

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education

Workbook
كتاب النشاط



Flying High

REVISED
EDITION

for Saudi Arabia

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3



مشروع الملك عبدالعزيز لتطوير التعليم العام
King Abdul Aziz Bin Abdul Raziz Public Education Development Project

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Unit 1 Trends

1 Urban development

1 Word builder: urban landscape

Match the words with the correct examples.
One example has been done for you.

- | | |
|---------------------|---|
| 1 roads | a) skyscraper, block of flats, shopping centre |
| 2 buildings | b) street vendor, street cleaner, traffic warden |
| 3 leisure | c) traffic lights, no parking, speed restrictions |
| 4 city people | d) pizzeria, coffee shop, restaurant |
| 5 signs and signals | e) museum, gym |
| 6 eating places | f) street, avenue, lane |



2 Reading and Writing

a Tick (✓) the answers that are closest to your opinion.

What's your style? City or country?

1 You have new neighbours. Do you:

- a) go and visit them to welcome them to the neighbourhood
- b) wait until you meet them by chance
- c) do nothing – you don't really want to know them

2 Where would you *really* like to live?

- a) in a small village
- b) near a city
- c) in a large city

3 You are about to have a bowl of vegetable soup.

- a) I buy vegetables and cook it myself.
- b) I open a tin and heat it.
- c) I don't eat vegetable soup. I like more fashionable food.

4 What's your favourite spare time activity?

- a) going for a long walk or gardening
- b) visiting places of historical or cultural interest
- c) going to the shopping centre or a restaurant

5 You want to lose weight. Do you:

- a) take long walks – though it's unlikely that you're overweight
- b) go on a diet
- c) take exercise in your local gym

ANSWERS

Mostly a: You're a real countryside person. Living in a city would be a real nightmare for you!

Mostly b: You're half way between a townie and a country person. You enjoy the advantages of city life, but probably like to get away from it all occasionally.

Mostly c: You're a true urbanite. For you the countryside is a place to be avoided!

b Read these descriptions of two people.



Ali Hamed is 28. Although he was brought up in the countryside in the U.A. E., he moved to Jeddah when he got married five years ago.

'I just love Jeddah and city life,' he says. 'Job opportunities are much better, and there is so much to see and do. I make sure that our children eat fashionable food and we take exercise in the gym as often as possible.'



Salem Saleem is 30. He was born in Riyadh but, at the age of 18, went to university in Dammam, on the eastern coast.

'I'd never really been out of Riyadh before,' he says. 'But I would go on trips to the Dammam desert on weekends and I found myself enjoying long walks in the countryside more and more. When I finished my studies I found a job in the area, and now I live in a small village. Do I miss Riyadh? No way!'

c What score would Ali and Salem get on the *City or country* quiz?

Ali: Mostly C

Salem: Mostly A

d For each of the questions in the quiz, how do you think Ali and Salem would answer, and why?

Question	Ali	Salem
1 You have new neighbours, do you?	- Yes, we have a few new neighbourhood.	- Some new neighbourhood
2 Where would you really like to live?	- I would like to live in Jeddah, where I am now.	- I want to live in <u>Dammam</u> .
3 You are about to have a bowl of vegetable soup.	- I would cook for myself.	- I can buy in a convenient store.
4 What's your favourite spare time activity?	- I like to go to the gym.	- I love hiking
5 You want to lose weight. Do you?	- Not really.	- No, I don't.

2 Looking good

1 Word builder: clothing

a Match the articles of clothing in the box to the appropriate area of the body.

baseball cap	jeans	boots
shirt	trainers	tie
sweater	hat	sandals
socks	trousers	sunglasses

b Add more words to appropriate areas.

c Match the material with the item it is commonly used to make. One example has been done for you.

- | | | |
|-----------|---|-------------------|
| 1 leather | → | a) blouse, scarf |
| 2 wool | → | b) shoes, jacket |
| 3 gold | → | c) sweater, socks |
| 4 cotton | → | d) shirt, skirt |
| 5 suede | → | e) watch, ring |
| 6 silk | → | f) boots, bag |

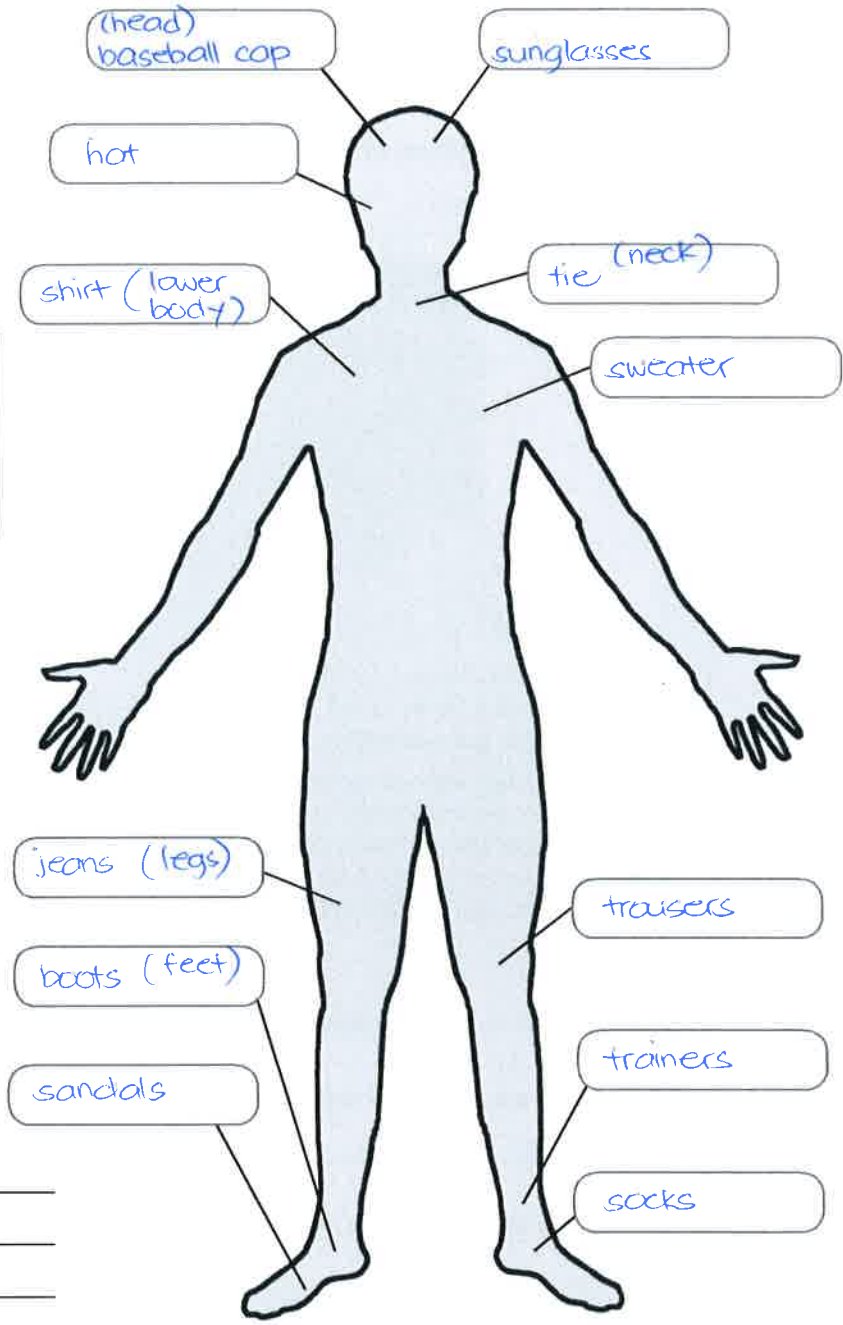
d Write three sentences about what you are wearing, using the matched words from exercise 1c.

I'm wearing leather shoes.

I'm wearing cotton shirt.

I have a golden ring.

I like wearing silk blouse.



Grammar builder: order of adjectives

Form:

- When a number of adjectives come before a noun, they follow a certain order: 1 opinion, 2 size, 3 colour, 4 material.
She's wearing a beautiful, big, red, wool sweater.
- It is unusual to see more than three adjectives before a noun.

Language assistant

Adjectives that come before a noun are separated by commas – *and* is not used unless the adjectives describe the same kind of thing (material, colour, etc.).
a black and white sweater ✓
a beautiful and black sweater ✗
a beautiful, black sweater ✓

2 Grammar

Put the words in the correct order to form sentences.

- 1 shoes / pair / tennis / a / white / of

A pair of white tennis shoes.

- 2 yellow / red / and / a / shirt

A red and yellow shirt

- 3 gold / small / a / pair / earrings / of

a pair of small gold earrings.

- 4 horrible / cotton / dress / blue / a

A horrible blue cotton dress.

- 5 plastic / black / a / jacket

A black plastic jacket

- 6 skirt / suede / beautiful / blue / a

A beautiful blue suede skirt.

3 Reading

Read the text and put the correct title at the top of each paragraph.

~~Be ruthless~~

Sort clothes by colour

Sort clothes by category

Wash or dry-clean out-of-season clothes before storing them

Invest in the best possible hangers you can afford

Glossary

to sort: to organize into groups

to match: to go with

The shoes match the bag really well.

to fit: to be the correct size

to stretch: to make (clothing) bigger than it should be

A change of seasons is a great time to organize your wardrobe, says founder of the **Storage Company**, *Dan Walters*

1 ~~Be ruthless~~

Put anything you haven't worn in the last year, clothes that no longer fit, or anything that's permanently stained, in a pile for the rubbish.

2 Sort clothes by category

Hang all shirts, trousers, suits, and coats, starting with short clothes at one end and ending with the longest clothes at the other end. This makes space for storing shoes under short hanging clothes.

3 Sort clothes by colour

That way you'll know what you own and what you need, making you a more effective shopper. You'll be able to see what will go with what you already have, and avoid making costly errors in impossible-to-match colours!

4 Wash or dry-clean

Pack them away, neatly folded. Don't use plastic. Use something that allows your clothing to breathe, such as cotton canvas or other material.

5 Invest in the best possible hangers

A good hanger will keep shoulders in shape and keep your clothing longer and in better condition. Never use wire hangers – they stretch the material – and plastic hangers can cause discolouration.

3 Shop till you drop

1 Word builder: shopping items

a Put the letters in order to form seven things you can buy.

- zorblarades razor blades
- 1 boradkey Keyboard
- 2 dordeoant deodorant
- 3 vashtafere aftershave
- 4 noortmi monitor
- 5 terprin printer
- 6 dapsemou mouse pad
- 7 fumerpe perfume

b Divide the items into the correct place to buy them – pharmacy or computer shop.

Pharmacy	Computer shop
razor blades deodorant aftershave perfume	keyboard printer mouse pad monitor

c Add more words to each category.

Grammar builder: aspects of quantifiers

Use:

To talk about the quantity of countable and uncountable nouns.

Form:

Several forms may be used with both countable and uncountable nouns. *Many* and *much* are generally used in questions and negative sentences. In affirmative sentences, use *a lot (of)*.

Lucy has a lot of money. ✓

Lucy has much money. ✗

2 Grammar

a Complete the tables with the words in the boxes.

any	a lot of	all	a little	a few
much	many	no	some	most

Countable nouns	Uncountable nouns	Either
many a few	much a little	any a lot of no, some most, all

all of	both	none	neither
--------	------	------	---------

Zero	Two	More than two
none	both neither	all of

b Tick (✓) the correct sentence.

- a) A lot my friends are Spanish.
 - b) A lot of my friends are Spanish. ✓
- 1 a) ✓ How many people are coming?
b) How much people are coming?
 - 2 a) ✓ I saw a few lorries in the street.
b) I saw a little lorries in the street.
 - 3 a) The most of the students enjoy the class.
b) ✓ Most of the students enjoy the class.
 - 4 a) ✓ There's a lot of food in the refrigerator.
b) There's much food in the refrigerator.
 - 5 a) ✓ Both of my parents are Saudi Arabian.
b) All of my parents are Saudi Arabian.

c Complete the sentence with an appropriate quantifier.

Are you rich? No, but I have a little money.

- 1 Which one do you like, the red or the blue? Neither of them! I prefer green.
- 2 How many of the shops did you visit? All of them. I feel exhausted.
- 3 Can you answer a few questions about washing powder? It will only take a minute.
- 4 Theo had a lot of money in the bank and bought a new car.

d Complete the paragraph with the words in the box.

all	any	both	either	neither	none
-----	-----	------	--------	---------	------

I have two sisters and three brothers. (1) Both of my sisters are in university and (2) all of my brothers are in high school. (3) Neither of my sisters speaks Spanish. They studied French. (4) None of my brothers speak French because they teach Spanish at their high school. I live in New York and my sisters study in Boston. I don't see (5) either of them very often. I don't see (6) any of my brothers often, except during the holidays.

3 Reading

a Read the text.

Life is too short to peel an orange

In the last year there has been an explosion of new time-saving products.

Increasingly, Americans have no time to wait. Whether it's cooking or eating, cleaning house or while refilling their petrol tank ... 'They can't abide slowness,' said David Shi of Furman University, South Carolina. 'We call it the acceleration syndrome ... but in saving time, these products are making us even more impatient.' Erik Gordon, director of MBA programmes at the University of Florida, said it's not because Americans lack time. 'It's because we think we lack time and because we are conditioned to instant everything ...' The demand for undemanding goods has even

concerned the marketing people. 'We've heard kids say they find it inconvenient to eat an apple or peel an orange,' said Steve Luttmann of Lipton Teas Brand Development. 'We talked to a lot of consumers who said they loved freshly-brewed iced tea but didn't want to prepare it themselves. They didn't want to spend time boiling the water'. Smuckers now sells one of the world's simplest sandwiches—peanut butter and jelly—with soft bread. 'Uncrustables' come frozen, with the crusts cut off: just thaw and serve. How difficult is it to make a sandwich for your child?

b Tick (✓) the statements T (true) or F (false).

- 1 Americans like to do things slowly.
- 2 Americans are becoming more and more impatient.
- 3 American children find fruit troublesome to prepare.
- 4 Americans find it difficult to prepare a sandwich.
- 5 Young people like to eat apples.
- 6 Peanut butter and jelly sandwiches must be popular.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |

Glossary

to lack: to not have enough
crust: hard brown outside part of bread

I can't abide: I really don't like

Unit 2 Big moments

1 Personal firsts

1 Word builder: sports

a Match the sports with the photographs.

- 1 parachuting
- 2 ice skating
- 3 bungee jumping
- 4 bowling
- 5 whitewater rafting
- 6 bicycle riding
- 7 surfing



(7) surfing



(1) parachuting



(2) ice skating



(4) bowling



(3) bungee jumping

b Tick (✓) the sports that are considered dangerous.

c Match the feelings in the box with the pictures.

nervous	happy	terrified
dizzy	relaxed	excited



(6) bicycle riding



(5) whitewater rafting



A relaxed



B dizzy



C terrified



D happy



E excited



F nervous

d Recall the story of the parachutist. Complete the sentences with the words from exercise 1c.

I felt a bit nervous when I signed the form that said I accept that I might die.

1 Barry and I were so excited about going parachuting.

2 I felt apprehensive, not terrified, when I jumped out of the plane.

3 I was so happy when my main parachute opened.

4 I felt really relaxed looking down at the beautiful view below.

5 After landing safely, I felt dizzy when I tried to stand up.

2 Reading and writing

- a Match each first experience in the box with the correct text.

I went to a football match	I flew in a plane
I had dinner in a restaurant	I travelled alone
I gave a presentation in class	

1 **The first time** I gave a presentation in class
I felt extremely relaxed. I had prepared everything that I wanted to say. I admit that I made a few mistakes, but I don't think anyone noticed. In fact, my classmates were very polite and completely supportive, so there were no real problems.

2 **The first time** I had dinner in a restaurant
was very exciting for me. I was about seven or eight years old and had gone out with my big brother and his friend. Everything was so different and new – especially using chopsticks, which of course I couldn't do! Eventually the waiter took pity on me and brought me a fork, so at least I managed to eat something.

3 **The first time** I traveled alone
was by error really. I had planned to meet a friend in Jeddah and his plane was delayed so I spent the first three days alone. The only aspect I didn't enjoy was eating alone in the evening. I would take my book and sit in a corner hoping no one would notice me, except the waiter of course!

4 **The first time** I went to a football game
I was really impressed. There were so many people and they made so much noise. We arrived early and found our seats and I spent the next half hour watching all the people as they entered the stadium and sat down. I got so interested in people-watching, I missed the first goal. Everyone laughed at me.

5 **The first time** I flew in a plane
was so exciting. I was going to visit my cousin in the USA. I was a bit nervous at first, but after take off I began to relax. I had a window seat and was fascinated as I watched things on the ground below get smaller and smaller until I was looking down on clouds, as far as the eye could see.

Glossary

chopsticks: wooden implements traditionally used for eating Chinese or Japanese food

delayed: made late, especially for public transport
The plane was delayed by two hours due to weather conditions.

- b Now read this story about Ned's first day in his first job.

Ned was 18 when he got his first job at the local grocery shop. He was a bagger. All he had to do was put the groceries in a paper bag when the cashier had finished entering the prices.

It sounded simple, but it wasn't. His first customer was an elderly woman. She had bought eggs, some tomatoes, and a six-pack of lemonade cans. Well, Ned put the eggs and tomatoes in a bag and put the six-pack on top of them. Of course the woman screamed. The eggs were broken and the tomatoes were squashed.

- c If you had interviewed Ned to write this story, what questions would you have asked him?

How old were you when you got your first job?

I was 18.

1 Where was your first job?/where did you work?
At the local grocery shop.

2 What did you do?
I was a bagger.

3 What's that?
I had to put the groceries in a paper bag.

4 Was it simple?
No, it wasn't simple.

5 Who was your first customer?
It was an elderly woman.

6 What did she buy?
She had bought eggs, some tomatoes, and a six-pack of lemonade cans. I put the eggs and tomatoes in a bag and put the six-pack on top of them.

7 What did she do?
She screamed.

2 The interview

Grammar builder: expressing obligation and necessity

Use:

Notice the negative forms have very different meanings.

Don't have to expresses freedom of choice, *can't* expresses prohibition.

You don't have to eat the vegetables – it's up to you.

You can't eat the mushrooms – they're poisonous!

Form:

	Obligation / necessity	Freedom
to do something	You have to You need to	You can
not to do something	You don't have to You can't	You don't need to

Language assistant

Haven't to is not a correct negative form.

1 Grammar

a Tick (✓) the correct sentence.

- a) You have to wear a hat. (✓)
- b) You have wear a hat.
- 1 a) She doesn't need to come.
- b) She needn't to come.
- 2 a) He hasn't to study tonight.
- b) He doesn't have to study tonight.
- 3 a) They can't smoke in here – it's a non-smoking area.
- b) They don't have to smoke in here – it's a non-smoking area.
- 4 a) Marisa doesn't need to study – she's so smart.
- b) Marisa can't study – she's so smart.
- 5 a) We need leave now.
- b) We need to leave now.



b Complete the sentences with *have to*, *need to*, *don't have to*, or *don't need to*.

- I have to to work early today – we have a meeting.
- 1 Language students don't have to travel to the country where the language is spoken, but it can be useful.
- 2 You don't need to bring an umbrella, I can lend you one.
- 3 Most people have to eat twice a day.
- 4 Mmm. It's nice, but I think you need to add some sugar.
- 5 Children have to attend school – it's the law.

- c Two friends are trying to arrange a time to meet so they can work on a school project together. Complete their phone conversation.

Jenny: Hello.

Amy: Hi. (1) This is Jenny Amy.

Jenny: Hi, Amy. (2) How are you ?

Amy: Fine. Would you like to (3) work on a school project together ?

Jenny: When?

Amy: (4) This afternoon around 4:30 pm.

Jenny: Oh, I can't. I have to (5) some errands. How about (6) tomorrow noon ?

Amy: No, sorry. I (7) also have an appointment. Are you free on (8) Friday ?

Jenny: Yes, but I need to (9) do chores in the morning.

Amy: OK. I'll (10) meet you in the afternoon, at 2 pm.

Jenny: Fine. (11) See you on Friday at 2 pm.

Amy: See you then.

2 Reading and writing

- a Read the article.

Everyone knows of the Saudi love affair with the car. It is the nation's favourite form of transport. However, it is also a fatal affair. In Saudi Arabia, the major cause of death for young men between the ages of 16 and 36 is road accidents. The World Health Organization found Saudi Arabia to have the world's highest number of deaths from road accidents.

In 2010, the Kingdom's General Directorate of Traffic found that a third of accidents were caused by drivers running red lights, and 18 percent caused by illegal u-turns or oversteering so that the car drifts into crowds on the edge of the road. Other accidents are caused by speeding, sudden stops, and speaking on the phone while driving.

- b Tick (✓) the statements T (true) or F (false).

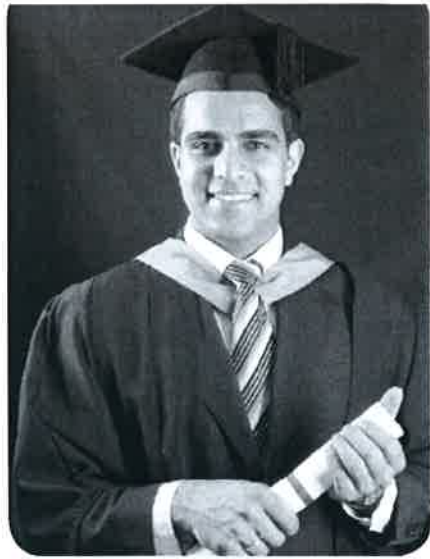
- | | | |
|--|---------------------------------------|---------------------------------------|
| 1 The principal cause of death for young men in Saudi Arabia is lung cancer. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 More young men die because of road accidents than for any other reason. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 3 Saudi Arabia has the world's lowest number of deaths from road accidents. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 4 The only cause of traffic accidents was speeding. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 5 Oversteering causes 18 percent of all road traffic accidents. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |

3 The big day

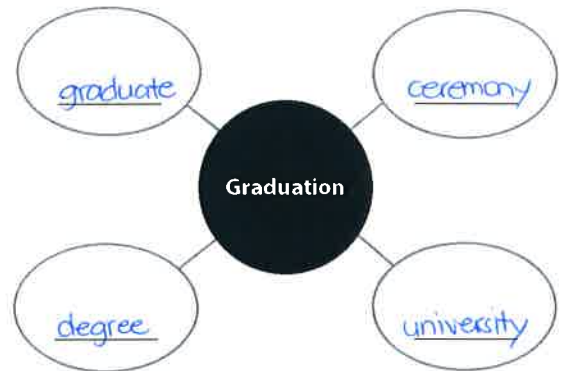
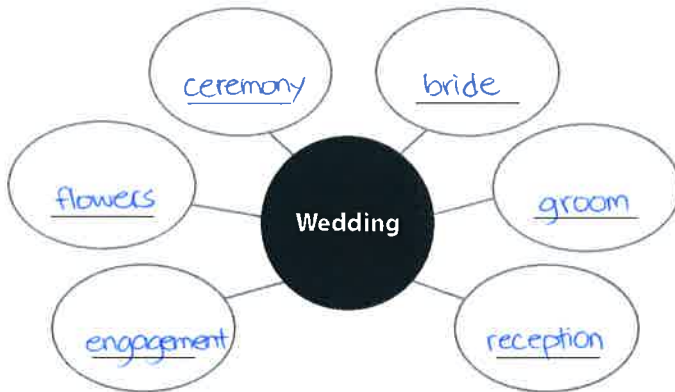
1 Word builder: weddings and graduations

Complete the spidergram with the words in the box.

ceremony	bride	engagement
graduate	reception	degree
groom	flowers	university



The origin of the academic gown is related to Saudi Arabian culture



2 Grammar

a Complete the paragraph with a preposition from the box and put the verbs in brackets in the correct form.

after	before	since	while
-------	--------	-------	-------

(1) Since leaving (leave) school today, I have had a nice surprise. (2) Before going (go) home, and (3) while walking (walk) along the street, I met my cousin. I hadn't seen him for ages, so we had a long chat. (4) After saying (say) goodbye to him, I continued on my way home. My dad was worried about me because I was late.

b Complete the conversation with the information in the box.

- A: What time did you get up yesterday?
 B: At 7:00
 A: And when did you have breakfast?
 B: At 8 o'clock, before I met my friends in the park.
 A: How long did you stay in the park?
 B: For about 4 hours, and then I went home for lunch.
 A: What did you do in the afternoon?
 B: I read a book.

7.00	Got up
8.00	Had breakfast
9.00	Met my friends in the park
13.00	Went home for lunch
15.00	Read a book
19.00	Read a book

1 Reading

a Read the text and look carefully at each line. Some of the lines are correct and others have a word which should not be there. Tick (✓) the correct lines or identify the words to be deleted.

- | | |
|---|---------------------------------|
| The modern education has to teach up-to-date technology but it still includes traditional subjects. | The Modern education |
| 1 Many of young people want to go to university | ✓ |
| 2 after they leave school. | of |
| 3 Today, fewer people went to university 50 years ago. | ✓ |
| 4 By choosing our university subject we are choosing our career. | Today |
| 5 But think carefully before you choosing your subject. | ✓ |
| 6 If you make the wrong decision you may not be able | you |
| 7 to change your mind. | ✓ |

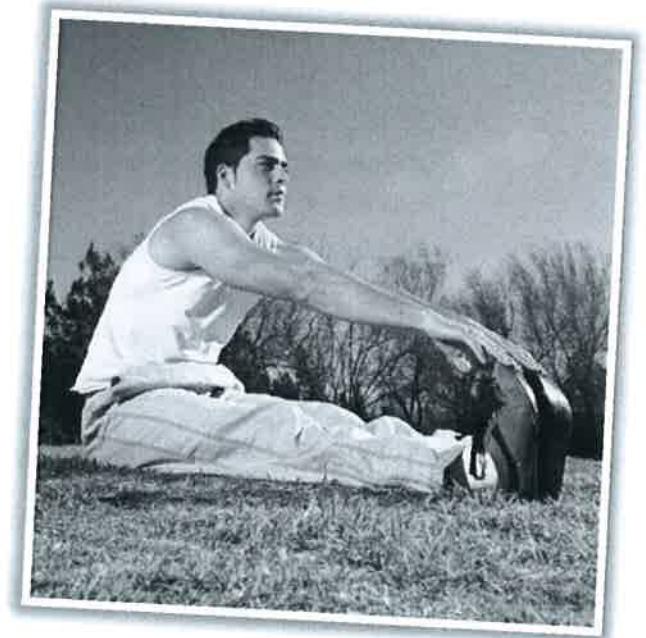
b Complete the sentences, using the correct preposition in each case.

- 7 My brother's getting married on Saturday morning.
- 8 My father graduated in 1984.
- 9 Khalid's coming to visit us on October 13th.
- 10 In the USA, schools are on holiday in July and August.

c Read the text. Complete it with the correct words from the list.

- Before (11) doing exercise, always warm up first.
- (12) To warm up you should stretch
- (13) both your arms and legs and breathe deeply.
- Do this for at least 15 to 20 minutes before any energetic exercise. And remember, when you finish, take
- (14) a few minutes to stretch your muscles.
- (15) All of us should do regular exercise, but don't take any risks.

- | | | | |
|-------------|-------------|----------|-----------|
| 11 a) do | b) doing | c) to do | d) did |
| 12 a) To | b) After | c) On | d) At |
| 13 a) many | b) some | c) both | d) any |
| 14 a) few | b) a little | c) a few | d) little |
| 15 a) Every | b) No one | c) Any | d) All |



Unit 3 Crossing cultures

1 Evaluating tradition

1 Writing

- a This is an interview with a man who lives and works in the USA. Read the answers and write the questions.

A: (1) Where do you come from ?

B: From Saudi Arabia.

A: (2) What do you do? / What's your job? ?

B: I work as an engineer for a car company.

A: (3) Are your family here with you ?

B: Yes, they are. My wife is at home looking after the children.

A: (4) How many children do you have ?

B: Two. I have a son – he's 5 years old and a daughter – she's 3.

A: (5) What do you do at weekends ?

B: At weekends? Oh, I relax at home. I enjoy spending time with my family.

A: (6) Do you ever go back to Saudi Arabia ?

B: Yes, we go at least twice a year. I don't want the kids to lose touch with their family and their roots.

- b This is an interview with his wife. Read the questions and complete answers using the words provided.

C: Do you find it very different living here in the States?

D: Yes, at first/very different. And/difficult/not speak/English. Now/easier.

Yes, at first it was very different. And difficult because I didn't speak English. Now it's easier.



C: What do you miss most about not being in Saudi Arabia?

D: Friends/family/customs/traditions

I miss my friends and my family, and also our

C: How do you spend your days? Customs and traditions

D: No/problem. Children/keep/busy!

That's not a problem. The children keep me busy!

C: And how do you maintain your Saudi traditions?

D: Observe/religious festivals. Cook/Saudi.

Children/stories/Saudi Arabia.

We observe our religious festivals. I cook Saudi Arabian food. And I tell the children

C: Thank you very much. stories about Saudi Arabia

2 Reading and writing

a Sa'ad Kareem is a nurse in an English hospital. Read what he says about his life and job and complete the text with words from the box.

~~married~~ doctor treatment women injuries afternoon Accident

I'm 30 years old and married with a son. I've been working as a nurse now for six years. Although I've worked in different parts of the hospital, at the moment I'm working in the (1) accident and Emergency department. In A&E we have to deal with a wide variety of (2) injuries – everything from serious car crashes to minor household accidents. It's my job to take details of patients' injuries then report to the (3) doctor. Depending on the seriousness of the case, I may then follow the doctor's instructions for (4) treatment.

We work a three-shift day. Either the morning shift (7.30 am to 5.00 pm), or the (5) afternoon shift (1.00 pm to 8.30 pm) or the night shift (8.30 pm to 8.00 am). We work different shifts on different days, except for the night shift where we work a block of seven nights at a time.

People often ask me why I do a job which is usually done by (6) women. Is it? Maybe it used to be, but not so much any more. But I don't care. It's hard work but a really satisfying job. I wouldn't do anything else.

b Read the text again. Tick (✓) the statements T (true) or F (false).

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 Sa'ad always works in the same department. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Sa'ad usually sees patients before the doctor does. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 3 He always works the same shift for a week. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 4 Sa'ad thinks that nursing is usually a woman's job. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 5 He is thinking of changing his job. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

c Write one positive point and one negative point about these jobs.

	positive	negative
nursing	satisfying	hard work
teaching	rewarding	sleepless night
computer science	challenging	stressful
farming	fruitful	hardwork (rainy days and all seasons)
journalism	gain knowledge	sometimes risky

2 The plane journey

Grammar builder: third conditional

Use:

To express unreal situations in the past – to talk about the opposite of what really happened. This form is often used to regret or criticize.

Form:

If + past perfect + would + perfect infinitive

If I hadn't forgotten my raincoat, **I wouldn't have got** wet.

(I did forget my raincoat and I did get wet).

Language assistant

Would is in the result clause.
If I *wouldn't have forgotten* my raincoat... ✗

1 Grammar

a Match the phrases that go together.

- | | |
|--------------------------------------|--|
| 1 If we had left earlier, | a) if she'd studied a little bit more. |
| 2 If it hadn't rained last night, | b) I could have bought the dress. |
| 3 I'd have given you the information | c) we'd have caught the plane. |
| 4 If you'd given me the money, | d) I'd have made a sandwich for you. |
| 5 She'd have passed the exam | e) we'd have eaten outside. |
| 6 If I'd known you were hungry, | f) if you'd asked me. |

b Complete the paragraph with the correct forms of the verbs in brackets.

What a difficult day I've had! If I (1) had known (know) what was going to happen, I (2) would have stayed (stay) at home. I decided to visit my parents. It was a beautiful morning and I decided to take the back roads. And that was where my car broke down. If I (3) had gone (go) on the motorway, someone (4) would have stopped and helped (stop and help) me. And, of course, if I (5) hadn't forgotten (not forget) my mobile phone I (6) would have called (call) for help. I waited for hours before someone came along – and I never did get to see my parents!

c Make third conditional sentences using the information in brackets.

- If I'd got up earlier, (I / not / miss / the bus) I wouldn't have missed the bus.
- 1 If you'd come to work that day, you (see / the director / get angry) would've seen the director get angry.
- 2 If he (work / harder / be / promoted) had worked harder, he'd have been promoted
- 3 If they (arrive / on time), we (meet / them) had arrived on time, we wouldn't meet them.
- 4 We (go / horse riding) yesterday if it (not / rain) would have gone horseback riding / hadn't rained
- 5 I (finish / my project) on time if my computer (not / break down) would have finished / hadn't broken down

2 Reading and writing

a Read the text.

Reward for honesty

Jameelah Ahmad was doing her homework when her mobile phone rang. 'Oh,' she thought, 'that will be Sarah.' Sarah and Jameelah always phoned each other at this time of the evening. She pressed the answer button. 'Hello, Sarah!' she said. 'Who's that?' a woman's voice said. 'Oh, sorry,' answered Jameelah. 'I thought you were my friend Sarah.' 'Are you Jameelah Ahmad?' said the voice. 'Er ... yes ... who are you?' The woman explained, and suddenly it all came clear. The day before, Jameelah had found a bag in the street, on the way back from school. She had to go past the police station, so she handed the bag in. The policewoman had asked her if she wanted to leave her name, address, and phone number. Jameelah couldn't see the point, but left them anyway. The woman, a Mrs Salwa, who had lost the bag, phoned the police station to see if someone had found it, and when she went to pick it up she asked for Jameelah's name and phone number. 'Now, Jameelah,' said Mrs Salwa, 'there was a lot of money in that bag and you were a very honest young girl. If you give me your address, I want to send you 300 SAR as a reward.' Jameelah tried to refuse, but Mrs Salwa insisted.



b Circle the correct answers.

1 Sarah and Jameelah phoned each other

a) every evening

b) occasionally

c) most evenings.

2 Jameelah

a) knew who the woman was

b) wasn't sure who she was

c) didn't know who she was.

3 The police station was

a) next to her school

b) between her school and home

c) neither of these.

4 At the police station, Jameelah

a) didn't have to leave her number

b) didn't want to leave her number

c) had to leave her number.

5 Jameelah

a) wanted the reward

b) didn't want to give her address

c) didn't want the reward

c Complete the sentences in your own words.

1 If Jameelah hadn't left her phone number at the police station, they would have called her.

2 If Mrs Salwa didn't wake up late, she would've attended the meeting.

3 Listening to advice

1 Word builder: word families

Circle the word that is different from the others in the group.

walk / stroll / stay / climb

1 jacket / socks / whistle / trousers

2 darker / colder / heavy / higher

3 mobile phone / whistle / alarm / first aid kit

4 tourist / doctor / traveller / walker

5 dark / fog / rain / wind

2 Grammar

a Complete the sentences with the correct forms of the verbs in brackets.

I had a horrible day. I did everything wrong. I wish I

(1) hadn't got (not get) up this morning. I wish I

(2) hadn't missed (not miss) the bus and I wish

(3) had got (get) to school on time. I wish my

teacher (4) hadn't got (not get) angry. I wish I

(5) hadn't forgotten (not forget) to bring my homework. I

wish I (6) hadn't read (not read) the wrong chapter

of my history book. I wish I (7) hadn't written (not

write) so horribly on the test. I wish I (8) hadn't left

(not leave) my keys in my room. I wish I (9) hadn't tried

(not try) to climb through the window to get into the house.

I wish I (10) hadn't fallen (not fall) because now I'm here in the

hospital with a broken arm!

b Rewrite the sentence using *I wish* + the past perfect.

I failed my test.

I wish I hadn't failed my test.

1 I didn't call you.

I wish I'd called you.

2 My brother lost his job.

I wish my brother hadn't lost his job.

3 The teacher was late.

I wish the teacher hadn't been late.

4 The cake got burned.

I wish the cake hadn't got burned.

5 I didn't have breakfast.

I wish I had had breakfast.

Grammar builder: expressing wishes

Use:

To express regret about past action or inaction. (You gave her the sweets. I don't feel happy about that, but we can't change the event.)

Form:

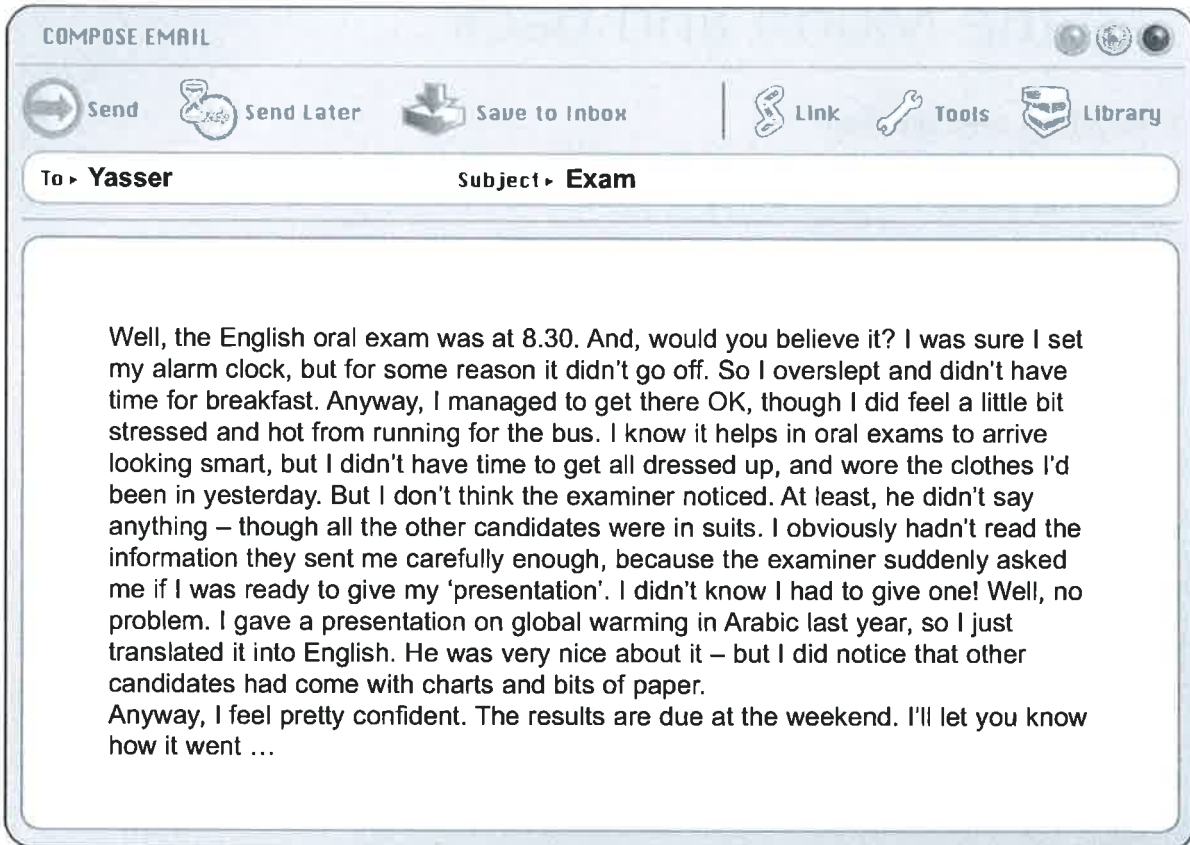
wish + past perfect tense

I wish you hadn't given her the sweets.



3 Reading and writing

a Read the email message Hani wrote after the oral exam. Do you think he passed? **NO**



b Read the text again. Tick (✓) the statements T (true) or F (false).

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 Hani set his alarm clock. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 He didn't dress very well. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 3 The other candidates were better dressed. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 4 He prepared his presentation very well. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 5 He's given this presentation before, but not in English. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 6 He didn't notice other people had prepared themselves more. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

Glossary
trendy: fashionable

c Hani did not pass the exam. Imagine four things he now wishes he'd done differently.

- I wish I had worn a suit.
- 1 I wish I hadn't run for the bus.
- 2 I wish I had read the information they sent me.
- 3 I wish I had spent some time preparing my presentation
- 4 I wish I hadn't overslept.

Unit 4 Life's a journey

1 To the Moon and back

1 Reading and writing

- a Read the first paragraph of this news story. What headline would you give it? *"The Jackson Family"*

The Jackson family of Midvale had a fright yesterday evening when they got back from shopping. Mr and Mrs Jackson and their four children returned from the shopping centre at around 8.00 pm last night, but when they opened the door to their flat the lights were on and they heard a noise coming from the living room. Mrs Jackson also smelled cooking. Mr Jackson opened the door to the living room and there was a man, a complete stranger, asleep in front of the TV, with a half-eaten plate of eggs and chips on the table.

- b Read the paragraph again. Complete the table.

Question	Answer
Who ...? <i>who had a fright?</i>	<i>The Jackson family did.</i>
What ...? <i>what did they smell?</i>	<i>cooking</i>
Where ...? <i>where was the man?</i>	<i>In the living room.</i>
When ...? <i>when did this happen?</i>	<i>Last evening</i>

- c Now read the rest of the news story.

Mr Jackson, a physical fitness instructor, jumped on the man and told his wife to phone the police. All the man said was, 'Who are you? What are you doing here?' Mr Jackson told him to keep quiet. Ten minutes later the police arrived and took the stranger to the police station. The man, whose name was Robert Carter and who had just arrived from England, seemed completely confused. He had, he said, come to stay in his cousin's flat while his cousin was on holiday. He had never been to the flat before, but he knew the address and his cousin had sent him a key with the number on it. His cousin had written that he'd leave him some food in the refrigerator, and that Robert was to make himself at home. After a tiring journey from England, he found the building, and, because there was no-one at the reception desk, let himself into the flat. He made himself a meal and turned on the TV but was so tired that he fell asleep almost immediately. The next thing he knew, a man was holding him down and then the police arrived.

On investigation, the police discovered that Robert's cousin lived in the building, in flat 6. What had Robert done? He had looked at the key tag upside down, and let himself into flat 9! Amazingly, the key fitted in both of the locks.

d Answer the questions about the news story in exercises 1a and 1c.

1 Why did the Jacksons suspect something was wrong?

They suspected that something was wrong because the lights were on, they could hear a noise and they could smell cooking.

2 Why did Robert seem confused when Mr Jackson attacked him?

He was confused because he believed he was in his cousin's flat.

3 Why didn't Robert ask for directions at reception?

He didn't ask for directions because there was no one at the reception desk.

4 Why didn't he finish his meal?

He didn't finish his meal because he was too tired/ he fell asleep.

5 If his cousin had lived in flat 8, would Robert have made the same mistake?

No. Robert made his mistake because the number 6 can look like a when turned upside down. / The number 8 still looks like '8' viewed upside down.

2 Writing

a Imagine that you are the police officer interviewing Robert. First of all, prepare a list of at least five questions you would like to ask him. Remember, you are especially interested in finding out: *who, what, where, when,* and *why* in the interview.

Questions

What's your name?

Where are you from?

Who are you staying with?

Where is your cousin?

What is your cousin's flat number?

What were you doing inside the room?

b Now write Robert's answers to your questions.

1 My name's Robert Carter.

2 I am from England.

3 I am staying with my cousin.

4 My cousin is on holiday.

5 I made myself a meal, turned on the TV and fell asleep.

2 A near tragedy

Grammar builder: past modals – *would have, should have, could have*

Use:

To talk about the past and speculate or imagine how things are / were.

- *Should have* is often used to express criticism or regret about a past action or inaction.
- *Could have* is used to express past possibility that did not in fact happen.

You could have hurt yourself. (but you didn't)

Form:

modal + perfect infinitive

You **shouldn't have left** the suitcase there. It could have been stolen.

I **would have brought** it with me.

1 Grammar

a Write a sentence with *should(n't) have*.

I left my umbrella at home. It's raining now.

I shouldn't have left my umbrella at home.

1 John wore his new shoes to the park. It was very muddy.

He shouldn't have worn his shoes.

2 We went to Rome in winter. It was very cold.

We should've gone in the summer.

3 Mariam spent all her money. She can't come to the shopping centre.

She shouldn't have spent all her money.

4 George pushed Teddy. Teddy fell over.

George shouldn't have pushed Teddy over.

5 I ran for the bus. I hurt my leg.

I shouldn't have run for the bus.

b Steven stayed in on Saturday. Write five sentences using *could have*.

'It was a real pity you didn't come. We had a great time.'

I could have gone with them.

'The restaurant was wonderful, with a lot of vegetarian choices.'

1 I could've had a lovely vegetarian meal.

'We ate Caesar salad. And there were fantastic desserts too.'

2 I could have had a fantastic dessert.

'After dinner we went for a walk in the shopping centre and bought some books.'

3 I could have gone to the shopping centre.

'After that we met George for coffee.'

4 I could have had coffee with George.

c Max and Neil are twins. They look the same but they are very different in personality. Compare Max to Neil using *would have* and the words in brackets.

Max arrived early. (Neil / late)

Neil *would have arrived late.*

1 Max brought a box of sweets for the family. (Neil / nothing)

Neil *would have brought nothing.*

2 Max didn't eat a lot. (Neil / eat more)

Neil *would have eaten more.*

3 Max made very interesting conversation. (Neil / say very little)

Neil *would have said very little.*

4 Max left soon after dinner. (Neil / stay late)

Neil *would have stayed late.*

5 Max sent my parents a nice 'thank you' card. (Neil / send an email.)

Neil *would have sent an e-mail.*

d Match the sentences that go together.

1 I left my bag at work.

a) You should've had a cup of hot chocolate before you went to bed.

2 I didn't have enough money.

b) I would have gone with you.

3 I couldn't sleep last night.

c) Somebody could have stolen it.

4 I ate all the cake.

d) You could have left a piece for me.

5 I didn't want to go on my own.

e) I would have lent you some.

6 My car ran out of petrol.

f) You should have filled up before you left.

e Complete the paragraph with the correct forms of the modals and the verbs in brackets.

I had a horrible holiday. I guess I did a lot of things wrong.

First of all, I took my time off in the winter. I

(1) *should have gone* (should go) in the summer,

but everything was cheaper. Then I decided to go to

Canada, but it's very cold there in the winter.

I (2) *could have taken* (could take) a cruise in the

Caribbean, but I didn't. Then I bought cheap plane tickets.

When I saw the plane, I knew I had made an error.

I (3) *should have used* (should use) a well-known

airline. The plane was over 30 years old. It's amazing it could

fly. We (4) *could have crashed* (could crash).

The worst part was the hotel. I (5) *would have gone*

(would go) to a more expensive hotel, but I didn't have

much money. The rooms were awful. Next year I'm going to

stay home.



3 The War of the Worlds

Grammar builder: past modals – *could have, might have, may have, must have, can't have*

Use:

To make deductions about the past.

<i>can't / couldn't have</i>	<i>may / might / could have</i>	<i>must have</i>
0–5%	50%	95–100%

Form:

modal + perfect infinitive

He	must		left.
She	may		eaten.
They	could	have	gone.
	might		
	couldn't		
	can't		

Language assistant

Can in its positive form is not used for deduction. It is possible to use *can* in negative and interrogative forms.
She couldn't / can't have gone home – her bag is here. ✓
She can / could have forgotten it. ✗

1 Grammar

a Circle the correct modals.

- 1 James is never late. He *can have had* / *must have had* an accident.
- 2 Maybe Harriet took it. She *may have needed* / *can't have needed* it.
- 3 They said they'd been to London, but they're back already. They *couldn't have been* / *might have been* there long.
- 4 Bob went back to work the next day. He *may have been* / *can't have been* very ill.
- 5 Mr Lawrence hasn't called. I wonder if he *might have lost* / *must have lost* the phone number.
- 6 Look, there's Jenny's book. She *might have forgotten* / *must have forgotten* it.

b Complete the conversation with the correct forms of the modals and verbs in brackets.

A: Where's your brother?

B: I don't know. He said he'd get here early. Something (1) *must have happened* (*must happen*) to him.

A: Oh, I don't know. He's usually late. His watch (2) *might have stopped* (*might stop*) or his car (3) *may have broken* (*may break down*).

B: Oh, I don't know. I'm sure something horrible has happened. He (4) *must have gone* (*must go*) to the hospital. He (5) *might have lost* (*might lose*) my telephone number and no one there can contact me. He (6) *could have hurt* (*could hurt*) his head and he can't talk.

A: Oh, relax. Nothing that bad (7) *could have happened* (*could happen*). There has to be a logical reason. He (8) *couldn't have had* (*could not have*) an accident. He's a good driver.

C: Hi, everyone. Am I late?

c Complete the sentences with *must, might, could* or *couldn't*.

- | | |
|----------------------------------|---|
| I'm sure she ate the cake. | <u>She must have eaten the cake.</u> |
| 1 Perhaps she had a headache. | <u>She might have had a headache</u> |
| 2 I'm sure she didn't see you. | <u>She can't have seen you.</u> |
| 3 Maybe they left early. | <u>They could have left early.</u> |
| 4 I'm certain the bag was blue. | <u>The bag must have been blue.</u> |
| 5 Perhaps he was angry. | <u>He might have been angry.</u> |
| 6 I'm positive I gave it to him. | <u>I must have given it to him.</u> |
| 7 Maybe they had an accident. | <u>They could have had an accident.</u> |
| 8 I'm sure he didn't phone me. | <u>He can't have phoned me.</u> |

2 Reading and writing

a Read the text.

Mary Celeste

On 7th November 1872 a ship called the Mary Celeste left New York for Italy. The captain, Mr Briggs, and his experienced crew were never seen alive again.

About a month later the captain of another ship spotted the Mary Celeste in the middle of the Atlantic Ocean. No one responded when the sailors shouted, so they eventually boarded the Mary Celeste and searched for any sign of life. There was none.

Below deck, things were very strange. A meal had been prepared in the kitchen. In the crew's quarters clothes were neatly laid out and laundry was hung on lines, and in one cabin there was a chart showing the ship's position on November 24th.

More interesting was the fact that some navigation items were missing from the ship. Also missing was the Celeste's small boat.

Why did the crew abandon ship? There was no sign of damage, or any other factors which could explain why the crew had left. Were they perhaps taken by pirates, or was there a storm and they thought the ship was sinking? We will never know. What took place on board the Mary Celeste has remained a mystery until this day.

b Tick (✓) the statements true (T) or false (F).

- | | | | | |
|--|---|-------------------------------------|---|-------------------------------------|
| 1 Captain Briggs saw the Mary Celeste in the Atlantic Ocean. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 2 Sailors shouted to the Mary Celeste, but no-one answered. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 3 The crew left the Mary Celeste before November 24th. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 4 The crew had taken nothing with them. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 5 The Mary Celeste was badly damaged. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |

c Using the text, complete the sentences with *must, might, could*, or *couldn't*.

- The captain and his crew must have died.
- At first, the sailors on the other ship couldn't have known that there was no-one on board the Mary Celeste.
 - Someone on the Mary Celeste must have been alive on November 24th.
 - The crew might/could have sailed away in the small boat, though no-one's sure.
 - They might/could have thought that the ship was sinking.

Unit 5 Stages of life

1 Learning to be human

1 Word builder: people

a Match the names and approximate ages.

- | | |
|--------------|---|
| 1 a baby | a) a child who is starting to walk or a child between 2 and 3 years |
| 2 a child | b) only male siblings |
| 3 a grown up | c) a female adult |
| 4 siblings | d) a very young child who can't walk or talk yet |
| 5 fathers | e) more than one father |
| 6 a teenager | f) a very young child |
| 7 a toddler | g) aged between 13 and 19 years |
| 8 brothers | h) brothers and sisters |
| 9 a woman | i) aged up to 14 years |
| 10 a youth | j) an adult |
| 11 an infant | k) a young person, usually a boy or young man |
| 12 parents | l) father and mother |



b Some words should be used in formal writing and others are more informal. Correct the vocabulary to make letter 1 consistently formal and letter 2 consistently informal.

1

Dear Sir,
I would like to inform you of an incident that took place in front of your shop yesterday. I was just leaving when a boy, maybe ten or eleven years old, ran out of your shop, chased after me and handed me my wallet, which I guess I'd dropped. I'm sure you must know the ~~kid~~ ^{child}. I would like to make an appointment with you to chat about it. Perhaps I could get his address, to write and thank him and ~~tell~~ ^{inform} his parents what an honest son they have.
Yours faithfully,
Mr Nathan Perkins

2

Hi Sally,
You'll never guess what happened to me. I was on my way home from the shops, walking out of the subway, when ~~an adolescent~~ ^{a youth} and another boy ran after me and handed me my purse. I presume I'd dropped it. I think they were ~~siblings~~ ^{brothers} because they looked alike. Then they ran off without even waiting to be thanked. I wish I knew where they live - I'd love to ~~inform~~ ^{tell} their parents ~~of their~~ ^{about} honesty. Not all kids are bad!
Rita

2 Reading

- a Tick (✓) the factors you think cause childhood obesity.
- | | | |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Children don't eat well. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Genetic factors – having fat parents. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Lack of formal exercise such as organised sports. |
| <input type="checkbox"/> | <input type="checkbox"/> | Watching television and using computers. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Children don't move enough every day, e.g. walking to the store or to school. |
- b Now read the text. Tick (✓) the factors in exercise 2a that are mentioned in the text.

Play for heavyweights

Recent research has linked increasing childhood obesity with a sedentary lifestyle, overdependency on fast food, and lack of daily physical exercise, such as walking to school. In the US, a youth obesity initiative is planned to make children more active. 'The solution to obesity is obvious,' says Dr Guthrie. 'The real engine of childhood activity isn't formal sports, but the chaotic frenzy of that much misunderstood jewel of childhood – child's play. This means riding bikes, running, chasing, and lots of noise.' Dr Guthrie is calling for more 'home zones' – car-free streets where children can play safely.

Glossary

obesity: fatness – an obese person is clinically overweight
a frenzy: a state of uncontrollable excitement

- c Circle the correct answers.
- Many children are overweight because they are very

a) fat	<input checked="" type="radio"/> b) inactive	c) obese
--------	--	----------
 - Most children apparently go to school

a) on foot	b) walking	<input checked="" type="radio"/> c) by car or bus
------------	------------	---
 - Dr Guthrie thinks children should

a) participate in sports	b) eat more	<input checked="" type="radio"/> c) play
--------------------------	-------------	--
 - She thinks children's normal activities are often

<input checked="" type="radio"/> a) chaotic	b) misunderstood	c) quiet
---	------------------	----------
 - She would like to see more

<input checked="" type="radio"/> a) play areas	b) sports fields	c) obesity
--	------------------	------------

2 Goals in life

1 Grammar

a Correct the errors in these sentences.

1 When I'm 60, I'll be retire in Dammam.

When I'm 60, I'll retire in Dammam.

2 I will being a good Muslim and obeying Allah today.

I will be a good Muslim and obey Allah today.

3 Sarah will getting her degree as soon as possible.

Sarah will get her degree as soon as possible.

4 My mother will cook dinner by the time I get home. My mother will be cooking/ have

cooked dinner by the time I get home.

5 The painters will be painting the house first thing tomorrow morning.

The painters will paint the house first thing tomorrow morning.

Grammar builder:

future continuous vs. future simple

Use:

Future continuous to say that an action will be in progress at a certain time in the future. It is often used to express an action already decided on.

I'll be seeing Joe at 9.00.

This time next week, I'll be lying on the beach.

(John is imagining his holiday in Florida).

I'll see you at nine o'clock.

We'll buy it when we get back from the beach.

John will finish his degree in June.

Form:

Future continuous: *will + be + verb + ing*

Future simple: *will + verb*



b Write sentences about the pictures on page 30.

~~This time next week, I'll be in Makkah for Hajj.~~

- 1 This time next week, I'll be praying to Allah in front of the Ka'ba.
- 2 This time next week, I'll be giving money to the poor.
- 3 This time next week, I'll be eating in a restaurant.
- 4 This time next week, I'll be sleeping in a hotel.

c Write about what will / won't be happening in Sami's life next week. Use the words in the box and your own ideas.

-work very hard- attend a meeting for a local charity	pray at the Masjid take care of the clients	go for coffee with my friends go to the garage for a service
---	--	---

His secretary – he'll be working very hard.

- 1 His boss – will be taking care of the clients
- 2 His car – will be going to the garage for a service.
- 3 His best friend – will be praying at the Masjid.
- 4 His nephew – will be attending a meeting for a local charity.
- 5 His uncle – will be going for coffee with his friends

2 Reading and writing

a Put the conversation in the correct order.

- 1 You're wrong there. I've already got one job offer. I don't know if I'll take it, though. _____ **E**
- 2 Well, the pay isn't very good and I don't think I'm ready to move away yet. _____ **G**
- 3 I guess I'll be working at a big law firm in New York. _____ **C**
- 4 Why wouldn't you? _____ **F**
- 5 You're optimistic. I bet you'll still be living here. _____ **D**
- 6 We'll be graduating in one month. What do you think you'll be doing this time next year? _____ **A**
- 7 I don't know. I haven't thought about it yet. What about you? _____ **B**

b Complete the conversation.

A: What do you think you'll be doing at this time next year?

You: (1) Probably, I would enroll myself in an Art school.

A: Really? Tell me more.

You: (2) I've always wanted to do such.

A: And then what will you do?

You: (3) I will learn painting, sketching, clay molding and more.

A: How long do you think you'll be doing this?

You: (4) Maybe 6 months or more.

A: It sounds really interesting.

3 When I'm 44

1 Word builder: going on a trip

Put the actions in the most logical order.

- | | | | |
|------------------------------------|----------------------------|-------------------------------|----------------------------|
| 1 Decide to go on a trip | <input type="checkbox"/> A | 5 Arrive at your destination | <input type="checkbox"/> E |
| 2 Check out of the hotel | <input type="checkbox"/> G | 6 Leave home | <input type="checkbox"/> B |
| 3 Check into the hotel | <input type="checkbox"/> F | 7 Take a taxi to the terminal | <input type="checkbox"/> C |
| 4 Take the bus to your destination | <input type="checkbox"/> D | 8 Go back home again | <input type="checkbox"/> H |

Grammar builder: connectors

Use:

Connectors are used to join ideas together and make longer sentences. They can be grouped into those with similar basic meanings, e.g.

Contrast: *although, however, but*

Result: *so, therefore, because*

Condition: *if, unless, only if*

Form:

Connectors usually combine two clauses. Notice that some are placed either between or in front of the clauses.

He was angry. He didn't shout.

He was angry but he didn't shout.

Although he was angry, he didn't shout.

He was angry. However, he didn't shout.

Language assistant

Do not use two connectors with the same function together.
Although he was angry, **but** he didn't shout. ✗

2 Grammar

a Join the sentences using *but, however, so, or therefore*.

- | | |
|---|--------------------------------------|
| 1 He was hungry <u>so</u> | a) she couldn't write it so well. |
| 2 He didn't have a job <u>therefore</u> | b) he had a sandwich. |
| 3 It was a cold day <u>so</u> | c) she wore a coat. |
| 4 The children were tired <u>but</u> | d) she ordered cauliflower soup. |
| 5 Jill hated vegetables <u>however</u> | e) they wouldn't go to bed. |
| 6 Amani spoke English well <u>but</u> | f) he went to the employment agency. |

b Rewrite the sentences to express the same meaning, using *so* or *because*.

- | | |
|--|--|
| It was hot so he took off his sweater. | <u>He took off his sweater because it was hot.</u> |
| 1 The child cried because the toy broke. | <u>The toy broke so the child cried.</u> |
| 2 The boys were bored so they played football. | <u>They played football because they were bored.</u> |
| 3 I came here because I wanted to see you. | <u>I wanted to see you so I came here.</u> |
| 4 Joe went to the market because he needed vegetables. | <u>He need vegetables so he went to the market.</u> |
| 5 They were tired so they went home. | <u>They went home because they were tired.</u> |

Language assistant

So (or *therefore*) and *because* have the same essential meaning but work differently in a sentence.
 He was hungry so he had a sandwich.
 He had a sandwich because he was hungry.
 He was hungry, therefore he had a sandwich.

c Read this formal letter and circle the correct connectors.

Dear Sir,

I am writing to apply for a place in the International Law Master's program, commencing October, 2013. I graduated in law from the University of Osaka in 2009 with first class honors.

(1) Since then / *From that time* I have been a resident of New York, working (2) as / *like* a volunteer at the immigration advisory council.

I am a US citizen, (3) *however* / *and* / although I was born in Japan. As (4) *much* / well / *addition* as Japanese, I speak and read fluent English. I scored 600 points on the TOEFL in 2005. I (5) *therefore* / *although* / also speak German and French at reasonable levels.

My aim in joining this program is to be able to practise law in the US, as I will not be able to do so (6) unless / *if* / *only* I am formally qualified in the US legal system.

I enclose references and my CV for your interest. Please do not hesitate to contact me should you need further information.

Sincerely,

Hiroshi Watanabe

Glossary

a reference: a letter that describes a person's character or ability (usually from a teacher or employer)

a CV: a summary of work / study experience

3 Writing

Complete this conversation with Pete Siddons. Write the questions the reporter used to interview him.

Reporter: Where are you from?

Mr Siddons: I'm from the US but I live in Cuzco, Peru.

Reporter: (1) where did you use to live _____ ?

Mr Siddons: I used to live in Detroit.

Reporter: (2) when did you live there _____ ?

Mr Siddons: Ten years ago.

Reporter: (3) when did you leave _____ ?

Mr Siddons: When my wife died. My son and daughter wanted me to stay in Detroit.

Reporter: (4) why did you leave _____ ?

Mr Siddons: Because I'd always wanted to travel. They didn't believe me so I sold the house, moved into a hotel and finally just took a bus to the Mexican border.

Reporter: (5) where did you go _____ ?

Mr Siddons: All over. I started in Mexico and finished in Peru.

Reporter: (6) why did you stay in Peru _____ ?

Mr Siddons: I stayed here in Peru because I was running out of money so I got a job here in Cuzco.

Reporter: (7) Have your children visited you _____ ?

Mr Siddons: No, they haven't. My children aren't adventurous.

Unit 6 The future

1 Looking back at 2001

1 Reading and writing

a Match the words with similar meaning.

- | | |
|---------------|------------------------------|
| 1 to create | a) idea |
| 2 to exhibit | b) smart |
| 3 intelligent | c) to make |
| 4 notion | d) to show |
| 5 to exceed | e) speed |
| 6 rapidity | f) to go past / be more than |

b Read the text.



Alas, mankind we knew him ...

Could machines exhibit behaviour which we would recognize as intelligent? Could we build machines that were smarter than us?

In April, 2001, the US internet magazine *Wired* ran an article called 'Why the Future Doesn't Need Us' by Bill Joy, the billionaire co-author of the Java computer language. His argument focused on Moore's law, the projection which has computer processing speed doubling every 18 months. Joy had expected this notion to hold until 2010 or so. 'Thanks to rapid advances in molecular electronics, it has become clear that we should meet or exceed the Moore's law rate of progress for another 30 years.'

By 2030, then, we may be able to produce machines that are a million times more powerful than the personal computers of today. No one knows whether this could result in machines making 'independent' decisions, but it could certainly create machines able to process information with a rapidity and efficiency way beyond human capabilities.

Two possible scenarios present themselves, according to John Leslie, Professor of Philosophy at the University of Guelph in Canada. 'The first is that the machines take over against our wishes. That seems to me less likely than they take over with our approval.' Computers can already do the job of 10,000 assistants, which shows how badly assistants are fitted for the jobs they do. But we are suited for seeing and moving. Machines can't do that as well as we do. Not yet.

Glossary

an assistant: a person whose job is to help someone more senior, often to process written work
against our wishes: we don't want it

c Tick (✓) the statements true (T) or false (F).

- | | | | | |
|---|---|-------------------------------------|---|-------------------------------------|
| 1 Computer processing speed is continually increasing. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 2 In the next 20 years, we will produce much more powerful computers. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 3 These computers will be able to simulate human reasoning. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 4 Machines will ultimately take over people. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 5 Machines will never see and move as well as human beings. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |

d Write short answers about the text.

- Do you think computers will ever be 'intelligent'? Why or why not?
yes, they will be intelligent. As we can see, technology has been very innovative these days.
- Do you think computers will ever take over with or without our approval? Would this be a good thing? What could happen?
I believe they will take over with approval. It should be done fairly and legally.
- What can we do now that machines can't? What can machines do that we can't?
We can feel, sense or be emotional.
Machines can do any task faster and more effective.

2 Reading

More and more drivers use satnav (satellite navigation) to get from one place to another. But is it always reliable? Read the questions and answers carefully, and choose the correct answers.

- Because of a satnav errors, British motorists have had to be rescued from:
 - a railway line
 - a river
 - a cliff edge
 - all of the above
- A US demolition firm followed their satnav and destroyed:
 - a shopping centre
 - a school
 - someone's house
- A British football supporter ended up 370 km away when he took a taxi to watch a match. Which team was he going to watch?
 - Manchester United
 - Chelsea
 - Arsenal
- Because of a satnav error, people in a sleepy English village were invaded by:
 - military vehicles
 - lorries
 - farm engines

Stamford Bridge is the name of Chelsea's soccer ground – and also the name of a village in the north of England!

They're all true.

al-Byrd returned home and found the house he had build 50 years ago and lived in ever since had been flattened.

The satnav mistook the village for an army base with the same name.

2 Tomorrow's world

1 Reading

a Match the words and definitions. One example has been done for you.

- | | | |
|---------------|---|--------------------------------------|
| 1 to promote | → | a) to take care of |
| 2 to benefit | → | b) to say that something will happen |
| 3 to protect | → | c) to keep away from |
| 4 to predict | → | d) to show |
| 5 to indicate | → | e) to receive an advantage from |
| 6 to avoid | → | f) to encourage |

b Read the text.

Tomorrow's people

Dr Craig Venter, Celera Genomics, Maryland

Sometime this century, when parents leave the hospital with a new baby, they will take with them a genetic printout. It will include predictions of high-risk diseases, suggestions about the chemicals and foods in the environment that the child should avoid, and the kind of lifestyle that will promote their child's health and longevity.

At the same time, the parents must be sure that there will be laws that protect the baby's genetic code from ever being used against him or her, so that the knowledge will only benefit his life. They also need to understand that genes hardly ever predict a disease with absolute certainty; they can only give an indication of risk.

Our research is teaching us that genetic determinism simply doesn't work. There are many factors – in our food, the environment, our social lives – that can take our genes in lots of different directions. So our genetic make-up shouldn't be viewed as a limitation but instead as potential for achieving a healthier and disease-free future.

Glossary

longevity: length of life
disease: illness

c Tick (✓) the statements true (T) or false (F).

- | | | | | |
|--|---|-------------------------------------|---|-------------------------------------|
| 1 Parents will be able to choose the genetic makeup of their child. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 2 Hospitals will provide genetic information to help us live longer and healthier lives. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 3 Your genetic code should not be used against you. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| 4 We will get a disease if we have certain genes. | T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| 5 The way we live is more important than our genetic makeup. | T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |

Grammar builder: future perfect

Use:

The future perfect is used to say that something will have happened at or before (by) a certain time in the future.

Form:

will + perfect infinitive

She'll have finished her course by May.

2 Grammar

a Complete the interview with the correct forms of the verbs in brackets.

Reporter: Professor Sanchez, tell me what (1) will have happened (*happen*) in 30 years?

Dr Sanchez: In 30 years, we (2) will have landed (*land*) on Mars and we (3) will have built (*build*) colonies there.

Reporter: What about in medicine? (4) will we have found (*find*) a cure for cancer?

Dr Sanchez: I believe so, but we (5) will have discovered (*discover*) more dangerous diseases.

Reporter: (6) will we have invented (*invent*) time travel?

Dr Sanchez: I don't think so.

b Tick (✓) the answers in 1–4 that most closely reflect your opinion.

Your future – how optimistic are you?

1 **Learning** By the end of this English course,

- a) I'll have learned a lot of new grammar and vocabulary
- b) I'll know the same as at the beginning, but better
- c) What course?

2 **Lifetime** By the time I'm 60,

- a) I'll have had a lot of interesting experiences
- b) I'll have a comfortable life
- c) I'll have a lot of wrinkles.

3 **Money** By the end of this year,

- a) I'll have bought new things that I want
- b) I'll have spent a lot of money
- c) I'll have spent all my money.

4 **Mankind** By the end of this century,

- a) man will have colonized space
- b) there will have been a lot of different presidents
- c) the human race will probably have disappeared.

Answers

Mostly a: Congratulations! You are looking forward to a positive future. Is the sun always shining on you?

Mostly b: You are good at looking at facts – are you a mathematician or computer analyst?

Mostly c: You are a confirmed pessimist. Lighten up a bit – it can't be that bad!

c Add two more questions to the quiz. Be sure the (a) answer is positive, the (b) answer is realistic, and the (c) answer is pessimistic.

5 **Holidays** By the end of next year,

- a) Travel somewhere else
- b) Go camping with friends
- c) stay at home and do nothing

6 **Work** By the end of this decade,

- a) a job with a good salary
- b) a job wherein the environment is friendly
- c) a good job, but with a low paying salary

Glossary

a wrinkle: a facial line caused by age or sun exposure

3 Your future

Grammar builder: future forms

Different forms are used to express the future, depending on perception or certainty of events.

- Future continuous: an action that will be in progress at a certain time in the future.
I'll be working all day Saturday.
- Future perfect: an action that will be completed by a certain time in the future.
By 6.00 pm, I'll have sold about 30 cars.
- Future simple: a prediction.
I'll win the salesman of the year award.
- Present simple: events scheduled or programmed for the future.
The prize is given in June.

1 Grammar

- a Circle the correct future form: *will* or present simple.

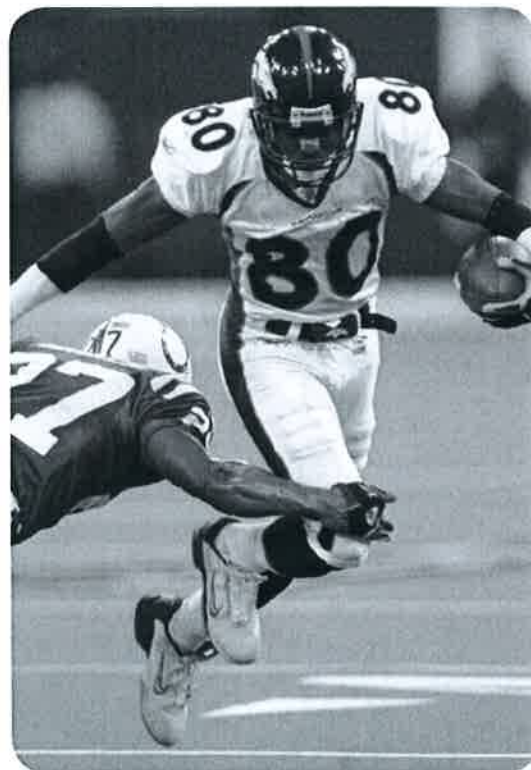
The plane leaves / *will leave* at 7.00 pm.

- 1 The Chicago Bears *win* / will win the Super Bowl this year.
- 2 Georgia has / *will have* a French class on Saturday.
- 3 Don't worry. The meeting *is* / will be a great success.
- 4 Do you think Mary *passes* / will pass the exam?
- 5 The next course starts / *will start* on May 14th so you should sign up now.

- b Circle the correct form of the verb: *will*, future continuous, or future perfect.

In June I'll *be* / have been in this job for a year.

- 1 This is Kevin – you'll *have worked* / be working with him in accounting.
- 2 Just imagine, in a few months I'll *live* / be living in Dubai!
- 3 By the time I'm 70 I will have retired / *will be retiring*.
- 4 I feel confident you'll get / *be getting* the job.
- 5 Come by at 8.00 pm, we'll have eaten / *be eating* by then and we can leave right away.



c Complete the paragraph with future forms of the verbs in brackets.

Saeed Hussaini was born last night.
 What do his parents hope for him?
 Tomorrow he (1) will go (go)
 home to a loving family. In five years
 (2) he will have entered (enter) nursery and
 by the time he is 12, perhaps he
 (3) will have won (win) academic
 awards in primary school. In 15 years,
 he (4) will be playing (play)
 on his school's football team. By the
 time he is 18, (5) he will have finished (finish)
 high school and maybe he
 (6) will be going (go) to university.
 What (7) he will study (he / study)?
 Maybe law, and he (8) will become
 (become) a famous lawyer. By the
 time he is 35 – well, the world
 (9) will have changed (change), and who
 knows what (10) will have happened
 (happen) to him!



2 Reading

Put the conversation in the correct order.

- 1 Tell me, Charles, when will you be getting a job? You're 25!
- 2 I am looking, Mum. I have an appointment for a job interview tomorrow morning.
- 3 Oh, no!
- 4 I know, Mum, but it isn't easy to find a good job.
- 5 Great! What kind of job are you going to get?
- 6 But are you looking for one? You watch TV all day.
- 7 A telemarketer. I'll work here at home so I can be here all day.

- A
D
G
B
E
C
F

Unit 7 The 20th Century

1 Changes

1 Word builder: changes

Complete the interview with the words in the box.

communicate	internet	impact	gather
influences	consider	research	available

Journalist: What would you (1) consider to be the most important invention in the 20th century?

Inventor: That's difficult to say. But I guess the invention of the computer was one of the greatest (2) influences on the way we live and work, in at least two ways. First is the speed with which we can now (3) communicate without the need, really, to leave our home or office. The second is the way this technology has made information (4) available to almost anyone.

Journalist: Yes, you're right. Before the development of IT it was much harder for people to (5) gather information, unless they had the relevant books or went to a library.

Inventor: Exactly. The 20th century brought information into the home through the (6) internet. This has made life incredibly easier for everyone, from school children doing their homework to professionals conducting (7) research. Computer technology has really had an (8) impact on all our lives.

Language assistant

Remember that some two-syllable words change their stress pattern depending on their part of speech.
The scientist recorded the data from his experiment.
He broke the world record in high jump.

2 Pronunciation: word stress

a Look at the sentences and underline the stressed syllable in the pairs of words.

- | | |
|---|--|
| 1 a) They are making good <u>progress</u> with their English. | 4 a) You should be careful about personal <u>in</u> sults. |
| b) This piece of work is <u>progressing</u> well. | b) The advertisement <u>in</u> sulted our intelligence. |
| 2 a) Have you almost finished that <u>project</u> ? | 5 a) Our company <u>im</u> ports clothing from the Far East. |
| b) These are the <u>projected</u> figures for next year. | b) The level of <u>im</u> ports into the country has risen. |
| 3 a) The cameras were <u>exported</u> . | |
| b) These cars are for <u>export</u> only. | |

b Now practise saying the sentences to yourself so you can hear the difference.

3 Reading

- a Look at the title of the article. What do you think it is about?
Read through the article quickly to check your prediction.

Henry Ford and the Model T

A manufacturer of vision

One of the 20th century's industrial milestones was the production of a motor car that was affordable to average workers. This was the achievement of one man, the American, Henry Ford. His goal, as he said in 1907, was to create 'a motor car for the great multitude'.

At that time cars were expensive individually made machines, and Ford's first step was to produce his Model T, a simple, basic factory-built car without even a choice of colour. At \$850 this was relatively inexpensive, and demand was so great that Ford soon found that he could not produce enough to satisfy the market.

His solution was to invent a moving production line. He installed a moving belt in his factory and his employees could build cars one piece at a time rather than one car at a time.

This moving assembly line, which went into full production in 1913, had advantages and disadvantages. On the plus side, it meant that he could drop the price of the car to \$290. Also, each worker became highly skilled at doing just one task.

It also, however, meant that Ford had a high turnover of staff owing to the monotony of the work. He answered this problem by doubling the workers' pay, and by the time that he stopped making the Model T in 1927 he had sold 15 million automobiles.

Henry Ford is rightly famous for his car manufacturing, but he is perhaps better known for bringing the world into 'the era of mass production'.



- b Tick (✓) the sentences T (true) or F (false).

- Ford wanted to produce a car that people could afford.
- The Model T was produced in a range of colours.
 - At first, Ford could not produce enough Model Ts.
 - Workers went round the factory on a moving belt.
 - After he installed the assembly line, many workers did not stay long.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |

- c Find words or phrases in the article that mean the same or nearly the same as the following.

- | | | | |
|------------------|-------------------------|--------------------|-----------------|
| important events | <u>milestones</u> | | |
| 1 many people | <u>multitude</u> | 4 coming and going | <u>turnover</u> |
| 2 put into place | <u>installed</u> | 5 age | <u>era</u> |
| 3 an advantage | <u>on the plus side</u> | | |

- d Now use a dictionary to check any words or phrases you are not sure about.

2 History

Grammar builder: connectors	
Use:	Form:
We use connectors for the following reasons:	
<ul style="list-style-type: none"> to indicate sequence, use <i>then, next, after that, in the end, a decade (day, week, month) later, etc.</i> 	He opened the door. After that, he went out.
<ul style="list-style-type: none"> to add a similar idea, use <i>also, in addition, furthermore, etc.</i> 	They found it very difficult. In addition, they were exhausted.
<ul style="list-style-type: none"> to give an opposing idea, use <i>however, but, although, in spite of, etc.</i> 	This is a problem. However, I think we can solve it.
<ul style="list-style-type: none"> to talk about cause and effect, use <i>therefore, as a result, etc.</i> 	The taxi was very late. As a result, we missed our flight.

1 Grammar

- a Look back at the article *A Mystery Uncovered* on page 61 of your Student's Book. Look at how the following connectors are used and match them with the correct meaning. Be careful: there are two connectors for one of the meanings!

- | | | |
|--------------|---|-----------------------------------|
| 1 however | → | a) to indicate sequence |
| 2 eventually | → | b) to add a similar idea |
| 3 moreover | → | c) to give an opposing idea |
| 4 so | → | d) to talk about cause and effect |
| 5 while | → | a) to indicate sequence |

- b Rewrite the sentences using *although* or *however*.

Although many people have tried to explain the mystery of Iram, no-one really knows the truth.

Many people have tried to explain the mystery of Iram. However, no-one really knows the truth.

- 1 Although the human race has reached the moon, we seem unable to prevent wars.

We seem unable to prevent wars. However the human race has reached the moon.

- 2 Many people in the West are worried about their diet. However, obesity is an increasing problem.

Although many people in the West are worried about their diet, obesity is an increasing problem.

- 3 Governments are trying to limit carbon emissions. However, the world's climate continues to get warmer.

Although governments are trying to limit carbon emissions, the world's climate continues to get warmer.

- 4 Although we have made huge technological progress, many of the world's people are still hungry.

Many of the world's people are still hungry. However, we have made technological progress.



2 Reading

Read the sentences and then put them in the correct order to form a paragraph.

- | | |
|--|--|
| <p>1 This was largely because most buildings in Seattle were very solidly built with special protection against earthquakes. <u>E</u></p> <p>2 There were then a number of aftershocks. <u>B</u></p> <p>3 Early in the year 2001, there was an earthquake in Seattle, Washington state, USA. <u>A</u></p> <p>4 The residents of Seattle believe that eventually there could be a much bigger earthquake, which might even destroy their city. <u>F</u></p> | <p>5 Although it measured over seven on the Richter scale, very few people were killed. <u>C</u></p> <p>6 A great deal of damage was done, however, and people were extremely frightened since the initial earthquake lasted over 40 seconds. <u>D</u></p> |
|--|--|

3 Writing

Complete the text with a suitable connector in the box.

although as a result eventually however in addition to this moreover

In the 20th century, the world made huge advances, especially in science, medicine, and technology.

However, there were still enormous problems. Much of the world's population was still starving.

(1) In addition to this, environmental problems were increasing, largely (2) as a result of pollution caused by growth in industry. (3) Moreover, a number of countries were living under the constant threat of disaster and war. (4) Although we have made great progress, it seems we are unable to live together in harmony and protect our environment. (5) Eventually, if we are not careful, our planet may not survive.

3 World figures

1 Reading

Read the article and answer the questions.

Sheikh Mohammad al-Abdullah Aljomaih Philanthropist and businessman

Sheikh Mohammad al-Abdullah Aljomaih was born in Shaqra in 1915. He developed an interest in business while he was still growing up, and frequently accompanied his father and brother, Abdul Aziz, on business trips during his teens. Aljomaih and his brother established the family business in 1936 and, after his father had died, he opened its first branch in Makkah, trading in food and textiles, and later expanded to Riyadh, al-Ahsa and Jeddah. The company rapidly won international respect, and Aljomaih became connected to such world famous companies as General Motors, Shell and Pepsi Cola. When he had achieved this world renown, he gained

awards from such foreign countries as the USA, Britain, Italy and Germany for his contribution to promoting business and industrial relations. As well-known as he was for his business successes, Aljomaih was equally famous in Saudi Arabia for his philanthropy. He provided support for orphans and handicapped people, financed medical research centres, and supplied drinking water to the citizens of Shaqra free of charge for twenty-five years. In the field of education he helped to establish a number of private colleges and universities and created a prize for Scientific Excellence in Shaqra. He died in Riyadh in May 2004.

1 How old was Aljomaih when he first showed an interest in business?

He was in his teens

2 When did he open the branch of his business in Makkah?

He opened it after his father had died.

3 What were the reasons for his international awards?

His contribution to promoting business and industrial relations.

4 Why was he famous?

He was a philanthropist

5 How much did he charge for supplying water to Shaqra?

The water was free of charge.

Grammar builder: past time clauses

Use:

Use the past perfect to talk about an action that took place before another action (in the past simple), and link them with *when* or *after*. *After we **had eaten** lunch, we **relaxed** on the beach for an hour.*

Form:

The past perfect = subject + *had* + past participle

After	I	had	spoken to him, I went to see the manager.
When	he	had	finished the report, he passed it to me.

Use:

Use the past simple to talk about an action happening while a longer one was in progress (in the past continuous), and link them with *when* or *while*.

*I **was waiting** at the bus stop when the two cars **crashed**.*

Form:

The past continuous = subject + *was / were* + *-ing* form

While	I	was	living	in Paris, I learned French.	
When	they	were	watching	the game, their house was burgled.	
I	was	living	in Paris	when	I learned French.
They	were	watching	the game	when	their house was burgled.

2 Grammar

a Look at the article in exercise 1 again. Underline three sentences with past time clauses.

b Join the two sentences in each pair, using *while*, *when*, *after* or *by the time*.

He developed an interest in business. He was still growing up.

He developed an interest in business while he was still growing up.

1 He had established the family business. He opened the first branch in Makkah.

when he had established the family business, he opened the first branch in Makkah.

2 He was becoming successful in business. He developed an interest in philanthropy.

while he was becoming successful in business, he developed an interest in philanthropy.

3 He gave support to orphans. He had made enough money.

After/when he had made enough money, he gave support to orphans.

4 His father died. Before that he worked for the family business for many years.

By the time his father died he had been working for the family business for many years.

Language

We use *when* to introduce either the shorter action or the longer one. We use *while* to introduce only the longer one.

3 Writing

a Think of a world-famous person from your country. Make notes about the main events in this person's life.

Where and when born / education or background / Important events or achievements in his or her life / Main event or achievement which the person is famous for

b Use your notes to write a short biography of this person's life. Write between 120 and 180 words. Pay particular attention to your use of past time clauses.

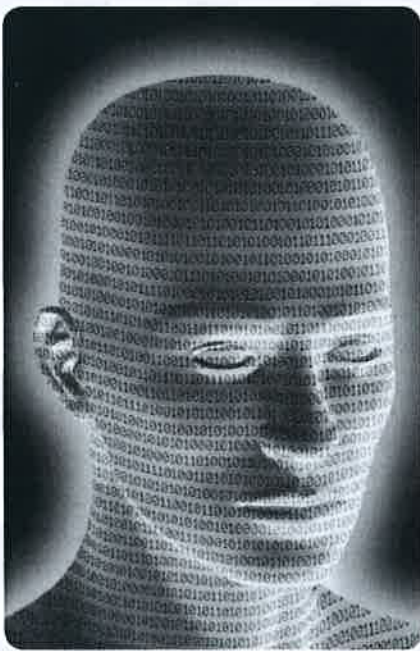
Steve Jobs (name) was born in United States in San Francisco, California
He was brought up in Mountain View California

1 Living with machines

1 Reading

a Read the article and answer the questions.

See yourself in cyberspace



If you somehow can't identify with those anonymous computer game heroes and would love to put yourself, literally, into the picture instead, Digimask is great news. Using two photos of your face – a frontal shot and a profile – the technology first creates a 360° image of the head and then covers it with virtual skin and hair. Since the tool concentrates on skeletal structure and muscle placement, the result is an almost perfect likeness of the model, complete with lip and facial movement.

To get your very own free-of-charge Digimask mock-up, all you have to do is register online at the software company's website, provide a few details

about your physical attributes – height, weight, and so on – and send the two portraits by e-mail. Within the next ten minutes or so, you will receive your virtual twin by return mail and can employ it in any compatible game, using your own image as the hero. Digimask images may be used not only to personalize anonymous PC, PlayStation, and X-Box games, but they can also be inserted into your emails, text messages and website. And of course, your 3D picture will also come in handy on e-commerce sites, where it will allow you to try out those designer sunglasses before you buy them. In short, you can be in cyberspace.

Glossary

mock-up: a realistic copy of something

1 What is Digimask?

It is a program that allows you to use your image on the screen.

2 How does it work?

It creates an image of your head from photographs.

3 What do you need to send to get a mock-up?

A front shot and a profile of your face, and details about your physical attributes.

4 What are some different uses of Digimask?

It can be used to play computer games; to insert in e-mails, WAP messages, on websites and to try things out, such as sunglasses.

b Look at these phrases from the text in exercise 1a. Try to guess what they mean from the context or from similar phrases in your language. Write a short definition.

- to put yourself, literally, into the picture to have your image on the screen
- 1 an almost perfect likeness very similar
- 2 your physical attributes your physical details
- 3 your virtual twin your copy
- 4 come in handy be useful
- 5 on e-commerce sites shoppings sites on the internet

c Now use a dictionary to check your guesses.

2 Writing

a Make notes about the advantages and disadvantages of email and / or text messages, under these headings.

Advantages Communication is quick and easy.
You can contact people at any time.
You can communicate wherever you are.

Disadvantages You can be contacted anytime.
People no longer write letters.
To much texting may damage your thumbs and fingers.

b Use your notes to write a paragraph comparing the advantages and disadvantages of email and / or text messages. Try to use some of the connectors from unit 7 (*although, however, as a result, moreover, eventually, so, etc.*).

3 Word builder: phrasal verb meanings

a Match the phrasal verbs in the sentences with the definitions on the right.

- | | |
|---|--|
| 1 The plane took off on time. | a) raise children |
| 2 He took off his jacket. | b) begin a trip / journey / course of action |
| 3 They were brought up in Italy. | c) take responsibility for |
| 4 She brought up the issue of safety. | d) find by chance |
| 5 They set out the plans clearly. | e) buy (a company) |
| 6 We set out for New York in the morning. | f) mention a topic |
| 7 She took over the project. | g) seem to be |
| 8 Bloomingdale's has been taken over. | h) explain / give details |
| 9 They came across some old coins. | i) leave the ground |
| 10 He came across as very competent. | j) remove |

b Rewrite each sentence with one of the phrasal verbs in exercise 3a.

- The children were raised by their grandparents. The children were brought up by their grandparents.
- 1 They left early for the islands. They set out early for the islands.
- 2 He found some archaeological remains by chance. He came across archeological remains.
- 3 He took responsibility for the company when his father retired. He took over the company when his father retired.
- 4 The plane left after a two-hour delay on the runway. The plane took off after a two-hour delay on the runway.

2 Modern science

1 Word builder: words about science

- a Look at these words and phrases about modern biology and climate change. Complete the table.

protein	global warming	cell	DNA	greenhouse gases	gene
nuclear	energy	coal and gas	genome	chemical code	

Modern biology	Climate change
protein	global warming
cell	green house gases
DNA	nuclear
gene	energy coal
genome	gas
chemical code	

- b Use a dictionary to check the meaning and pronunciation of any words and phrases you aren't sure about.

2 Reading

- a Read the questionnaire and tick (✓) the most appropriate answer, according to your opinion.

	Agree	Not sure	Disagree
1 We will have used up all the Earth's fossil fuels in about 50 years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 It's too late. The climate will continue to change whatever we do.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The whole world will change to nuclear energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 There are bound to be more nuclear accidents like Chernobyl.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 We will all have to develop methods of harnessing the sun, sea and wind to produce our energy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Individual people can make a lot of difference. We will all have to save energy at home and at work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b Use your results from the questionnaire to write three or four predictions about future developments with regard to climate change.

- a) It fundamentally transform the way we do business
- b) Global action on climate change to help achieve the sustainable development goals.
- c) Reaffirming carbon pricing and climate action

Grammar builder: whoever, whatever, whenever, wherever

Use:

Use these words to express it doesn't matter *who / what / when / where*.

*She speaks to me **whenever** she sees me.*

Form:

wh-ever + subject + verb:

Wherever we go, we always find something of interest.

I'll do **whatever** you ask.

wh-ever + verb:

Whoever wrote that book must be very intelligent!

Whatever happens in the election, there will be some changes.

3 Grammar

a Match the beginnings of the sentences on the left with the endings on the right.

- | | |
|---------------------------------|-------------------------------------|
| 1 Wherever you lead, | a) can be forgotten now. |
| 2 Whatever mistakes I make, | b) I think of my holiday in Venice. |
| 3 Whenever I see canals, | c) says how friendly he is. |
| 4 Whatever was said in the past | d) I will follow. |
| 5 Whoever I speak to | e) my mother always forgives me. |

b Rewrite each sentence, with an appropriate *wh-ever* word.

- It doesn't matter what you think about it, I don't agree with you.
Whatever you think about it, I don't agree with you.
- 1 It doesn't matter who told you that, they were wrong!
Whoever told you that, they were wrong!
- 2 Every time I go shopping, I forget to buy something.
Whenever I go shopping, I forget something.
- 3 It doesn't matter who you know, you won't get this job.
Whoever you know, you won't get this job.
- 4 It doesn't matter where you look, you won't find it.
Wherever you look, you won't find it.



3 Technology dependence and risks

1 Grammar

a Match each pair of examples of phrasal verbs and their objects to one of the rules a–c below.

1 Turn down **the radio**, Michael! Can't you hear me? I said *turn it down*!

What? Wait, I can't hear you. Let me *turn the radio down* first.

2 Yesterday I *ran into Mr Morgan* at the grocery shop at 9.00 am.

Then later I *ran into him* again at the petrol station.

3 Make sure you *turn off the coffee maker* when you leave the house.

If you forget to *turn it off*, it could start a fire.

a) The objects (noun or pronoun) of non-separable verbs always go after the phrasal verb.

b

b) Noun objects of separable verbs can go after the phrasal verb or in the middle of it.

a

c) Pronoun objects of separable verbs always go in the middle of the phrasal verb.

c

b In each group of nouns (a–d), there is one that does not go with the phrasal verb on the left. Cross out the incorrect one.

She turned on a) the radio b) her computer c) the light d) ~~the bathtub.~~

1 I turned down a) the candles b) the volume c) ~~the TV~~ d) the stereo.

2 He came across a) some pictures b) a new word c) the weather d) an interesting website.

3 She looked up a) the phone number b) the meaning c) the dictionary d) an old friend.

4 I got over a) my fear of heights b) my cold c) the operation d) my dinner.

c Put the words in the correct order to make sentences.

1 reactions / out / Jack / planning / carry / research / is / to / chemical / on

Jack is planning to carry out research on chemical reactions.

2 for / president / decided / the / to / office / stand / again / has

The president has decided to stand for office again.

3 the / looking / I / is / words / dictionary / think / fun / up / in

I think looking up words in the dictionary is fun.

4 the / him / wrap / salesman / it / helped / up

The salesman helped him wrap it up.

5 put / hat / I / on / it / took / the / and

I took the hat and put it on.

d Rewrite the sentences with a pronoun as the object.

- | | |
|--|---|
| I turned down the radio. | <u>I turned it down.</u> |
| 1 She got over her <u>terrible</u> sickness. | <u>She got over it</u> |
| 2 We ran into our <u>old friends</u> last week. | <u>We ran into them last week</u> |
| 3 He tried out the <u>computer</u> before buying it. | <u>He tried it out before buying it</u> |
| 4 I looked up the phrasal <u>verb</u> in the <u>dictionary</u> . | <u>I looked it up in the dictionary</u> |
| 5 She takes after her <u>parents</u> . | <u>She takes after them</u> |

2 Pronunciation: stress

Underline the stressed syllables in the pairs of sentences in exercise 1d.

I turned down the radio.

I turned it down.

3 Writing

a Look at the phrases with phrasal verbs that describe activities in a typical day. Tick (✓) the ones you do every day, or most days, in the first box.

- | | | | | | |
|---------------------------|--------------------------|--------------------------|------------------------|--------------------------|--------------------------|
| take off your shoes | <input type="checkbox"/> | <input type="checkbox"/> | get on the train / bus | <input type="checkbox"/> | <input type="checkbox"/> |
| turn on the shower | <input type="checkbox"/> | <input type="checkbox"/> | get up | <input type="checkbox"/> | <input type="checkbox"/> |
| set off for work / school | <input type="checkbox"/> | <input type="checkbox"/> | turn off the computer | <input type="checkbox"/> | <input type="checkbox"/> |
| turn on the TV | <input type="checkbox"/> | <input type="checkbox"/> | put on your clothes | <input type="checkbox"/> | <input type="checkbox"/> |
| turn off the light | <input type="checkbox"/> | <input type="checkbox"/> | get down to work | <input type="checkbox"/> | <input type="checkbox"/> |
| get in the car | <input type="checkbox"/> | <input type="checkbox"/> | pick up a sandwich | <input type="checkbox"/> | <input type="checkbox"/> |

b Put the activities in the order in which you do them during the day in the second box.

c Write a paragraph about what you do every day, using the activities above and some others if you can. Try to use as many phrasal verbs as possible.



* SAMPLE ANSWER:

Every morning I get up, turn on the shower and wait for the water to heat up ...

I wake up at 6 o'clock. I get up at 6.50. I make a cup of tea and iron my clothes. I have a shower and get dressed. I usually wear jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer. I brush my hair, put on my make-up. I pack my bag with all my teaching materials. I then put on my coat and leave the house. I walk to the bus stop. I catch the bus at 8.15, and then I pay my fare and sit down. It takes about 45 minutes to get to my destination three miles away. I get off the bus and walk to the school where I teach English. I have to sign in and get the key. Class starts at 9.25 and ends at 11.25.

Other days I get up early, go downstairs, put on my computer and teach on EF English Live for three hours. Then I have a break, eat dinner with my son, have a walk or go shopping before returning to work and teaching again for another three hours. Working at home can be very convenient and I love being able to talk to people around the world. It is also nice working in a school and seeing people on a regular basis and working in a team. So I feel I have the best of both worlds.

Unit 1

The city

architecture (n) **	/ˈɑ:(r)ki,tɛktʃə(r)/
building (n) ***	/'bɪldɪŋ/
commute (v)	/kəm'ju:t/
leisure (n) **	/'leɪzə(r)/
museum (n) ***	/mju:'zi:əm/
politics (n) ***	/'pɒlətiks/
signal (n) ***	/'sɪgn(ə)l/
sign (n) ***	/saɪn/
tourism (n) **	/'tuəɪz(ə)m/
traffic (n) ***	/'træfɪk/

Clothing

baseball cap (n)	/'beɪs,bɔ:l kæp/
boot (n) ***	/'bu:t/
coat (n) ***	/kəʊt/
checked (adj)	/tʃekt/
cufflink (n)	/'kʌflɪŋk/
denim (n)	/'denɪm/
fade (v) **	/'feɪd/
glittering (adj)	/'glɪtərɪŋ/
hat (n) ***	/'hæt/
jacket (n) ***	/'dʒækɪt/
jeans (n) *	/'dʒi:nz/
linen (n) *	/'lɪnɪn/
plain (adj) **	/'pleɪn/
polyester (n)	/'pɒli'estə(r)/
sandal (n)	/'sænd(ə)l/
scarf (n) *	/'skɑ:(r)f/
shirt (n) ***	/'ʃɜ:(r)t/
shorts (n) *	/'ʃɔ:(r)ts/
silk (n) **	/'sɪlk/
sock (n) *	/'sɒk/
suit (n) ***	/'su:t/
sunglasses (n)	/'sʌn,glɑ:sɪz/
sweater (n) *	/'swetə(r)/
tie (n) **	/'taɪ/
trainer (n) *	/'treɪnə(r)/
trousers (n) **	/'traʊzə(r)z/
woollen (adj)	/'wʊlən/

Shopping

aftershave (n)	/'ɑ:ftə(r),ʃeɪv/
bracelet (n)	/'breɪslət/
cordless (adj)	/'kɔ:(r)dləs/
delivery ***	/'dɪ'lɪv(ə)ri/
deodorant (n)	/'di:əʊd(ə)rənt/
earring (n) *	/'i:ərɪŋ/
golf club (n)	/'gɒlf klʌb/
keyboard (n) *	/'ki:,bɔ:(r)d/
laptop (n)	/'læp,tɒp/
monitor (v) **	/'mɒnɪtə(r)/
mousepad (n)	/'maʊs,pæd/
racket (n) *	/'rækɪt/
razor blade (n)	/'reɪzə(r) bleɪd/
shaving cream (n)	/'ʃeɪvɪŋ ,kri:m/
tennis shoe (n)	/'tenɪs /ʃu:/
tracksuit (n)	/'træk,su:t/
watch (v) ***	/'wɒtʃ/

Other words and phrases

abide (v)	/ə'baɪd/
asthma (n) *	/'æsmə/
breed (v) **	/'brɪd/
capital (n) ***	/'kæpɪt(ə)l/
consult (v) **	/'kɒn'sʌlt/
demand (n) ***	/'dɪ'mɑ:nd/
developed (adj) *	/'dɪ'veləpt/
fit (v) ***	/'fɪt/
manufacturer (n) ***	/'mænʃʊ'fæktʃərə(r)/
match (n) ***	/'mætʃ/
peel (v) *	/'pi:l/
raise (v) ***	/'reɪz/
residence (n) **	/'rezɪd(ə)ns/
stretch (v) ***	/'stretʃ/
study (n) ***	/'stʌdi/
tourism (n) **	/'tuəɪz(ə)m/

Unit 2

Events

academic (adj) ***	/'ækəd'emɪk/
best man (n)	/'best mæn/
bride (n) *	/'braɪd/
ceremony (n) **	/'serəməni/
degree (n) ***	/'di:ɡri:/
diploma (n)	/'dɪ'pləʊmə/
engagement (n) **	/'ɪn'ɡeɪdʒmənt/
exam (n) **	/'ɪɡ'zæm/
flower (n) ***	/'flaʊə(r)/
graduate (n) **	/'grædʒuət/
graduation (n)	/'grædʒu'eɪʃ(ə)n/
groom (n)	/'gru:m/
marry (v) ***	/'mæri/
occasion (n) ***	/'ə'keɪʒ(ə)n/
reception (n) **	/'rɪ'sepʃ(ə)n/
ring (v) ***	/'rɪŋ/
scholarship (n) *	/'skɒlə(r)ʃɪp/
university (n) ***	/'ju:nɪ'vɜ:(r)səti/
Sports	
bicycle riding (n)	/'baɪsɪk(ə)l 'raɪdɪŋ/
bowling (n) *	/'bəʊlɪŋ/
ice-skating (n)	/'aɪs 'sketɪŋ/
surfing (n)	/'sɜ:(r)fɪŋ/

Extreme sports

bungee jumping (n)	/'bʌndʒi:, dʒʌmpɪŋ/
parachuting (n)	/'pærəʃu:tɪŋ/
whitewater rafting (n)	/'waɪtwa:tə(r) 'rɑ:ftɪŋ/

Emotions

dizzy (adj)	/'dɪzi/
excited (adj) **	/'ɪk'saɪtɪd/
happy (adj) ***	/'hæpi/
nervous (adj) **	/'nɜ:(r)vəs/
relaxed (adj) *	/'rɪ'læksɪd/
terrified (adj)	/'terə'faɪd/

Other words and phrases

chopstick (n)	/'tʃɒp,stɪk/
delay (n) **	/'deɪleɪ/
drift (n) **	/'drɪft/

love affair (n) /lʌv ə'feə(r)/
 poisonous (adj) ★ /'pɔɪz(ə)nəs/
 presentation (n) ★★★ /ˌprez(ə)n'teɪʃ(ə)n/
 principal (adj) ★★★ /'prɪnsəp(ə)l/
 umbrella (n) /ʌm'brelə/
 U-turn (n) /ju: tɜ:(r)n/
 warm up (v) /wɔ:(r)m ʌp/

Unit 3

Job titles

assistant (n) ★★ /ə'sɪst(ə)nt/
 basketball player (n) /'bɑ:skɪt,bɔ:l 'pleɪə(r)/
 director (n) ★★★ /dɪ'rektə(r)/
 engineer (n) ★★★ /ˌendʒɪ'nɪə(r)/
 journalist (n) ★★ /'dʒɜ:(r)nəlɪst/
 librarian (n) ★ /laɪ'brɛəriən/
 nurse (n) ★★★ /nɜ:(r)s/
 PA (n) /pi: 'eɪ/
 pilot (n) ★★★ /'paɪlət/
 president (n) ★★★ /'prezɪdnt/
 professor (n) ★★ /prə'fɛsə(r)/
 scholar (n) ★★ /'skɒlə(r)/
 secretary (n) ★★★ /'sekɹətɹi/
 teacher (n) ★★★ /'ti:tʃə(r)/
 veterinarian (n) /vet(ə)n'neəriən/

Other words and phrases

your future (n) ★★★ /jɔ:(r) 'fju:tʃə(r)/
 accident (n) ★★★ /'æksɪd(ə)nt/
 application letter (n) /æplɪ'keɪʃ(ə)n 'letə(r)/
 board (v) ★★★ /bɔ:(r)d/
 burn (v) ★★★ /bɜ:(r)n/
 candidate (n) ★★★ /'kændɪdət/
 CV (n) ★ /si: 'vi:/
 doctor (n) ★★★ /'dɒktə(r)/
 emergency (n) ★★★ /ɪ'mɜ:(r)dʒ(ə)nsɪ/
 estimate (v) ★★★ /'estɪmeɪt/
 founder (n) ★ /'faʊndə(r)/
 habit (n) ★★★ /'hæbɪt/
 honesty (n) ★ /'ɒnɪstɪ/
 influence (n) ★★★ /ɪnfluəns/
 injury (n) ★★ /ɪndʒəri/
 interview (v) ★★ /ɪntə(r)vju:/
 keen (adj) ★★★ /ki:n/
 nurse (v) ★★ /nɜ:(r)s/
 opportunity (n) ★★★ /ɒpə(r)'tju:nəti/
 oversleep (v) /əʊvə(r)'sli:p/
 patient (n) ★★★ /'peɪʃ(ə)nt/
 panel (interviewing) (n) ★★★ /'pæn(ə)l/
 respected (adj) ★ /rɪ'spektɪd/
 root (n) /ru:t/
 shift (n) ★★ /ʃɪft/
 tireless (adj) /'taɪə(r)ləs/
 unsanitary (adj) /ʌn'sænɪt(ə)ri/
 working week (n) /'wɜ:(r)kɪŋ wi:k/

Hajj

accommodation (n) ★★ /ə,kɒmə'deɪʃ(ə)n/
 certificate (n) /sə(r)'tɪfɪkət/
 dehydration (n) /di:haɪ'dreɪʃ(ə)n/
 embassy (n) /'embəsi/

exhaustion (n) /ɪg'zɔ:stɪʃ(ə)n/
 medication (n) /ˌmedɪ'keɪʃ(ə)n/
 passport (n) ★ /'pɑ:spɔ:(r)t/
 sandal (n) /'sænd(ə)l/
 tour operator (n) /tuə(r) 'ɒpəreɪtə(r)/
 health insurance (n) /'træv(ə)l ɪn'sʃʊərəns/
 umbrella (n) ★ /ʌm'brelə/
 vaccinate (v) /'væksɪneɪt/
 visa (n) ★ /'vi:zə/

Unit 4

Stories

abort (v) /ə'bo:(r)t/
 astronaut (n) ★ /'æstrɔ:nɔ:t/
 attempt (n) ★★★ /ə'tempt/
 essential information /ɪ'senʃ(ə)l ɪnfə(r)'meɪʃ(ə)n/
 expedition (n) ★★ /ˌekspə'dɪʃ(ə)n/
 experience (n) ★★★ /ɪk'spɪəriəns/
 folk tale (n) /fəʊk teɪl/
 headline (n) /'hed,lain/
 historic (adj) ★★ /hɪ'stɔ:rɪk/
 imagination (n) ★★ /ɪ,mædʒɪ'neɪʃ(ə)n/
 inspired (adj) /ɪn'spaɪə(r)d/
 journey (n) ★★★ /'dʒɜ:(r)ni/
 legend (n) ★★ /'ledʒ(ə)nd/
 magazine (n) ★★★ /ˌmægə'zi:n/
 mission (n) ★★ /'mɪʃ(ə)n/
 monster (n) ★★ /'mɒnstə(r)/
 moon landing (n) /mu:n 'lændɪŋ/
 mountain climbing (n) /maʊntɪn 'klaɪmɪŋ/
 phenomenal (adj) /fə'nɒmɪn(ə)l/
 probable (adj) ★★ /'prɒbəb(ə)l/
 satisfying (adj) ★ /sætɪs'faɪɪŋ/
 summary (n) ★★ /sʌməri/
 supernatural (adj) /su:pə(r)'nætʃərəl/
 terrified (adj) /'terəfaɪd/
 voyage (n) ★ /'vɔɪdʒ/
 wonder (v) ★★★ /'wʌndə(r)/

Media

announcer (n) /ə'naʊnsə(r)/
 broadcast (v) ★★ /'brɔ:d,kɑ:st/
 drama (n) ★★★ /'drɑ:mə/
 educational (adj) ★★★ /ˌedju'keɪʃ(ə)nəl/
 news (n) ★★★ /nju:z/
 programme (n) ★★★ /'prɔ:græm/
 radio play (n) /'reɪdiəʊ pleɪ/
 radio station (n) /'reɪdiəʊ 'steɪʃ(ə)n/

Phrases with modal verbs

can't have /kɑ:nt hæv/
 could have /kʊd hæv/
 couldn't have /'kʊd(ə)nt hæv/
 may have had /meɪ hæv hæd/
 might have /maɪt hæv/
 must have forgotten /mʌst hæv fə(r)'gɒt(ə)n/
 must have had /mʌst hæv hæd/
 something must have /'sʌmθɪŋ mʌst hæv/
 Other words and phrases
 break down (v) /breɪk daʊn/
 car crash (n) /kɑ:(r) kræʃ/

charcoal (n) /'tʃɑ:(r)kəʊl/
 crater (n) /'kreɪtə(r)/
 dessert (n) ★ /dɪ'zɜ:(r)t/
 engine (n) ★★★ /'endʒɪn/
 geological interest (n) /ˌdʒi:ə'lɒdʒɪk(ə)l 'ɪntrəst/
 hurricane (n) /'hʌrɪkən/
 landing craft (n) /'lændɪŋ kɹɑ:ft/
 leap (v) ★★ /li:p/
 Martian (adj) /'mɑ:(r)ʃ(ə)n/
 panic (n) ★★ /'pænik/
 sink (v) ★★ /sɪŋk/
 surface (n) ★★★ /'sɜ:(r)fɪs/
 vegetarian (n) /ˌvedʒə'teəriən/

qualify (v) ★★★ /'kwɒlɪfaɪ/
 reference (n) ★★★ /'ref(ə)rəns/
 work experience (n) /wɜ:(r)k ɪk'spɪəriəns/

Other words and phrases connected to goals

ability (n) ★★★ /ə'biləti/
 apply for (v) /ə'plɑɪ fɔ:(r)/
 character (n) ★★★ /'kærɪktə(r)/
 decide to (v) /dɪ'saɪd tu:/
 learn (v) ★★★ /lɜ:(r)n/
 employer (n) ★★★ /ɪm'plɔɪə(r)/
 enthusiasm (n) ★★ /ɪn'θju:zi,æzəm/
 funding (n) ★★ /'fʌndɪŋ/
 optimistic (adj) ★★ /'ɒptɪ'mɪstɪk/
 study hard (n) /'stʌdi hɑ:(r)d/

Unit 5

People

adolescent (n) ★ /ˌædə'les(ə)nt/
 adult (n) ★★★ /'ædʌlt/
 baby (n) ★★★ /'beɪbi/
 brother (n) ★★★ /'brʌðə(r)/
 child (n) ★★★ /tʃaɪld/
 father (n) ★★★ /'fɑ:ðə(r)/
 grown-up (n) ★ /grəʊn ʌp/
 guy (n) ★★ /gɑɪ/
 infant (n) ★★ /'ɪnfənt/
 kid (n) ★★★ /kɪd/
 parent (n) ★★★ /'peərənt/
 sibling (n) ★ /'sɪblɪŋ/
 teenager (n) ★★ /'ti:ni,eɪdʒə(r)/
 toddler (n) ★ /'tɒdlə(r)/
 youngster (n) ★★ /'jʌŋstə(r)/
 youth (n) ★★★ /ju:θ/

Lifestyle

activity (n) ★★★ /æk'tɪvəti/
 exercise (n) ★★★ /'eksə(r)saɪz/
 inactive (adj) /ɪn'æktɪv/
 obese (adj) /əʊ'bi:s/
 dependent (adj) /dɪ'pendənt/
 sedentary (adj) /'sed(ə)nt(ə)rɪ/

Activities

chase (v) /tʃeɪs/
 check in (v) /tʃek ɪn/
 check out (v) /tʃek aʊt/
 go on a trip (v) /gəʊ ɒn ə'trɪp/
 on foot (n) ★★★ /ɒn fʊt/
 participate (v) ★★ /pɑ:(r)'tɪsɪpət/
 play (v) ★★★ /pleɪ/
 running (n) /'rʌnɪŋ/
 sport (n) ★★★ /spɔ:(r)t/
 walking (n) ★ /'wɔ:kiŋ/

Goals and achievements

business plan (n) /'bɪznəs plæn/
 dream of (v) ★★ /dri:m əv/
 earn (v) ★★ /ɜ:(r)n/
 furnish (v) ★ /'fɜ:(r)nɪʃ/
 job offer (n) ★★★ /dʒɒb 'ɒfə(r)/
 pass an exam (n) /'pɑ:seɪ ən ɪg'zæm/

Unit 6

Everyday technology

antibiotic (n) /ˌæntɪbaɪ'ɒtɪk/
 app (as in 'application') (n) /æp/
 artificial organ /ˌɑ:(r)trɪ'fɪʃ(ə)l 'ɔ:(r)ɡən/
 blender (n) /'blendə(r)/
 breadbasket (n) /'bred,bɑ:skɪt/
 computer language (n) /kəm'pjʊ:tə(r) 'læŋɡwɪdʒ/
 dishwasher (n) /'dɪʃ,wɒʃə(r)/
 gadget (n) /'ɡædʒɪt/
 juicer (n) /'dʒu:sə(r)/
 kettle (n) /'ket(ə)l/
 microwave (n) ★ /'maɪkrəweɪv/
 rice cooker (n) /raɪs 'kʊkə(r)/
 sandwich maker (n) /'sæŋ(d)wɪdʒ 'meɪkə(r)/
 satnav (n) /'sæt,næv/
 solar power (n) /'səʊlə(r) 'paʊə(r)/
 toaster (n) /'təʊstə(r)/
 TV (n) ★★★ /ti: 'vi:/
 wind power (n) /wɪnd 'paʊə(r)/

Verbs connected with the future

avoid (v) ★★★ /ə'vɔɪd/
 believe (v) ★★★ /brɪ'li:v/
 benefit (n) ★★★ /'benɪfɪt/
 colonize (v) /'kɒlənaɪz/
 cure (n) ★★ /kjʊə(r)/
 discover (v) ★★★ /dɪ'skʌvə(r)/
 encourage (v) ★★★ /ɪn'kʌrɪdʒ/
 indicate (v) ★★★ /ɪndɪkeɪt/
 invent (v) ★★ /ɪn'vent/
 predict (v) ★★★ /prɪ'dɪkt/
 promote (v) ★★★ /prə'məʊt/
 protect (v) ★★★ /prə'tekt/
 solve (v) ★★★ /sɒlv/
 take care of (v) /teɪk keə(r) əv/

Future technology

alternative energy /ɔ:l'tɜ:(r)nətɪv 'enə(r)dʒɪ/
 artificial (adj) ★★ /ˌɑ:(r)trɪ'fɪʃ(ə)l/
 artificial intelligence (n) /ˌɑ:(r)trɪ'fɪʃ(ə)l ɪn'telɪdʒ(ə)ns/
 disease free /dɪ'zi:z fri:/
 domestic robot /də'mestɪk 'rəʊbɒt/

genetic printout	/dʒə'netɪk 'prɪnt.aʊt/
time travel	/taɪm 'træv(ə)l/
vaccine (n)	/'væksɪn/
voice operated	/vɔɪs 'ɒpəreɪt/

Other words and phrases

analyst (n) ★★	/'ænəlɪst/
appointment (n) ★★★	/ə'pɔɪntmənt/
disconnect (v)	/dɪskə'nekt/
dominance (n) ★	/'dɒmɪnəns/
ecology (n) ★	/ɪ'kɒlədʒi/
expert (n) ★★★	/'ekspɜ:(r)t/
industrialize (v)	/ɪn'dʌstriə'laɪz/
medicine (n) ★★	/'med(ə)s(ə)n/
opinion (n) ★★★	/ə'pɪnjən/
pessimist (n)	/'pesəməst/
retire (v) ★★	/rɪ'taɪə(r)/
science fiction	/'saɪəns 'fɪkʃ(ə)n/
telemarketing (n)	/'teli,mɑ:(r)kɪtɪŋ/
wrinkle (n)	/'rɪŋk(ə)l/

Unit 7

Changing world

architecture (n) ★★	/'ɑ:(r)kɪ'tektʃə(r)/
communication (n) ★★★	/kə'mju:nɪ'keɪʃ(ə)n/
globalization (n)	/gloʊ'bəlaɪz(ə)n/
medicine (n) ★★	/'med(ə)s(ə)n/
population (n) ★★★	/'pɒpjʊ'leɪʃ(ə)n/
internet (n) ★★★	/'ɪntə(r)net/
transport (n) ★★★	/'træns'pɔ:(r)t/

Industry and politics

affordable (adj)	/ə'fɔ:(r)dəb(ə)l/
assembly line	/ə'sembli laɪn/
carbon emissions	/'kɑ:(r)bən rɪ'mɪʃ(ə)n/
factory (n) ★★★	/'fæktəri/
factory built	/'fæktəri bɪlt/
manufacture (v) ★★	/'mænʃu'fæktʃə(r)/
market (n) ★★★	/'mɑ:(r)kɪt/
mass production	/'mæs prə'dʌkʃ(ə)n/
milestone (n)	/'maɪl,stəʊn/
monotony (n)	/'mɒnətəni/
multitude (n)	/'mʌltɪ'tju:d/
philanthropy (n)	/'fɪ'lænθrəpi/
philosophy (n) ★★★	/'fɪ'lɒsəfi/
political struggle	/'pɒ'lɪtɪk(ə)l 'strʌg(ə)l/
production line (n)	/'prə'dʌkʃ(ə)n laɪn/

Protecting habitats

conserve (v)	/'kɒn'sɜ:(r)v/
critical (adj) ★★★	/'krɪtɪk(ə)l/
decrease (v) ★★	/di:'kri:s/
desalination plant	/'di:sæli'neɪʃ(ə)n plɑ:nt/
ecotourism (n)	/'i:kəʊ,tʊərɪz(ə)m/
energy consumption	/'enə(r)dʒɪ kən'sʌmpʃ(ə)n/
environmental issue	/'ɪn,vəɪrə'nment(ə)l 'ɪʃu:/
essential (adj) ★★★	/'ɪsenʃ(ə)l/
expand (v) ★★★	/'ɪk'spænd/
increase (v) ★★★	/'ɪn'kri:s/
invest (v) ★★★	/'ɪn'vest/

reintroduce (v)	/'ri:ɪntrə'dju:s/
resource (v)	/'rɪzɔ:(r)s/
responsible (adj) ★★★	/'rɪ'spɒnsəb(ə)l/
solar power	/'səʊlə(r) 'paʊə(r)/
survey (n) ★★★	/'sɜ:(r)veɪ/
water power (n)	/'wɔ:tə(r) 'paʊə(r)/
World climate	/'wɜ:(r)ld 'klaɪmət/
protected area	/'prə'tektɪd 'eəriə/

Other words and phrases

aftershock (n)	/'ɑ:ftə(r)ʃɒk/
biography (n) ★	/'baɪ'ɒgrəfi/
disaster (n) ★★	/'dɪ'zɑ:stə(r)/
earthquake (n) ★	/'ɜ:(r)θ,kweɪk/
handicap (n) ★★	/'hændɪ,kæp/
harmony (n) ★★	/'hɑ:(r)məni/
orphan (n)	/'ɔ:(r)f(ə)n/
the Richter scale (n)	/'rɪktə(r)'skeɪl/
starve (v) ★	/'stɑ:(r)v/
survive (v) ★★★	/'sʌ(r)'vaɪv/
textile (n) ★★	/'tekstail/

Unit 8

Phrasal verbs connected with technology

bring up on	/'brɪŋ ʌp ɒn/
carry out	/'kæri aʊt/
come across	/'kʌm ə'krɒs/
get to	/'get tu:/
give up	/'gɪv ʌp/
keep on	/'ki:p ɒn/
put up with	/'pʊt ʌp wɪð/
set out	/'set aʊt/
take in (information)	/'teɪk ɪn/
take off	/'teɪk ɒf/
take over	/'teɪk əʊvə(r)/
take up	/'teɪk ʌp/
try out	/'traɪ aʊt/
try out	/'traɪ aʊt/
turn off	/'tɜ:(r)n ɒf/
turn on	/'tɜ:(r)n ɒn/
wake up	/'weɪk ʌp/

Gadgets and technology

automatic pilot (n)	/'ɔ:tə'mætɪk 'paɪlət/
DNA (n) ★	/'di: en 'eɪ/
feature (n) ★★★	/'fi:tʃə(r)/
fossil fuel (n)	/'fɒs(ə)l 'fju:əl/
gene (n) ★★	/'dʒi:n/
genome (n)	/'dʒi:nəʊm/
global warming	/'gloʊb(ə)l 'wɔ:(r)mɪŋ/
greenhouse gas (n)	/'grɪn'hauz gæs/
joystick (n)	/'dʒɔɪ,stɪk/
landline (n)	/'lænd(l) laɪn/
laptop (n)	/'læp,tɒp/
nuclear (adj) ★★★	/'nju:kliə(r)/
particle (n) ★★	/'pɑ:(r)tɪk(ə)l/
pedal (n) ★	/'ped(ə)l/
pollution (n) ★★★	/'pɒ'lju:ʃ(ə)n/
radar (n)	/'rædɑ:(r)/
steering wheel (n)	/'stiəriŋ wi:l/

technical (adj) ★★★ /'teknɪk(ə)l/
 washing machine (n) ★ /'wɒʃɪŋ mə'ʃiːn/

Other words and phrases

archaeological /,ɑː(r)kiə'lɒdʒɪk(ə)l/
 canal (n)★★ /kə'næl/
 candle (n)★★ /'kænd(ə)l/
 climate change /'klaɪmət tʃeɪndʒ/
 crash (v)★★ /kræʃ/
 cyberspace (n) /'saɪbə(r),speɪs/
 destination (n)★★ /,destɪ'neɪʃ(ə)n/
 diabetes (n) /,daɪə'biːtiːz/
 e-commerce (n) /iː 'kɒmɜː(r)s/
 generate (v)★★★ /'dʒenəreɪt/
 harness (n) /'hɑː(r)nɪs/
 mechanic (n)★ /mɪ'kænɪk/
 mock up /mɒk ʌp/
 nuisance (n)★ /'njuːs(ə)ns/
 operation (n)★★★ /,ɒpə'reɪʃ(ə)n/
 passion (n)★★ /'pæʃ(ə)n/
 perfect likeness /'pɜː(r)fɪkt 'laɪknəs/
 physical attribute /'fɪzɪk(ə)l ə'trɪbjʊːt/
 runway (n)★ /'rʌnweɪ/
 salesman (n) /'seɪlzmən/
 treatable (adj) /'tri:təb(ə)l/
 virtual (adj)★★ /'vɜː(r)tʃʊəl/

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