

- 6 When / be / you / go / to / Australia / ?

a _____

b _____



DISCUSSION

HOLIDAY AWAY!

Can you remember the different definitions for the word 'holiday'?
Would you like to take the day off to travel abroad and celebrate
an international festival? If so, who would you write to first and
what would you tell them?



STEP 1

How many international holidays and festivals can you think of?
What countries celebrate these festivals? Brainstorm your ideas as a class.

Match the national holidays and festivals to their country.

- | | | | |
|------------------|---|---|--------------|
| Eid ul-Fitr | ■ | ■ | India |
| ANZAC Day | ■ | ■ | Saudi Arabia |
| Lantern Festival | ■ | ■ | China |
| Diwali | ■ | ■ | Australia |



STEP 2

Choose a holiday or festival from above that you would like to go to and
answer the following questions.

- Why did you choose this holiday / festival?

- What would you need to pack in your suitcase for
this holiday / festival?

- What do you know about this holiday / festival?



Share your answers with your partner.


TASK

People often send postcards when they go on holiday. Who do you usually write postcards to?
What do you say in a postcard?

There is not much space on postcards, so we sometimes use short phrases or expressions. Can you think of any?



Imagine you are on holiday in one of the cities mentioned on the previous pages and are attending a festival. Keep the location a secret! Now write a postcard to your partner telling them about your holiday so far and what you are going to do next. See if your partner can guess which city you are in.



.....

.....

.....

.....

USEFUL WORDS & PHRASES

HOLIDAY MEANINGS

- A day without work
- A day of festivity to celebrate a certain occasion
- To travel for leisure and recreation

LANDMARKS

- Big Ben
- the Coliseum
- the Eiffel Tower
- the Great Wall of China
- the Leaning Tower of Pisa
- Kingdom Centre
- the Pyramids
- Stonehenge
- the Taj Mahal

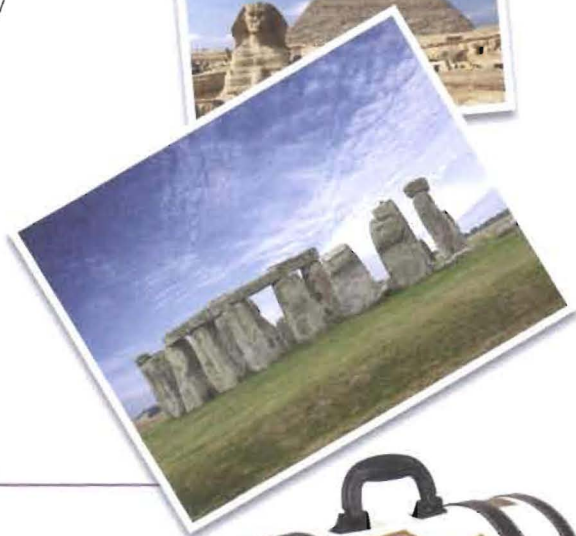


FESTIVALS

- Children's Day
- Eid al-Adha
- Eid ul-Fitr
- Emancipation Day
- Independence day
- Labour Day
- Liberation Day
- May Day
- National Day
- Ramadan
- Remembrance Day
- Republic Day
- Victory Day

CAPITAL CITIES

- Berlin
- Brussels
- Cairo
- Dublin
- Kuwait City
- London
- Madrid
- Oslo
- Paris
- Prague
- Riyadh
- Rome



SHORT PHRASES AND EXPRESSIONS

- | | |
|-----------------------|----------------------|
| • Having a great time | • Missing you |
| • Having fun | • Weather lovely |
| • Hi | • Wish you were here |
| • Home soon | |



LANGUAGE REFERENCE

'GOING TO' FOR FUTURE INTENTIONS AND PREDICTIONS

We use 'going to' to express decisions already made to do something.

- ***We are going to go on holiday next month.***

We also use 'going to' to make predictions about the future.

- ***You are going to get a good job.***
- ***I think you're going to have a wonderful time in Kuwait.***

We form positive statements with: subject + be + going to + verb (infinitive).

- ***We are going to visit Ahmed in hospital tonight.***

We form negative statements with: subject + be + not + going to + verb (infinitive).

- ***I'm not going to see him until tomorrow.***

We form 'Yes / No' questions with: be + subject + going to + verb (infinitive).

- ***Are you going to take your laptop?***

We form 'Wh-' questions in different ways.

- ***What are we going to do in Zurich?***
- ***Where are you going to go?***
- ***When are we going to meet your friend?***
- ***Why is he going to visit Brazil?***
- ***Who is going to come to the lesson?***
- ***What time are they going to leave?***



PRESENT CONTINUOUS FOR FUTURE PLANS

We sometimes use the present continuous tense to talk about definite plans in the immediate future. We form positive statements with: subject + be + verb (ing) + noun.

- ***We're visiting Ahmed in hospital tonight.***
- ***They're travelling to Dammam by train.***

We form negative statements with: subject + be + not + verb (ing).

- ***I'm not seeing him until tomorrow.***
- ***Tim and Ken aren't coming on Tuesday.***

We form 'Yes / No' questions with: be + subject + verb (ing).

- ***Are you taking your laptop?***
- ***Is he arriving this afternoon?***

We form 'Wh-' questions in different ways.

- ***What are we doing tomorrow?***
- ***Where are you going?***
- ***When is he going to arrive?***
- ***Why are you visiting Dammam?***
- ***Who are they travelling with?***
- ***What time are we leaving?***

UNIT 2

Making comparisons

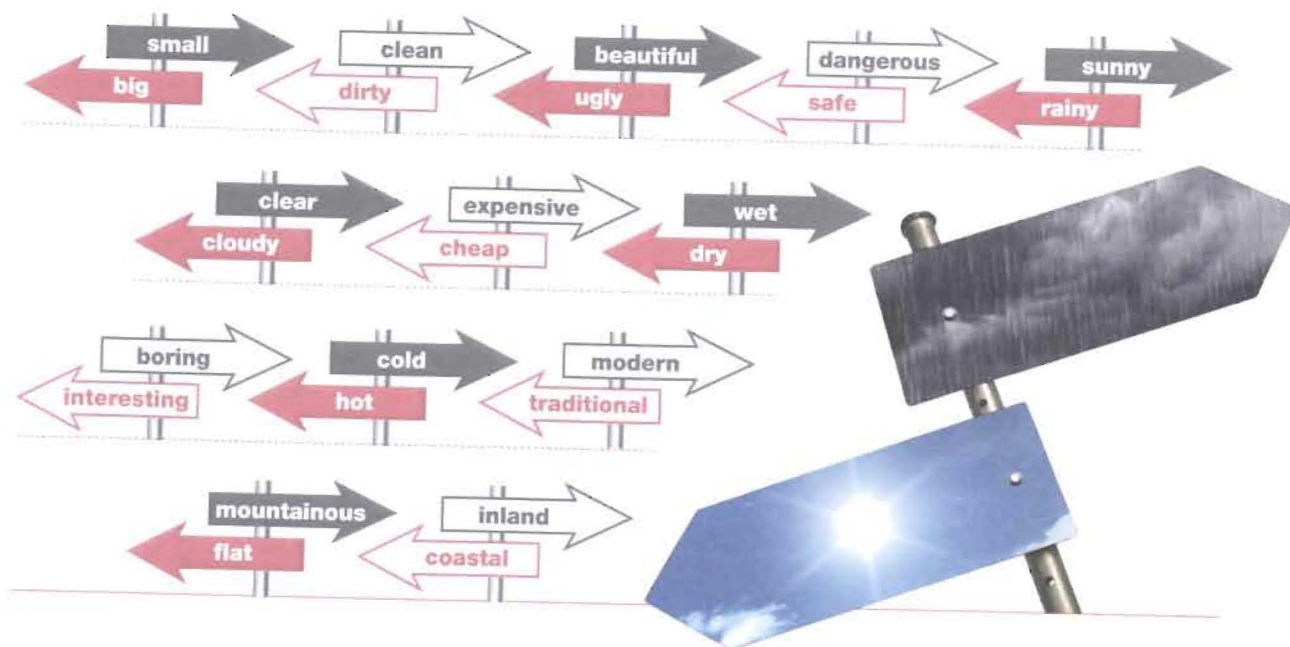
LET'S TALK

Compare these two cities. Describe the location and climate of both places.
What are their similarities? What are their differences?



VOCABULARY

Look at the opposites below. What can they describe?



Put the words above into the columns below. Think of more opposites to add to the lists.

Weather adjectives

Adjectives for
describing citiesAdjectives for
describing geography

Describe your own city using these words.

WARM UP

Match these weather words to the correct pictures.

snowy

cloudy

cold

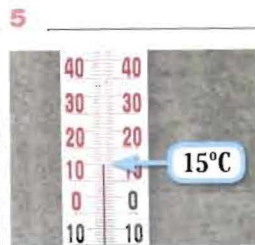
cool

windy

rainy

warm

hot



Do you know these weather words? Match the words to their definition.

- 1 cloudy
- 2 cold
- 3 cool
- 4 hot
- 5 rainy
- 6 sunny
- 7 warm
- 8 windy
- 9 weather forecast
- 10 temperature

- a high in temperature; opposite of 'cold'
- b with a lot of air moving
- c how hot or cold it is, e.g. 35°C
- d low in temperature; opposite of 'hot'
- e prediction of weather in the future
- f covered with clouds
- g high in temperature, but lower than 'hot'
- h low in temperature, but higher than 'cold'
- i with water coming from the sky
- j clear sky (no clouds) with lots of sunshine

LEARN

Listen to the weather forecasts for five North American cities.

Write down the weather words and the temperatures for each city.

	Weather words	Temperatures
Chicago		
Miami		
Minneapolis		
Seattle		
Boston		

Do the weather forecasts use degrees Fahrenheit or degrees Celsius? What is the difference?

Listen to Track 2.

EXPLORE

Work in pairs. Read the key, then ask each other for information to complete your charts.

Student A: Look at chart A. Student B: Look at chart B.

EXAMPLE

Student A:

What's the weather going to be like in Madrid on Monday?

Student B:

It's going to rain.

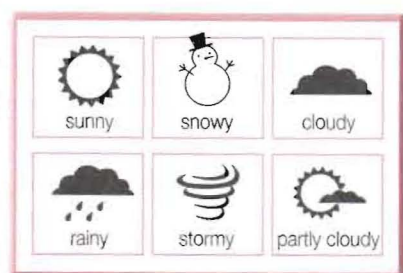


Chart A	Monday	Tuesday	Wednesday	Thursday	Friday
Riyadh			25°C		
Madrid					10°C
Tokyo					

Chart B	Monday	Tuesday	Wednesday	Thursday	Friday
Riyadh					30°C
Madrid					
Tokyo			4°C		

GRAMMAR

Read the rules for forming comparatives. Write one more example for each rule.

- We add '-er' to one-syllable or two-syllable adjectives ending in '-y', but change the '-y' to '-i'.
 a snowy—snowier
 b _____
- Sometimes we double the final consonant.
 a big—bigger
 b _____
- Some adjectives have irregular comparative forms.
 a good—better
 b _____
- We add 'more' to most adjectives of more than two syllables.
 a beautiful—more beautiful
 b _____
- We also use 'than' to compare two different things.
 a San Francisco is cooler than Los Angeles in the summer.
 b _____

Write sentences to compare the cities.

EXAMPLE *Al-Khobar / Dammam (small) Al-Khobar is smaller than Dammam.*

- Jeddah / Ta'if (big) _____
- Lisbon / Madrid (old) _____
- Rio de Janeiro / Ottawa (exciting) _____
- New York / Montreal (dangerous) _____
- Buenos Aires / Syracuse (famous) _____

WARM UP

What do you know about Canada and the United States? Write 'C' or 'US' next to the facts below and discuss your answers with your classmates.

- 1 _____ has a capital city called Ottawa.
- 2 _____ has a population of almost 300 million.
- 3 _____ is the earth's second largest country.
- 4 _____ has beaches, mountains, and deserts.
- 5 _____ has an average annual rainfall of just 8 inches in some areas.
- 6 _____ has a population of 33 million.
- 7 _____ has 50 states.
- 8 _____ has a capital city called Washington DC.
- 9 _____ has a large French-speaking population.

LEARN

Read the following passage and answer the questions that follow.

Canada and the United States are two important English-speaking countries in the northern hemisphere. They lie between the Atlantic and Pacific oceans. In the past, both countries were British colonies. The US became independent from Britain in 1776, and Canada became independent in 1867. Because of their shared history as British colonies, the two countries have many similarities. For example, people in both countries speak English and enjoy similar foods. There are also many differences between the two countries. Canadians play ice-hockey and other winter sports.

15 Americans enjoy sports like golf and American football. Baseball is a popular sport in both countries, though. The population of the United States is also much larger than the population of Canada. There are around 300 million people in the US, but only around 33 million in Canada. The geographies of Canada and the US are very different, too. Much of the southern US is dry desert. Canada is snowier, and there are mountains and lakes covering much of the country.

EXPLORE

- 1 Which country plays a lot of winter sports?

- 2 Which country prefers golf?

- 3 Which country gets more snow?

- 4 Which country has hot desert areas?

- 5 Which country has a bigger population?

- 6 What are three similarities between Canada and the US?

Which country is most similar to your country? What similarities are those?



PRONUNCIATION

Listen to the words and repeat them. Put your hand on your throat as you say the words. What do you feel? If you can feel your throat move / vibrate, you are making a 'voiced' sound. If you feel nothing, it is an 'unvoiced' sound.

thunder	thin	the	that
this	thirteen	there	three
thousand	than	thirty	



Listen to Track 3.

Put the words above into the table below.

unvoiced 'th' / θ /

voiced 'th' / ð /

Practise saying these words with a classmate. Listen to and check each other's pronunciation. What other words can you think of that contain 'th' sounds? Write them in the table and practise pronouncing them, too.

Match each word to its stress pattern. Two words have been done for you. What other words do you know that match these stress patterns? Write them in the table.

ugly	rainy	expensive	dry	boring	safe	lovely
cold	beautiful	wet	sunny	exciting	interesting	amazing
small	dangerous	big	hot	cheap		

•

dry

••

sunny

•••

••••

DISCUSSION

SAME BUT DIFFERENT

Countries all have a population and an economy. All countries experience weather and have changing geography. But not all countries have the same population, economy, weather or geography as each other.



STEP 1

Look at a world map and find the following countries.

Which countries are in the southern hemisphere?

Which countries are in the northern hemisphere? Write 'S' or 'N'.



STEP 2

Can you name the seven continents of the world? Write them below.

1 *Europe*

2 _____

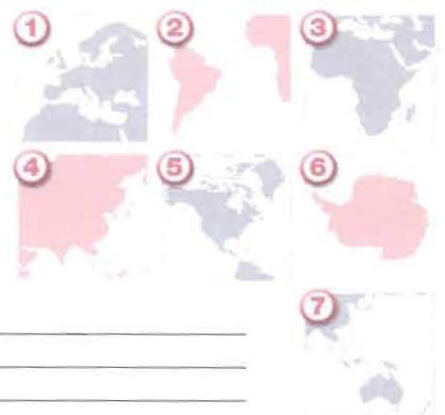
3 _____

4 _____

5 _____

6 _____

7 _____



Now write down countries for each continent.

USEFUL WORDS & PHRASES

OPPOSITES

- beautiful – ugly
- big – small
- boring – interesting
- clean – dirty
- clear – cloudy
- cold – hot
- dangerous – safe
- expensive – cheap
- inland – coastal
- modern – traditional
- mountainous – flat
- sunny – rainy
- wet – dry

WEATHER

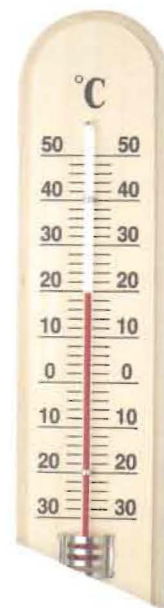
- Celsius
- cloudy
- cold
- cool
- Fahrenheit
- foggy
- hot
- humid
- partly cloudy
- rainy
- snowy
- sunny
- warm
- wet
- windy

TEMPERATURES

- below 20 degrees
- in the 40s and 50s
- in the low to mid 50s
- rising to 77 degrees

CONTINENTS

- Africa
- Antarctica
- Asia
- Australia
- Europe
- North America
- South America



LANGUAGE REFERENCE

COMPARATIVES

To form comparatives, we add '-er' or '-r' to one-syllable adjectives.

- *old – older*
- *warm – warmer*
- *large – larger*
- *wide – wider*

We also add '-er' to one-syllable or two-syllable adjectives ending in '-y', but first, we change the '-y' to '-i'.

- *dry – drier*
- *rainy – rainier*
- *sunny – sunnier*

Sometimes we double the final consonant.

- *big – bigger*
- *hot – hotter*

Some comparatives are irregular.

- *good – better*
- *bad – worse*

With most adjectives of more than two syllables, we use 'more'.

- *interesting – more interesting*
- *exciting – more exciting*

ASKING ABOUT THE WEATHER

We can ask about the weather with these questions.

- *Do you think it's going to rain?*
- *What's the forecast for tomorrow?*
- *What's the weather like outside?*

We use 'going to' to make predictions (or forecasts) about the weather.

- *It's going to rain this evening.*
- *It's going to be wet tomorrow.*

We can use adjectives such as 'clear', 'foggy', 'humid', 'cloudy', 'sunny', 'cold', 'cool', 'warm', 'hot', and 'wet' to talk about the weather.

- *They say it's going to be cloudy tomorrow.*
- *The forecast says it's going to be hot today.*
- *Is it going to be windy at the weekend?*



UNIT 3

Animal tails

LET'S TALK

Work in groups. Which animals below are pets? Which ones are wild animals? Which ones could be both pets and wild? Can you name each animal?



In your group, think of an animal. Write a short description of the animal, and then read it to the class. Can your classmates guess the animal?

EXAMPLE

Our animal is big and strong. It is grey. It has big ears. It has a long nose called a 'trunk'. It lives in Africa and in Asia. What is it?

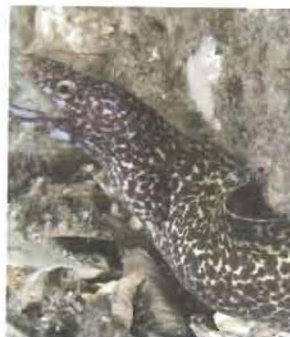


DISCUSSION

In English, we can compare people to animals and their qualities using 'similes'. Match the qualities to the animals and complete the similes. Check the meaning of any new words in your dictionary.

EXAMPLE

Tommy doesn't run very fast. He always finishes races last. He's as slow as a snail.



- | | | |
|-------------|---|-------------------------|
| 1 wise | ■ | a as _____ as a mouse |
| 2 proud | ■ | b as _____ as an owl |
| 3 blind | ■ | c as _____ as a lion |
| 4 strong | ■ | d as _____ as an eel |
| 5 quiet | ■ | e as _____ as a gorilla |
| 6 sly | ■ | f as _____ as a peacock |
| 7 busy | ■ | g as _____ as a bee |
| 8 brave | ■ | h as _____ as a bat |
| 9 hairy | ■ | i as _____ as a fox |
| 10 slippery | ■ | j as _____ as an ox |



Think of five people you know well. Choose some adjectives or similes to describe each person.

Make some sentences to describe the five people to your partner.

EXAMPLE

My brother is shy. He's as quiet as a mouse.

WARM UP


Discuss the questions below with a partner.

- 1 What is your favourite animal? Why?
- 2 Are there any special animals that live in Saudi Arabia?
- 3 Are they important in your culture? Why?
- 4 Do you know any stories about animals from Saudi Arabia?
- 5 Can you think of three reasons why animals are important to people, e.g., people use some animals for food?

LEARN

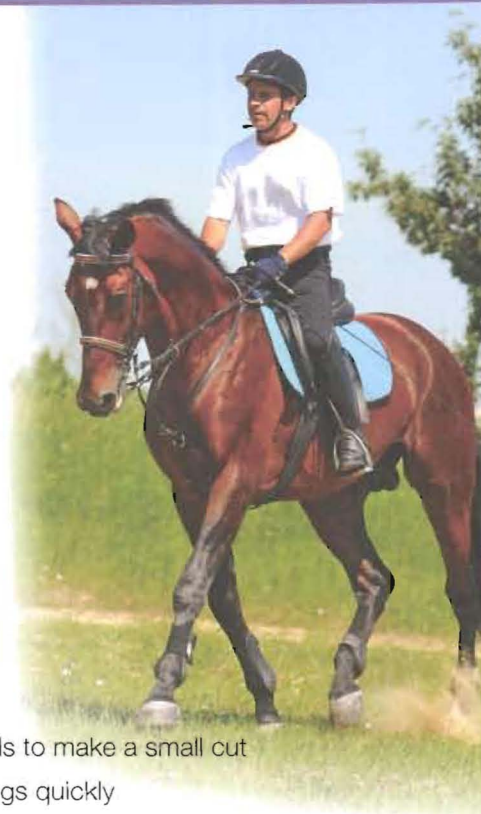
You are going to listen to a lecture about different pets. Here are some new words from the lecture. Match each word to its meaning.

- | | | |
|----------------|-----|--|
| 1 moody | ■ a | to use your nails to make a small cut |
| 2 brave | ■ b | changing feelings quickly |
| 3 unusual | ■ c | doing things alone |
| 4 noisy | ■ d | the opposite of 'common' |
| 5 independent | ■ e | not afraid |
| 6 affectionate | ■ f | showing care |
| 7 lick | ■ g | to use your tongue to taste or wet something |
| 8 scratch | ■ h | the opposite of 'quiet' |

 Listen to Track 4.

Listen to the lecture. Put a tick (✓) next to the adjectives that describe each pet. Compare your answers with a partner's.

	turtle	rabbit	parrot	snake	cat	goldfish	iguana
clean							
quiet							
cheap							
affectionate							
small							
friendly							
unusual							
interesting							
intelligent							
noisy							
independent							
expensive							



EXPLORE

Work with a partner. Compare the animals you heard in the listening using the prompts below.

EXAMPLE

snakes / beautiful / goldfish / (as ... as)

Snakes are as beautiful as goldfish.



1 snakes / turtles / quiet / (as ... as)

2 rabbits / snakes / clean / (not as ... as)

3 parrots / cats / intelligent / (than)

4 cats / rabbits / affectionate / (not as ... as)

5 rabbits / fish / interesting / (than)

Make more comparisons of your own.

How do we form the comparative of a short adjective, i.e. one or two syllables?

How do we form the comparative of a longer adjective, i.e. two syllables or more?

Check your answers with a partner.

GRAMMAR

Fill the gaps in the sentences below.

We can compare people and things using: '(1) _____ + than' or 'more + (2) _____, + than'.

For example:

A parrot is (3) _____ than a cat.

A parrot is more (4) _____ than a cat.

We can also compare people and things using: 'as + (5) _____ + as' or 'not as + (6) _____ + as'.

For example:

A giraffe is as (7) _____ as a tree.

A man isn't as (8) _____ as a giraffe.

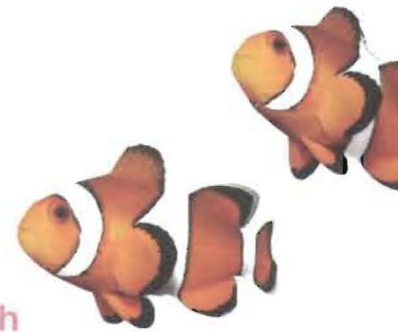
'as + (9) _____ + as' means that the two things are (10) _____

'not as + (11) _____ + as' means that the two things are (12) _____



VOCABULARY

There are many kinds of animal. They belong to different groups. Read about the six major animal groups. Use a dictionary to check new words.



Amphibians

These animals are cold-blooded. They lay their eggs in water. They breathe with gills or through their skin. They like to live in wet areas. They can live underwater and on land.

Reptiles

These animals have very dry skin and are cold-blooded. They have very short legs or no legs at all. They lay eggs.

Fish

Fish are cold-blooded animals, too. They also lay eggs. Fish do not have skin. They have scales. Fish don't have legs. They have fins. They live and breathe in water.

Insects

Insects are cold-blooded. They breathe through holes in their skin and lay many eggs. An insect has six legs, one pair of antennae, and one or two pairs of wings.

Birds
















Birds have feathers. They have two legs and two wings. Not all birds can fly. Birds have a different mouth called a 'beak'. Birds are warm-blooded and lay eggs.

Mammals

Mammals are warm-blooded. They breathe through lungs and are born alive. They have four limbs (arms, legs, flippers). Mammals drink milk from their mother's body.

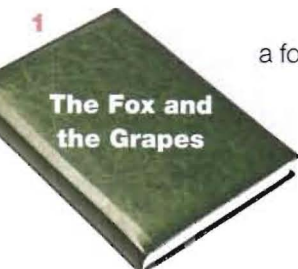
Write the name of each animal under its picture. Then put them into the six major animal groups by writing 'A' for amphibians, 'F' for fish, 'B' for birds, 'R' for reptiles, 'I' for insects and, 'M' for mammals.

fox dolphin alligator shark ox owl frog peacock
gorilla bat bee turtle eel zebra toad

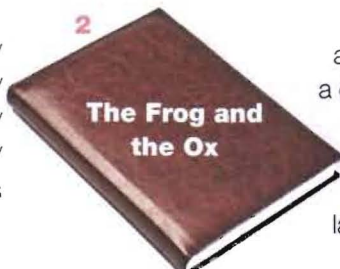
				
1 <input type="checkbox"/>	4 <input type="checkbox"/>	7 <input type="checkbox"/>	10 <input type="checkbox"/>	13 <input type="checkbox"/>
				
2 <input type="checkbox"/>	5 <input type="checkbox"/>	8 <input type="checkbox"/>	11 <input type="checkbox"/>	14 <input type="checkbox"/>
				
3 <input type="checkbox"/>	6 <input type="checkbox"/>	9 <input type="checkbox"/>	12 <input type="checkbox"/>	15 <input type="checkbox"/>

WARM UP

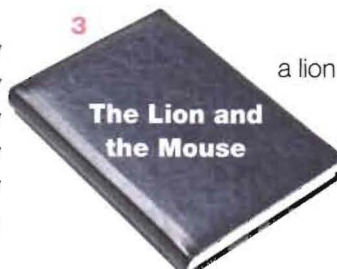
You are going to listen to three short stories. Look at the title of each story and the vocabulary below. What do you think happens in each story?



a fox / grapes /
hanging /
a tall tree /
jump /
miss



a baby frog /
a daddy frog /
an ox /
a monster /
puff up /
large / boom



a lion / a mouse
hunters /
tie / rope /
bite /
escape

LEARN

Listen to Track 5.

Listen to the three stories and answer the questions below.

STORY 1:

THE FOX AND THE GRAPES

- a** What did the fox see hanging from a tree?

- b** How big were the grapes?

- c** How did the fox try to get the grapes?

- d** Did the fox get the grapes?

STORY 2:

THE FROG AND THE OX

- a** Why was the baby frog scared?

- b** What was 'as big as a mountain'?

- c** How big did the daddy frog get?

- d** What went 'BOOM'?

STORY 3:

THE LION AND THE MOUSE

- a** What was 'more comfortable than a bed'?

- b** Why did the lion laugh at the mouse?

- c** Who caught the lion?

- d** How did the mouse help the lion?

Listen again. You will hear some different ways of comparing things in each story. Complete the table.

comparatives

more tired

as ... as

as big as plums



EXPLORE

Choose one of the stories. Tell your partner the story. Listen again if you need to.

DISCUSSION

FABLES

- Do you know any famous fables?
- What is the moral of a fable you know?



STEP 1

Do you know the Chinese fable about a tiger and a fox?

Look at the pictures of the tiger and the fox. Make sentences comparing the two animals.

EXAMPLE

The tiger is bigger than the fox.

STEP 2

Read the story. Check the meaning of any words you don't know and answer the questions at the bottom of the page.

THE FOX BORROWS THE TIGER'S TERROR

One day a tiger was hunting around in a forest. An unlucky fox was met and caught by the tiger. For the fox, the inescapable fate was very clear—death. Despite the danger, the fox thought hard to find a way out. Quickly, the fox said to the tiger, "How dare you kill me!" The tiger was surprised and asked why the fox said that. The fox raised his voice a bit and said "To tell you the truth, it's me who is king of the forest. Let's have a test. Let's go through the forest. Follow me and you will see HOW THE ANIMALS ARE FRIGHTENED OF ME." The tiger agreed. So the fox walked ahead of the tiger proudly through the forest. As you can imagine, the animals, seeing the tiger behind, were all terribly frightened and ran away. Then the fox said proudly: "There is no doubt that what I said is true, is there?" The tiger had nothing to say and nodded and said: "You are right. You are the king."

- 1 Why was the fox afraid of the tiger?

- 2 Why did the fox say he was the king of the forest?

- 3 Why did the fox want to walk through the forest with the tiger?

- 4 Do you think the fox was clever?

- 5 What is the moral of the story?

USEFUL WORDS & PHRASES

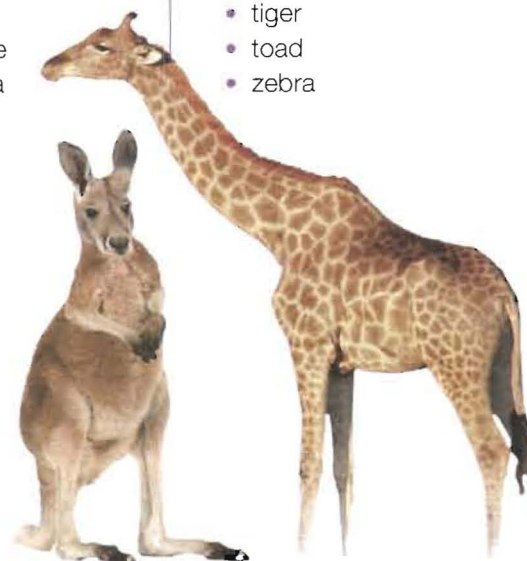
PETS

- cat
- goldfish
- hamster
- iguana
- horse
- mouse
- parrot
- rabbit
- turtle



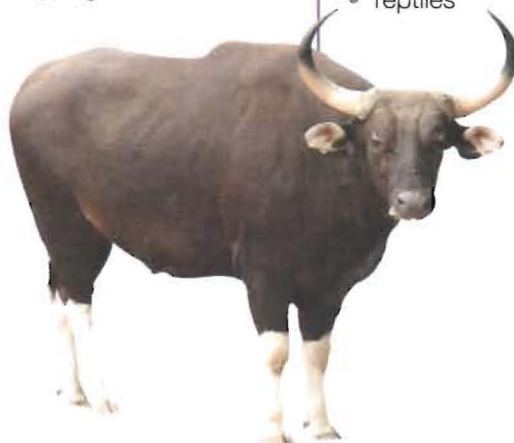
WILD ANIMALS

- | | |
|---|---|
| <ul style="list-style-type: none"> • alligator • bat • bee • crocodile • dolphin • eel • elephant • fox • giraffe • gorilla | <ul style="list-style-type: none"> • kangaroo • lion • owl • panda • peacock • shark • snake • tiger • toad • zebra |
|---|---|



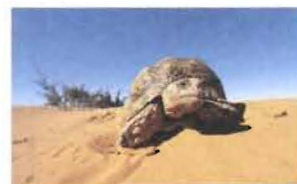
SIMILIES

- As blind as a bat
- As brave as a lion
- As busy as a bee
- As hairy as a gorilla
- As proud as a peacock
- As quiet as a mouse
- As slippery as an eel
- As sly as a fox
- As strong as an ox
- As wise as an owl



TYPES OF ANIMALS

- amphibians
- birds
- fish
- insects
- mammals
- reptiles



LANGUAGE REFERENCE

COMPARATIVES

We can compare people and things using 'as + adjective + as'.

- *Alaska is as cold as Siberia.*
- *Hamsters are as expensive as mice.*

We form the negative of this type of comparison using 'not as + adjective + as'.

- *Poland isn't as large as Russia.*
- *Animals aren't as interesting as people.*

We can also use the structure 'comparative + than' to compare two nouns.



- *Cows are bigger than sheep.*
- *Dolphins are more intelligent than sharks.*

Forming comparatives:

To form comparatives, we add '-er' or '-r' to one-syllable adjectives.

- *old, older*

We also add '-er' to one-syllable or two-syllable adjectives ending in '-y', but first, we change the '-y' to '-i'.

- *dry, drier*

Sometimes we double the final consonant.

- *big, bigger*

Some comparatives are irregular.

- *good, better*

With most adjectives of more than two syllables, we use 'more'.

- *interesting, more interesting*

SIMILES

We use similes to compare two things. Some similes use the structure 'as + adjective + as'.

- *He's as white as a sheet.*
- *Mr Omar is as old as the hills.*

Many similes contain an animal and one of its qualities.



- *That man is as slippery as an eel.*
- *She's as busy as a bee.*

UNIT 4

Everyday habits

LET'S TALK

Write the activities under the correct pictures.

- | | |
|----------------------------|-------------------------------|
| a use the computer | f have / eat breakfast |
| b talk on the phone | g make the bed |
| c read a book | h study |
| d go to class | i play sport |
| e watch TV | j ride a bicycle |



Where do people do these activities? Write the activity in the correct column.

At home

At school

Anywhere

GRAMMAR

Do you remember what we use the present simple tense for? Read the explanations. Can you think of some more examples for each use?

The present simple tense is used to talk about:

- 1 habits, traditions, and customs

EXAMPLES

- *I play tennis every Tuesday.*
- *We celebrate National Day on the 23rd of September.*

- 2 things that are always true

EXAMPLES

- *Muslims always pray five times a day.*
- *You have three brothers.*
- *The sun rises in the morning.*



Write the numbers 1 or 2 after each sentence below to identify which form of the simple present tense is being used from the previous explanations.

EXAMPLE

Chris wakes up late on Sunday. 1

- a Max doesn't watch TV.
- b Children love to play outside.
- c What do you do on Saturdays?
- d The Earth is round.
- e Canada is in North America.
- f They visit their family every week.
- g I buy my food at a local supermarket.
- h My family always eats dinner together every evening.
- i I usually play basketball after work.
- j Dolphins swim very fast.
- k John goes to work by taxi.

Do you remember what we use the present continuous tense for? Read the explanations. Can you think of some more examples for each use?

The present continuous tense is used to talk about:

- 1 ongoing actions that are taking place at the present time

- EXAMPLES**
- *We are staying in a hotel.*
 - *I'm looking for a new flat.*

- 2 an action taking place at the time we speak

- EXAMPLES**
- *He is playing baseball.*
 - *They are talking to the teacher.*

- 3 definite future arrangements

- EXAMPLES**
- *You are travelling to Abha.*
 - *It is opening tomorrow.*

Write the numbers 1, 2, or 3. To identify which form of the present continuous tense is being used.

- a Are you going to the class tonight?
- b He is driving to school.
- c We are taking English lessons.
- d He is getting up at 7.00 a.m. tomorrow.
- e They are having lunch now.
- f Mr Johnson is teaching at this school.
- g We are watching the game.
- h I am playing tennis on Saturday.
- i The children are eating ice-cream in the park at the moment.
- j My brother isn't living at home.
- k I am not studying this evening.

Complete the table below with time markers from the exercises above.

Future	Habits	Ongoing actions
7.00 a.m. tomorrow	usually	at the moment

WARM UP

Think carefully. What are most people doing at these times?



1 7.00 a.m.

2 8.30 a.m.

3 12.30 p.m.

4 6.00 p.m.

5 8.30 p.m.

Look at the pictures. Write what is happening in each picture.



1



3



5



2



4



6

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

LEARN

Listen and write the names under the correct pictures.

Mark

Rusty

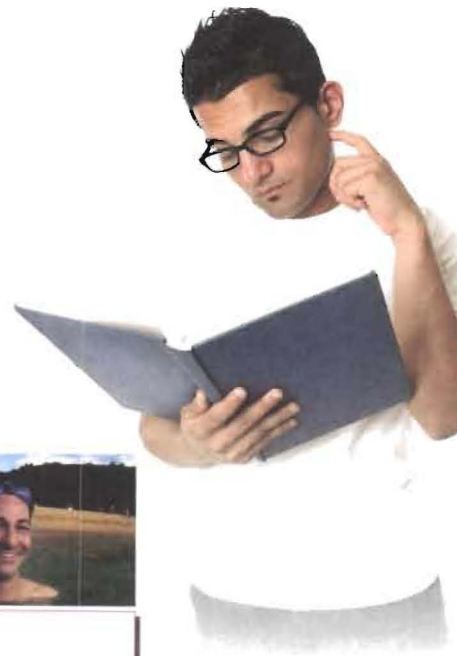
Sam

Toby

Estevan



Listen to Track 6.



EXPLORE

Listen again. Answer the following questions.

- 1 Who is playing a game on the computer?

- 2 What does Ken ask Sam?

- 3 What is Sam doing today?

- 4 Who is having fun in the park?

- 5 Why is Mark studying?

Compare your answers with a partner.

Circle True or False.

- 1 **TF** Mark is doing something right now.
- 2 **TF** Sam is going to the beach with Ken.
- 3 **TF** Toby is running now.
- 4 **TF** Mark is taking a test today.
- 5 **TF** Mark is talking to Sam.
- 6 **TF** Estevan is not studying.
- 7 **TF** Toby, Rusty, and Estevan are having fun.

SPEAKING

Discuss these questions with a partner.

- 1 What are habits?
- 2 Do you have any habits?
- 3 What are your morning habits?
- 4 What are your study or work habits?
- 5 Name some good habits that you have.
- 6 Name some bad habits that you have.

Ask your partner these questions. Note his or her answers.

EXAMPLE *A: What do you do when you're angry?*
B: I shout at people.

- 1 What do you eat when you are at home?
- 2 Where do you go when you want to think?
- 3 Who do you call when you need help?
- 4 What colour do you choose when you buy new shoes?
- 5 Where do you go when you want to eat something delicious?
- 6 When do you do your homework?



Do you and your partner have similar habits? Compare your answers for the questions above.

WARM UP

Ask a partner the following questions.

- 1 Are your days always the same?
- 2 What do you usually do every day?
- 3 Is something changing in your life next week or in the future? What?



LEARN

Read the following text about Mathew.

Mathew's life is changing.

He's starting a new job next week. He usually wakes up at 8.00 a.m. and walks to work, but next week he's waking up at 6.00 a.m. to exercise, and then at 8am he's driving to work.

He usually has breakfast at his flat, but next week he's having breakfast at work because the company is offering free breakfasts for all employees. On Mondays and Wednesdays he often plays tennis after work. With his new job, he's not playing tennis anymore. Instead, he's taking business classes after work, from 7.00 to 9.00 p.m.

Mathew's routine is changing a lot because of his new job, but he's happy because he's planning to work there for many years.



EXPLORE

Complete the table with examples from the text.

Mathew's habits	Mathew's future plans
	<i>He's starting a new job.</i>



GRAMMAR

Collocations are groups of words often used together.
Match the phrases to make some common collocations.

EXAMPLE *He's playing tennis.*

- | | |
|------------------|-------|
| 1 He's playing | _____ |
| 2 They're having | _____ |
| 3 We're giving | _____ |
| 4 He's writing | _____ |
| 5 We're doing | _____ |
| 6 He's seeing | _____ |
| 7 He's taking | _____ |
| 8 You're making | _____ |
| 9 We're going to | _____ |

- | | |
|--------------------------|-------------------------|
| a a class | g the doctor |
| b dinner | h a hockey match |
| c tennis | i a restaurant |
| d a football game | j the library |
| e the dentist | k a blog |
| f lunch | |



Choose a word from each column to make some new sentences.
Write the new sentences in your notebook.

EXAMPLE *John is reading a newspaper in the library right now.*

Mum	cooking	postcard	in the park	right now
Charles, Tom, and JP	jogging	newspaper	in the bathroom	this month
My roommate	having	bath	outside the police station	next month
John	driving	by himself	on the beach	today
Harry	writing	with his brother	in a car	this week
The cat	eating	pink and green car	on the sofa	at this moment
The teacher	reading	English book	in the street	tomorrow
	running	dinner	in the library	at 8.00 p.m.

DISCUSSION

OPINIONS

Do you always agree with your friends and family?
How often do your opinions differ from others?
Do your opinions change over time?



STEP 1

In groups, discuss how the following things are changing. Note down your ideas.



► Children and TV

Children are watching more TV these days.

► The weather

► Computers and technology

► TV programmes

► Life at home

► Families

STEP 2

Write a question about each topic above. Write your questions below.

EXAMPLE

Do you think the weather is changing?

1 _____
2 _____
3 _____

4 _____
5 _____
6 _____

Ask a partner your questions. Note his or her answers.

EXAMPLE

Do you think the weather is changing? Yes. It's getting warmer.



TASK

Now choose four statements about how life is changing from the previous exercise. Write them in the table below. The first one has been done for you.

Statements	Agree	Disagree
<i>The weather is getting warmer.</i>		

Interview people in your class. Put a tick (✓) for each person who agrees with your statements and a cross (X) for each person who disagrees.

Report back to your class. How many people agreed with each statement?
How many people disagreed?

EXAMPLE

*Ten people agreed that the weather is getting hotter.
Two people disagreed.*



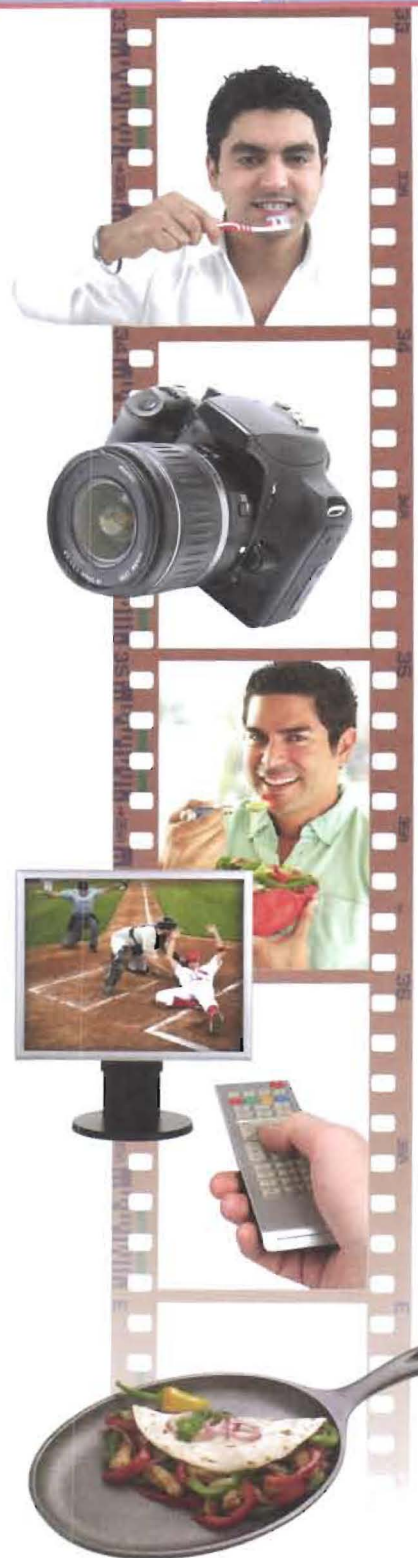
USEFUL WORDS & PHRASES

ACTIVITIES

- brush your teeth
- cook dinner
- drive the car
- eat lunch
- finish work
- get up
- go to class
- have breakfast
- look for a new flat
- make the bed
- do some gardening
- play sport
- read a book
- ride a bike
- see the dentist
- start a new job
- stay in a hotel
- study
- take a photo
- talk on the phone
- travel to Makkah
- use the computer
- wake up
- walk to school
- watch TV

TIME MARKERS

- always
- at 8.00 p.m.
- at the moment
- every evening
- next month
- on Saturday / on Saturdays
- right now
- this evening
- today
- tonight



LANGUAGE REFERENCE

PRESENT SIMPLE

We use the present simple to talk about habitual actions, traditions and customs. We form the present simple with subject + verb (infinitive).

- *We play tennis on Thursday evenings.*
- *They visit Canada every summer.*
- *He doesn't do anything at home.*

We also use the simple present to talk about things which are always true.

- *I am Arabic.*
- *The earth is round.*

PRESENT CONTINUOUS

The present continuous is used for actions which are happening at the time we speak and actions which are ongoing at the present time. We form the present continuous with subject + be + verb (ing).

- *It's snowing.*
- *I'm doing my homework.*
- *He's living in Peru at the moment.*
- *We're looking for a new apartment.*

The present continuous is also used to talk about definite future arrangements.

- *I'm visiting my brother in New Jersey next week.*
- *He's going to the football match tomorrow night.*

Certain verbs are not usually used in the continuous tense.

- | | |
|------------------|----------------------------------|
| • <i>know</i> | • <i>think (have an opinion)</i> |
| • <i>like</i> | • <i>remember</i> |
| • <i>dislike</i> | • <i>understand</i> |
| • <i>want</i> | • <i>prefer</i> |



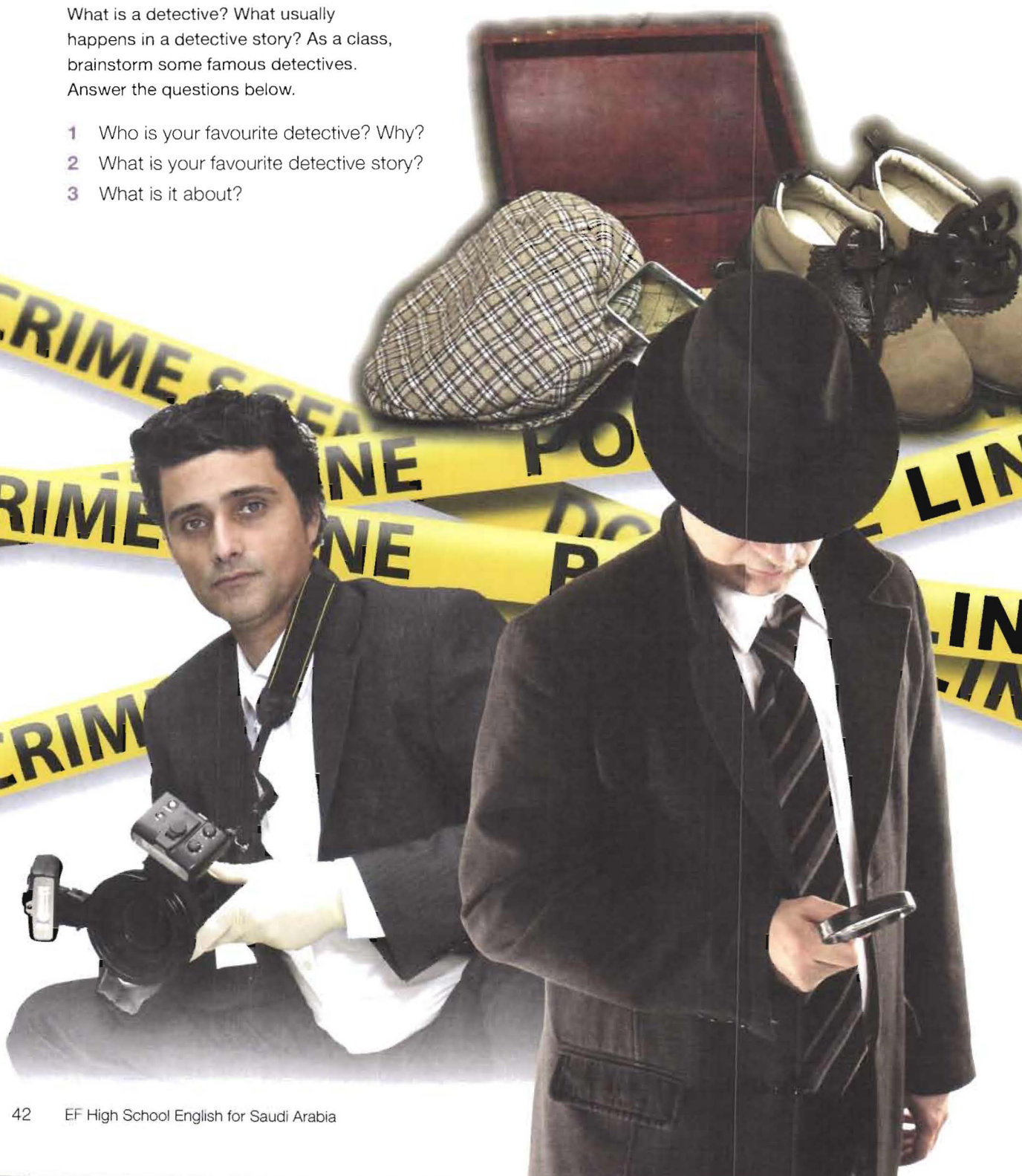
UNIT 5

Who did it?

LET'S TALK

What is a detective? What usually happens in a detective story? As a class, brainstorm some famous detectives. Answer the questions below.

- 1 Who is your favourite detective? Why?
- 2 What is your favourite detective story?
- 3 What is it about?



VOCABULARY

List as many words connected to 'crime' as you can.
Write a list on the board.



Match the words and definitions.

- | | | |
|---------------|-----|--|
| 1 motive | ■ a | to hide or change the way somebody looks |
| 2 crime | ■ b | to kill someone on purpose |
| 3 evidence | ■ c | to take something from somebody without their permission |
| 4 detective | ■ d | formal evidence that somebody was somewhere else when a crime happened |
| 5 steal / rob | ■ e | something illegal |
| 6 investigate | ■ f | to think someone is guilty of something |
| 7 alibi | ■ g | someone who investigates and tries to solve crimes |
| 8 suspect | ■ h | to try to find out how something happened |
| 9 murder | ■ i | information or physical signs that prove something |
| 10 disguise | ■ j | a reason for doing something |



GRAMMAR

As a class, how many verbs can you brainstorm on the board in two minutes?

Do you know the past simple form of all the verbs on the board?

Complete the first and second columns of the chart below without using a dictionary.

Do not complete the third column yet.

Base form	Past simple form	Past participle form
be (I)	was / were	been

English verbs can be regular or irregular. The simple past form of regular verbs is:
base form + '-ed'.

EXAMPLES

- like, liked
- explain, explained

Irregular verbs don't use the base form + '-ed'. They change in different ways.

EXAMPLES

- swim, swam
- teach, taught

English verbs can be regular or irregular. The simple past form of regular verbs is: base form + '-ed'.

EXAMPLES

- like, liked
- explain, explained

Irregular verbs don't use the base form + 'ed'. They change in different ways.

EXAMPLES

- swim, swam
- teach, taught

Use a dictionary to check your answers above.

Write 'R' next to the regular verbs and 'I' next to the irregular verbs.

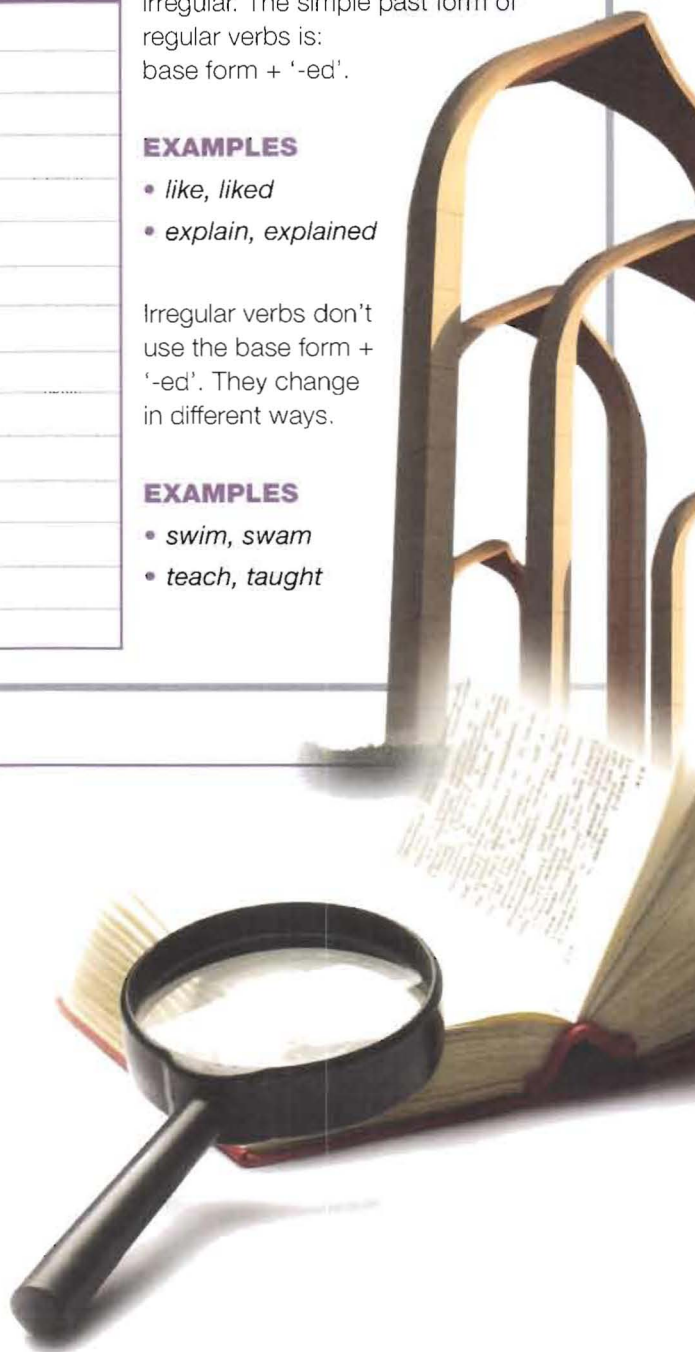
How do we form the past tense of the verbs below?
Write a rule for each set of verbs.

- 1 smile, lie, decide

Rule: _____

- 2** worry, cry, marry

Rule:



WARM UP

Circle the correct answers.

- 1 A 'mansion' is ...
 - a a small old building
 - b a large expensive house
 - c a room for parties
- 2 A 'butler' is ...
 - a a servant
 - b a guest
 - c a workmate
- 3 A 'fortune' is ...
 - a a lot of money
 - b a free gift
 - c a discount
- 4 A 'Picasso' is ...
 - a a living artist
 - b a famous painting
 - c a cheap poster



LEARN

Listen to Track 7.

Read the story below and try to guess what verbs are missing from the text. Then, listen and check your answers.

The date was December 16th. There was a big family dinner at the Behagg family mansion. It was Charles Behagg's house.

A lot of rich and important people were there, but not everyone was friendly ...

At 10.00 p.m., it (1) _____ time for dessert. Jeeves, the butler, (2) _____ the cake. Everyone (3) _____ chocolate cake and (4) _____ tea. David Behagg (5) _____ his father a very expensive, very famous painting.

Listen to Track 8.

Listen to what happened next. Fill the gaps with the verbs you hear.

Charles Behagg: A Picasso! Oh David, I love it! It's fabulous!

David Behagg: I knew you'd love it.

Charles Behagg: It's beautiful!

Adam Van Batten: It must have cost a fortune!

Roger Van Batten: You know David ... only the best for him!

At 10.09, the lights (1) _____ out. David Behagg (2) _____ to scream. At 10.13, the lights (3) _____ back on. Everyone (4) _____ shocked. The painting (5) _____ gone!

David Behagg: The Picasso! Where's the Picasso?

Charles Behagg: What!? Who did this?

David Behagg: Call the police!



EXPLORE

What do you think happened next? Who do you think took the painting?

WARM UP

Complete the text with the verbs in brackets. You will need to change their form.

Here is some evidence police found on a computer in 'the Case of the Stolen Picasso'.


Did you get it?	Yeah. I _____ (get) it. Everything _____ (go) well.
What _____ (happen)?	I _____ (cut) the lights.
What did you do with it?	I _____ (hide) it like we agreed.
Did anyone see you?	Nobody _____ (see) me.
Are you sure?	Nobody _____ (see) me, OK? I _____ (be) careful.
Where have you _____ (hide) it?	I've _____ (hide) it in the garage.

Do you still suspect the same person of stealing the painting?

LEARN

Detective Columbus is interviewing Sam Shard at the police station.
Guess the missing verbs in the conversation below.

- Columbus:** Now think carefully, Sam. Where (1) _____ you at 10.09 on the night of December 16th? (2) _____ you at Charles Behagg's family dinner?
- Sam:** Yes, I (3) _____ there. Charles (4) _____ me.
- Columbus:** Hmm ... Is that so? You hate Charles Behagg, Sam. Why (5) _____ you (6) _____ ?
- Sam:** Detective Columbus, you (7) _____ wrong! Charles (8) _____ my boss.
- Columbus:** Really? Where (9) _____ you when the lights (10) _____ out?
- Sam:** I was upstairs. I (11) _____ a headache and I (12) _____ some aspirin.
- Columbus:** Why (13) _____ you (14) _____ Jeeves, Sam?
- Sam:** He (15) _____ around.
- Columbus:** And (16) _____ you (17) _____ any aspirin upstairs?
- Sam:** No, I already (18) _____ you. I was upstairs, the lights went out and I (19) _____ see.
- Columbus:** You're lying, Sam, I happen to know the lights (20) _____ go out upstairs. They only went out downstairs!

 Listen to Track 9.

Now listen to the interview and check your answers.



Read the descriptions of the suspects.

Charles Behagg, age 69, businessman:

Charles, a very successful businessman, is retired and in bad health. Many people close to Charles would like to know who he will give his fortune to when he dies. Charles has a reputation for not being very generous with his money.



Jeeves, age 42, butler for Charles:

Jeeves has worked for Charles and his family for over 20 years. He is very honest and loyal to the Behagg family. Jeeves is worried that if Charles dies, he will no longer have a job or income for his future.

David Behagg, age 36, son of Charles:

David has not been as successful as his father in business. He relies on his father's money to help with his business. Some people say that Charles is embarrassed of his son's business failures.



Adam Van Batten, age 62, brother-in-law of Charles:

Adam is a close friend of Charles. He is an art dealer and owns a successful art gallery. Adam would be very envious of Charles' new valuable painting.

Roger Van Batten, age 59, brother-in-law of Charles:

Roger and Charles have never been friends and Roger is very jealous of Charles' success. Roger is also very jealous of his brother's relationship with Charles.



Sam Shard, age 54, ex-employee of Charles:

Sam Shard used to work for Charles but recently lost his job. He has tried to remain friendly with Charles in the hope of getting his job back. Sam has always felt that he lost his job for unfair reasons.

EXPLORE

Who had a reason to steal the painting? Summarise the motives of the suspects.

Suspect 1: Charles Behagg

Suspect 4: Adam Van Batten

Suspect 2: Jeeves

Suspect 5: Roger Van Batten

Suspect 3: David Behagg

Suspect 6: Sam Shard

DISCUSSION

MINI DETECTIVE

How good are your detective skills?
Could you solve a serious crime?



STEP 1

What are the events of the mystery so far? List the important events and details.
Compare your list with the class.

- 1 *It was Charles Behagg's family dinner.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

STEP 2

What new questions should Detective Columbus ask the suspects?

EXAMPLE

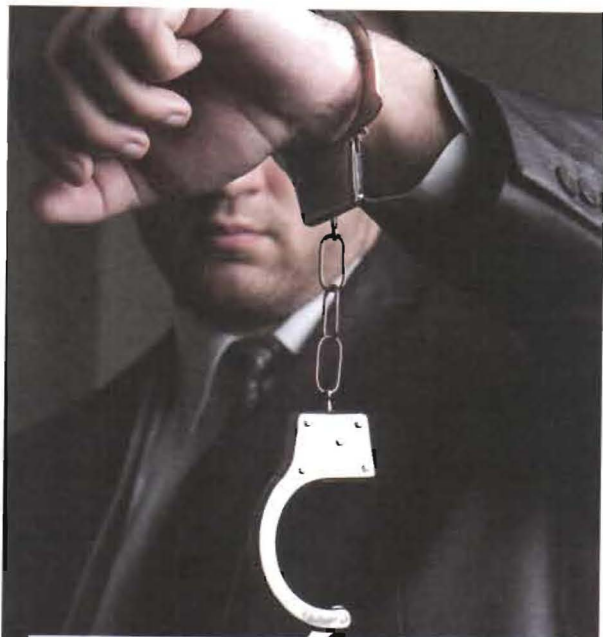
- *David Behagg: Where were you when the lights went out?*

Charles Behagg:	Who will you leave your money to when you die?
Jeeves:	
David Behagg:	
Adam Van Batten:	
Roger Van batten:	
Sam Shard:	

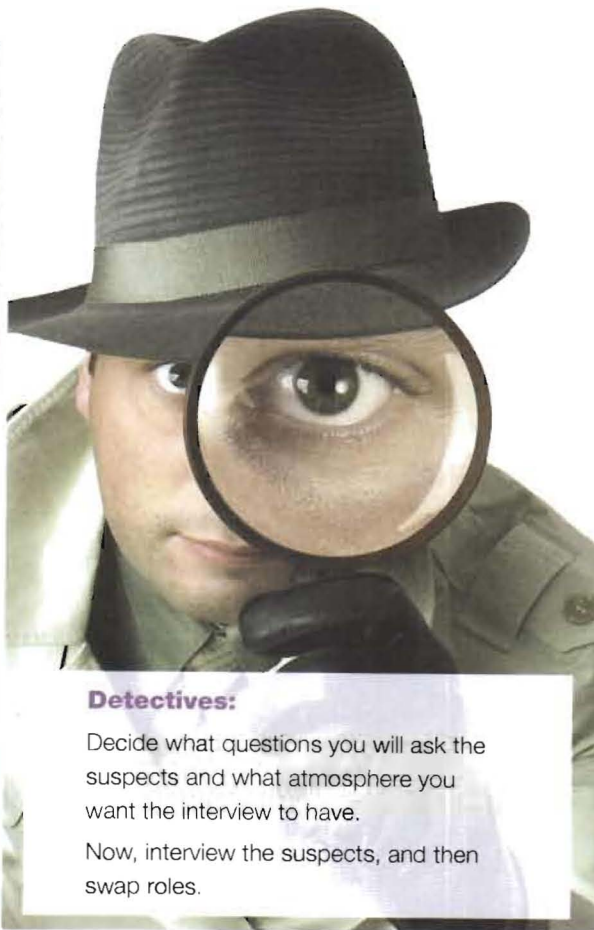


TASK

Half the class will play the suspects in 'the Case of the Stolen Picasso' and the other students will play detectives.

**Suspects:**

Work together to predict the questions the detectives will ask you.

**Detectives:**

Decide what questions you will ask the suspects and what atmosphere you want the interview to have.

Now, interview the suspects, and then swap roles.

In small groups, decide who you think stole the Picasso.
Compare your opinions as a class.

In pairs, prepare and perform a role play. Choose any two characters from 'the Case of the Stolen Picasso'. Use the facts of the case so far, or use your own ideas to create a new dialogue.



USEFUL WORDS & PHRASES

CRIME

- | | | |
|---------------|---------------|--------------|
| • alibi | • gun | • mugger |
| • attack | • investigate | • murder |
| • blackmail | • jail | • murderer |
| • blackmailer | • judge | • police |
| • bomb | • jury | • prison |
| • break | • kidnap | • punishment |
| • burglar | • kidnapper | • rob |
| • burglary | • knife | • robber |
| • commit | • law | • shoot |
| • criminal | • lawyer | • stab |
| • detective | • lie | • steal |
| • disguise | • motive | • suspect |
| • evidence | • mug | • thief |



VERB FORMS

BASE FORM

- be
- have
- go
- do
- make
- play
- eat
- sleep
- drink
- swim
- run
- read
- learn
- buy
- dislike

PAST SIMPLE FORM

- was/were
- had
- went
- did
- made
- played
- ate
- slept
- drank
- swam
- ran
- read
- learnt
- bought
- disliked

PAST PARTICIPLE FORM

- been
- had
- gone
- done
- made
- played
- eaten
- slept
- drunk
- swum
- run
- read
- learnt
- bought
- disliked

LANGUAGE REFERENCE

TALKING ABOUT THE PAST: THE PAST SIMPLE TENSE

We use the past simple tense to talk about finished (completed) actions in the past.

- *Yesterday, we completed the project and had a company dinner.*
- *They made chocolate cake at their mother's house.*

We also use the past simple tense to talk about a definite time in the past or when it is important to mention the time.

- *I met my best friend in 1975.*
- *Thieves stole my wallet last week.*

Verbs can be regular or irregular. Past simple regular verbs end in '-ed'.

- *laugh + ed miss + ed shout + ed*

For verbs already ending in '-e', just add '-d'.

- *decide + d notice + d smile + d*

For verbs ending in '-y', change the '-y' to '-i' before the '-ed'.

- *hurried carried bullied*

PAST SIMPLE OF THE VERB 'TO BE'

We use 'was' and 'wasn't' with 'I', 'he', 'she' and 'it'.

- *I was at home all day.*
- *He was in the room.*
- *She wasn't at school yesterday.*
- *It wasn't a joke.*

We use 'were' and 'weren't' with 'we', 'you' and 'they'.

- *We were friends at school.*
- *You weren't invited.*
- *They weren't at the club.*

THE AUXILIARY VERB 'DID'

Auxiliary verbs help the main verb. If the auxiliary verb shows the tense, the main verb remains in its base form. We use the auxiliary 'did' in 'yes / no' questions and short answers to talk about the past.

- *Did he pass his exams?*
- *Yes, he did.*
- *Did you get me a newspaper?*
- *No, I didn't.*

We also use 'did' after question words.

- *When did it start raining?*
- *Sorry, what did you say?*
- *When did you move in?*
- *Why did you do it?*

TALKING ABOUT THE PAST: THE PRESENT PERFECT TENSE

We use the present perfect tense to talk about events that began in the past and are still happening now.

- *I have studied English for two years.*
- *He's been my manager for a long time.*

We also use the present perfect when we talk about an indefinite time in the past or when it is not important to mention the time.

- *I've been to Kuwait.*
- *The detectives have interviewed all the suspects.*

The auxiliary verb 'have' is used to form questions and answers in the present perfect tense.

- *Have you interviewed all the subjects?*
- *No, I haven't.*
- *Have you met Detective Columbus?*
- *Yes, we have.*
- *Has the painting been found?*
- *No, it hasn't.*

UNIT 6

Meetings

LET'S TALK

Brainstorm different places where you have met people.

EXAMPLE

- at work
- on the Internet (chatrooms, forums, networking sites)
- in a shopping mall
- at evening classes
- at a sports game
- introductions from friends or family
- at school



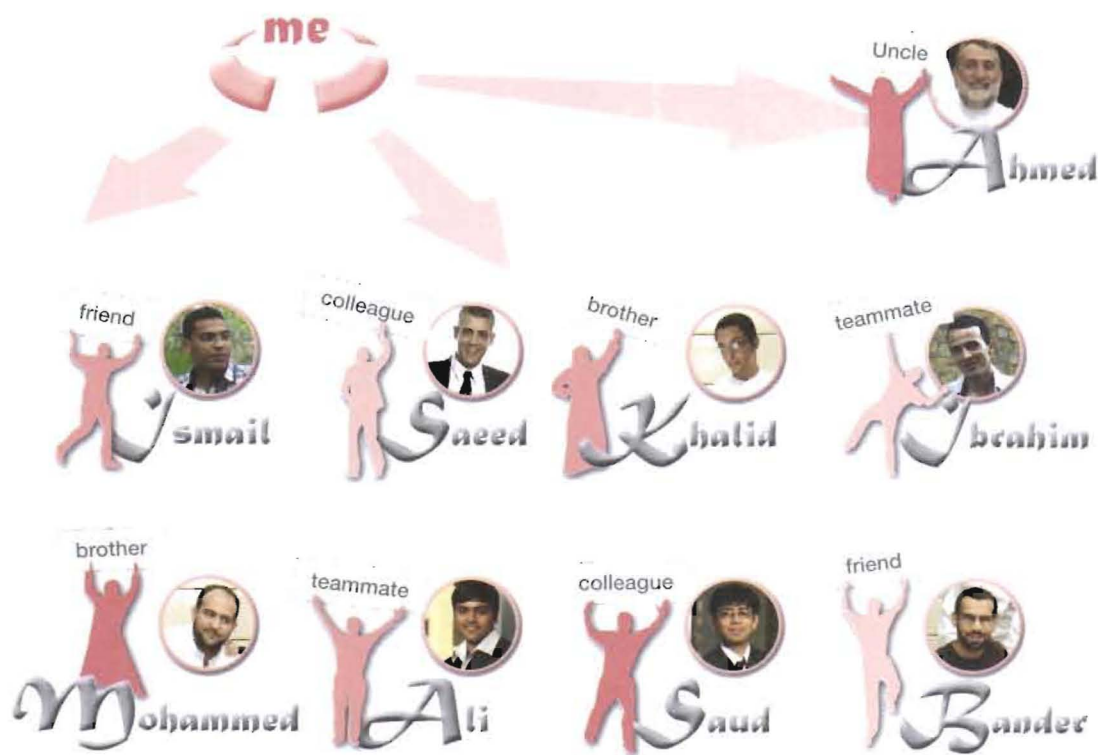
Now, discuss your ideas with other students and add more to your list. Did you meet any of your friends at these places?

EXAMPLE

I met my best friend on a train.

VOCABULARY

Write a list of ten people you know and your relationship with them. How did you meet them?



Name	Relationship	How / Where you met



WARM UP

You are going to listen to two people talk about an important first meeting. Before you listen, match the words and phrases to the definitions.

- | | |
|---------------------|---------------------------|
| 1 pouring with rain | ■ a to stop the car |
| 2 notice | ■ b a lot of rain |
| 3 business meeting | ■ c to discover something |
| 4 find out | ■ d a meeting for work |
| 5 cool off | ■ e to see something |
| 6 pull over | ■ f to calm down |


LEARN

Now, listen to the conversation and answer the questions below.

- 1 What is Saeed and Ibrahim's relationship (e.g. brother)?

- 2 Who do you think Mohammed is?


- 3 What are they talking about?

 Listen to Track 10.



Quickly read the questions below. Listen to the audio again, then circle the best answers.

- | | |
|--|---|
| 1 How does Saeed know Ali?
a from a football game
b from school
c from work | 5 Why was Ibrahim feeling angry?
a because he lost his keys
b because he had a bad business meeting
c because it was raining |
| 2 What was Ali studying?
a science
b law
c engineering | 6 How do Ali and Mohammed know each other?
a They are both studying law.
b They are on the same basketball team.
c They live together. |
| 3 What is Ali studying now?
a law
b science
c languages | 7 What was the weather like when they met?
a It was sunny.
b It was very hot.
c It was pouring with rain. |
| 4 When did Ibrahim meet Ali's parents?
a last Tuesday
b last Saturday
c two weeks ago | 8 What was Ali wearing?
a work boots
b cheap shoes
c expensive shoes |

 Listen to Track 10.

EXPLORE

Look at your answers from the previous exercise. Write full sentences and put them into the table below.

Tense	Structure	Example sentence
present simple	(infinitive / base verb)	
present continuous	(be + '-ing' verb)	
past simple	(past tense verb)	
past continuous	(was / were + '-ing' verb)	

GRAMMAR

Read the following sentence, and then discuss the questions with a partner.



I was studying when the telephone rang.

- 1 Which action is shorter?
- 2 Which action is longer?
- 3 Which action happens first?
- 4 What do you notice about the forms of the verbs?

Match the actions to the pictures.

- a a friend knocks on the door
- b your classmate studies English
- c it snows in the afternoon
- d your brother wears a blue shirt
- e your father arrives home from work
- f your mother cooks dinner
- g you drop your rubbish in the bin
- h somebody asks you for the time



Studying is a longer, continuous action. The phone ringing is a shorter action which interrupts the longer one. Which of the actions above are long and which are short? Put them in the correct column.

Shorter actions	Longer actions
<i>a friend knocks on the door</i>	

With a partner, make sentences with a long action and a shorter action which interrupts the longer one (e.g., He was studying when I called him.).

WARM UP

Look at the following pictures. Can you write one sentence to describe each situation?



1	_____
2	_____
3	_____
4	_____

LEARN

Read about how the people below met. Who met whom?
Were the situations similar to the ones you wrote about above?

Saud: I was looking for a book in the library.
_____ I dropped a book on the floor. I was bending down to pick it up when he said, 'Ouch!'

Khalid: He was sitting opposite me on the train. He was looking at me. I said, 'Do you know how far it is to the next station?' He said, 'No.'

Ahmed: I was sitting opposite him. He was staring at me. He asked if I knew how far it was to the next station. I said, 'I didn't know.'

Bander: I was at the library returning some books when he dropped a book on my foot. I said, 'Ouch!' He apologised.

Try to answer the following questions without reading the text again.
Then, check your answers.

- 1 What was Saud doing when he met Bander?
- 2 What was Bander doing when he met Saud?
- 3 Where was Khalid when he met Ahmed?
- 4 What was Ahmed doing when he met Khalid?

EXPLORE

What do you think happened next? Work with a partner. For each situation, try to add three or more sentences to continue the story. Share your ideas with the rest of the class.

Saud and Bander

Bander agreed to go to dinner with Saud. They were walking to the restaurant when ...

Ahmed and Khalid



PRONUNCIATION

Listen and repeat the words below.

/ ei /

rain	day
face	break
away	table
baseball	hail

/ e /

tell	yes
melting	umbrella
wet	met
them	incredible

Match the sound to the way the mouth moves when making it.

This is a long sound.

Open your mouth like you are smiling. Push air out of your mouth. Keep the tip of your tongue behind your teeth.

This is a short sound.

Open your mouth but do not smile or move your cheeks. Push air out of your mouth from the back of your throat. Keep the tip of your tongue behind your teeth.

Listen to Track 11.

Now, listen to some other words with the / ei / and / e / sounds. Put the words in the correct columns.

wait	bale	debt	raid	tell
wet	bell	date	red	waist
met	bait	get	let	west
mate	bet	gate	late	rain

Listen to Track 12.

/ ei /

/ e /

Listen and circle the words you hear.

- | | | | | | | | | | |
|---------------|------|---------------|------|---------------|-----|---------------|------|----------------|------|
| 1 bait | bet | 3 date | debt | 5 late | let | 7 raid | red | 9 waist | west |
| 2 bale | bell | 4 gate | get | 6 mate | met | 8 tale | tell | 10 wait | wet |

Listen to Track 13.

Now, practise with a partner. Take turns saying a word from above. Get your partner to point to the word you are saying.

DISCUSSION

TALKING ABOUT FRIENDS

Can you remember meeting your best friend?
Did it feel like a life-changing experience?



STEP 1

Choose a friend and take some notes about them.

EXAMPLE *Friend's name: Mohammed*
Description: tall, funny, likes playing sport

Friend's name:	Description:



Describe the people in the pictures above.

STEP 2

Tell a partner about your friend.
Take notes when they tell you
about their friend.

Partner's friend's name:	Description:

TASK

Now, think about when you first met your friend. What were you doing?

What were they wearing? Where were you?

Now, tell your partner about when you met your friend.

EXAMPLE

I was working in a call centre when I met Mohammed.

I remember he was wearing a strange tie ...



Now, report back to the class about your partner's friend.

Listen carefully to your classmates.

Then, close your book. How much can you remember about each other's friends?

Tell a new partner what you can remember.

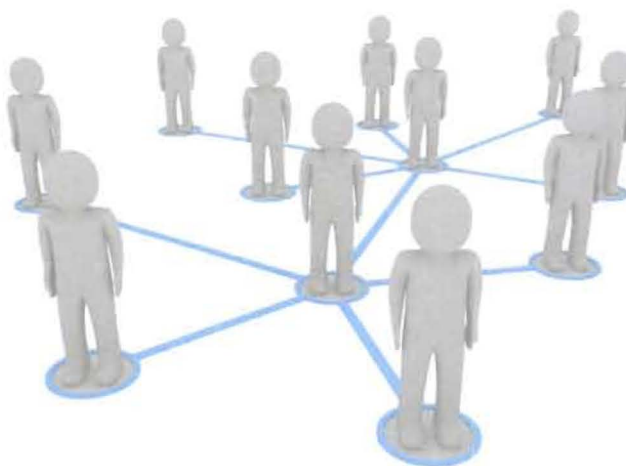
USEFUL WORDS & PHRASES

PLACES TO MEET PEOPLE

- at a sports game
- at evening classes
- at school
- at work
- from your community
- in a shopping mall
- introductions from family
- introductions from friends
- on the Internet

RELATIONSHIPS

- brother
- sister
- father
- mother
- son
- daughter
- husband
- wife
- uncle
- aunt
- cousin
- nephew
- niece
- grandfather
- grandmother
- grandson
- granddaughter
- brother-in-law
- sister-in-law
- son-in-law
- daughter-in-law
- classmate
- colleague
- friend
- teammate



SHORT ACTIONS

- A friend knocks on the door.
- Somebody asks you for the time.
- Your father arrives home from work.
- You drop your rubbish in a bin.

LONG ACTIONS

- Your mother is cooking dinner.
- Your brother wears a blue shirt.
- It is raining.
- You are studying English.

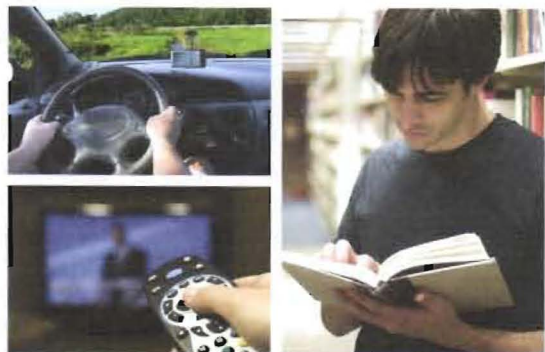
LANGUAGE REFERENCE

PAST CONTINUOUS

We form the past continuous with the past form of 'to be' and the '-ing' form of the verb.

- *Medina was playing with a friend.*
- *What were they playing?*
- *We were wearing jeans and T-shirts.*
- *We weren't wearing sweaters.*

We use 'to be' to form questions and give short answers with the past continuous.



Was he driving?

- *Yes, he was.*
- *No, he wasn't.*

Were you reading?

- *Yes, I was.*
- *No, I wasn't.*

Were they watching TV?

- *Yes, they were.*
- *No, they weren't.*

We use the past continuous to talk about ongoing actions that were unfinished at a certain time in the past. We use the past simple to talk about finished actions in the past.

- *He was reading a book last week.*
(*Past continuous. He had started the book but hadn't finished.*)
- *He read a book last week.*
(*Past simple. He started and finished reading the book last week.*)

We often use the past continuous to describe an action that is interrupted. We use 'when' and the past simple to describe the action that interrupts.

- *Fred was eating dinner when Aamina arrived.*
- *We were sleeping when the telephone rang.*
- *When the letter arrived, I was eating breakfast.*



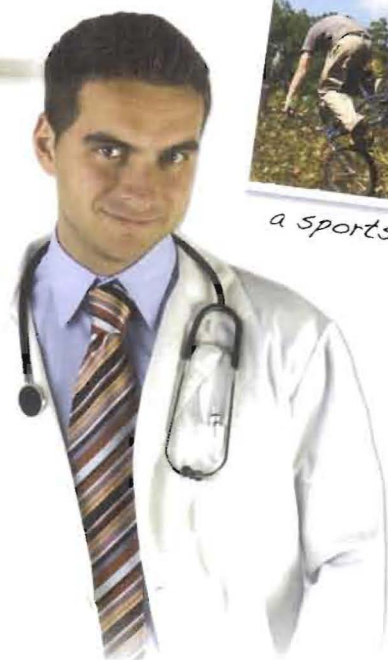
UNIT 7

Going to the doctor

LET'S TALK

What do you do when you have these medical problems?

Compare your answers with a partner's. Are your answers different or similar?



a sports injury



an insect sting



stress



allergies



insomnia

These people felt bad and tried to make themselves well.

Were their remedies good or bad? Why?

- 1 Jaafar had a bicycle accident and hurt his leg two days ago. Today he decided to start jogging again.
- 2 The pollen count has been very high for several days. James woke up sneezing with very itchy eyes this morning so he didn't go to school.
- 3 Astrid couldn't sleep last night. Today she's going to drink lots of coffee all day.
- 4 Steve's new job is very hard and he has to work a lot of overtime. Tonight he's going to play football with his friends to take his mind off the job.
- 5 A bee stung Lilly's arm. She went straight to the clinic to see a doctor.



VOCABULARY

Match the pictures to the words.



- | | | | |
|----------------------|---------------------------|----------------------|--------------------------|
| a a headache | d a fever | g sunburn | i a cut / a graze |
| b a toothache | e a cold | h a nosebleed | j nausea |
| c a backache | f a sprained ankle | | |



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 a headache



8 _____



9 _____



10 _____

With a partner, check the meaning of the health problems on the board game.
Add three more everyday health problems. Then interview your classmates.
Find out who has experienced each problem and complete the board.

Do you suffer from asthma?

★ ★ ★ ★ GAME ★ ★ ★ ★		
asthma <i>Pat</i>	broken or fractured bones (e.g. a broken leg)	
	food poisoning	a sore throat
a swollen ankle		an ear infection

Have you ever had food poisoning?

WARM UP

Look at the health problems on p62 and p63.

Which problems are the most serious? Which are the least serious?

Most serious	<i>stress</i>
Least serious	<i>a graze</i>



LEARN

Jason has terrible backache. Scan the conversations and answer the questions.

- When can he see a doctor?
- What does the doctor tell him to do?

Listen to the audio and complete the two conversations. Then practice the conversations with a partner.

Receptionist: Midtown Clinic. May I help you?

Jason: Hello. This is Jason Hurley. I'd like to make an appointment to see Dr Noble. I've been suffering from terrible backache and _____ trouble getting out of bed _____ Saturday.

Receptionist: I see. Dr Noble could see you this afternoon, Mr Hurley.

Jason: Is it possible to see him sooner? I feel terrible!

Receptionist: I'm sorry, but the Doctor is very busy at the moment.

Jason: OK then— this afternoon. At what time?

Receptionist: 5.30?

Jason: OK. Thanks. I'll be there!

Dr Nobel: Well, hello, Mr Hurley. What's the matter today?

Jason: I've had a terrible pain in my lower back _____ five days and it's getting worse.

Dr Nobel: Do you have a history of back problems?

Jason: No. Not really.

Dr Nobel: _____ anything for the pain?

Jason: Just some aspirin. But it's not working.

Dr Nobel: OK, let's have a look at your back ...

Does it hurt when I press here?

Jason: Ouch! Yes!

Dr Nobel: I see. I think you've sprained your lower back.

You _____ take a rest from work and you _____ move around too much. Please stop taking the aspirins. Take these pills twice a day instead for five days and call me if the pain gets worse.

Jason: Oh, thank you, Doctor.



Listen to Track 14.

EXPLORE

Read the sentences and circle the correct answers.

- 1 Jason feels terrible. He should / shouldn't take a rest.
- 2 Jason should / shouldn't go to work. He should / shouldn't stay at home instead.
- 3 Jason has been taking aspirin. He probably should / shouldn't take them after seeing the doctor.
- 4 Jason should / shouldn't not wait to call the doctor if the pain gets worse.

GRAMMAR

Use the prompts to write sentences in the present perfect continuous.

EXAMPLES

- We **have been trying** to call the doctor.
- I **haven't been taking** my medicine.
- She **has been complaining** about her toothache **all day**.
- They **have been living** in Riyadh **for 17 years**.
- How **has he been feeling** **since** he went to the doctor's?

- 1 She _____ (feel) unwell all day.
- 2 What medicine _____ you _____ (take)?
- 3 It _____ (rain) for days and days!
- 4 _____ you _____ (wash) the car?
Your clothes are wet.
- 5 The doctor _____ (give) me medicine for my cold.
- 6 I _____ (not eat) anything since I got sick.

Circle 'since' or 'for' to complete the sentences.

- 1 Dr Noble has been working at the Midtown Clinic since / for five years.
- 2 Nadine has been taking time off work since / for last year.
- 3 Ken's been working since / for 7 am.
- 4 I've been taking this medicine since / for two weeks.
- 5 Mr Karim has been coming to see Dr Sami since / for nine months.



Correct the mistakes in each sentence.

- 1 She has been living in London since ten years. She has been living in London for ten years.
- 2 We has been shopping all morning. _____
- 3 How are you been feeling, Ms Jamal? _____
- 4 I have been reading a book last week. _____

SPEAKING

Work in a small group. Imagine you have been having these problems. Ask each person for advice. Then vote for the best suggestion.

I've been feeling very sleepy in class. What should I do?

- 1 You are very sleepy in class.
- 2 You want to get more exercise.
- 3 You are nervous about a test.
- 4 Your feet hurt when you walk.

WARM UP

What is the main idea of the articles below? Look at the picture and skim the text.

- a Our health is important so we need to stay healthy.
- b Doctors have recently discovered a new cure.
- c There are different and unusual ways to treat the sick.

LEARN

Read about two types of healthcare—osteopathy and biofeedback.

Osteopathy

Osteopathy began as a treatment around 1874. An American doctor who was unhappy with conventional medicine created osteopathy. Osteopaths think that many illnesses and diseases happen because of problems with our bones and muscles. They also think that our body can fight off many illnesses, as long as blood can move around it easily. Osteopathy is a 'hands on' treatment. The patient may be asked to lie on a special table. The osteopath will move or massage parts of the body to try and correct problems. Osteopathy is often used to treat problems with the back or the joints (areas where bones meet, such as the knees). An osteopath may also recommend exercise or changes to what we eat as part of the treatment. Osteopathy treats the whole body, not just one part. No drugs are used, although modern osteopaths may sometimes work with doctors of conventional medicine or recommend conventional treatments. People are still researching exactly how osteopathy works. It can sometimes help treat surprising illnesses like ear infections or asthma (breathing problems).

Biofeedback

'Biofeedback' is a treatment that was created in the 1960s. Biofeedback is the idea that people can change what happens in their body by using their mind. Today, conventional doctors teach patients how to use biofeedback to help them with pain, stomach, heart, and blood problems. People also use biofeedback to learn to change bad habits like smoking. People who use biofeedback learn about what things make them ill by using a machine that shows electricity in their muscles. For example, if someone gets high blood pressure when they are nervous, they learn to relax. Doctors use a biofeedback machine with a light. The light starts to flash when the person is nervous. The person watches the light and tries to relax. When the person begins to relax, the light slowly stops flashing. One of the best uses of biofeedback is when a person cannot move an arm or a leg. The biofeedback machine can show them there is still feeling in their muscles. The person can see the light begin to flash and can try to move. Doctors have learnt that biofeedback cannot cure disease, but it can help patients know themselves better.

EXPLORE

Complete the table.

Treatment	Osteopathy	Biofeedback
When did it start?	<i>around 1874</i>	
What does it treat?		
How does it work?		
What equipment is used?		
Is it conventional or complementary?		<i>conventional</i>

Work with a partner. Read the articles about osteopathy and biofeedback again.

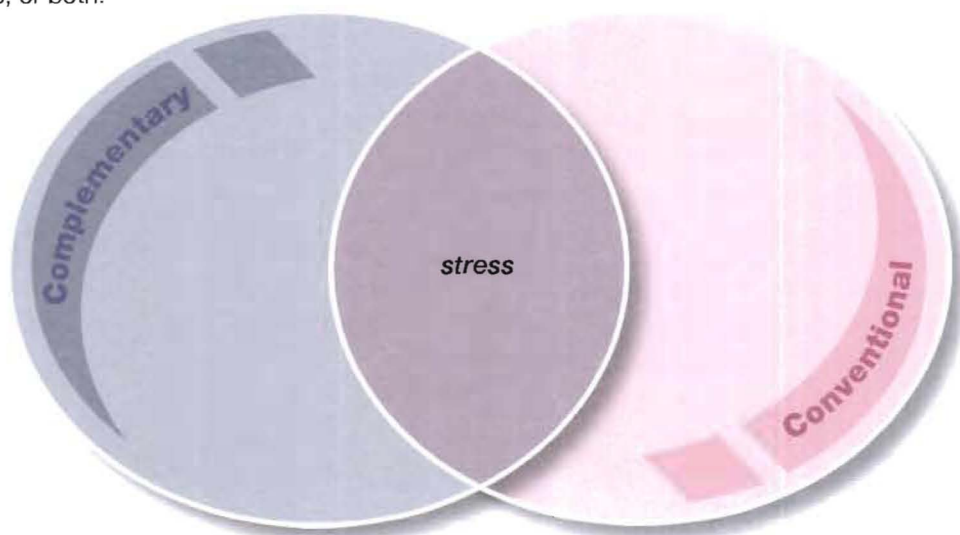
Match the words below to their definitions.

- | | | |
|----------------|---|--|
| 1 conventional | ■ | ■ a to treat the body by rubbing it with the hands |
| 2 fight off | ■ | ■ b very uneasy; worried |
| 3 hands on | ■ | ■ c a successful treatment; a way of treating an illness |
| 4 massage | ■ | ■ d normal; usual |
| 5 whole | ■ | ■ e parts of the body that help us to move |
| 6 mind | ■ | ■ f a bad or unpleasant feeling in the body |
| 7 pain | ■ | ■ g using the hands; direct personal contact |
| 8 muscles | ■ | ■ h to defend against; to drive back |
| 9 nervous | ■ | ■ i the part of us which thinks; the brain |
| 10 cure | ■ | ■ j complete; containing all parts |

Look at the health problems below and complete the diagram.

Decide which is the best way to cure them – either using complementary or conventional treatments, or both.

- 1 a cold
- 2 a cut
- 3 a sports injury
- 4 a sprained ankle
- 5 allergies
- 6 an insect sting
- 7 insomnia
- 8 stress
- 9 toothache
- 10 asthma
- 11 sunburn
- 12 food poisoning



DISCUSSION

COMPLETE A MEDICAL HISTORY FORM

Imagine you are visiting a doctor for the first time and need to complete a medical history form.

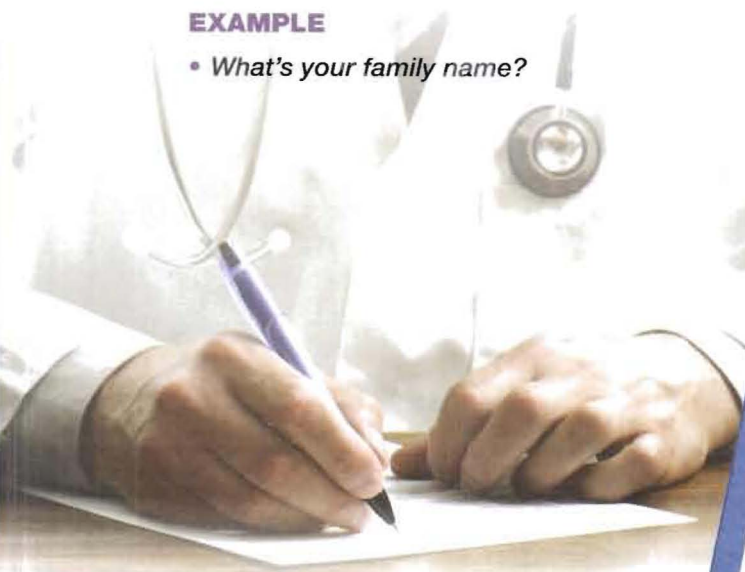


STEP 1

Work with a partner. Fill in the form below with your partner's information by asking the correct questions. Prepare your questions first.

EXAMPLE

- *What's your family name?*



STEP 2

Find a new partner. Imagine you are the receptionist and your partner is a doctor. Using the information in the form, tell the doctor about his or her new patient.

EXAMPLE

Receptionist: *Your new patient is Shirley Thomson.*

Doctor: *What's her medical history?*

Receptionist: *Let's see ... She's allergic to nuts ...*

Print in BLOCK letters

Title: Mr ____ Mrs ____ Miss ____ Ms ____ Other ____
Surname: ____
First name: ____
Sex: Male ____ Female ____
D.O.B.: Day ____ Month ____ Year ____
Home address: ____
Phone: ____
Email: ____
Country of birth: ____
Language spoken at home: ____

Emergency contact:

Name: ____
Home address: ____
Phone: ____
Relationship: ____

Medical history:

Allergies: ____
Medication: ____
Any other info: ____

TASK

COMPLETE A PRESCRIPTION

A prescription is a piece of paper that the doctor gives you when you need to take medicine. Look at the example on the left. Then pretend you are a doctor and complete the prescription on the right. Use the information below.

EXAMPLE



Prescription

Dr MICHAEL NOBLEMIDTOWN CLINIC
MIDDLETON, NJ

Patient: David Mills D.O.B.: 23.08.1991
 Address: 351 Forest Rd. Date: _____

*Thermazene ointment:
 apply morning and evening
 (twice daily)*

Signature of Prescriber

Dr M Noble

The patient is called David Mills. He was born on 23rd August, 1991 and lives at 35 Forest Road. Dr Michael Noble has prescribed Thermazene ointment for his sunburn. The ointment must be applied twice a day in the morning and evening.



Prescription

Dr MICHAEL NOBLEMIDTOWN CLINIC
MIDDLETON, NJ

Patient: _____ D.O.B.: _____
 Address: _____ Date: _____

Signature of Prescriber

The patient is called Hassan Omar. He was born on 30th October, 1994 and lives at Flat 6, 172 Lindsay Road. Dr Michael Noble has prescribed a Salbutamol inhaler to treat his asthma condition. The patient should inhale two doses as needed.

VISIT THE DOCTOR

Imagine that you are suffering from one of the medical problems in this unit. Decide if you will undergo complementary or conventional treatment.

STEP 1

Find a partner and decide who is the doctor and who is the clinic receptionist / doctor.

STEP 2

Make an appointment with the receptionist and explain your condition.

STEP 3

Visit the clinic and explain your condition to the doctor. The doctor gives advice and writes a prescription.



USEFUL WORDS & PHRASES

BODY PARTS

- | | | | |
|---------|----------|----------|-----------------|
| • arm | • face | • joint | • shoulder |
| • back | • finger | • knee | • stomach |
| • bone | • foot | • leg | • tooth / teeth |
| • chest | • hair | • muscle | • toe |
| • ear | • hand | • mouth | • tongue |
| • elbow | • head | • neck | |
| • eye | • heart | • nose | |

MEDICAL PROBLEMS

- | | | | |
|-------------------|--------------------|--------------------|--------------------------|
| • (a) backache | • a blister | • a cold | • an allergy |
| • (an) earache | • a broken leg | • a cough | • an insect sting / bite |
| • a headache | • a bruise | • a cut | • asthma |
| • (a) stomachache | • a fractured bone | • a fever | • food poisoning |
| • (a) toothache | • a graze | • an ear infection | • insomnia |
| | • a nosebleed | • (the) flu | • itchy eyes / skin |
| | • a sore back | • vomiting | • stress |
| | • a sprained ankle | | • sunburn |
| | • a swollen foot | | |

TREATMENTS

- cast
- injection / shot
- liquids
- plaster
- rest
- surgery
- X-ray

MEDICINES

- aspirin
- antibiotics
- cough syrup
- medicine
- ointment / cream
- pills

PHRASES

- I feel sick / unwell / ill / tired / dizzy.
- I have a headache.
- My leg hurts.
- I have a sore foot.
- I sprained my ankle.
- He broke / fractured his leg.
- I suffer from insomnia / asthma.

LANGUAGE REFERENCE

SHOULD AND SHOULDN'T

We can use 'should' to ask for or to give advice. We form these sentences with 'should' or 'shouldn't' + the base form of the verb.

A: *I have a cough.*

B: *You shouldn't smoke so much.*

A: *I feel dizzy. What should I do?*

B: *You should lie down.*

We use 'should' to give an opinion or a recommendation. 'Should' is often used with 'I think ...', 'I don't think ...' and 'Do you think ...?'

Do you think we should spend more money on protecting the environment?

- *Yes, I think we should.*
- *No, I don't think we should.*

'Should' expresses a personal opinion, but it is not as strong as 'must' or 'have to'.

- *They should live in a hotter place because of her father's health.*
- *They shouldn't spend so much money.*

'Should' and 'shouldn't' are used a lot at the doctor's office.

- *Doctor, what should I do about my problem?*
- *Should I go on a diet?*

- *You should take this medicine.*
- *You should rest more often.*

- *You shouldn't work so much.*
- *You should not drink so much coffee.*

PRESENT PERFECT CONTINUOUS

We form the present perfect continuous with subject + have / has been + verb '-ing'.

- *I have been living in San Francisco for years.*
- *She has been making cakes for the children.*

We use the present perfect continuous to say or ask how long something has been happening (from the past until now). We use 'since', 'for' and other time markers in this type of sentence.

- *They've been cooking dinner for three hours.*
- *I've been living in Jeddah since 1990.*
- *I've been having beautiful dreams every night.*

We also use the present perfect continuous to talk or ask about things which have been happening in the recent past (close to now) which are still important now.

These are often things we can see, smell, hear or feel. We don't need to use time markers in this type of sentence.

- *I've been having terrible dreams (every night).*
- *She hasn't been eating enough (recently).*

We use 'How long ...?' to ask questions about how long things have been going on.

- *How long have they been cooking dinner?*
- *How long have you been living in Jeddah?*

We often use the present perfect continuous to talk about symptoms of illness.

How have you been feeling?

- *I've been feeling sick / tired / stressed out.*
- *I've been having headaches every day.*

UNIT 8

No problem

LET'S TALK

Tell a classmate about some friendships you have made in the places listed below.

- in school
- at work
- at home
- in your city
- in your home country
- outside your home country



Have you or anyone you know experienced any of the problems in the pictures above? Did your friends help you? If so, how did they help? Talk to your classmate about their experiences.

When did you make these friendships?


In British English, dates are usually written in figures like this:

25/07/2012 (The day comes before the month.)

In British English, dates are usually spoken like this:

(the) twenty-fifth of July, two thousand and twelve

VOCABULARY



What are the best, worst, easiest, and silliest kinds of advice?

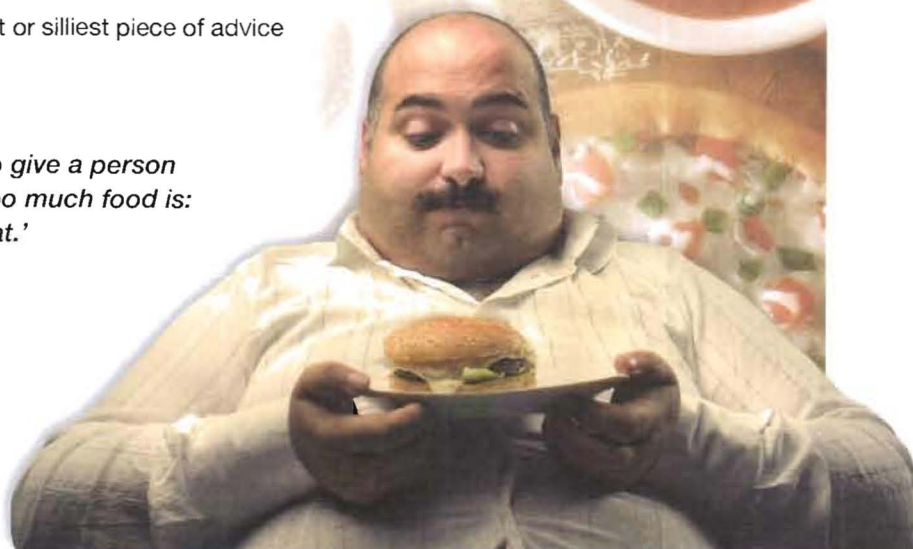
Discuss the following situations with your group.

- 1 The worst advice to give a person when he or she has eaten too much food
- 2 The best advice to give a person when he or she is not sure about moving to a new house
- 3 The easiest advice to give a person when his or her homework is too difficult
- 4 The best advice to give a student who has forgotten to do his or her homework
- 5 The best advice to give a little boy when his toy breaks
- 6 The best advice to give someone with a difficult brother
- 7 The worst advice to give new parents with a baby who won't sleep at night
- 8 The silliest advice to give a man who has been fired from work
- 9 The silliest advice to give someone who finds 500 riyals on a bus

Choose the best, worst, easiest or silliest piece of advice for each problem above.

EXAMPLE

The worst piece of advice to give a person when he or she has eaten too much food is: 'You should have more to eat.'



WARM UP

What is your opinion? Circle 'should' or 'shouldn't'. Discuss your ideas in a group.
Do you have different opinions?

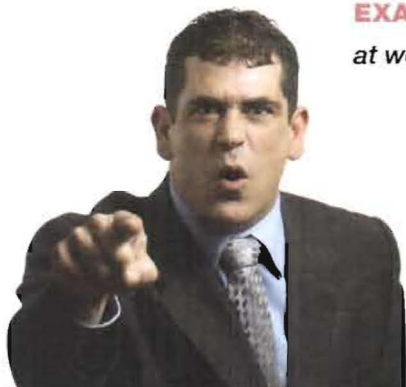
- 1 People who have accidents because they drive when they are tired **should / shouldn't** go to prison.
- 2 Students **should / shouldn't** use dictionaries in class.
- 3 Teenagers **should / shouldn't** study on weekends.
- 4 The driving age **should / shouldn't** be 18.
- 5 As a family, you **should / shouldn't** go on holiday together.



Write one problem people can have in the following situations.
Discuss your ideas in a group.

EXAMPLE

at work – your boss is mean to you



- at work
- at a restaurant
- on holiday
- at school
- when making an international phone call
- with a pet
- at home
- when going to a new place
- with parents
- with a friend

With a classmate, decide on a piece of good advice and a piece of bad advice to give for the following situations. The first one has been done for you.

Situations

- 1 Khalid has a headache but he needs to go to work.
- 2 Michael can't afford to pay for his car to be fixed.
- 3 Simon doesn't understand his English class.
- 4 Ahmed didn't pass his final exam.
- 5 Mr Jones wants to go on a cheap vacation.
- 6 Jack is lost on the road to Paris.
- 7 Medina's brother is getting fat.



Good advice

Take some aspirin.



Bad advice

Drink some coffee.

LEARN

Read both stories below. Think of three pieces of advice for each situation.



Jim's son went to a baseball game on Friday night. Jim had a headache and couldn't go. He gave his ticket to his friend Bill. At the game, there was a competition to win a new car. Bill won the car because he was sitting in Jim's seat. Now, Jim wants the car. 'It was my ticket. I should have the car,' Jim said. What should Bill do?



David and Eric are brothers. David has just started university at the same university as Eric. To save money, David wants to move into the same apartment as Eric. Eric has a pet snake but David has a fear of snakes and could not live in the same apartment as a snake. What should they do?

Your teacher will divide you into four groups and give each group a problem to solve. You will act out the problem for the rest of the class. Make sure one person from the group introduces the characters and acts as the narrator. The class must give advice to each group using 'should' and 'shouldn't'.

EXPLORE

Do you think it is difficult to learn another language?
From your experience, write down some advice about the best way to learn another language. Use 'should' and 'shouldn't' in your writing. Write about memorising vocabulary and practising grammar, speaking and listening. Share your advice with your classmates.



WARM UP

How do we tell stories? What tense or tenses should we use when we tell a story?

LEARN

Read the texts and discuss the questions on the right.

1

Big Red is coming around the corner. He is gaining speed and taking over the lead. The other horses are slowing down. His jockey is standing in the saddle and looking back ...

2


The mother lion is taking care of her cub. They are resting under the big tree. She is cleaning the cub. The father lion is standing next to his baby. He is protecting them both ...

3

I'm so tired! I had a lot of meetings today. I'm relaxing in my hotel room and watching TV. I'll fly back home tomorrow.

4

Today, we are going to make pizza. First, you have to make the dough. Watch me carefully. I am now measuring the flour. Now, I am pouring the water into a cup and adding sugar and yeast. Now, I am mixing the flour and the water ...

- 
- What is happening?
 - Where are the situations taking place?
 - Who do you think is talking?

EXPLORE

Read the following sentences. Can you identify what happened first? Which action interrupted the other action?

1 I was walking to school when I saw the accident.

a What happened first?

b Which action interrupted the other?

2 Sam and John were talking when Frank came in crying.

a What happened first?

b Which action interrupted the other?

3 When the teacher arrived, Shada was listening to the news.

a What happened first?

b Which action interrupted the other?

Write a sentence explaining what you think happened next in each situation.

GRAMMAR

Have you used the present simple and present continuous tenses to talk about the present?

Have you studied the past simple and past continuous tenses to talk about the past?

Identify the tense of each sentence in the table.



Sentences

Tense

- 1 I ate pizza for lunch yesterday.
- 2 I am eating pizza with my brother.
- 3 I usually eat pizza for lunch.
- 4 I was eating a delicious pizza when my brother sat next to me.

Complete the following grammar rules using the words below. Add more examples.

past simple completed now interrupted present

- 1 To talk about what we do regularly, we use the present _____.

EXAMPLES

1 I walk to school every day.

2 _____

- 3 To talk about _____ actions in the past, we use the _____ simple.

EXAMPLES

1 I ate a lot of ice-cream last night.

2 _____

- 2 To talk about what is happening _____, we use the _____ continuous.

EXAMPLES

1 He is running towards the exit.

2 _____

- 4 We use the past continuous if one action is _____ by another action.

EXAMPLES

1 I was watching TV when my mother called.

2 _____

Correct the mistake in each sentence.

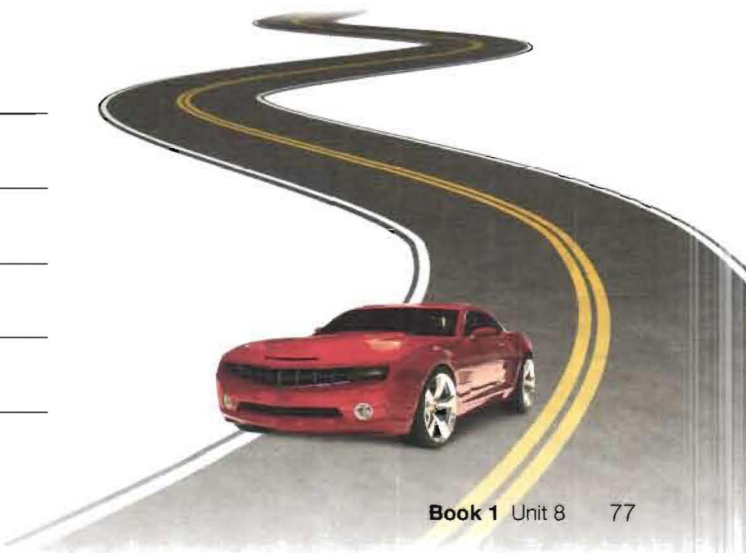
1 I'm seeing a red car driving along the road.

2 My sister is hating my cooking.

3 We're not enjoy this game.

4 Our sister is loving her children very much.

5 I'm not come to work tomorrow.



DISCUSSION

STORY TIME

- What makes a good story?
- Do you prefer funny stories or sad stories?
- Have you ever written a really good story?



STEP 1

Some stories are funny and some are tragic. Complete the following with funny or tragic ideas.

EXAMPLES

- *I was walking in front of my classmates when I slipped on a banana skin and fell on top of my lunch. (funny)*
- *I was walking to school when I saw a terrible car accident. (tragic)*

- 1 I was walking to the gym when _____. (tragic)
- 2 _____ when my father called me. (funny)
- 3 _____ when _____. (tragic)
- 4 My brother was eating his dinner when _____. (tragic)
- 5 _____ when my brother was born. (funny)
- 6 Our teacher was writing on the board when _____. (funny)



STEP 2

First, put the events of the story below in order.



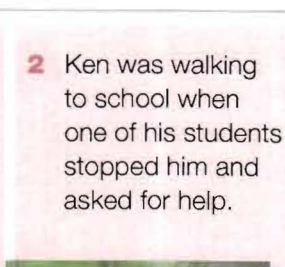
- ☐ a Martin was helping the old man when he saw a policeman.
- ☐ b The two men escaped.
- ☒ 1 c It was Tuesday afternoon.
- ☐ d Martin was talking to the policeman when he saw the thief again.
- ☐ e Suddenly, Martin saw someone stealing a bag from an old man.
- ☐ f Martin yelled, 'Stop!', but the thief took the bag and ran away.
- ☐ g The policeman ran after the thief, but another man picked up the thief on his motorcycle.
- ☐ h Martin was walking down the street on his way home from school.

TASK

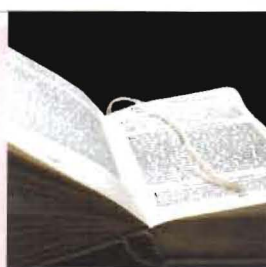
We often use past tenses to tell stories. Read the four sentences below. Each sentence is the first line from a story. Continue each story by writing two more sentences. Pay attention to the tenses you use.



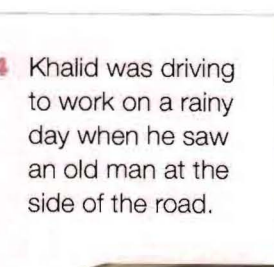
- 1 Once upon a time, a sad and lonely tiger lived in a cold dark cave at the bottom of a mountain.



- 2 Ken was walking to school when one of his students stopped him and asked for help.



- 3 I was looking through some old books in my grandfather's house when I found a photo of a strange-looking man.



- 4 Khalid was driving to work on a rainy day when he saw an old man at the side of the road.

You have written the beginning of four stories. Now, choose one of the stories and try to write the middle part. Write at least three to four more sentences (you can write more if you like). Answer these questions in your story.

- 1 What happened next?
- 2 How is the middle of the story connected to the beginning?
- 3 Will you introduce more characters (people) or not?
- 4 Is your story interesting? If not, how can you make it interesting?

Share your story with the class. Ask for feedback.



USEFUL WORDS & PHRASES

BRITISH ENGLISH DATES

- 07/04/1981 – (the) seventh of April, nineteen eighty-one
- 25/12/1801 – (the) twenty-fifth of December, eighteen-oh-one
- 29/02/1988 – (the) twenty-ninth of February, nineteen eighty-eight
- 09/11/2001 – (the) ninth of November, two thousand and one
- 31/08/1066 – (the) thirty-first of August, ten sixty-six

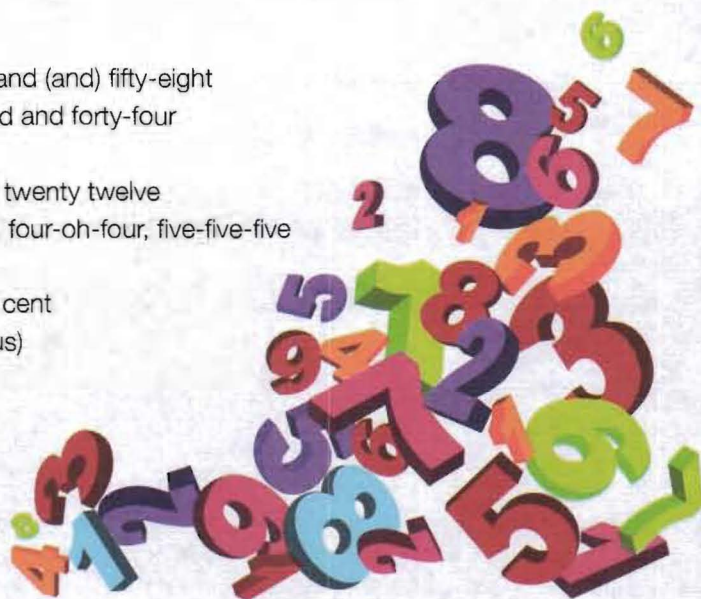
AMERICAN ENGLISH DATES

- 04/07/1981 – April seventh, nineteen eighty-one
- 12/25/1801 – December twenty-fifth, eighteen-oh-one
- 02/29/1988 – February twenty-ninth, nineteen eighty-eight
- 09/11/2001 – November ninth, two thousand (and) one
- 08/31/1066 – August thirty-first, ten sixty-six



NUMBERS

- | | |
|-----------------|--|
| • 1939–1945 | nineteen thirty-nine to nineteen forty-five |
| • 25.347 | twenty-five point three four seven |
| • 1930s | (the) nineteen thirties |
| • 25,000 | twenty-five thousand |
| • 650,058 | six hundred and fifty thousand (and) fifty-eight |
| • 4,444 | four thousand, four hundred and forty-four |
| • 1700s | (the) seventeen hundreds |
| • 2012 | two thousand and twelve / twenty twelve |
| • 01787 404 555 | oh-one-seven-eight-seven, four-oh-four, five-five-five |
| • 2.30 | two thirty |
| • 350% | three hundred and fifty per cent |
| • 21°C | twenty-one degrees (Celsius) |
| • 2.75 | two point seven five |
| • 0 | zero, oh, nil |



LANGUAGE REFERENCE

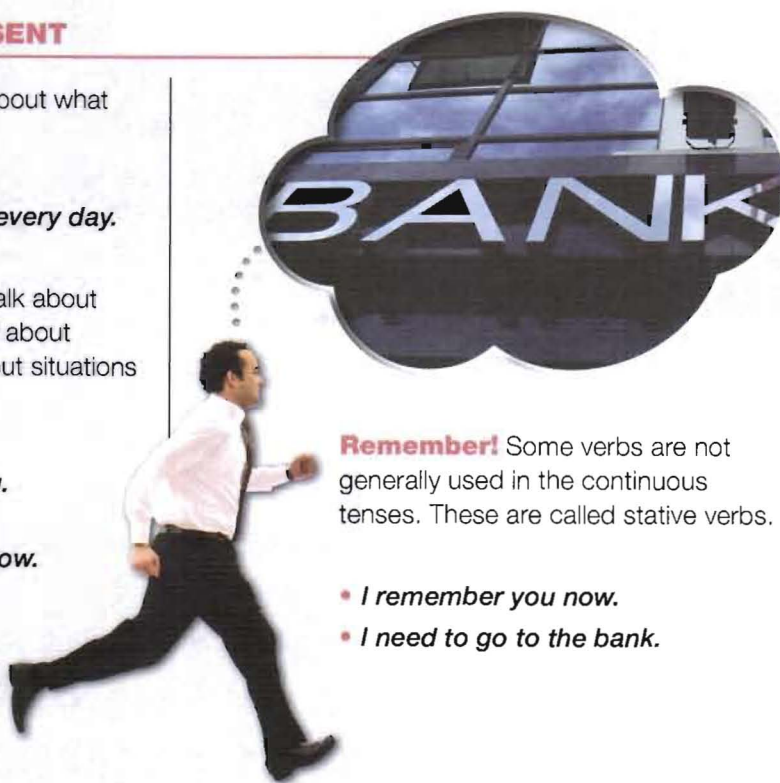
TALKING ABOUT THE PRESENT

We use the present simple to talk about what happens regularly.

- *David practises the trombone every day.*

We use the present continuous to talk about what is happening right now, to talk about definite future plans, and to talk about situations that are new or changing.

- *Listen! The lunch bell is ringing. (right now)*
- *They are flying to Cairo tomorrow. (future)*
- *The children are growing fast. (changing situation)*



Remember! Some verbs are not generally used in the continuous tenses. These are called stative verbs.

- *I remember you now.*
- *I need to go to the bank.*

TALKING ABOUT THE PAST

We form the past continuous with the past of 'to be' and the '-ing' form of the verb.

- *I was eating.*
- *Were you eating, too?*
- *Matty was playing with a friend.*
- *What were they playing?*
- *We were wearing jeans and T-shirts.*
- *We weren't wearing sweaters.*
- *They were flying to Jeddah.*
- *They weren't travelling first class.*

We use the past continuous to talk about actions that were ongoing at a certain time in the past and that may not be completed yet.

We use the past simple to talk about finished (completed) actions in the past.

- *He was reading a book last week. (Some time last week he started the book but didn't finish it—or we don't know if he finished it.)*
- *He read a book last week. (He started and finished reading the book last week.)*

We often use the past continuous to describe an action that is interrupted. We use the past simple to describe the action that interrupts it.

- *Fred was eating dinner when Michael arrived.*
- *I was sleeping when the telephone rang.*

Unit 1

Section: Learn
Explore

Page: 6, 7



Track 1

Ken: We won! We won the ten-day trip around Europe!

Roger: I can't believe it! How exciting! I need a break. When are we going? What are we doing?

Ken: Well, we're flying to London on Sunday, and having four o'clock tea at the Savoy. Then Monday we're sightseeing and then we're flying to Paris on Tuesday.

Roger: I've always wanted to go to Paris!

Ken: We spend one day in Paris, then we fly to Prague on Wednesday night.

Roger: Prague! How exciting!

Ken: Friday night we're going to Zurich for a few days, and ... let me see ... we're taking a bus to Rome on Sunday.

Roger: A bus? When are we coming home?

Ken: We're coming home on Tuesday.

Roger: It sounds like we're going to be busy! We're going to need a holiday after the holiday!

Unit 2

Section: Learn

Page: 14



Track 2

Weather forecaster 1:

It's going to be cloudy and warm in Chicago tomorrow with temperatures rising to 77 degrees.

Weather forecaster 2:

Here's the forecast for Miami for Friday. A great day for the beach. It's going to be hot and sunny with temperatures rising to 104.

Weather forecaster 3:

The forecast for Minneapolis. There's going to be snow, and it's going to be very cold. Temperatures will drop below 20.

Weather forecaster 4:

Tomorrow in Seattle, it's going to be windy, and it's going to rain. Temperatures in the low to mid 50s.

Weather forecaster 5:

It's going to be a nice fall day in Boston tomorrow. It's going to be sunny and cool, with temperatures in the 40s and 50s.



Section: Pronunciation

Page: 17

Track 3

thunder	the
this	there
thousand	thirty
thin	that
thirteen	three
than	

Unit 3

Section: Learn

Page: 24



Track 4

Hello, ladies and gentlemen. Thank you for coming. Today's lecture is called 'What's a good pet for you?' Let's begin with goldfish. Goldfish make good pets, especially for busy people. Goldfish are quiet, clean pets. And they are very cheap! But they aren't very friendly. Do you want a pet that can talk to you? Get a parrot. Parrots are noisy, but they are very friendly. And parrots are intelligent. But be careful. Parrots can be expensive. Iguanas are expensive, too. But they are unusual, and many people like them. They are not common pets, so make sure you know how to take care of them. Let's see ... another quiet animal is the turtle. Turtles are cheap and usually very clean. What about

snakes? Snakes can be good pets. They are certainly clean and quiet, and they can be friendly. Really! Do you like rabbits? Rabbits make nice pets. They are small, interesting animals. Rabbits can be affectionate, and they are usually cheap. Of course, the most popular pets are cats. Cats can be noisy but they are very friendly and can be very intelligent. They are usually affectionate pets, but they are also very independent. Actually, they can be very moody. One second they lick your hand, then they scratch it. Whatever you choose, make sure it is an animal you will love. Good luck in finding the right pet for you. And remember ... having a pet is a big responsibility.



Track 5

The Fox and the Grapes

One afternoon, a fox was walking through the forest when he saw some grapes hanging from a tall tree. The grapes were as big as plums. The fox looked at them and imagined they were as sweet as sugar. 'Mmm. I'm very thirsty. And those grapes look delicious,' he said. The fox moved back a little and then jumped for the grapes. But, the fox missed. The fox moved back a little more. He ran, jumped, and ... missed. Now the fox was more tired and thirstier than before. He tried one more time and ... missed. Finally, the fox stopped trying. 'They're probably as sour as lemons anyway,' he said and walked away.

The Frog and the Ox

One day, a little frog was sitting next to the pool. He was very scared. 'Dad, I saw a horrible monster! He was as big as a mountain!' he said. 'Ha, ha, ha, ha. Did he have a tail as long as a snake? And legs as big as trees?' his father asked. 'Yes!' 'Don't worry, son. That's just the farmer's ox. He's not so big. OK, so he's taller than me. And I'm not as strong as him, but I'm sure I can be as broad as him.' So the daddy frog puffed himself up bigger and bigger and bigger. 'Was he as big as me?' he asked. 'Yes. He was much bigger than that.' The old frog became angry. 'I am better than the ox,' he thought. The big frog puffed again and again and was much bigger than before. 'Was he as big as me?' he asked again. 'Yes,' the little frog answered. Finally, the daddy frog puffed and puffed and was as big as a house. Then ... BOOM!

The Lion and the Mouse

Once, when a little mouse was running in a field, he saw a sleeping lion. The little mouse was tired and wanted to sleep. 'That lion's fur looks more comfortable than a bed,' he thought. The mouse jumped onto the back of the lion. Suddenly, the mouse felt a big paw on his tail. The lion opened his mouth to eat the little mouse. 'Please, Mr Lion, don't eat me. I won't do it again. And maybe some day I can help you,' said the mouse. The lion laughed and laughed. 'Do you really think you can help me? I'm bigger, stronger, and more dangerous than you.' The lion was so amused that he let the mouse go. One day, some hunters came and caught the lion. They tied him to a tree with some rope. Just then, the mouse arrived. He ran to help the lion. The little mouse bit the ropes and the lion escaped. 'You see, Mr Lion,' the mouse said. 'I'm not as big as you, or as strong as you, or as dangerous as you, but I can be as kind as you.'

Unit 4

Section: Learn
Explore

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Track 6

- 1** Mark is a twenty-one-year-old college student. He is studying at the library because he is taking a test tomorrow.
 - 2** Toby is about three years old. He is playing in the park with his friend Rusty. He is running with Rusty. They are having fun in the park.
 - 3** Estevan loves games. He loves to play all types of computer games. Today he is playing a new game on his computer. He is having a good time.
-
- 4 Ken:** Hi, Sam.
 - Sam:** Hi, Ken.
 - Ken:** Where are you going?
 - Sam:** I'm going to the beach.
 - Ken:** But it's not sunny today.
 - Sam:** I know, but I really want to go swimming. Are you coming?
 - Ken:** No, thanks. It's too cold for me.

Unit 5

Section: Learn

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Track 7

Part 1

The date was December 16th. There was a big family dinner at the Behagg family mansion. It was Charles Behagg's house. A lot of rich and important people were there, but not everyone was friendly...

At 10.00 p.m., it was time for dessert. Jeeves, the butler, cut the cake. Everyone ate chocolate cake and drank tea. To say thank you for being a good father, David Behagg gave his father a very expensive, very famous painting.

Track 8

Part 2

Charles Behagg: A Picasso! Oh David, I love it! It's fabulous!

David Behagg: I knew you'd love it.

Charles Behagg: It's beautiful!

Adam Van Batten: It must have cost a fortune!

Roger Van Batten: You know David ... only the best for him!

At 10.09, the lights went out. David Behagg began to scream. At 10.13, the lights came back on. Everyone was shocked. The painting had gone!

David Behagg: The Picasso! Where's the Picasso?

Charles Behagg: What? Who did this?

David Behagg: Call the police!



Track 9

Columbus: Now think carefully, Sam. Where were you at 10.09 on the night of December 16th? Were you at Charles Behagg's family dinner?

Sam: Yes, I was there. Charles invited me.

Columbus: Hmm ... Is that so? You hate Charles Behagg, Sam. Why did you go?

Sam: Detective Columbus, you are wrong! Charles was my boss.

Columbus: Really? Where were you when the lights went out?

Sam: I was upstairs. I had a headache and I needed some aspirin.

Columbus: Why didn't you ask Jeeves, Sam?

Sam: He wasn't around.

Columbus: And did you find any aspirin upstairs?

Sam: No, I already told you. I was upstairs, the lights went out and I couldn't see.

Columbus: You're lying, Sam, I happen to know the lights didn't go out upstairs. They only went out downstairs!

Section: Learn

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Unit 6

Section: Learn

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Track 10

Saeed: So, Isaac told me you have a new teammate, Ali.

Ibrahim: Yes, He only started playing with us a couple of weeks ago but so far everything is great.

Saeed: I think I met him at last week's game but I don't know much about him.

Ibrahim: Well, he's been playing football since he was a kid and he's really good. He's twenty-three years old and he was studying law, but now he's studying science. He still lives with his parents who come to the games on Saturdays. They're really nice.

Saeed: So, how did he actually start playing for your team?

Ibrahim: Remember that day we had that big business meeting in the city? I was angry that it didn't go very well, so I met Mohammed for a brotherly chat and a meal to cool off. We were driving to the restaurant when Mohammed noticed that Ali was driving behind us. They know each other because they are on the same basketball team at university. So we both pulled over and Ali decided to join us for dinner.

Saeed: Wow! What a coincidence! He plays basketball as well?

Ibrahim: Yes! It was such a relief to meet him because we were desperate to find a new player.

Saeed: How did you find out he played football?

Ibrahim: Well, it was pouring with rain when we got to the restaurant and Ali was wearing expensive leather shoes. He didn't want to get them wet, so he put on his football boots to walk to the restaurant! And that's how we found out!

Saeed: That's hilarious! And good luck for you to find a new teammate!



Track 11

/ eɪ /

rain	day
face	break
away	table
baseball	hail

/ e /

tell	yes
melting	umbrella
wet	met
them	incredible

Track 12

wait	bell
wet	bait
met	bet
mate	debt
bale	date

get	late
gate	tell
raid	waist
red	west
let	rain

Track 13

1 bet	4 get	7 raid	9 waist
2 bale	5 late	8 tale	10 wet
3 debt	6 mate		

Unit 7

Section: Learn

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Track 14

Part 1

- Receptionist:** Midtown Clinic. May I help you?
- Jason:** Hello. This is Jason Hurley. I'd like to make an appointment to see Dr Noble. I've been suffering from terrible backache and I've been having trouble getting out of bed since Saturday.
- Receptionist:** I see. Dr Noble could see you this afternoon, Mr Hurley.
- Jason:** Is it possible to see him sooner? I feel terrible!
- Receptionist:** I'm sorry, but the Doctor is very busy at the moment.
- Jason:** OK then— this afternoon. At what time?
- Receptionist:** 5.30?
- Jason:** OK. Thanks. I'll be there!

Part 2

- Dr Nobel:** Well, hello, Mr Hurley. What's the matter today?
- Jason:** I've had a terrible pain in my lower back for five days and it's getting worse.
- Dr Nobel:** Do you have a history of back problems?
- Jason:** No. Not really.
- Dr Nobel:** Have you been taking anything for the pain?
- Jason:** Just some aspirin. But it's not working.
- Dr Nobel:** OK, let's have a look at your back ... Does it hurt when I press here?
- Jason:** Ouch! Yes!
- Dr Nobel:** I see. I think you've sprained your lower back. You should take a rest from work and you shouldn't move around too much. Please stop taking the aspirins. Take these pills twice a day instead for five days and call me if the pain gets worse.
- Jason:** Oh, thank you, Doctor.