المملكة العربية السعودية
Kingdom of Saudi Arabia

رؤية 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA

وزارة التعليم
Ministry of Education

Student's Book and Workbook
كتاب الطالب والتمارين

Lift Off!

English Language
Intermediate Stage
Third Intermediate Grade
First Semester

اللغة الإنجليزية
المرحلة المتوسطة
الصف الثالث المتوسط
الفصل الدراسي الأول

5

2018 / 2019 Edition طبعة ١٤٣٩ / ١٤٤٠ هـ

CONTENTS

Skills	Functions	Grammar
UNIT 1 A WEBSITE AND A NEWSLETTER		
LESSON 1 Introducing Marhaba		
Establish social contact: greetings and farewells, introductions, giving thanks; Understand straightforward factual information about common everyday topics	Distinguish between habitual actions and current activities	Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs; Questions (question tags, subject-object questions, negative questions, indirect questions)
LESSON 2 Introducing Saudi Stars		
Understand sequence; Differentiate between the pronunciation of similar sounds in English; Narrate a story	Discuss past habits and situations	Questions (question tags, subject-object questions, negative questions, indirect questions); Prepositions of time, place and movement
LESSON 3 Getting ready		
Describe people and places in detail; Give and follow detailed instructions and directions; Write an account of an event	Distinguish between habitual actions and current activities	Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs
REVIEW		
Grammar: Prepositions of time, place and movement; Present simple vs. present progressive; Present progressive with future meaning; Time expressions; Stative verbs		
UNIT 2 IN THE NEWS		
LESSON 1 An accident a long way from home		
Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment; Differentiate between the pronunciation of similar sounds in English	Narrate and sequence past actions and events; Carry out a telephone conversation	Past simple vs. past progressive
LESSON 2 Favourites and pet hates		
Understand the main idea and/or basic information in monologues or dialogues; Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	Describe feelings; Express opinion/agree and disagree; Describe feelings	*-ing* form; Full and bare infinitive
LESSON 3 Life has changed		
Transfer from verbal to visual information; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	Talk about experiences linking past and present time	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*
REVIEW		
Grammar: Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*		
UNIT 3 AT HOME AND ABROAD		
LESSON 1 What's wrong?		
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	Carry out a telephone conversation	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*; Reflexive pronouns
LESSON 2 A life abroad		
Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly; Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly	Make comparisons; Refer to number and quantity	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (*as* + … + *as*)
LESSON 3 An adventurous life		
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Ask for and give information; Discuss future plans and talk about the future	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*; Reflexive pronouns
REVIEW		
Grammar: Countable and uncountable nouns: *some/any/no, much/many/a lot of/lots of, a few/a little, How much/How many*		

UNIT 4 HELLOES, HELPERS AND HEROES		
LESSON 1 Different ways of communicating		
Recognise various intonation patterns; Ask for repetition and clarification to fill in gaps in understanding; Establish social contact: greetings and farewells, introductions, giving thanks	Express surprise	*-ing* form
LESSON 2 Have you bought the flowers yet?		
Understand straightforward factual information about common everyday topics; Write notes and short messages conveying simple information	Narrate and sequence past actions and events	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*
LESSON 3 Different heroes		
Transfer information from a text to a table; Write short descriptions of people, places and events	Discuss past habits and situations; Talk about experiences linking past and present time	*-ing* form; Time clauses (present, future, past)
REVIEW		
Grammar: *-ing* forms		
UNIT 5 OLD AND NEW		
LESSON 1 Family heirlooms		
Understand text cohesion; Guess the meaning of unknown words	Talk about experiences linking past and present time; Discuss a range of familiar topics	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*
LESSON 2 Which holiday would you prefer?		
Logically link ideas by using a variety of connectors; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Make comparisons	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (*as* + … + *as*)
LESSON 3 Tomorrow's world		
Understand text cohesion; Logically link ideas by using a variety of connectors	Express possibility; Discuss future plans and talk about the future	Future *will*; Modal verbs; Conditional sentence types 1 and 2
REVIEW		
Grammar: Future *will*; Modal verbs; Conditional sentence types 1 and 2		
PROGRESS CHECK 1 Review of Units 1–5		
UNIT 6 REQUESTS, OPINIONS AND DIRECTIONS		
LESSON 1 Could you get me some rice?		
Understand text cohesion; Differentiate between the pronunciation of similar sounds in English	Discuss a range of familiar topics; Refer to number and quantity	*some/any/no/every* and their compounds; Conjunctions
LESSON 2 I'd rather live in …		
Transfer information from a text to a table; Politely express agreement and disagreement; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	Express purpose	Full and bare infinitives
LESSON 3 Where's the nearest bank?		
Give and follow detailed instructions and directions; Follow detailed directions; Initiate, maintain and close a conversation on familiar or everyday topics	Give and follow instructions	Prepositions of time, place and movement; *-ing* forms
REVIEW		
Grammar: Full and bare infinitives; *-ing* forms		
UNIT 7 OLD HABITS AND NEW EXPERIENCES		
LESSON 1 Sami's favourite sport		
Transfer from verbal to visual information; Find and understand relevant information in everyday material such as letters and brochures	Express obligation, lack of obligation and prohibition; Discuss future plans and talk about the future	Modal verbs
LESSON 2 Grandma used to like the area.		
Understand the main idea and/or basic information in monologues or dialogues; Write short descriptions of people, places and events	Discuss past habits and situations; Discuss a range of familiar topics	Past simple; *used to;* Time expressions

LESSON 3 Young achievers		
Initiate, maintain and close a conversation on familiar or everyday topics; Manage less routine situations (in a post office, bank, etc.); Ask and answer questions and check and confirm information	Talk about experiences linking past and present time; Narrate and sequence past actions and events	Past simple; *used to;* Time expressions; Prepositions of time, place and movement
REVIEW		
Grammar: Past simple; *used to;* Time expressions; Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*		
UNIT 8 REST, RESEARCH AND RELIGION		
LESSON 1 The weather was so nice that I went to the park.		
Understand sequence; Guess the meaning of unknown words	Express result; Express ability	Clauses of result (*so* + adjective/adverb + (*that*)/*such* + (*a/an*) (+ adjective) + noun (+ *that*)); Modal verbs
LESSON 2 Did you sleep well?		
Understand text cohesion; Find things in common	Make comparisons	Comparative and superlative forms of adjectives/adverbs and other forms of comparison (*as* + … + *as*)
LESSON 3 Muslims in Britain		
Find and understand relevant information in everyday material such as letters and brochures; Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	Define people, places and things	Relative pronouns (*who, which, that*); Relative adverb (*where*)
REVIEW		
Grammar: Clauses of result (*so* + adjective/adverb + (*that*)/*such* + (*a/an*) (+ adjective) + noun (+ *that*)		
UNIT 9 QUIZZES AND QUESTIONS		
LESSON 1 Not too difficult to answer		
Briefly give reasons and explanations for opinions, plans and actions	Express possibility; Express ability	Conditional sentence types 1 and 2; Modal verbs
LESSON 2 E-mails and letters		
Understand the description of events, feelings and wishes in personal letters/e-mails; Write a postcard/e-mail	Ask for and give advice; Discuss a range of familiar topics	Modal verbs
LESSON 3 What is it?		
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests; Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.	Define people, places and things	Relative pronouns (*who, which, that*); Relative adverb (*where*)
REVIEW		
Grammar: Relative pronouns (*who, which, that*); Relative adverb (*where*); Modal verbs		
UNIT 10 HEALTHY, HELPFUL AND HARD WORK		
LESSON 1 Healthy food		
Guess the meaning of unknown words; Politely express agreement and disagreement	Refer to number and quantity	*All/Both/Neither/None/Either; some/any/no/every* and their compounds; The article *the*
LESSON 2 A doctor's story		
Understand text cohesion; Narrate a story	Narrate and sequence past actions and events; Discuss past habits and situations	*-ing* forms; Full and bare infinitives; Past simple vs. past progressive
LESSON 3 For and against		
Briefly give reasons and explanations for opinions, plans and actions; Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	Express opinion/agree and disagree; Discuss advantages and disadvantages	Present perfect simple; Time expressions: *How long?, for/since; have been/have gone*
REVIEW		
Grammar: *-ing* forms; Full and bare infinitives; *All/Both/Neither/None/Either;* The article *the*		
PROGRESS CHECK 2 Review of Units 6–10		

VERB LIST

Present	
be	يكون
beat	يهزم
become	يصبح
begin	يبدأ
break	يكسر
buy	يشتري
catch	يمسك
choose	يختار
cost	يكلّف
cut	يقطع
do	يفعل
draw	يرسم
drive	يقود
eat	يأكل
fall	يسقط
feel	يشعر
find	يجد
forget	ينسى
fly	يطير
freeze	يتجمّد
give	يعطي
get	يحصل على
grow	ينمو
have	يمتلك
hurt	يؤذي
keep	يحافظ

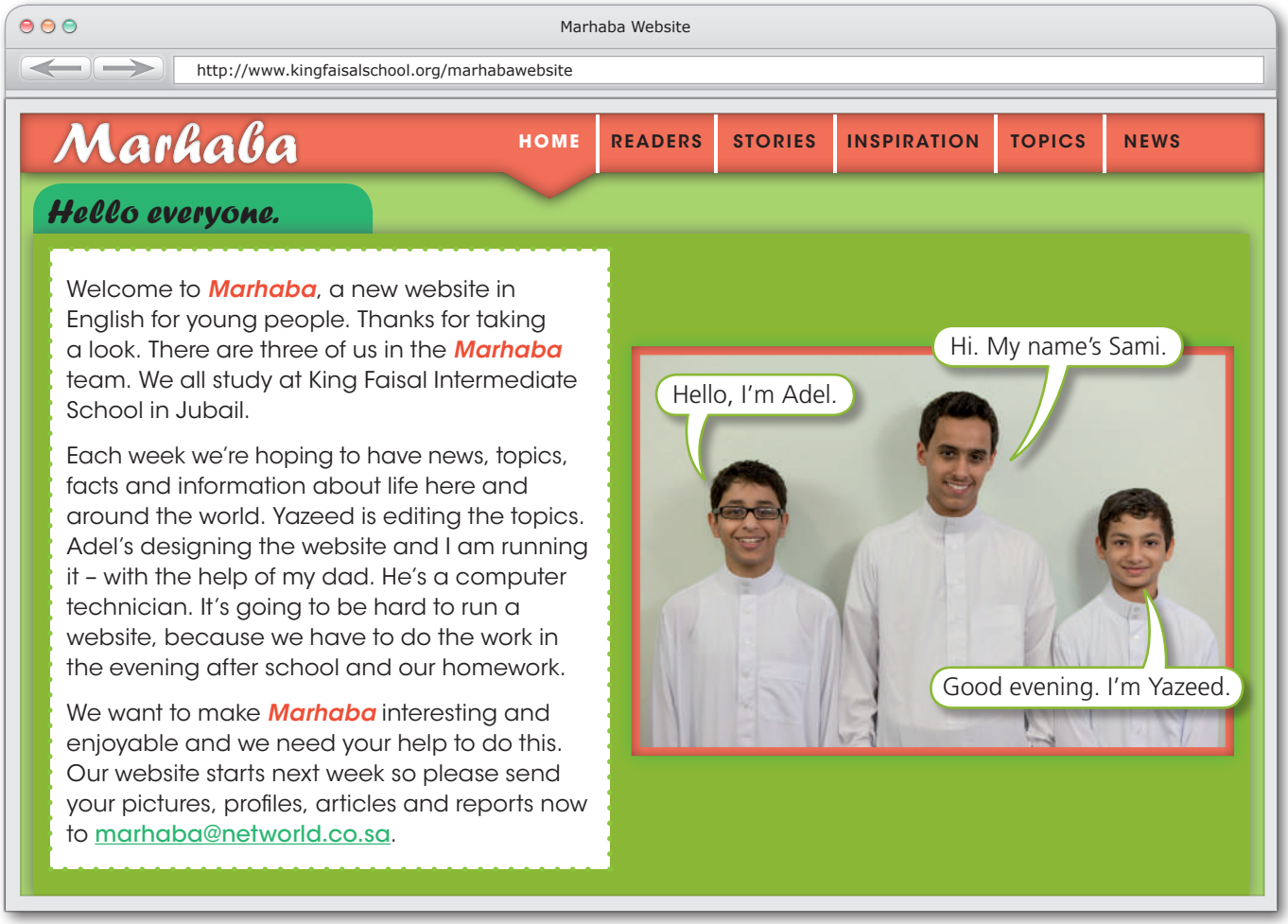
Present	
know	يعرف
leave	يترك –يغادر
lose	يخسر
make	يصنع
meet	يقابل
put	يضع
read	يقرأ
ring	يتصل بـ
rise	يرتفع
say	يقول
see	يرى
sell	يبيع
send	يرسل
set out	يبحر
show	يعرض
speak	يتكلم
spend	يقضى –يصرف
steal	يسرق
swim	يسبح
take	يأخذ
teach	يدرّس
tell	يخبر
wear	يلبس
understand	يفهم
win	يربح – يكسب
write	يكتب

Unit 1 A website and a newsletter

Lesson Link
www.ien.edu.sa

LESSON 1 *Introducing Marhaba*

A READING Ask and answer questions.



1 What are the names of the students?
2 Where do they go to school?
3 What is *Marhaba*?
4 What is going to be in *Marhaba*?
5 'We need your help to do this.' What does the team need help to do?
6 Why does the team want articles and reports?

B SPEAKING Ask tag questions and correct them.

1 *Marhaba* is in Arabic.
2 We're hoping to have poems and stories.
3 Yazeed is writing the topics.
4 Adel's editing the website.
5 We want to make the website boring.
6 The website starts next month.

Marhaba is in Arabic, isn't it?

No, it isn't. It's in English.

C LISTENING Complete the missing information. Track 1

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Reader Profiles • Podcasts • Heirlooms • Quizzes • Home

Reader profile

Are you interested in helping us with *Marhaba*?

Send a profile and leave a voice message.

About you

Name: Rob [1] Green

Age: 15 years old

Born in: Leeds

Lives in: [2] _____

Family

Brother: Harry, [3] _____ years old

Sister: Kate, nine years old

Father's job: [4] _____

Mother's job: A nurse

School

Name: Park Road

Size: [5] _____

Best subjects: English, geography and [6] _____

Hobbies

Football and [7] _____, using computers and the internet, learning about young people in [8] _____

CHECK

D READING Ask and answer questions.

1 What is Rob's surname?
2 Where was he born?
3 How old is Rob's sister?
4 What does his father do?
5 What are Rob's best subjects?
6 What are Rob's hobbies?

E SPEAKING Interview your partner: Use the questions from Exercise E and other questions.

F VOCABULARY Work in groups.

Jobs often finish with *–or* or *–er* in English, for example, *doctor* and *cleaner*.
In groups, make two lists: (1) jobs ending *–or* or *–er* (2) other jobs.

see Workbook pp96–97

Unit 1 A website and a newsletter

Lesson Link
www.ien.edu.sa

LESSON 2 *Introducing Saudi Stars*

A READING **Complete the text with the words in the box.**

hope	learn	newsletter	month	students
too	~~Welcome~~	write		

Saudi Stars: Number One

Hello

[1]Welcome to *Saudi Stars*, our new monthly English language newsletter for Saudi [2]_____ by Saudi students. Your editorial team is Leena and Dalal from Olaya Intermediate Girls' School and Julie from Riyadh English Girls' Academy. Each [3]_____, we're going to have articles, questionnaires, stories and quizzes in our [4]_____. We are going to [5]_____ a lot of English when we [6]_____ the newsletter.

We [7]_____ you're going to enjoy the newsletter and learn English from it [8]_____.

B WRITING AND SPEAKING **Write three questions about the text. Ask and answer them.**

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

How Saudi Stars started

A They discussed this idea with their teacher, Mrs. Rinad Abu Zinada. ☐
B Julie agreed because the newsletter sounded very interesting. ☐
C Mrs. Rinad arranged to print the newsletter for the girls. ☐
D Leena and Dalal started intermediate school at the same time. ☐
E Leena, Dalal and Julie decided to call the newsletter *Saudi Stars*. ☐
F They wanted to use and practise English for a project. ☐
G Leena suggested writing a newsletter in English. ☐
H Dalal contacted her friend Julie and asked her to help. ☐

D LISTENING **Check your work.** Track 2

E GRAMMAR Read and underline the correct words.

1 Verbs like *played*, *washed*, *waited* are in the *present* / *past* tense.
2 Verbs like *played*, *washed*, *waited* are *regular* / *irregular* verbs.
3 The letters *ed* in *played*, *washed*, *waited* sound *the same* / *different* in the verbs.

F GRAMMAR Work in groups.

In your notebook, make a list of ten verbs with regular past tenses and ten verbs with irregular past tenses. Use different verbs from the verbs in Exercise E.

G PRONUNCIATION Work in groups.

Look at the past tense verbs in Exercise E. Copy the table and write the verbs in the correct place.

played /d/	washed /t/	waited /id/

H READING Underline the time phrases.

Saudi Stars: Number One

Julie's story

My dad worked as a teacher at an international school in Malaysia for four years. Three years ago the school closed so we returned to London. My dad started a new job in a school in Riyadh last year.

My mum and I stayed in London for two months so I could finish the school year. We arrived in Riyadh nine months ago. Dalal's father teaches Arabic in the school where my dad works. Last month Dalal's mum phoned and invited me to meet Dalal. We are good friends now.

I SPELLING Ask tag questions and correct them.

1 Julie's dad worked/China/for four years
2 the school closed four years ago
3 Julie's dad started a new job two years ago
4 Julie/mum/stayed/Paris/for two months
5 Julie and her mum arrived/Riyadh three months ago

Julie's dad worked in China for four years, didn't he?

No, he didn't. He worked in Malaysia for four years.

J LISTENING AND SPEAKING Find five mistakes in Julie's story and correct them. Track 3

see Workbook pp98–99

Lesson Link
www.ien.edu.sa

LESSON 3 *Getting ready*

A READING Are the sentences about the text true (T) or false (F)?

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Marhaba is nearly ready!

Hi, everyone! Sami here. We're working in the school library. It's our office. We're preparing a page for this week's ***Marhaba*** website. It takes a day to do this.

Yazeed and Adel are working on an article and a picture. Adel is busy so he isn't looking at the camera. Yazeed isn't smiling in the photo because he always forgets to say, 'cheese'. I'm taking the photo. I usually take the photos.

Yazeed is editing an article. He always proofreads carefully and checks the spelling and the punctuation. He also makes sure that the information is correct.

Adel is designing a new page for the website. At the moment he's studying some photos. He doesn't use all of them. He chooses the best one and puts it into the article.

1 Sami is at Adel's house. T ☐ F ☐
2 Yazeed is preparing a page for the website. T ☐ F ☐
3 Adel always forgets to smile at the camera. T ☐ F ☐
4 Yazeed takes the photos. T ☐ F ☐
5 Yazeed checks information in the article. T ☐ F ☐
6 Sami is checking spelling in an article. T ☐ F ☐
7 Adel is taking a photo. T ☐ F ☐
8 Adel uses the best photo with the article. T ☐ F ☐

B SPEAKING Work in pairs.

1 Correct the false sentences.
2 Study the pictures, then close your books. What the boys are doing?

Sami, Yazeed and Adel are working in the school library.

C LISTENING **Listen and repeat.** Track 4

Saudi Stars

Ten easy steps to a good night's sleep

Are you worrying about something? Are you having trouble sleeping? Dr. Mona Howaish tells us how to get a good night's sleep.

- Always pray on time.
- Go to bed at the same time each day.
- Don't change the time on different days.
- Don't eat or drink before you sleep.
- Don't watch TV or read before you sleep.
- Get ready for bed.
- Lie down on your bed in the dark.
- Relax. Don't think about sleep.
- Close your eyes.
- Imagine a beautiful place.
- Listen to The Holy Qur'an.

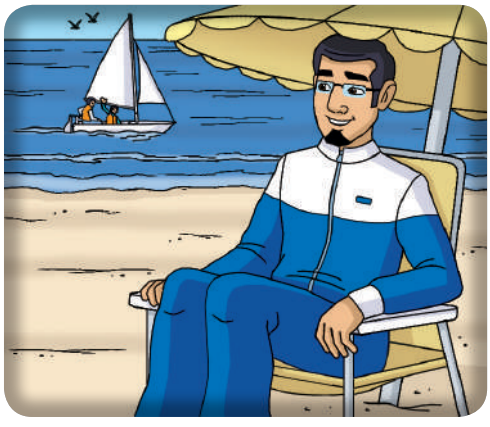
Think about this place and only this place. You will probably go to sleep quite quickly.

D SPEAKING **Work in pairs. Say how to have a good night's sleep.**

E GRAMMAR **Complete the text using the words in the box.**

blow	fly	~~imagine~~	listen	sail	shine	sit	watch	wave

'I [1]'m imagining myself on the beach. I [2]_____ under a sunshade. I [3]_____ the waves and [4]_____ to the wind. It [5]_____ across the sea. The sun [6]_____ . A boat [7]_____ slowly across the water. A young child [8]_____ to me. I can see two birds in the sky. They [9]_____ behind the boat.'



F LISTENING **Check your work.** Track 5

G SPEAKING **Work in groups.**

Imagine and describe a beautiful place. What is happening? What are you doing?

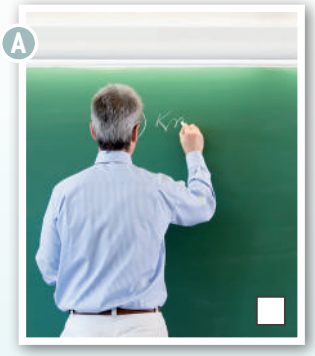
see Workbook pp100–101

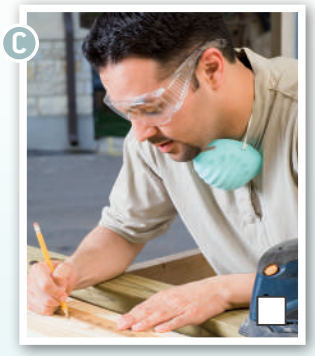
Saudi Review

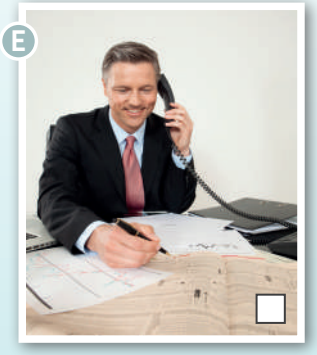
Lesson Link
www.ien.edu.sa

A VOCABULARY Match and number.

1 teacher 2 tailor 3 carpenter 4 editor 5 doctor 6 diver







STUDY TIP

Write new words in your notebook and give an example sentence for each word, for example,

Prepare: My sister is helping me to prepare lunch.

B LISTENING Are the sentences about the newsletter true (T) or false (F)?

Track 6

1	Julie is going to help Leena and Dalal with their newsletter.	T ☐	F ☐
2	The girls are going to write in Arabic and English.	T ☐	F ☐
3	They will include articles about different countries.	T ☐	F ☐
4	The newsletter will help students with their English.	T ☐	F ☐
5	The girls plan to produce a new newsletter each week.	T ☐	F ☐
6	If the students like the newsletter, the girls will print more copies.	T ☐	F ☐

C SPEAKING Ask and answer.

Find out what your partner is going to do at these times.

1 this evening 2 tomorrow 3 on Friday 4 in the holidays

What are you doing this evening?

I'm visiting my English friend.

Saudi Stars: Grammar Study

Read about the present progressive …

Sentences

I **am writing** an article for the class newsletter.

He/she **is speaking** to another student.

We/they **are designing** a website tomorrow.

Use

We use the present progressive to talk about what is happening **now** or what is planned in the near future.

… and the present simple

Sentences

I often write articles for the class newsletter.

He/she sometimes speaks in class.

We/they never design a website.

Use

We use the present simple for actions that take place regularly and routinely.

D WRITING Write sentences in your notebooks.

1 the boys' friends/help/website/today
2 Dalal/usually talk/English friend/afternoon
3 Leena/choose photos/the newsletter
4 we/always check/spelling/articles
5 Adel/not look/camera
6 I/dream/beautiful place
7 the girls/often sit/the shade/evening

The boys' friends are helping with the website today.

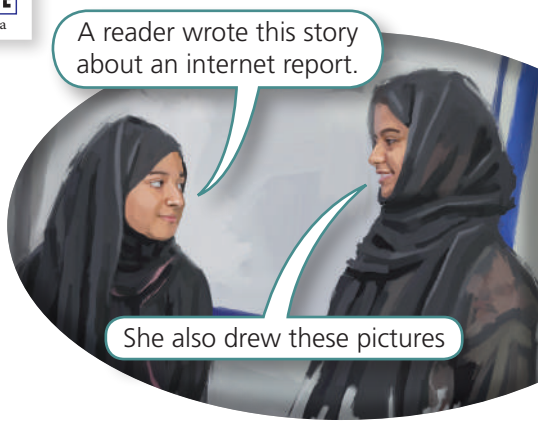
E READING Complete the text with the words in the box.

topics **article** **website** **profiles** **choosing** **design** **checking** ~~**preparing**~~

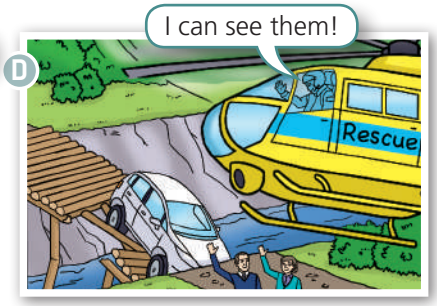
The boys are [1] preparing pages for their new [2] _____ . Adel's father helped him [3] _____ the site. The boys are planning to write about different [4] _____ and will include [5] _____ of the other students in their class. Adel is writing an [6] _____ about sports. Rob, his English friend, is [7] _____ the spelling for him. Yazeed is [8] _____ photos for the website.

Lesson Link
www.ien.edu.sa

LESSON 1 *An accident a long way from home*



A READING AND SPEAKING **Look at the pictures. Ask and answer the questions.**



1 Where did this story happen?
2 What happened to the bridge?
3 What did Bruce and Lesley do?
4 What happened at the end of the story?

B READING **Now read the story. Were you right?**

Saudi Stars

An accident in the jungle

Bruce Scott and his wife Lesley are from London. They were in their 60s when Bruce finished his work as a photographer. They decided to travel the world. They sold their flat in London and bought a large car. They set out on their journey and spent four years driving around South America. Bruce told us what happened when they were driving across Brazil.

Bruce told us about the accident: 'We were going along a small road through the jungle on our way to Manaus, a city about 300 kilometres away. We were driving over a small bridge when it suddenly collapsed. The car fell into the ravine below. I don't know how we weren't badly injured.'

After the accident Bruce and Lesley climbed out of the ravine. They did not know who to phone in Brazil so Lesley called her sister 8000 kilometres away in England. Lesley told her about their accident. Lesley's family rang the British police and they rang the police in Brazil. The Brazilian police sent a helicopter to look for Bruce and Lesley. When the helicopter pilot found them, he took them to Manaus where they rested. After seeing a doctor Bruce and Lesley began their travels again.

C READING AND SPEAKING Work in pairs. Correct the sentences.

1 Bruce and Lesley sold their car.
2 Bruce and Lesley bought a large house.
3 Bruce and Lesley drove around South Africa.
4 One day their car fell into the sea.
5 Lesley rang the police in Brazil.
6 The helicopter pilot took Bruce and Lesley to London.

Bruce and Lesley didn't sell their car.

They sold their flat.

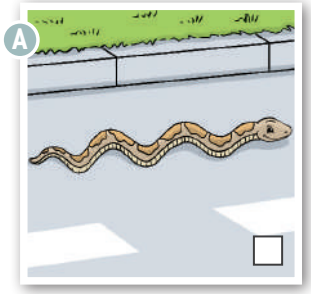
D LISTENING When you hear the sound and the number, write the missing word. Track 7

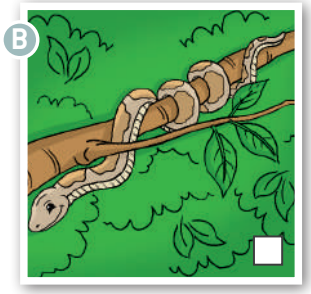
1 America

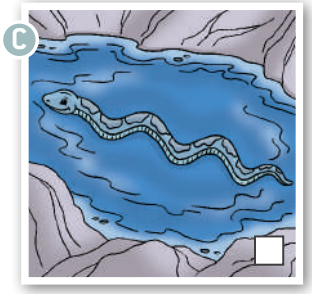
E LISTENING Check your work. Track 8

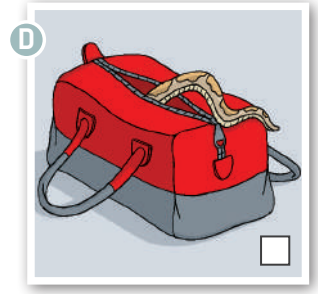
F VOCABULARY Write the correct number in each box.

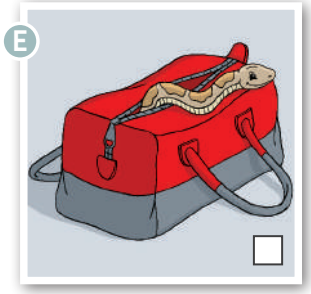
1 ~~across~~ 2 along 3 around 4 below 5 into 6 out of 7 over 8 through

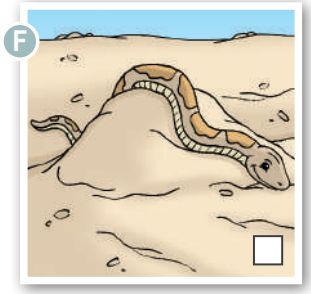


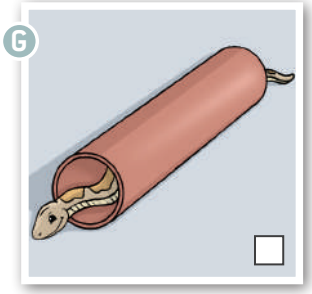


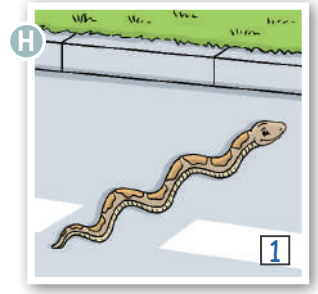












G SPEAKING Work in groups. Carry out these tasks.

1 Tell the story of Bruce and Lesley Scott.
2 Role-play the phone call between Lesley and her sister.
3 Role-play the phone call between Lesley's sister and a Brazilian police officer.

see Workbook pp102–103

Lesson Link
www.ien.edu.sa

LESSON 2 *Favourites and pet hates*

A LISTENING **Tick (✓) the correct answer.** Track 9

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Reader Profiles • Podcasts • Heirlooms • Quizzes • Home

Likes and dislikes

Some readers sent podcasts about their likes and dislikes. Have a listen.

PODCAST

1 Salma

- ☐ Strong favourites
- ☐ Pet hates
- ☐ No strong feelings

PODCAST

2 Alex

- ☐ Strong favourites
- ☐ Pet hates
- ☐ No strong feelings

PODCAST

3 Amina

- ☐ Strong favourites
- ☐ Pet hates
- ☐ No strong feelings

PODCAST

4 Rashed

- ☐ Strong favourites
- ☐ Pet hates
- ☐ No strong feelings

B LISTENING AND SPEAKING **Ask and answer. Say complete sentences and use the names of the people.** Track 9

1 Who hates being near snakes?
2 Who loves walking in the country?
3 Who quite likes listening to other people's phone conversations?
4 Who doesn't mind watching TV?

Who hates being near snakes?

Alex hates being near snakes.

C PRONUNCIATION **Repeat the conversation.** Track 10

D LANGUAGE HELP Read and remember.

Strong favourites	No strong feelings	Pet hates
love / really enjoy / enjoy +	*don't mind / quite enjoy*	*can't stand / really hate*

Verb + *-ing*

E SPEAKING Work in pairs. Discuss your strong favourites, your pet hates and things that you don't have strong feelings about. Use phrases from Exercise D.

F READING Match the paragraphs with the headings.

Dear Marhaba Readers,

A My name is Waleed. I come from Kuwait and I am 14 years old. I have a sister and two brothers.

B I go to AlBayan Boys' School in Safwat, Kuwait. My best subject is geography but my favourite subject is maths.

C In my free time I love swimming and sailing. I quite like playing chess, too. My pet hates? I can't stand people smoking.

D I would like to hear from Saudi students. Please send replies to this e-mail address: waleedazmi@marhaba.networld.co.sa

Best wishes

Waleed

1 hobbies and dislikes [C]
2 what the writer wants [ ]
3 the writer's education [ ]
4 the writer's family [ ]

G SPEAKING Work in pairs.

1 Prepare questions about Waleed.
2 Now take the parts of Waleed and an interviewer.

H LANGUAGE HELP Read and remember.

1 *like doing*: You always enjoy this thing.
2 *would like to*: You want to do or to have this thing now or in future.

I GRAMMAR Complete the sentences. Use *like* or *would/'d like to*.

1 I'm very thirsty. I'd like to drink something.
2 I _____ be a doctor when I leave school.
3 I _____ eating here. The food is great.
4 Are you tired? _____ you _____ to go home?
5 Sami and Adel _____ watching TV.
6 Tea or juice? I _____ have tea, please.

see Workbook pp104–105

Lesson Link
www.ien.edu.sa

LESSON 3 *Life has changed*

A READING **Match the photographs to the paragraphs.**

Saudi Stars

1 I was born in 1944, six years after the discovery of oil. Saudi Arabia has changed and developed so much since that time.

2 The population has increased since 1938. Then it was two and a half million. Now it is around 30 million.

3 Before oil we were nomadic people. We lived in the desert or in small towns and villages. Saudi Arabia has developed. Most people live in modern cities with modern industries.

When I was young, few people went to school and there were very few doctors. Now schools and hospitals have opened in all parts of the country. Healthcare and education are free.

4 I have lived a long life. Life is faster and better now and we are healthier and more comfortable. My children have married and some of their children have married.

5 But some things haven't changed in Saudi Arabia. We are the home of Islam. All Saudis are Muslims. Islam was our religion in the 1930s, it is our religion now and it will always be our religion.

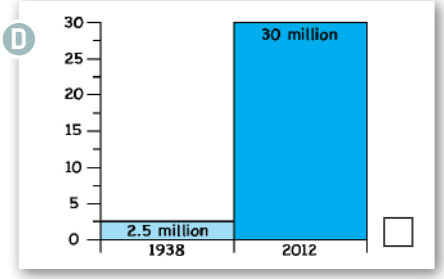
A

B

C

E

D



B READING **Find and <u>underline</u> eight other verbs like *has changed*.**

C LANGUAGE HELP Read and remember.

1 Verbs like *has changed* are regular verbs in the present perfect tense.
2 We make the present perfect with *has/have* + past particle.
3 We make the part participle of regular verbs with verb + *-ed*, for example, *has increased*.
4 The Present Perfect tense connects time or actions in the past to present time or actions:

1938 (the past)	Now (the present)
The population **was** two and a half million.	The population **is** about 30 million.

The population **has increased**. (the present perfect)

D GRAMMAR Complete the information.

Singular	Plural
The country has changed.	The countries have changed.
It [1]_____ . (change)	They [2]_____ . (change)
Negative singular	**Negative plural**
The hospital hasn't closed.	Hospitals haven't closed.
The school [3]_____ . (close)	Schools [4]_____ . (close)

E SPEAKING Say complete sentences.

1 Sami, Yazeed, Adel/start/new website
2 Dalal, Leena, Julie/ start/new newsletter
3 Adel/design/new page for *Marhaba*
4 Leena, Dalal/not finish/this week's newsletter
5 Sami, Adel /visit/Riyadh many times
6 Yazeed/not visit/London/but he/visit/Cairo

F SPEAKING Talk about Saudi Arabia.

Say what has changed and what has not changed since the discovery of oil.

The population has increased since the discovery of oil.

It is now about 30 million.

G GRAMMAR Work in pairs.

Look at these regular past participles. What happens to these verbs when we add *-ed*?

ask *ask**ed*** *study* *stud**ied*** (not ✗ *studyed*)
live *liv**ed*** (not ✗ *liveed*) *stop* *stopp**ed*** (not ✗ *stoped*)

see Workbook pp106–107

Lesson Link

www.ien.edu.sa

Saudi Review

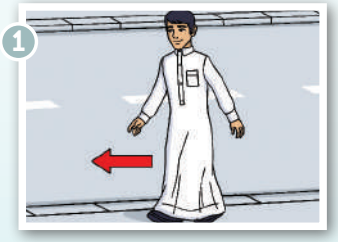
A READING **Look at the pictures. Complete each sentence with a word from the box below.**

across ~~along~~ around below into out of over through

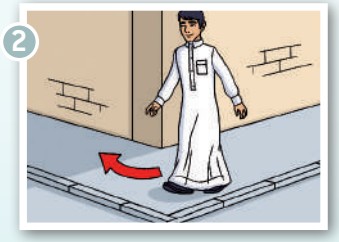
STUDY TIP

When you learn a new verb, always learn its past tense. Write an example sentence in your notebook, e.g.

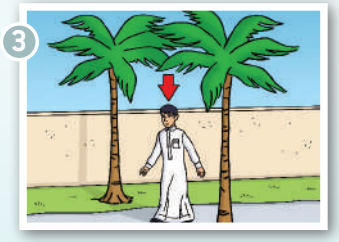
Write: (wrote) I wrote a letter to my English friend.



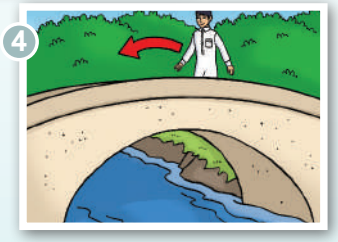
Omar walked along the road.



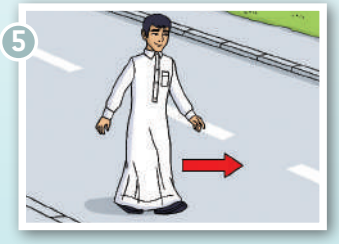
He walked _____ the corner.



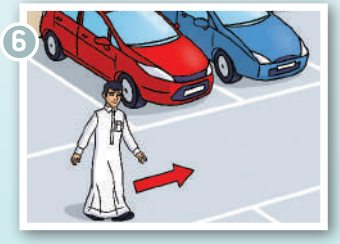
Then he walked _____ the trees.



Omar walked _____ the bridge.



Then he went _____ the busy road.



He walked carefully _____ the car park.

He went _____ the shop to buy a present.

He came _____ the shop carrying a parcel.

B SPEAKING **Use the past tense. Work in pairs.**

My brother bought a new car last week.

1 Hani/buy/new car/last week
2 Hani/drive/new car/supermarket
3 He/take/brother/shopping
4 Hani/sell/old car/last month
5 The boys/bring/surprise/for mother
6 They/ see/friends/in street
7 Hani/find/space/car park
8 It/begin/rain/this morning
9 My brother/fall/a puddle

C WRITING **Write the sentences from Exercise B in your notebooks.**

My brother bought a new car last week.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Grammar Study

Grammar Study

Read about the present perfect.

Singular
Omar **has bought** a computer game.

Plural
Yazeed and Adel **have bought** CDs.

Negative singular
Omar **has not bought** a CD.

Negative plural
Yazeed and Adel **have not bought** any games.

Use
We use the present perfect to talk about something which began in the past and affects what is happening **now**.

D LISTENING Complete the sentences. Track 11

1 Yazeed has received an e-mail from his Kuwaiti friend.
2 Waleed _____ to Yazeed about his school.
3 Adel _____ never _____ Kuwait.
4 Yazeed _____ Britain twice to see his brother.
5 Yazeed's brother _____ in London for six years.
6 Adel's parents _____ several holidays in Turkey.
7 Adel _____ any other countries.
8 Adel's uncle _____ to Paris and _____ the Eiffel Tower.

E SPEAKING AND WRITING Work in pairs. Make sentences about the pictures. Write the sentences.

I really enjoy swimming.

I would like to learn to sail.

Unit 3 At home and abroad

Lesson Link
www.ien.edu.sa

LESSON 1 *What's wrong?*

A READING **Tick (✓) the best title.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Best Title • Sleep • Accidents • Formula 1

Accidents

Tick your best title:

- We have won the match ☐
- The car has broken down ☐
- The car is near the stadium ☐
- I've had an accident ☐

Rick: Can you help me with something, Dad?
Father: Sure, Rick. What's wrong?
Rick: Things are fine at the match.
Father: Has our team won?
Rick: Yes.
Father: That's good news.
Rick: And I have more good news.
Father: Great. Excellent.
Rick: I haven't hurt myself.
Father: I don't understand. Have you fallen over?
Rick: No, but can you give me a lift home please, Dad?
Father: A lift, Rick? Why? You have a car. Has someone stolen it?
Rick: No, Dad, but I've had an accident.
Father: An accident?
Rick: It's OK. I haven't cut myself or broken an arm or anything.
Father: Rick, what's happened to the car?
Rick: I left it near the stadium.
Father: Why? Has it broken down?
Rick: Not really. But it's stopped working.
Father: It's stopped working?
Rick: Yes. I'm sorry. I drove it into a tree.

DOWNLOAD

B READING **Complete the sentences about the story.**

1 Rick's team has won the match.
2 Rick _____ hurt himself.
3 Rick _____ over.
4 _____ stolen the car?
5 Rick _____ an accident.
6 Rick _____ himself or _____ an arm.
7 The car _____ working.
8 Rick _____ into a tree.

C PRONUNCIATION **Repeat the conversation.** Track 12

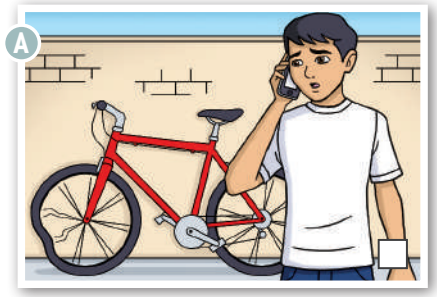
D LANGUAGE HELP Read and remember.

1 We make the present perfect with *has/have* + past particle.
2 We use *-ed* for the past participles of regular verbs, for example, *has stopped*.
3 We don't use *-ed* for the past participles of irregular verbs, for example, *he has* **hurt** *himself.*
4 Learn the past participles of irregular verbs.

E GRAMMAR Complete the information.

Singular	Short form	Question
I have broken my arm.	I've hurt myself.	Have you cut yourself?
He [1]_____ himself. (bruise)	He [2]_____ his arm. (hurt)	[3]_____ he _____ his leg? (cut)
Negative singular	**Short form**	**Question**
I have not finished.	I haven't closed the door.	Has the match started?
School [4]_____. (finish)	The school [5]_____. (close)	[6]_____ school _____? (start)

F LISTENING Number the pictures. Track 13



G SPEAKING Role-play the phone conversations about each picture.

H SPEAKING Take the parts of the parent and son. Talk about the accident.

see Workbook pp108–109

Lesson Link
www.ien.edu.sa

LESSON 2 *A life abroad*

A READING **Underline the verbs in the present perfect tense.**

Saudi Stars

Reader's letters

Hello *Saudi Stars* readers,

My name is Mona Faisal. My family has travelled to many different places because my father is a diplomat. My sisters have lived in two South American countries and I have lived in three, Ecuador, Argentina and Venezuela. Next month we are going home to Riyadh.

I have seen many beautiful places and met a lot of nice people overseas. I have been to eight different schools. As well as Arabic, I have learned to speak English, Spanish and Italian.

It has been very interesting living abroad. However, I am looking forward to spending time in Saudi Arabia again.

Mona

I have made a quiz. I hope you like it.

B SPEAKING **Ask and answer.**

1 Why has Mona's family travelled to many different places?
2 How many South American countries have Mona's sister's lived in?
3 Why has Mona lived in more South American countries than her sisters?
4 What has Mona seen and who has she met overseas?
5 How many schools has she been to?
6 How many languages has she learned?

C SPEAKING **Make sentences about the information.**

	Time abroad	Schools	Languages
Mona, 14	7 years	8	4
Fatima, 12	4 years	4	3
Leila, 10	3 years	2	2

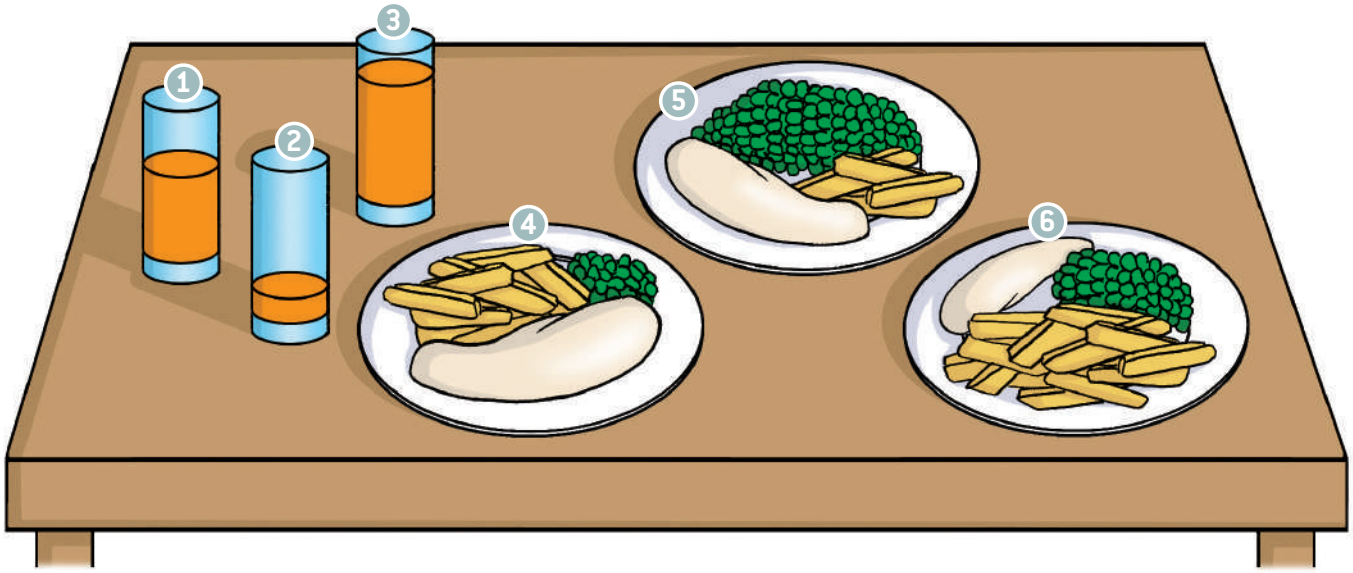
Mona has spent seven years abroad.

Leila has learned two languages.

D READING Complete the sentences with the name: *Mona*, *Fatima*, or *Leila*.

1 Fatima has not spent as much time abroad as Mona.
2 _____ hasn't been to as many schools as Fatima.
3 _____ has learned the most languages.
4 Fatima hasn't been to as many schools as _____.
5 _____ has spent more time abroad than _____ but less time abroad than _____.
6 _____ has been to the fewest schools.

E LISTENING Write *Fatima*, *Mona* or *Leila* by the correct numbers. Track 14



1 _____'s juice
2 _____'s juice
3 _____'s juice
4 _____'s food
5 _____'s food
6 _____'s food

F SPEAKING Work in pairs. Compare the food and the juice in the picture. Use *(not) as much as* or *(not) as many as*.

G VOCABULARY Work in groups.

Think of five countable and five uncountable words to add to each of these categories: *food*, *travel* and *school*.

	(uncountable)	(countable)
Food	chicken	peas

see Workbook pp110–111

Lesson Link
www.ien.edu.sa

LESSON 3 *An adventurous life*

A READING **Complete paragraphs A–F with the verbs in the box.**

become caught done eaten flown gone made ~~written~~

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Bear Grylls • South Pole • Brain

Have you ever done anything like that?

A Saudi scout, Abbas Hadawy and another scout, Adam, are at a scout meeting in Saudi Arabia.

Bear Grylls

A Abbas and Adam have [1]written about the scout chief in Britain, Bear Grylls.

B Bear Grylls' sister gave him the name 'Bear' when he was a baby. It has [2]_____ his official name.

C Bear has [3]_____ many difficult and dangerous things and has [4]_____ to some of the world's most remote places.

D He has [5]_____ and has [6]_____ animals, insects and fish for food in deserts and at sea.

E He has [7]_____ a balloon 7600 metres up into the sky. He has climbed the world's tallest mountain.

F He has [8]_____ survival programmes and has become popular with TV viewers around the world.

B LISTENING **Check your answers.** Track 15

C SPEAKING **Work in pairs. Talk about what Bear Grylls has done.**

Bear Grylls has climbed the world's highest mountain.

D SPEAKING **Work in pairs. Ask and answer the questionnaire.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Bear Grylls • South Pole • Brain

Are you an adventurous person?

		Yes, I have.	No, I haven't.
1	Have you ever done anything exciting?	☐	☐
2	Have you ever made a film?	☐	☐
3	Have you ever caught a fish?	☐	☐
4	Have you ever written to a website?	☐	☐
5	Have you ever climbed a mountain?	☐	☐
6	Have you ever flown in a balloon?	☐	☐
7	Have you ever been alone in the desert?	☐	☐
8	Have you ever been to a remote place?	☐	☐
9	Have you ever eaten any strange food?	☐	☐
10	Have you ever seen a wild animal (not in a zoo)?	☐	☐

Have you ever done anything exciting?

Yes, I have.

E WRITING **Write a list of five adventurous things you would like to do in future.**

In the future, I would like to …
because …

F SPEAKING **Ask and answer about your sentences for Exercise E.**

What five adventurous things would you like to do in the future?

I'd like to … and I want to …

see Workbook pp112–113

Unit 3

Saudi Review

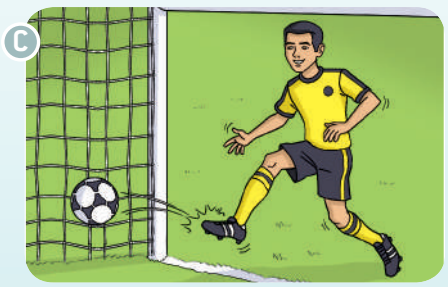
Lesson Link
www.ien.edu.sa

A READING Read and match the pictures and the sentences.

How many people can you see in the photograph?

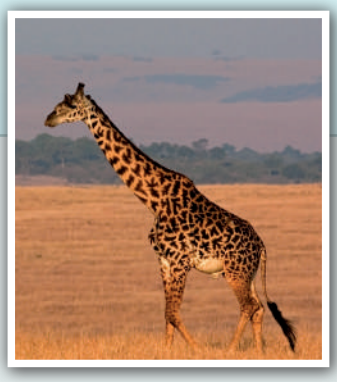
STUDY TIP

When you write, remember to use full stops to finish sentences and question marks to finish questions.



1 Shahad has broken a glass. ☐
2 Hani has scored a goal. ☐
3 Tala has received an e-mail. ☐
4 Bushra has baked a cake. ☐
5 Ahmed has caught a fish. ☐

B READING Correct the sentences.



Tala's English friend Emma has sent her an e-mail. She has been on holiday to Kenya with her family. They have visited the famous Masai Mara Game Park and have been on safari every day. They have even been up in a balloon. Emma has seen a lot of wild animals in the park: elephants, giraffes, hippos and lions. Her father has lent her his camera to take pictures of the animals. Now Emma and her family have left the game park and have flown back to London. They have had a wonderful time in Kenya.

Example:

Emma is Tala's ~~Kenyan~~ friend. Emma is Tala's English friend.

1 Emma has spent her holiday in London
2 The Masai Mara Game Park is in South Africa.
3 Emma went up in a balloon every day.
4 She has not seen many animals in the park.
5 She has not taken any photos.
6 Emma and her family are still in Kenya.

Saudi Stars: Grammar Study

Countable nouns

Tala has not seen as **many** wild animals as Emma.

There are **fewer** wild animals in Saudi Arabia than in Kenya.

Uncountable nouns

Tala has not spent as **much** time in London as Emma.

Emma has spent **less** time in Saudi than Tala.

C GRAMMAR **Underline the correct word to complete each sentence.**

1 Venezuela does not produce as (**much** / **many**) oil as Saudi.
2 There is (**fewer** / **less**) forest in Saudi than in Ecuador.
3 There aren't as (**many** / **much**) people in Saudi as in Argentina.
4 There are (**fewer** / **less**) people in Jeddah than in Riyadh.
5 Travel by car does not cost as (**much** / **many**) money as by plane.
6 If people drove more carefully, there would be (**fewer** / **less**) accidents.

D LISTENING **Complete each sentence with the correct word from the box.** Track 16

many	much	fewer	fewest	less	least	more	most

1 Emma did not spend as _____ time at the park as she wanted.
2 On the first day there were not as _____ hippos in the lake as on the second day.
3 On the second day there were _____ elephants at the lake.
4 She saw the _____ animals on her third day at the camp.
5 It was on her last day at the camp that she saw the _____ animals.
6 Emma spent _____ time on safari on her last day in the park.
7 She likes elephants _____ than she likes giraffes.
8 The animals she likes the _____ are snakes.

Unit 4 Helloes, helpers and heroes

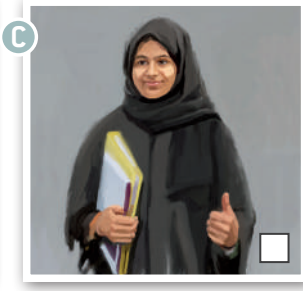
Lesson Link
www.ien.edu.sa

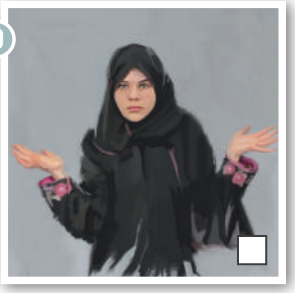
LESSON 1 *Different ways of communicating*

A READING **Write the number of the sentence (1–5) on the correct picture (A–E).**

A

B

C 

D 

E

Saudi Stars: Quiz time!

1. Sorry. I can't hear you.
2. I think the exam was OK.
3. Sorry. I have no idea.
4. ~~See you tomorrow. Bye~~.
5. This book is really boring.

B LISTENING **What is the situation in each conversation? Write the number under the correct word.** Track 17

Travel	Health	Meeting	Understanding
☐ ☐	1 ☐	☐ ☐	☐ ☐

C PRONUNCIATION **Listen. Then repeat the sentence in the same way, 1 to 4.**

Track 18

1 no emotion 2 bored 3 surprised 4 happy

D LISTENING AND SPEAKING **Work in groups.**

One person choose a sentence (A to D) below and a number (1 to 4 as in Exercise C). The other people in the group must say the sentence in that way.

A How are you feeling today?
B How do you do?
C I don't understand. Sorry.
D Enjoy your trip.

Sentence D, Number 2.

Enjoy your trip.

E READING Work in pairs. Find the words in the text with the meanings below.

Saudi Stars: Communication

People communicate in different ways, for example by speaking, by writing, by using their hands and by showing expressions on their face. We can learn information by studying how we communicate. For example, we can learn a person's age from their grammar – a young child often makes more grammar mistakes than an older person. We can tell how a person is feeling by looking at their face – for example, if a person is smiling, he or she is usually happy – or by listening to people's tone of voice – the emotion in their voices when they speak. If a person speaks angrily, that person is probably angry. We can often say where someone comes from when we hear how he or she pronounces words. People from different places sometimes say the same word differently. Finally, we can often tell who a person is speaking to from the choice of words. We might say informal words like *hi* or *bye* to our friends but formal phrases like *good evening*, *sir* or *excuse me*, *madam* when we meet a stranger.

1 the look on a face expression
2 rules for correct language _____
3 to send or get information to someone _____
4 if something is not correct, it is a … _____
5 way of saying a word _____
6 we do not know this person _____
7 a formal way to speak to a man _____
8 a formal way to speak to a woman _____

F LANGUAGE HELP Read and remember. Then write in your notebooks.

1 The other words in the text can help you find the meaning of new words.
2 We can make some verbs into nouns by adding *-ation*, for example, *punctuate – punctuation*.
3 Drop *e* at the end of the verb when you add *-ation*.
4 Write the nouns from these verbs: a *examine*; b *situate*; c *communicate*.

G GRAMMAR Re-write the sentences with *by* + verb + *-ing*.

1 Communicate with people. Use our hands.
2 Learn information. Study people's grammar.
3 Speak politely to a stranger. Use *sir* or *madam*.
4 Know how people feel. Look at their faces.
5 Make new nouns from verbs. Add *-ation*.

We can communicate by using our hands.

H LISTENING Choose A or B to complete the conversation. Track 19

1 A Fine, thanks. B Thanks a lot.
2 A Bye. B Good morning.
3 A … find you B … meet you.
4 A … a problem B … a meeting
5 A … you do B … good flight

see Workbook pp114–115

Unit 4 Helloes, helpers and heroes

Lesson Link
www.ien.edu.sa

LESSON 2 *Have you bought the flowers yet?*

A LISTENING **Are the sentences true or false? Write *T* or *F* in each box.** Track 20

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Reader Profiles • Podcasts • Heirlooms • Quizzes • Home

I've just remembered

This audio story is from Paul and his brother Steve.

PODCAST

It happened when their father was away on business.

I've just remembered

A

1 Paul is on the bus. ☐
2 Paul doesn't need his dictionary. ☐
3 The roads are icy. ☐

B

4 Paul has missed his bus. ☐
5 Paul has hurt his ankle. ☐
6 Paul's mum has phoned for an ambulance. ☐

Later ...

C

1 Paul's mum has a mobile. ☐
2 Steve has cleaned the kitchen. ☐
3 Paul's mum has already gone home. ☐

D

4 Steve hasn't bought the fruit yet. ☐
5 Steve has prepared the food. ☐
6 Paul has phoned for the taxi. ☐

B LISTENING AND SPEAKING **Ask and answer.**

1 Who has just phoned Paul at the bus stop?
2 Why did she phone Paul?
3 Why has Paul's mum fallen over?
4 What is wrong with Paul's mum?
5 What have Paul and already Steve done?
6 What hasn't Paul done yet?
7 What two things has Steve bought?
8 What has Paul just remembered?

C LANGUAGE HELP Read and remember.

1 We use *already*, *just* and *yet* with verbs in the present perfect.
2 We use *already* in sentences: *I've already done my work. already* here means *before now.*
3 We use *just* in questions and sentences: *Have you just arrived? I've just eaten. just* here means *a short time ago.*
4 We use *yet* in questions and negative sentences: *Has Ali phoned yet? I haven't finished yet. yet* here means *until now* or *until this time.*

D GRAMMAR Work in pairs. Say sentences.

1 they/already/check/the work
2 Steve/already/bought/flowers
3 I/already/be/to Jeddah
4 Paul/already/got on/bus/school
5 Julie/already/write/article
6 Adnan and Sami/already/tidy/office

E GRAMMAR Work in pairs. Make questions and sentences.

1 Adel/just/send/e-mail
2 Steve/put away/books/yet
3 you/do/your homework yet
4 Yazeed and Adel/just/leave/room
5 Dalal and Lena/study/Italian/yet
6 Paul's mum/switch on/mobile yet

Has Adel just sent an e-mail?

Adel has just sent an e-mail.

F READING AND SPEAKING Ask and answer.

Hi Dalal

I've just got in from school. I haven't eaten and I haven't had a rest yet. I'll phone you after I've had supper.

Best wishes

Julie

1 Who is this message to?
2 Who is this message from?
3 What is it about?

G WRITING Write these messages in your notebook.

From: Salem
To: Adnan
About:
- already collected Ali
- just gone to eat
- be back at seven

From: Emma
To: Sue
About:
- just gone to supermarket
- not bought flowers yet
- meet at 9pm tonight

From Naif
To: Harry
About:
- just phone office
- meeting already started
- see you tomorrow

see Workbook pp116–117

Lesson Link
www.ien.edu.sa

LESSON 3 *Different heroes*

A READING **Find and underline these past tense verbs.**

1 win 2 become 3 fight 4 lose 5 choose

Cassius Clay

Muhammad Ali was born Cassius Clay in January, 1942. He was the older of two brothers. His father was called Cassius Clay, too. After becoming a Muslim, Ali changed his name.

Ali started boxing at the age of 12 in 1954. Six years later he won a gold medal at the Olympics® in Italy. He started boxing for money after winning his Olympic medal and became world champion at the age of 22 in 1964. He was champion until 1967.

From 1967 to 1970, Ali did not box. Four years later he became champion again when he won a famous fight with George Forman in Kinshasa in Africa. When boxing, Ali fought 61 times. He won 56 matches and lost five. He stopped boxing in 1981.

Ali was called 'The Greatest' because he was one of the world's best boxers. He was also probably the world's most famous sportsman. In 1999, the magazine *Sports Illustrated* chose Ali as the 'Sportsman of the Century'.

After stopping boxing, Ali has spent his time helping people around the world. He has given more than 20 million meals to poor and hungry people. He has also said: 'If you haven't learned the meaning of friendship, you really haven't learned anything.'

Muhammad Ali died in June 2016, aged 74. He was mourned globally and received numerous tributes from the world of sports including Michael Jordan.

Saudi Stars

B READING **Find and circle these present perfect verbs.**

1 spend
2 give
3 say

C READING **Complete the information about Ali's life.**

Date	What happened
1942	[1] Muhammad Ali was born
1954	[2] _____
[3] _____	Ali won an Olympic medal
[4] _____	became world boxing champion
[5] _____ to 1970	[6] _____
[7] _____	became world boxing champion again
1999	[8] _____

D READING AND GRAMMAR Use the text and ask and answer questions as in the example.

1 after/become/Muslim/what/Ali do
2 what/Ali/do/after/win/a gold medal
3 when/Ali/become champion/after he/start/boxing again
4 who/Ali/fight/when he/become/champion again
5 how many times/Ali/fight/before he/stop/boxing

After he became a Muslim, what did Ali do?

After becoming a Muslim, Ali changed his name.

E VOCABULARY Word families: Complete the table.

Verb	Sport	Person
box	boxing	1 boxer
2 _____	running	runner
dive	diving	3 _____
swim	4 _____	swimmer
5 _____	skating	6 _____
ride	7 _____	8 _____

F READING Write which paragraph contains the different information on Prince Sultan.

A Prince Sultan bin Salman was born in Riyadh, in 1956.
B Prince Sultan is the second son of Prince Salman bin Abdul-Aziz. Prince Sultan is married and in his free time he enjoys sports like diving, horse riding and running.
C Prince Sultan went to schools in Riyadh. After completing his Masters degree at Syracuse University in America he became a fighter pilot. Prince Sultan can also fly passenger planes.
D In 1985, Prince Sultan became the first Muslim and Arab to go into space. He flew on the Spaceship *Discovery*. He helped to put an Arab communications satellite into space.
E Since returning from space, Prince Sultan has worked in the Saudi tourist industry and with disabled children.

1 his hobbies ☐ 2 what he does now ☐ 3 his education ☐
4 his date and place of birth ☐ 5 why he is famous ☐

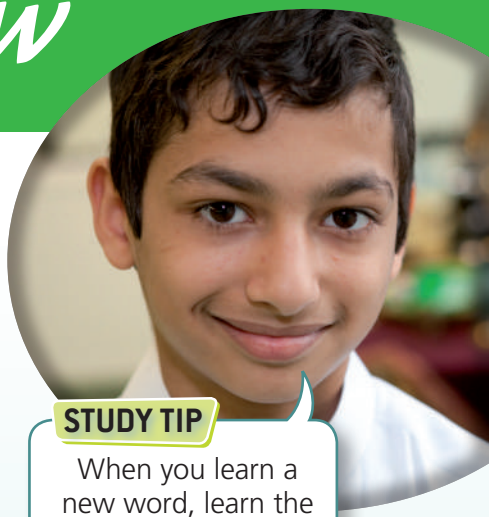
G SPEAKING Work in pairs.

1 Prepare questions about Muhammad Ali and Prince Sultan.
2 Now take the parts of: a) an interviewer and Muhammad Ali; b) an interviewer and Prince Sultan.

see Workbook pp118–119

Lesson Link
www.ien.edu.sa

Saudi Review



STUDY TIP

When you learn a new word, learn the part of speech; for example is the word a noun or a verb?

A LISTENING Listen. Write the number of the conversation on the correct picture. Track 21

How does the speaker feel?
Tick (✓) the correct column.

	bored	angry	happy	no emotion
Conversation 1				
Conversation 2				
Conversation 3				
Conversation 4				

B READING Read and match.

1	formal way of addressing a man	d	a Madam
2	the way someone feels		b pronunciation
3	formal way of addressing a woman		c communicate
4	someone we do not know		d Sir
5	give information to someone		e stranger
6	informal words you say to a friend		f grammar
7	way of saying a word		g emotion
8	rules for using language correctly		h *hi* or *bye*

C VOCABULARY Write the missing words.

communicate	communication
_____	population
situate	_____
congratulate	_____
_____	examination
reserve	_____

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Grammar Study

Grammar Study

Joining sentences

by* + verb + *-ing

Speak good English. Practise as often as you can. You can learn to speak good English **by practising** as often as you can.

after* + verb + *-ing

Faisal spent three months in England. He learned to speak English well.
After spending three months in England, Faisal learned to speak English well.

D READING Complete the sentences.

Mohamed Al-Deayea is a famous Saudi Arabian footballer. He was born in 1972. After he left school, he joined his local team, Al-Ta'ee, in 1989. He played for the junior team for two years, and for the first team when he was only 20. He played for the Saudi Arabian national team for the first time in 1993, before he reached the age of 22. Four years later in 2004, he left Al-Ta'ee and joined Al-Hilal, one of Saudi Arabia's top football teams. He played for the Saudi Arabian national team until 2006 and for Al-Hilal until 2010. Before he stopped playing, Mohammed Al-Deayea played more matches for his country than any other player in the world.

1 Mohamed Al-Deayea joined after leaving school in 1989 .
2 After _____ for the junior team for two years, he played for Al-Ta'ee's first team.
3 He played for the Saudi Arabian national team before _____ the age of 22.
4 After _____ Al-Ta'ee in 2004, he joined Al-Hilal football club.
5 Before _____ playing in 2006, Mohammed Al-Deayea played more games for his country than any other footballer.

E SPEAKING Work in pairs. Ask and answer questions.

Tala's mother has gone shopping. She has left Tala a list of jobs to do.

Has Tala tidied the bedroom already?

No, she hasn't tidied it yet.

Has she put away the clothes already?

Yes, she has.

Tidy the bedroom	✗
Put away the clothes	✓
Clean the kitchen	✗
Wash the dishes	✗
Water the plants	✓
Do your homework	✗

Unit 5 Old and new

Lesson Link
www.ien.edu.sa

LESSON 1 *Family heirlooms*

A WRITING **Write the letter (A–G) of each sentence in the correct place (1–7) in the texts.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Reader Profiles • Podcasts • Heirlooms • Quizzes • Home

We've had it for ages

Marhaba readers have sent us information about some family heirlooms.

A ... when she was a girl.
B ... it was not in good condition.
C ... and great grandparents lived.
D ... ~~for more than 100 years~~.
E ... I have not sold the stamps.
F Here is a photo of some of our stamps.
G ... have made it into a small museum.

Hassan Shakshir

Our family has been in the Taif area for many centuries. We have owned the house in the photo [1] D We moved many years ago and for a long time the house was empty and [2] _____ However, we have now repaired and repainted the house. Recently we have put traditional furniture into it and [3] _____ Now young people can see how their grandparents [4] _____

Hala Ibrahim

[5] _____ My family has owned a collection of stamps for 70 years. My great grandmother started collecting them [6] _____ Each new generation of daughters collected stamps and later gave them to their daughters. My mother gave them to me. I have owned this collection for three years. Friends can't understand why [7] _____ The answer is easy – the stamps are part of our family's history.

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

1 Where is Hassan's family from?
2 How long has his family been there?
3 What happened when the family moved?
4 What have the family done to the house?
5 How long has Hala's family owned a collection of stamps?
6 Who started collecting stamps?
7 Who gave the stamps to Hala?
8 Why hasn't Hala sold the stamps?

C READING AND VOCABULARY Tick (✓) the correct meaning, A or B, for these words.

1 heirloom	A	families have had these objects for a long time	☐
	B	a traditional Saudi Arabian house	☐
2 repair	A	to fix or make better something old or broken	☐
	B	to increase or make something bigger	☐
3 generation	A	the people in a family or a group of about the same age	☐
	B	these people collect stamps	☐

D PRONUNCIATION Mark the stress on the words. Then listen, check and repeat. Track 22

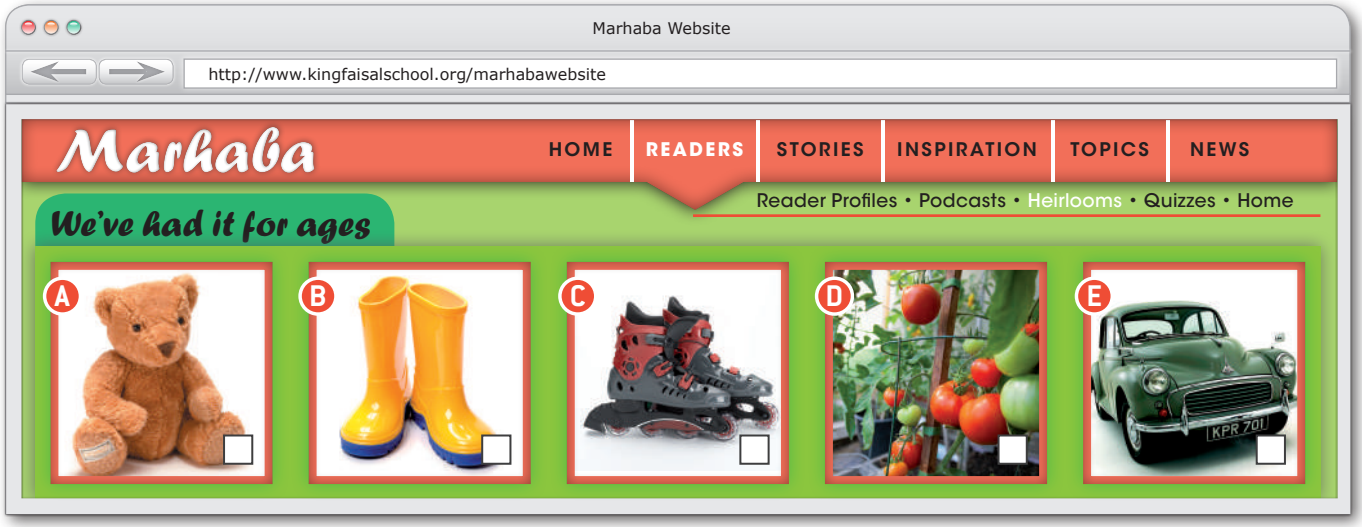
1 heirloom 2 collection 3 furniture 4 repair 5 generation

E LANGUAGE HELP Read and remember, then underline.

1 We often use *for* and the present perfect tense, for example, *We have lived here for two years.*
2 We use *for* with a length of time, for example, *hour, day* or *year.*
3 Which time words can we use with *for* and the present perfect? Underline the correct words.

A Monday B ten o'clock C a week D 2005
E three months F 50 years G the morning H March

F LISTENING Number the pictures. Track 23



G SPEAKING Work in pairs. Ask and answer.

What is your favourite object?

How long have you had it?

see Workbook pp120–121

Unit 5 Old and new

Lesson Link
www.ien.edu.sa

LESSON 2 *Which holiday would you prefer?*

A READING AND SPEAKING **Ask and answer.**

Holiday time

Saudi Stars

Mountain climbing

My brother and I spent a week in youth hostels in Germany. We went mountain climbing with 20 young people from different countries. It was very enjoyable. We were tired but very fit at the end. **Jamal**

Studying Japanese culture

My mum and I stayed in Japan for seven days to study Japanese culture. We learned about traditional clothes like kimonos, painting and calligraphy, theatre and folk stories and how to make paper models. It was really interesting. **Nadia**

1 Where did Jamal and Nadia go?
2 Who did they go with?
3 What did they do there?
4 What did they think of their holidays?

B READING AND SPEAKING **Choose and complete one of these sentences.**

1 I would prefer a mountain climbing holiday to studying in Japan because . . .
2 I would prefer studying in Japan to a mountain climbing holiday because . . .
3 I wouldn't like to study in Japan or go mountain climbing because . . .

C LISTENING **Jamal and Nadia compare holidays. Tick *more*, *less* or *same* in the table.**

Track 24

1 Jamal's holiday	more	less	same
comfortable		✓	
educational			
energetic			
expensive			

2 Nadia's holiday	more	less	same
comfortable	✓		
educational			
energetic			
expensive			

D SPEAKING Make sentences with *as (adjective) as* or *not as (adjective) as*.

1 Jamal's holiday/be/not as comfortable/Nadia's holiday
2 Nadia's holiday/be/as educational/Jamal's holiday
3 Nadia's holiday/be/not as energetic/Jamal's holiday
4 Jamal's holiday/be/not as expensive/Nadia's holiday

Jamal's holiday wasn't as comfortable as Nadia's holiday.

E LANGUAGE HELP Read and remember.

1 *Lena **prefers** tea to coffee* means *Lena **always** likes tea more than coffee.*
2 With *prefer* we can add verb + *-ing*. For example *I prefer drinking tea to (drinking) coffee.*
3 *Lena **would prefer** juice to water* means *Lena chooses juice **this time** not water.* (Another time in the future Lena may choose water, not juice.)
4 With *would/'d prefer* we add *to* + verb. For example *I'd prefer (to have) juice (and not water).*

F GRAMMAR Complete the sentences with *prefer* or *would/'d prefer*.

1 Would you like a biscuit? I'd prefer to have cake, please.
2 Ali and Omar _____ watching TV to playing football.
3 Julie and Dalal _____ cooking to washing up.
4 We always go the park after school. Today, I _____ to the supermarket.
5 The weather's nice this afternoon. I think I _____ to walk home.
6 Do you _____ spending the summer in Saudi Arabia or going to Egypt?

G SPEAKING Make sentences about the cars with *as (adjective) as* or *not as (adjective)*.

speed:	125kph	speed:	153kph	speed:	142kph
length:	3m 95cm	length:	4m 65cm	length:	4m 40cm
weight:	1000kg	weight:	1950kg	weight:	1450kg
year:	1928	year:	1937	year:	1932
size:	two people	size:	five people	size:	four people

see Workbook pp122–123

Lesson Link
www.ien.edu.sa

LESSON 3 *Tomorrow's world*

A READING **Write the letter for each paragraph in the box next to the correct title.**

1 Fewer people will die in accidents [C]
2 We will live longer [ ]
3 There will be more people [ ]
4 They will become quicker [ ]
5 Will more women go to university? [ ]
6 Their job is to improve our country [ ]

Vision 2030: a presentation on your local area

A The Council of Ministers are important people in Saudi Arabia. They make predictions about the future, and then make plans to make our lives better. Here are some of their predictions and plans for life in Saudi Arabia in 2030.

B In Saudi Arabia today, more than half of the population is under 25 years old. If they all get an excellent education, they will be able to help their country. In the last few years, the number of women studying at university has increased, and it will probably continue to increase. The plans in *Vision 2030* will help them. However, the Council of Ministers won't forget to help other groups, such as disabled people, too.

C In the last 30 years, many people have died in car accidents. This number of deaths might increase in the future because more people are travelling by car. On the other hand, the Council of Ministers have a plan to improve traffic safety and reduce traffic accidents, so this probably won't happen.

D In 1960, the average life expectancy of people in Saudi Arabia was 45 years of age. It is now 75 years. The Council of Ministers think life expectancy will continue to increase if people don't smoke and are careful about their weight and diet. In 2030, they predict it will be 80 years.

E The number of people in the world is growing. If the world's population continues to grow, it may increase to about 9 billion in 2025. In Saudi Arabia, the population has risen from 5 million in 1960 to about 30 million today. In 2030, it will be even higher. The plans in *Vision 2030* will make sure all the people living in Saudi Arabia have a good quality of life.

F In the last 50 years, the cost and size of computers has decreased. They have also become faster because the speed of computer chips has doubled every two years. *Vision 2030* expects this to continue, so the country will invest in, and lead, the digital economy

B READING **Who or what do the words in bold refer to?**

1 Paragraph A: their Ministers
2 Paragraph B: them _____
3 Paragraph C: this _____
4 Paragraph D: It _____
5 Paragraph E: it _____
6 Paragraph F: this _____

C PRONUNCIATION **Repeat paragraph D.** Track 25

D READING AND SPEAKING Complete these sentences about the text.

1 The Council of Ministers make plans …
2 The number of women at university will continue to rise because …
3 More people are travelling by car so …
4 People might live longer if …
5 The world's population might increase to 9 billion if …
6 If the plans in *Vision 2030* happen, all the people in Saudi Arabia …
7 If the speed of computer chips doubles, computers will …

The Council of Ministers make plans ...

to make our lives better.

E VOCABULARY Find the nouns for these verbs in the text and write them in your notebooks.

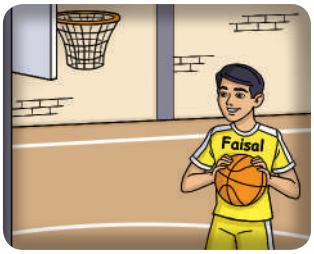
1 predict 2 die 3 expect 4 weigh 5 cost

F LANGUAGE HELP Read and remember.

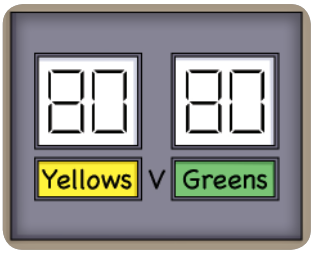
Strong predictions	Weak predictions
I *won't be* at home this evening.	I *may arrive* at seven.
I *will be* at my uncle's house.	Or I *might go* at eight.

G GRAMMAR Look at the pictures and underline the correct word.

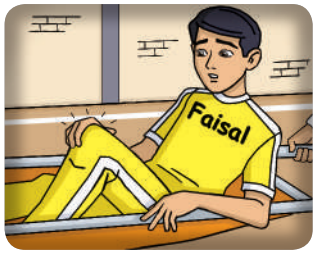
The trainer (*may/will/won't*) choose Faisal.



Faisal (*might/will/won't*) score for his team.



Faisal's team (*may/will/won't*) win.



Faisal (*might/will/won't*) complete the match.

H SPEAKING Complete these predictions.

1 If I do well in my studies, I might _____
2 The Council of Ministers will work hard on *Vision 2030* so _____
3 I may look for a job if _____
4 The speed of computer chips is increasing so _____
5 If the world's population is 9 billion _____
6 Life expectancy might fall if _____

If I do well in my studies ...

Yes?

I might study medicine at university.

see Workbook pp124–125

Lesson Link

www.ien.edu.sa

Saudi Review

STUDY TIP

Use capital letters at the beginning of sentences and with names of days, months, people, places and languages.

A READING Are the sentences about the text true (T) or false (F)?

Sami's father sometimes goes to England on business. This year Sami went with him and they stayed in a hotel in London for a weekend. It is much colder there than in Riyadh, so Sami's father took him to a department store to buy a warm coat. He noticed that everything in the store cost more than in Saudi Arabia. On the first day they took a bus tour and saw many famous buildings and monuments. Sami thought that the most interesting of these was Buckingham Palace, the home of Queen Elizabeth II. The next day they went on a boat trip on the River Thames and rode on the London Eye. They had wonderful views of the city from the top. Sami could see that London is bigger than Riyadh.

1	It is not as cold in Riyadh as it is in London.	T ☐	F ☐
2	Stores in Riyadh are not as large as those in London.	T ☐	F ☐
3	Prices in Saudi Arabia are less expensive than in London.	T ☐	F ☐
4	Buckingham Palace was less interesting than the other buildings.	T ☐	F ☐
5	London is not as big as Riyadh.	T ☐	F ☐

B GRAMMAR Write sentences with *more (adjective)*, *less (adjective)* or *as (adjective) as*.

1 blue coat – brown coat
2 grey trousers – brown coat
3 white shirt – T-shirt
4 brown trousers – grey trousers
5 brown coat – brown trousers

The blue coat is not as expensive as the brown coat.

Saudi Stars: Grammar Study

Predictions

We use *will* or *won't* when we are sure about what will happen:
Sami's father **will** travel to London next week. He **won't** stop on the way.

We use *may* or *might* when we are not sure:
He **may** go shopping in London. He **might** buy presents for his family.

C LISTENING **Read the predictions. Complete the table.** Track 26

Put a tick (✓) to show who made the prediction. Write *S* if this person is sure and *NS* if she is not sure.

		Leena	Julie	Sure/not sure
1	Travel round the world faster		✓	S
2	More people living in Saudi Arabia			
3	Not as much oil as we have now			
4	Travel to other planets			
5	Expensive to travel			
6	More equipment in the home			
7	Discover more oil			
8	People live to 100 years or more			

D SPEAKING **Work in pairs. Ask and answer about the future.**

E PRONUNCIATION **Mark the stress • on the words. Then listen, check and repeat.** Track 27

1 prediction
2 discover
3 scientist
4 equipment
5 invention
6 different

Units 1-5 Progress Check 1

Section 1

GRAMMAR 1: 10 MARKS **Tick (✓) the best answer A, B or C.**

See that boy over there. He _____ my brother.

☑ A Saif's ☐ B Saif ☐ C Saifs'

1 Julie's father worked in Malaysia. The school closed three years _____.

☐ A already ☐ B ago ☐ C since

2 Sami has not spent _____ time learning to use computers as Adel.

☐ A as much ☐ B more than ☐ C so many

3 Have you _____ been alone in the desert?

☐ A ever ☐ B long ago ☐ C yet

4 Adel learned good English by _____ to the radio a lot.

☐ A to listen ☐ B listen ☐ C listening

5 Mona has been to three _____ schools than her two sisters.

☐ A few ☐ B fewer ☐ C the fewest

6 My mother has owned a collection of stamps _____ she was eight.

☐ A already ☐ B since ☐ C when

7 Travel by bus does usually not cost as _____ as travel by plane.

☐ A less ☐ B many ☐ C much

8 Dalal and Leena prefer _____ tea to coffee.

☐ A drink ☐ B drinking ☐ C to drinking

9 I've looked hard for my mobile but I haven't found it _____.

☐ A just ☐ B already ☐ C yet

10 The blue jacket isn't _____ the brown jacket.

☐ A as cheap as ☐ B cheaper ☐ C cheap

GRAMMAR 2: 10 MARKS **Complete the sentences with the correct form of the verb in brackets.**

Example: Hala's family went went to Dubai in 2012. (go)

1 I usually take pictures but now I _____ on the website. (work)

2 How many people _____ with last week's magazine? (help)

3 Dalal enjoys _____ birds in her free time. (watch)

4 I think food might _____ a little more next year. (cost)

5 You can get better at sport by _____ as often as you can. (practise)

6 I'd like _____ something energetic for our holiday this year. (do)

7 If people don't smoke or eat too much doctors think they _____ longer in future. (live)

8 Ali studied history after _____ school last year. (leave)

9 Faisal has visited different countries and _____ four new languages. (learn)

10 'Look at my hand, Dave. I _____ myself. Phone the doctor, please.' (cut)

Section 2

VOCABULARY: 10 MARKS **Match the words in the box with the meanings below.**

collect	collapse	director	discovery	editor	increase
jungle	overseas	prefer	pronounce	remote	

Example: another word for the head of a school or office Director

1 to like one thing more than another _____

2 finding or learning about something for the first time _____

3 a person who checks and makes articles better _____

4 abroad; in another country _____

5 not close to other people, houses or towns _____

6 to grow or become bigger in size or number _____

7 to say or speak a sound or a word _____

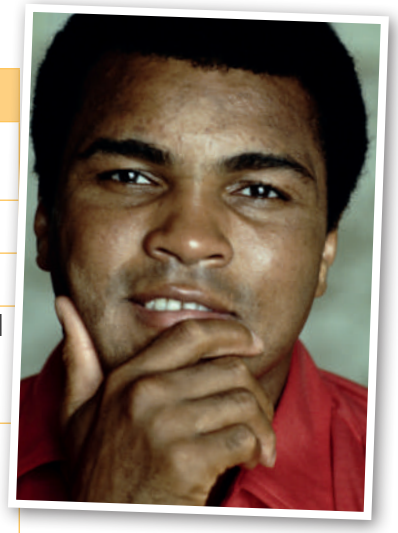
8 to fall down or break suddenly _____

9 to bring together and keep _____

10 an area of forest in a hot and wet place _____

Section 3

LISTENING: 10 MARKS **Listen and complete the table about Muhammed Ali.** Track 28

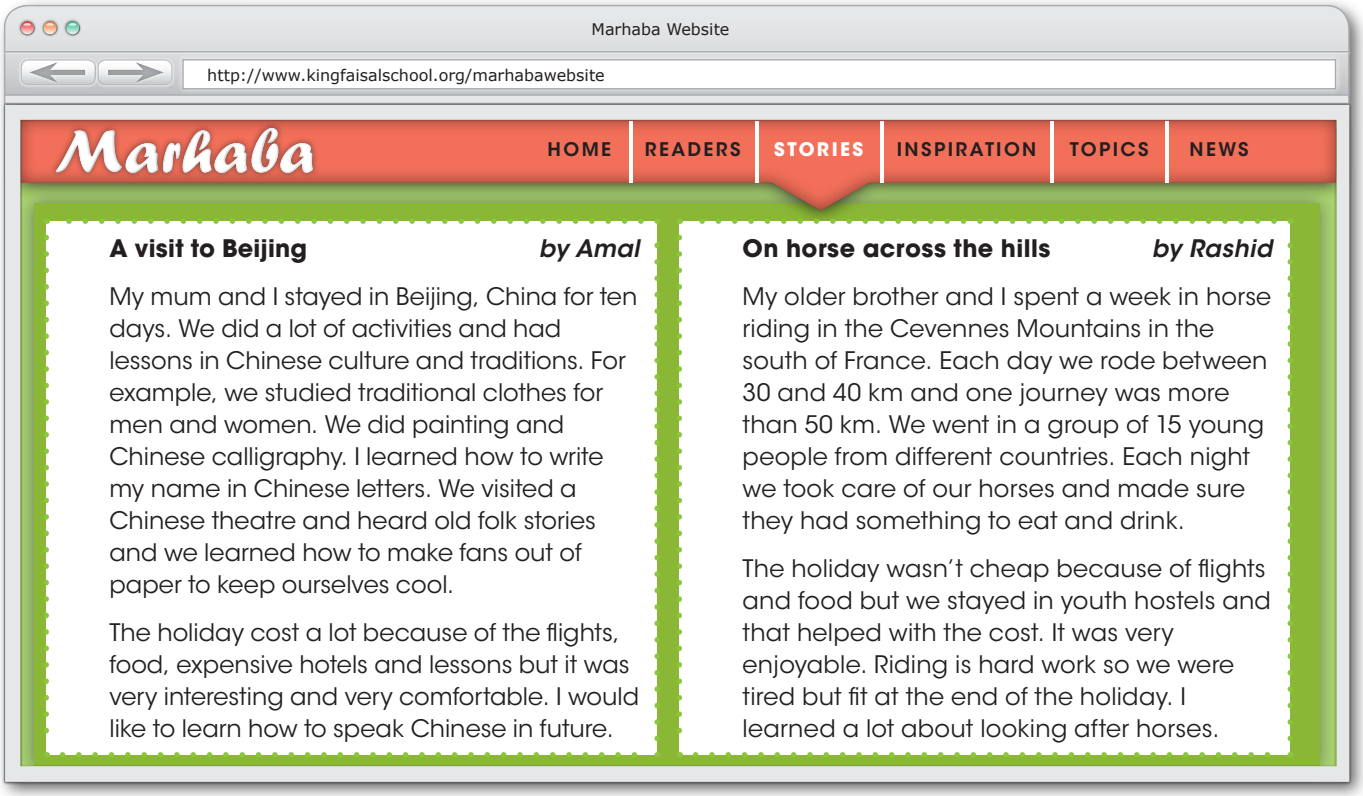


Year	What happened
1942	Muhammed Ali [1] was born. When he was born his name was [2] _____ Clay.
1958	He left [3] _____.
1956	He started boxing.
1960	This was after he won a [4] _____ medal in the Olympic Games. He started boxing for [5] _____.
[6] _____	He became world champion for the first time. He became world champion for the [7] _____ time in 1978.
1972 and [8] _____	Muhammed Ali performed the Haj.
1981 until he died	Muhammed Ali helped people around the world. For example he [9] _____ meals to poor and hungry people.
1984 until he died	Muhammed Ali was [10] _____.
[11] _____	Muhammed Ali died.

Units 1-5 Progress Check 1

Section 4

READING 1: 5 MARKS **Read. Tick (✓) true (T) or false (F).**



		T	F
1	Rashid's holiday was in China.	☑	☐
2	Amal went to Beijing with people from her family.	☐	☐
3	On his holiday Rashid rode 50 km each day.	☐	☐
4	On her holiday Amal had Chinese language lessons.	☐	☐
5	Rashid's holiday was not as expensive as Amal's.	☐	☐
6	Rashid and Amal learned things during their holidays.	☐	☐

READING 2: 5 MARKS **Read about Al-Ula. Match each paragraph with a heading.**

- ☐ Learning more about Al-Ula
- ☐ Where it is
- ☐ A home for the night
- ☐ A castle on the hill
- ☐ The Arab town
- 1 A short history

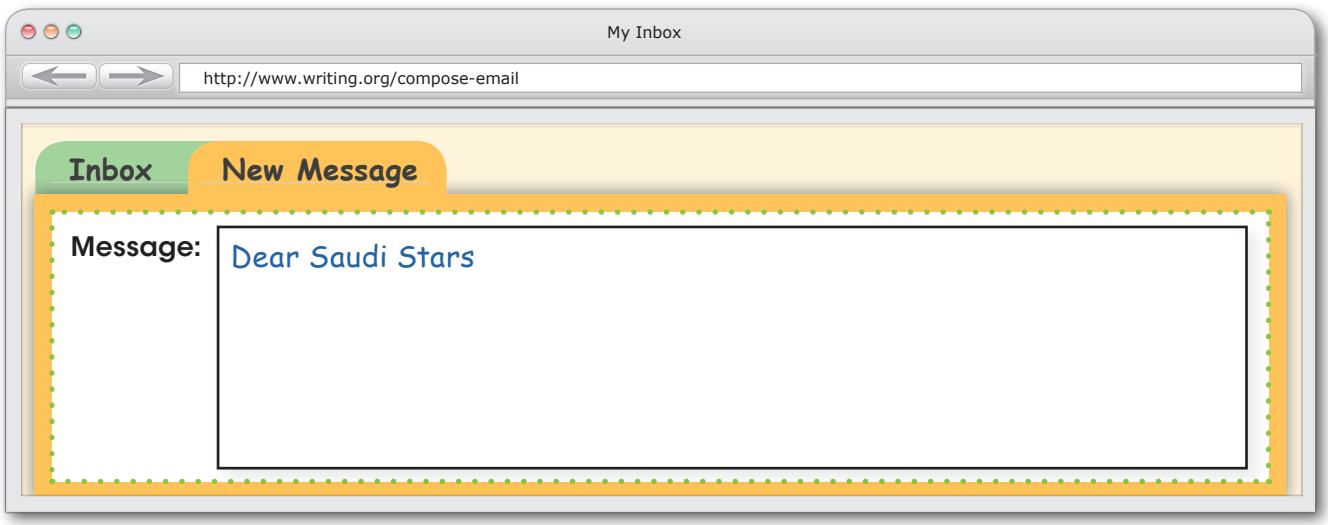
Saudi Stars

1. An interesting visit to make is one to the small town of Al-Ula. More than 2000 years ago, it was the capital of the ancient Lihyanite people. The town was on an important route for the trade of spice with Egypt and North Africa.
2. Al-Ula is about 400 km from the holy city of Medina and 110 km from Tayma in northwest Saudi Arabia. Its history goes back 2500 years. It lies in a valley and in winter visitors can see the high mountains in the distance. There are date trees and hills at each side.
3. The later town of Al-Ula developed in the 13th century. It has excellent examples of old Arab buildings. A walk in the small streets takes you back in time and you can almost feel the life of the people who once lived here. Visitors can go into most houses and see what a house built 700 years ago was like.
4. For the adventurous and fit, there is a castle near the town. A climb to the top is hard work but the view is great. The history of the castle goes back to the 6th century. The castle has stones in it from the nearby hills and from an older castle.
5. Al-Ula Museum is a small museum with ancient items on show as well as information on the culture, plants and animals of the area. It is a good place for an educational visit and is open from 8am to 2.30pm from Sunday to Thursday.
6. The Al-Ula Arac Resort is a place in the mountains. It is the only hotel in town. It's a fantastic place to camp in a tent. You can also stay in flats but there are not many.

Section 5

WRITING: 10 MARKS **Write an e-mail to *Saudi Stars*. Write 45-60 words. Write about the subject below.**

Name your favourite object, heirloom or thing that you own. Describe the object or heirloom. Say how long you have had the object or heirloom. Say where it comes from and/or how you got it. Explain the object or heirloom is important to you. Finish the e-mail correctly.

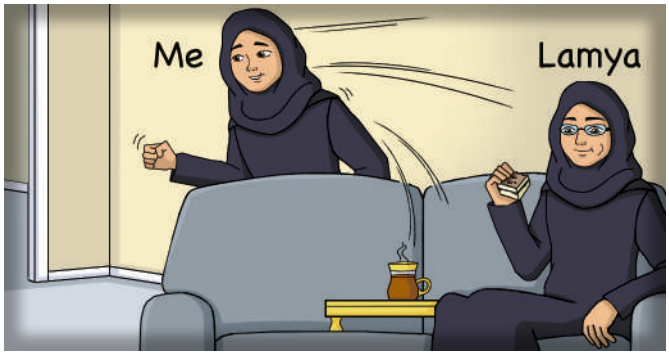


Unit 6 Requests, opinions and directions

Lesson Link
www.ien.edu.sa

LESSON 1 *Could you get me some rice?*

A SPEAKING **Look at the cartoon. What kind of person is Lamya?**



Saudi Stars

An annoying friend

Lamya is kind and polite. She makes me laugh [1] D she never says anything bad about anyone. [2] ____ she has one very annoying habit.

At school, Lamya makes this request: 'Would you mind giving me some help with my homework?' When we are at the shops, she says: 'Sorry Noura. Could you buy me some cake? I don't have any money in my purse.' At home, every time I get up, Lamya will always say: 'Noura, would you mind making me some tea, please? I'd rather have tea than coffee, you know.' I never refuse. 'No, I don't mind at all,' [3] ____ 'Sure, I'll do that for you,' I say.

One day last month, I wasn't feeling well. Lamya was visiting the house [4] ____ as usual, we were sitting watching TV. Five minutes after the programme started, Lamya said: 'Noura, I'm cold. Could you get me something to eat?' I replied in a loud voice: 'Lamya, couldn't you sometimes do something for yourself?'

Lamya looked surprised and was quiet for a moment. Then she said. 'Of course I'll do it, Noura, [5] ____ would you mind not shouting, please? I have a bad headache.'

B READING **Write the letter for these words in the correct place in the story.**

A or
B so
C However,
D and
E but

C READING **Work in pairs. Ask and aswer.**

1 How does Noura describe Lamya?
2 What question does Lamya ask Noura at school?
3 Which drink does Lamya prefer?
4 What did Lamya ask when she was cold?
5 Why was Noura angry about this?
6 In what way is Lamya an annoying friend?

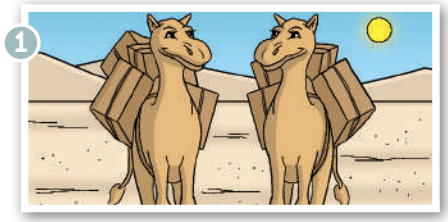
D LISTENING AND SPEAKING Repeat the requests. Track 29

E LANGUAGE HELP Read and remember.

Here are some different ways to accept or refuse requests politely:

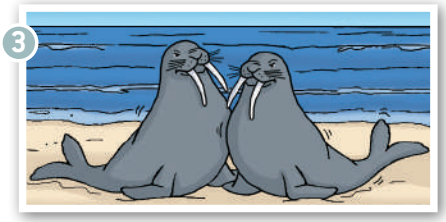
	Accept	Refuse
Would you mind making me some tea?	*Of course not.*	*I'm sorry, I do.*
	No, not at all.	*Yes, I would mind.*
	Accept	**Refuse**
Could you get me something to eat?	*Yes, of course,*	*Sorry. No.*
	Certainly.	*Sorry, I can't.*

F LISTENING Are these requests formal and polite? Tick (✓) *yes* or cross (✗) *no* in each box. Track 30



Formal ☐ Polite ☐

Formal ☐ Polite ☐



Formal ☐ Polite ☐

Formal ☐ Polite ☐

Formal ☐ Polite ☐

Formal ☐ Polite ☐

G SPEAKING Work in groups. Make conversations for each picture with:

1 **informal** and polite language. 2 **formal** and polite language.

H GRAMMAR Copy and complete the sentences.

1 I wouldn't like _____any_____tea, thanks.
2 Leena looked _____ for her mobile phone but she couldn't find it.
3 Dalal went to a nice shop but _____ was very expensive there.
4 Lamya always asks me the same thing: 'Noura, can I have _____ tea, please?'
5 There weren't _____ free seats on the bus so Ali had to stand.
6 'Did you learn _____ interesting at school today, Lamya?' her mother asked.

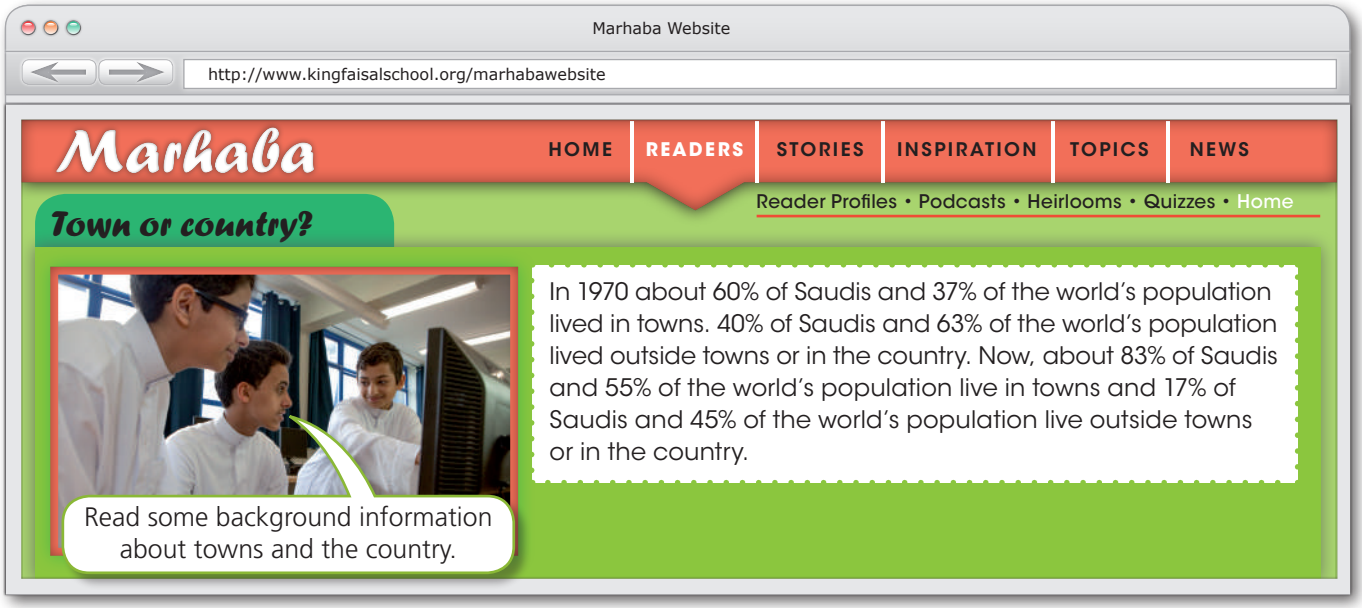
see Workbook pp126–127

Lesson Link
www.ien.edu.sa

LESSON 2 *I'd rather live in . . .*

A READING **Tick (✓) the best title.**

- ☐ Where people live is changing
- ☐ The world is now a bigger place
- ☐ 55% of the world's population
- ☐ People outside towns or in the country



B READING **Complete the table.**

	Percentages of people in towns and in the country			
	Around the world		In Saudi Arabia	
	1970	Now	1970	Now
Town	37%	1 _____	2 _____	3 _____
Country	4 _____	5 _____	6 _____	7 _____

C LISTENING **Do these students like where they live? Tick (✓) *yes* or cross (✗) *no* in each box.** Track 31

D LISTENING Complete the missing words. Track 32

Amy: *'I live in the [1]country. It's [2]_____ and peaceful. We have enough friends and there are enough [3]_____ and there are enough shops.'*

Pablo: *'I live in a city but I'd rather live in the country. There are too [4]_____ people, there isn't enough [5]_____ and there is too much noise.'*

Enas: *'I live in a large city. Some people think there is too much [6]_____ and too much traffic but I don't want to move. There aren't [7]_____ things to do.'*

Salem: *'I live in a village. In my opinion life in a small place is quiet and [8]_____ because there are too [9]_____ facilities.'*

E GRAMMAR Work in pairs. Make complete sentences.

1	I/be/too tired/cook	we'll go/café/eat
2	there/too many people/on/bus	'll take/taxi/get home
3	Enas/not have/enough meat	went/supermarket/buy/more
4	Ahmed/be/tired today	'll go to bed early tonight/get enough sleep
5	Ali/not like living/city	selling/house/move/country
6	Hamad/not want/live/village	'll stay/city/get/good jon

I'm too tired to cook.

We'll go to a café to eat.

F LANGUAGE HELP Read and remember.

1 Here are two ways to say what you think and agree or disagree politely:

I'd rather live in the country than live in a town. → Agree

I agree with you. *I think so, too.*

In my opinion life in the country is better than life in a city. → Disagree

I don't agree. *I don't think so.*

G SPEAKING Work in pairs. Ask and answer.

Would you rather live in a town than in the country?

Would you rather live in the country than in the town?

Give two reasons why.

H WRITING Complete these sentences in your notebooks

In the future, I don't want to live in _____ because _____ and because _____ .

I would rather live in _____ because _____ and because _____ .

see Workbook pp128–129

Lesson Link
www.ien.edu.sa

LESSON 3 *Where's the nearest bank?*

A READING **Write the letter for each paragraph in the box next to the correct title.**

1 Give the simplest route ☐
2 Check the directions ☐
3 Say where to turn ☐
4 ~~Asking for directions~~ A
5 Other ways of helping ☐
6 Two systems ☐
7 Give the distance ☐

Directions Saudi Stars

A **Visitors to cities often do not know where places are and ask questions like, 'Excuse me, where is the nearest bank?' or 'Please could you tell me where the hospital is?'**

B There are two general ways to give directions. You can describe what people will see in a particular direction. You can also use words like *north*, *straight*, *left* and *this way* to describe how to go to get to a place.

C Give clear and easy to follow directions. For example, say, 'Turn left on this street at the school. Then go straight on for a kilometre until the park.'

D A street name, a building or a shop help visitors to know which turning to take. You can add the compass direction as well: 'Turn left at the traffic lights into Foster Road then go east.'

E Tell the person how far they need to go. You can say how many streets to pass and also how long the journey will take, for example, 'Walk for two minutes and pass two roads on your right before you turn left.'

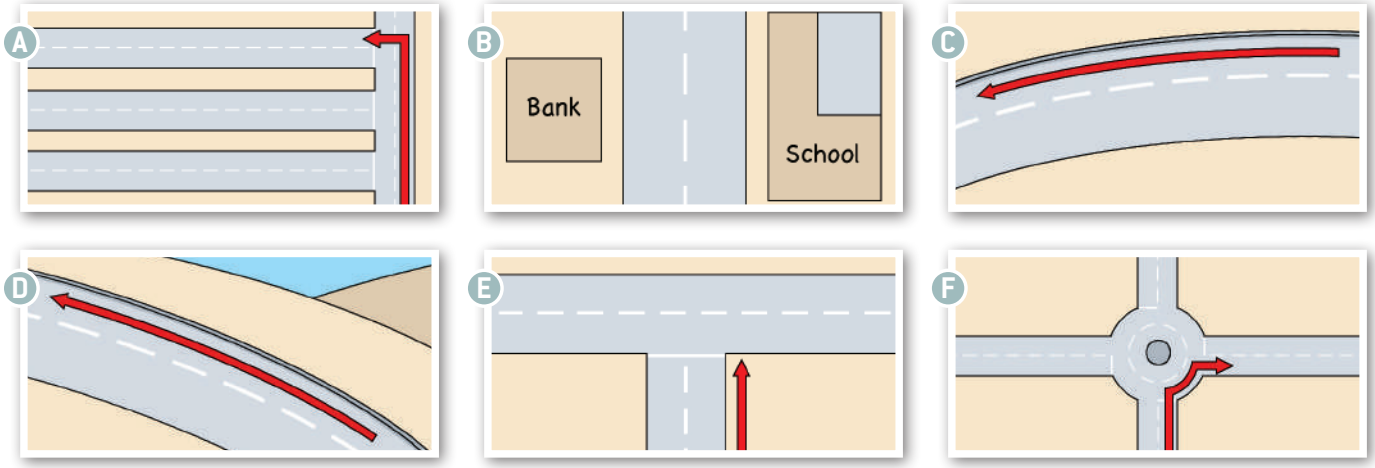
F When you have finished telling a visitor how to get to a place, ask him or her to repeat what you have said so you know that the visitor has understood the route.

F Ask the person to face where he or she wants to go, then use your hand to point to the directions. You can also draw a simple map if you have a paper and pencil. Both these things help people to understand directions.

B READING **Tick (✓) true sentences and cross (✗) false sentences.**

1 Visitors sometimes don't know where places are in a city. ☐
2 You should give directions in different ways. ☐
3 Giving compass directions will not help visitors find places. ☐
4 Information about distances may cause visitors to get lost. ☐
5 It is a good thing if a visitor can repeat your directions to you. ☐
6 Pointing where to go won't help you to find a place more easily. ☐

C VOCABULARY Match the directions with the phrases.



1 ~~Go down the road~~. E
2 The bank is opposite the school. ☐
3 Walk to the end of the road. ☐
4 Take the third turning. ☐
5 Turn right at the roundabout. ☐
6 Go up the hill. ☐

D SPEAKING Cover the writing and say the phrases for each picture.

Picture A?

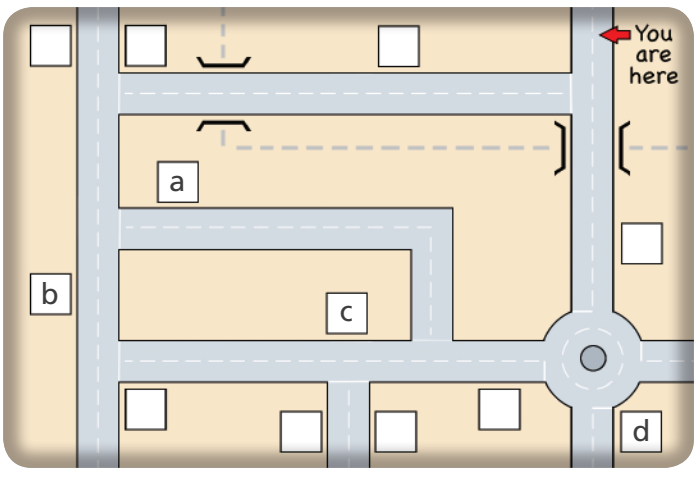
Take the third turning.

E LANGUAGE HELP Read and remember directions.

1 Use the present perfect sometimes: *When you have gone up the hill, turn right.*
2 Join directions with *before* and *after* + verb + *-ing*: *After going up the hill, turn right.*

F LISTENING Label the places. Track 33

1 Star Supermarket
2 Hospital
3 Swimming pool
4 Park Hotel



G SPEAKING Work in pairs. Give directions to places 1–4.

1 Start from 'You are here'.
2 Start with *Excuse me* or a greeting.
3 The conversation is formal and polite.
4 Finish with *Thank you*.

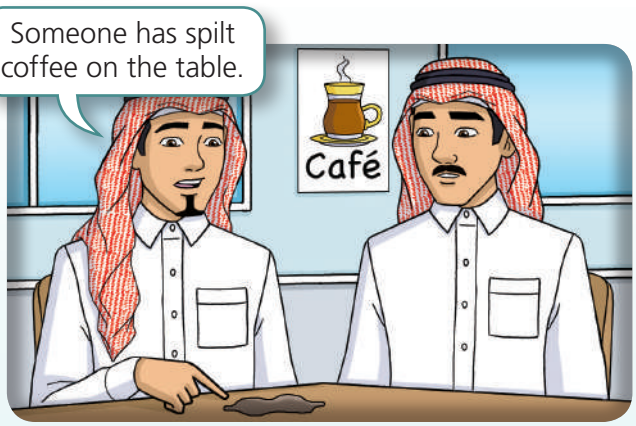
see Workbook pp130–131

Unit 6

Saudi Review

Lesson Link
www.ien.edu.sa

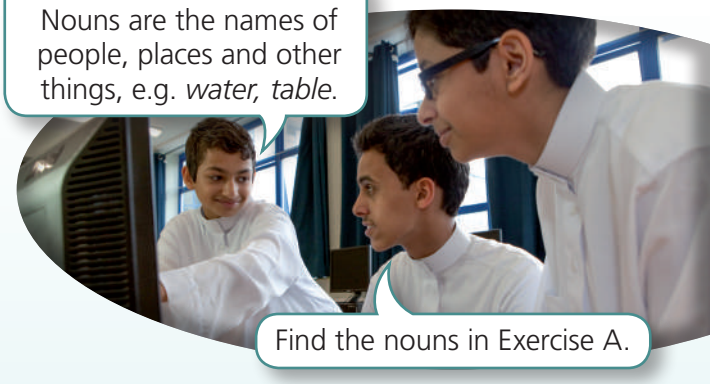
A SPEAKING Work in pairs. Make requests.

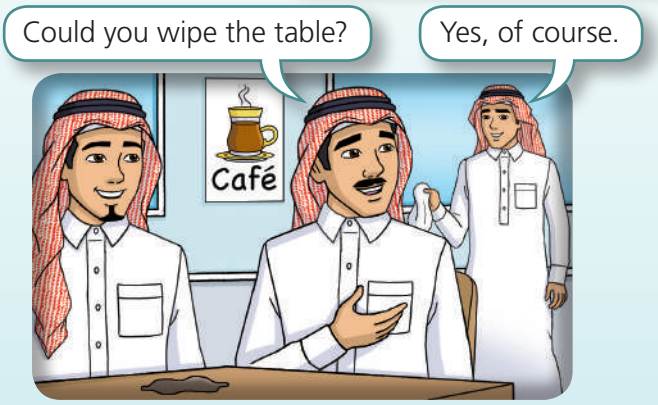


1 You would like a cold drink.
2 You need some hot water.
3 You would like more sugar in your tea.
4 Your cup is not clean.
5 Your coffee is cold.
6 You would like to see the menu.
7 The waiter forgot to bring a spoon.
8 The air conditioning is too cold.

STUDY TIP

Nouns are the names of people, places and other things, e.g. *water, table*.





B SPEAKING Make sentences about the information in the table.

Here are the results of a survey Yazeed conducted for *Marhaba*.

	Watch TV	Meet friends	Swim	Use computer	Play football
Khalid	✗	✓	✓✓	✓	✓✓✓
Ahmed	✗	✓✓	✓✓	✗	✓✓✓
Ibrahim	✓✓	✓	✗	✓✓✓	✓
Faisal	✓	✓✓✓	✓✓✓	✓	✓✓
Ali	✓✓✓	✓✓	✗	✓✓	
Waleed	✓	✓	✗	✓✓✓	✓✓

Khalid likes swimming but he would rather play football.

C WRITING Write sentences about what you and your friend like to do.

I like playing tennis but I'd rather go shopping. Leena likes watching TV but she would rather meet her friends.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba | HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Grammar Study

Grammar Study

-ing form

Use the *-ing* form:

*I enjoy drink**ing** juice.*

*Would you mind bring**ing** tea?*

*How about hav**ing** water?*

Bare infinitive

Use the bare infinitive with:

*Could you **bring** some coffee, please?*

*I'd rather **drink** tea, please.*

*Shall we **have** juice?*

Full infinitive

*I would like **to go**.*

*Salim would prefer **to stay**.*

*Go to the shops **to buy** some bread, please.*

D GRAMMAR Choose the correct words to complete the sentences.

many **few** **much** **little** **enough**

Adel got up late. He did not have [1]enough time to walk to school. His father did not want to take him by car because there was too [2]_____ traffic. Adel waited for the bus but there were too [3]_____ people on it. There was too [4]_____ room on the next bus too. There were always too [5]_____ buses in the morning. There was too [6]_____ time for Adel to walk to school so he checked to see if he had [7]_____ money to take a taxi. Then he heard his friend Yazeed calling his name. 'Adel, there's [8]_____ room for you in our car. We'll give you a lift to school.'

E LISTENING Write the numbers of the places on the plan.

Track 34

Julie has invited Dalal and her mother to a concert at her school. She has phoned Dalal to give her directions.

Car park 1

School gate ____

Classrooms ____

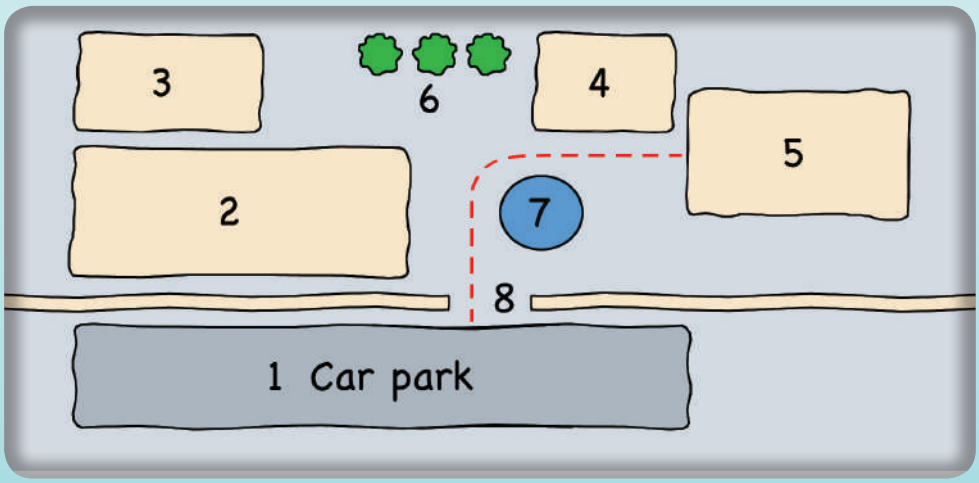
School offices ____

Fountain ____

Trees ____

School hall ____

Computer room ____



F WRITING Write directions from the school gate to places 2 and 4 on the plan.

Unit 7 Old habits and new experiences

Lesson Link
www.ien.edu.sa

LESSON 1 *Sami's favourite sport*

A READING **Match the number of paragraphs 1–6 on the correct pictures A–F.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Best Title • Sleep • Accidents • Formula 1

Formula 1

Sami has written about his favourite sport and Adel has added some photos.

1 Formula 1
Formula 1™ (F1) races are very fast. Cars reach speeds of 350kph and 500 million people around the world watch them. Drivers and teams must follow special rules in F1.

2 Clothing
Drivers didn't have to wear helmets before 1953 but they had to after that date. Drivers must also now wear special clothes to give protection from fire and burns.

3 Circuit safety
Safety for drivers and crowds is very important. For example safety walls to protect people watching must be one metre high. Circuits have to have safety cars to help drivers during rain or after serious accidents.

4 Medical teams
F1 racing is dangerous. Ambulances are always ready at the circuit. They can reach an accident on the circuit in 30 seconds. Helicopters wait at the circuit to take drivers to local hospitals in case of serious accidents or injuries.

5 Starting
Race drivers have a practice lap to check their cars. Drivers mustn't start to race until race officials switch off the red start lights. A driver has to raise an arm if there is a problem with his car.

6 Winning
Drivers have to complete a compulsory number of laps over a distance of about 300km to win. Race officials wave a black and white flag to the winning car.

B PRONUNCIATION **Repeat paragraph 3.** Track 35

C READING AND SPEAKING Work in pairs. Find the sentences from Exercise A with the same meaning.

If a driver has a problem with his car he can show this by raising his arm.

A driver has to raise an arm if there is a problem with his car.

1 If a driver has a problem with his car he can show this by raising his arm.
2 Before 1953 helmets were not compulsory for drivers but now they are.
3 Drivers have to wear special protective clothes because of the danger of fire and burns.
4 There are one-metre high safety walls at race circuits to protect people watching.
5 There are special rules for drivers and teams in Formula 1.
6 Drivers can't start a race before race officials switch off the red start lights.

D VOCABULARY Complete the table with words from the passage.

Adjective	Noun	Adjective	Noun	Adjective	Noun
injured	1 injury	safe	2 _____	crowded	3 _____
4 _____	medicine	dangerous	5 _____	protective	6 _____

E LANGUAGE HELP Read and remember.

1 *have to* and *must* have the same meaning in the present *I must go = I have to go.*
2 *have to* changes its grammar, e.g. *I have to go./She has to go.*
3 *must* doesn't change its grammar, e.g. *I must go./She must go.*
4 We only use *must* in the present tense but we use *have to* in different tenses, e.g. *I had to see the doctor yesterday./I'll have to buy a new pen – this one is broken.*
5 *mustn't* means you don't have permission to do something, e.g. *You mustn't park here.*
6 *don't have to* means *it is not compulsory*, e.g. *You don't have to wear a hat to school.*

F SPEAKING Work in groups.

Talk about:
1 Two things you had to do yesterday.
2 Two things you didn't have to do yesterday.
3 Two things you must do today.
4 Two things you must not do today.
5 Two things you will have to do tomorrow.
6 Two things you won't have to do tomorrow.

see Workbook pp132–133

Lesson Link
www.ien.edu.sa

LESSON 2 *Grandma used to like the area.*

A READING **Underline** the ten incorrect words in each article.

Grandma's old house

1 My mother, Umm Hassan, and me live in a new flat. When Umm Hassan was growing up she didn't use to live in a new house like ours. She used to live in the old part of Riyadh in a traditional shop. The walls were made of mud concrete, not concrete and steel. The windows used to be made of plastic, not made of glass. Grandma was very frightened of her old house.

Grandma used to like the area where she worked, too. It was near the old market. She used to hate looking at the clothes materials, the leather goods, food and stones for sale.' **Reem**

Saudi Stars

2 When I was six I was tired of my sisters because they went to school and I didn't. Every afternoon when they left home, I used to laugh because I couldn't go with them. This used to calm my mother.

One day she bought me a little school bag, made me a cake, put it in a box in my school bag and bought me with my sisters to the school taxi. Then she took me home again and I ate the sandwich. After that I used to be very sad because I was going to school like my brothers.' **Layan**

B LISTENING **Check the ten incorrect words in each article.** Track 36

C SPEAKING **Talk about Reem and Layan. Correct the mistakes in the articles.**

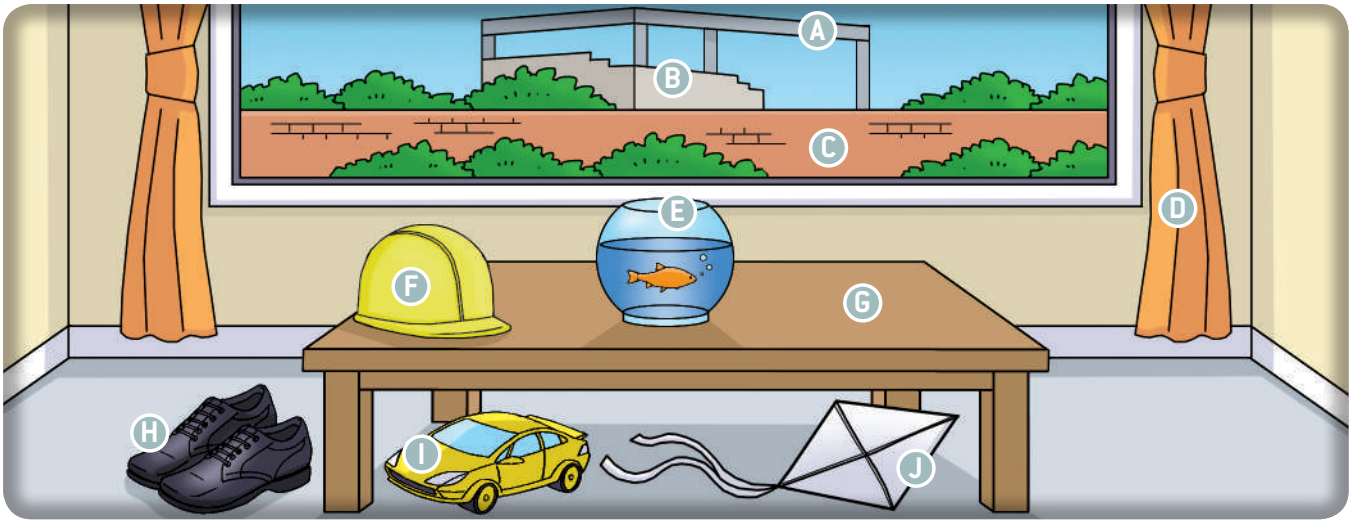
Reem and Umm Hassan

Layan (aged 4)

This is a photo of Reem and her grandma Umm Hassan.

They are in front of their house.

D VOCABULARY Match the words to the picture.



1	brick	2	concrete	3	glass	4	leather	5	material
6	metal	7	paper	8	plastic	9	steel	10	wood

E SPEAKING What are they made of? Ask and answer about the things in the picture.

1	garden wall	2	kite	3	curtains	4	toy car	5	shoes
6	helmet	7	new house	8	fish bowl	9	table		

F LANGUAGE HELP Read and remember.

1 *used to* + verb describes past habits or actions: *I used to like sugar in tea (but now I don't).*
2 The negative is: *I didn't use (to live there).*
3 We often make *sentence used to* + verb and the present or present perfect:
Nadia used to speak French but she doesn't now.
Nadia used to speak French but she has forgotten it.

G SPEAKING Say sentences.

1 I/live in Makkah/now/in Jeddah
2 Ahmed/walk to school/now/go/by bus
3 Rayyan/play football every/day now/has injured/leg
4 Sara/not understand maths/now/be very good/maths
5 Leen and Shahad/not like computers/now/like/very much

I used to live in Makkah but now I live in Jeddah.

H WRITING Compare your past and your present life. Write five sentences in your notebook.

1 I used to like pizzas but now I prefer fish.
2 When I was younger, I used to ...

see Workbook pp134–135

Lesson Link
www.ien.edu.sa

LESSON 3 *Young achievers*

A READING **Underline five present perfect verbs. Circle eight past simple verbs.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Bear Grylls • South Pole • Brain

To the South Pole!

The 16-year-old daughter of the explorer David Hempleman-Adams has recently skied to the South Pole with her father.

Amelia Hempleman-Adams has become the youngest person to reach the South Pole. Father and daughter were very happy but very tired after 17 days at the South Pole in temperatures as low as minus 50 degrees.

Miss Hempleman-Adams said, 'This journey has been an extraordinary experience. It's the first time I've gone on a trip with my father and now I know what it's like.'

The teenager took homework with her because she had school exams after her trip. However, she didn't do any homework because her father left the books at the camp. They were too heavy to carry.

It is not the first time one of Mr. Hempleman-Adams' daughters has travelled with him. In 2005, Amelia's sister Alicia became the youngest person to walk to the North Pole.

DOWNLOAD

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

1 What has Amelia Hempleman-Adams done recently?
2 How old was she when she did this?
3 How long did the journey take?
4 What was the weather like?
5 What did she say about the journey?
6 What did Amelia's sister do in 2005?

Amelia has recently skied to the South Pole.

She has become …

C SPEAKING **Work in pairs. Talk about Amelia.**

D LISTENING Complete the table. Track 37

Mountain	Year	Continent	Height
Mount Kilimanjaro	2006	1 Africa	5900m
Mount Elbrus	2007	2 _____	5650m
Mount Aconcagua	3 _____	South America	7000m
Mount McKinley	2008	North America	4 _____
Mount Puncak Jaya	2009	Oceania	5 _____
Mount Everest	2010	6 _____	8850m
Mount Vinson Massif	7 _____	Antarctica	4900m

Jordan Romero

E GRAMMAR Make sentences.

1 Jordan Romero/climb/world's tallest mountains/different continents
2 he/become/youngest person/to do this
3 he/beat/record of/16-year-old boy/Britain
4 2006/reach/top of/Mount Kilimanjaro/Africa
5 age of 12/climbed/highest mountain/South America
6 2010/become/youngest person/climb Mount Everest

Jordan Romero has climbed the world's tallest mountains on different continents.

F LANGUAGE HELP Read and remember.

Present perfect

We use *has/have* + the past particle to make the present perfect.
The present perfect connects time or actions in the past to present time or actions.
We use the present perfect for verbs when we don't know the time or it's not important.
We use the present perfect with words like *how long*, *yet*, *just*, *already*, *never* and *ever*.

Past simple

We add *-ed* to a verb to make the past simple for regular verbs.
The past simple tense is for actions in the past. These actions are finished.
We use the past simple for verbs when we know the time in the past.
We use the past simple with words like *ago*, *yesterday*, *in June*, *last year* and *at ten*.

G SPEAKING Work in pairs.

1 Prepare questions about Amelia Hempleman-Adams and Jordan Romero.
2 Is the interview going to be formal or informal?
3 Take the parts of:
a) TV reporter and Amelia Hempleman-Adams
b) TV reporter and Jordan Romero

see Workbook pp136–137

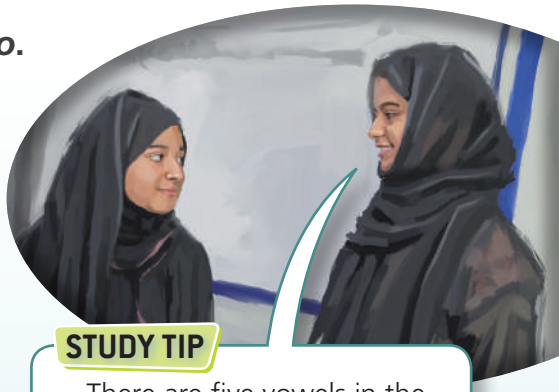
Saudi Review

Lesson Link
www.ien.edu.sa

A LISTENING Complete the sentences with *must* or *have to*.

Track 38

1 When she was at primary school, Julie had to wear a blue and white dress.
2 When she was six, Julie _____ go to school every day.
3 Julie _____ do any homework when she was younger.
4 Dalal _____ do homework every day.
5 She _____ give her homework to her teachers late.
6 Dalal has a lot of homework so she _____ go home soon.
7 Julie _____ finish her project until next week.



STUDY TIP

There are five vowels in the English alphabet. All words must have a vowel or a *y* in them.

B SPEAKING Work in pairs. Make sentences comparing the past with the present.

	Past	Present
Julie	school/in London	school/in Riyadh
Dalal	no homework	homework/every day
Waleed	football/with friends	football at a club
Ali	not like/play tennis	like/very much
Kamal	not know how to swim	swim/very well
Leena	walk to school	go by car
My brother	work/Dammam	work/Jeddah
Rose	not speak Arabic	speak/very well
Yazeed	like/watching TV	prefer/computers

Julie used to go to school in London. Now she goes to school in Riyadh.

C WRITING In your notebooks, write sentences comparing what you used to do in the past and what you do now.

I used to go to school in Jeddah. Now I go to school in Riyadh.

Saudi Stars: Grammar Study

Past tenses

We use the *present perfect* for past actions which connect to the present:
Khalid **has** never **learned** to swim.

We use the *past simple* for actions which happened at a definite time in the past:
Omar *learned* to swim last year.

D GRAMMAR **Read the text. Underline three past simple verbs. Circle three present perfect verbs.**

Lewis Hamilton, who was born in 1985, has become one of the world's most famous Formula 1™ drivers. His interest in car racing began at the age of six, when his parents bought him a toy car. He started to enter competitions and was soon able to beat older drivers. When he was 15 years old, he started car racing in youth championships. He became European champion in 2000. Since then he has competed regularly in international competitions, and has won many titles.

In 2008, aged only 22, Hamilton became world champion. He was the youngest person ever to win the world Formula 1™ championship.

E READING **Match the sentences.**

1	Hamilton first became interested in cars	☐	a when he was only 22.
2	He raced in youth championships	☐	b in international competitions.
3	He has won many titles	☐	c when he was six years old.
4	He won the Formula 1 world title	☐	d at the age of 15.

F GRAMMAR **Complete the paragraph with past simple or present perfect verbs.**

A 19-year-old driver, Yazeed Bin Hamdan, [1] has become (become) the youngest Saudi winner of the Saudi Desert Marathon which [2] _____ (start) last Saturday and [3] _____ (end) yesterday morning in Hail. He [4] _____ (arrive) at the finish of the race 1 hour 23 minutes in front of the second fastest driver, Yahya Al-Kendi from the UAE. '[5] I _____ (never drive) in a race as hard as this,' Yazeed [6] _____ (say) in a TV interview after his win. 'I was very lucky to arrive back safely, alhamdulillah.'

Unit 8 Rest, research and religion

Lesson Link
www.ien.edu.sa

LESSON 1 *The weather was so nice that I went to the park.*

A READING **Read quickly in pairs. Then ask and answer.**

1 Why did Mona go to the park?
2 Why was Mona sad?
3 How much rubbish do we each produce?
4 What's the best way to deal with rubbish?

Mona's research Saudi Stars

A **The weather was so nice last Thursday that I went to the park. It wasn't such a hot day that I felt uncomfortable. The park was beautiful. I wanted to stay there.**

B **Twenty minutes later a woman and two young children arrived. They were eating and drinking. One child dropped a sweet packet. The other dropped a water bottle. Then they left the park.**

C Why were the children lazy? Why didn't the mother tell them off? Why couldn't they throw the rubbish in a bin? This behaviour made me so sad that I went home.

D After this, I started thinking about rubbish and did some research on the internet. I was able to find out that we each produce about half a tonne of rubbish in a year?

E So how can we deal with this mountain of rubbish? Saudi Arabia is a big country. There are many places where we can get rid of waste, in holes in the ground. This is called landfill.

F However, landfill is wasteful and is not always a good way to deal with rubbish. It can pollute drinking water and produce greenhouse gases.

G Rubbish can be a resource as well as a problem. For example, wood, aluminium and paper are expensive materials and can easily be used again. We can't afford to throw them away.

H The best solution is to produce less rubbish. If we can't always do that, we can at least try to recycle more rubbish.

B READING **Number the sentences in the correct order according to the article.**

a Don't waste these materials ☐
b Not always the best way to deal with waste. ☐
c We put it under the ground. ☐
d Two children dropped rubbish. ☐
e ~~Mona went to the park~~. 1
f It is better to use things again. ☐
g We produce a lot of rubbish. ☐
h Mona returned to her house. ☐

C READING Write words from the passage with these meanings.

1 important materials resources
2 throw something away _____
3 have enough money for _____
4 a kind of metal _____
5 the answer to a problem _____
6 speak to someone about their behaviour _____

D VOCABULARY Make sentences with the words in Exercise C.

1 resources

Wood, aluminium and paper are all resources.

E LISTENING AND SPEAKING Repeat paragraphs A and B. Track 39

F LANGUAGE HELP Read and remember.

1 We can use *so* and *such* to say reasons and results:

Reason	Result
The weather was so nice	*that I went to the park.*
It wasn't such a hot day	*that I felt uncomfortable.*

2 We use an adjective after *so* and an adjective with a noun after *such*.

G GRAMMAR Write the sentences in your notebooks.

1 The park was beautiful. I wanted to stay there.
2 The children were lazy. They didn't throw the rubbish in the bin.
3 This behaviour made me sad. I went home.
4 Saudi Arabia is a big country. There are many places where we can get rid of waste.
5 Aluminium and paper are expensive materials. We can't afford to waste them.

H GRAMMAR Say sentences.

1 exam/so difficult that/couldn't
2 it/such a delicious ice cream that
3 Sami/such a nice person that/be able
4 Sara/so clever that/can
5 it/such a nice film/couldn't
6 camera/so expensive/couldn't

see Workbook pp138–139

Lesson Link
www.ien.edu.sa

LESSON 2 *Did you sleep well?*

A READING **Underline** the adverbs (words ending in *-ly*).

Marhaba Website

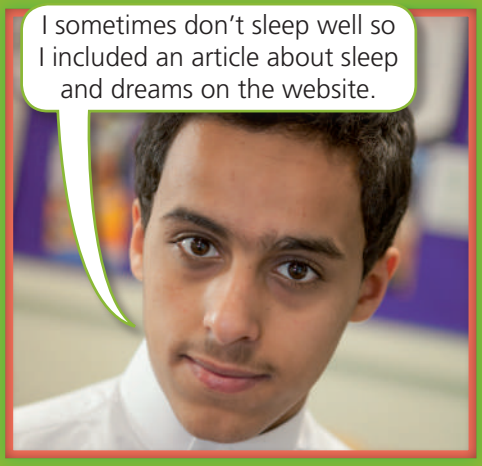
http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Best Title • Sleep • Accidents • Formula 1

Do you sleep well?



A My name is Dr. Howeish. When I was younger, **I** regularly had frightening dreams about huge insects. Because of these dreams I slept badly. I still remember **them** clearly. Happily the dreams stopped when I was ten.

B Scientists and doctors don't really know why people sleep or dream. However, **they** know that both these things are important for learning, memory, and health.

C During sleep, our brains produce electrical waves. When we sleep the most deeply we produce slow electrical waves. This is 'slow wave sleep'. During another kind of sleep, our eyes move rapidly. We call **this sleep** 'rapid-eye movement' or REM sleep. REM sleep happens four or five times a night when we dream. We sleep more lightly during REM sleep than slow wave sleep and can wake easily.

D Because I slept badly when I was a child, I decided to become a specialist sleep doctor. People have problems with sleep for different reasons and my job is to help **them** sleep better.

B READING **Ask and answer the questions.**

1 Who wrote this article?
2 What did he dream about?
3 When did these dreams stop?
4 What are sleep and dreams important for?
5 When do we sleep the most deeply?
6 How many times each night do we dream?
7 What kind of doctor is Dr. Howeish?
8 Who does Dr. Howeish try and help?

Who wrote this article?

Dr. Howeish wrote this article.

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

1 Paragraph A: **I** Dr. Howeish 2 Paragraph A: **them** _____ 3 Paragraph B: **they** _____
4 Paragraph C: **this sleep** _____ 5 Paragraph D: **them** _____

D LANGUAGE HELP Read and remember.

1 Adverbs add meaning to verbs and sentences.
2 Add *-ly* to adjectives to make adverbs: *regular – regularly.*
3 Use *more* and *most* to make the comparative and superlative of adverbs:
Ahmed ran quickly. Rashed ran more quickly than Ahmed. Ali ran the most quickly of the three.
4 Some adverbs are irregular:
well, better than, the best *badly, worse than, the worst*
hard, harder than, the hardest *fast, faster than, the fastest*

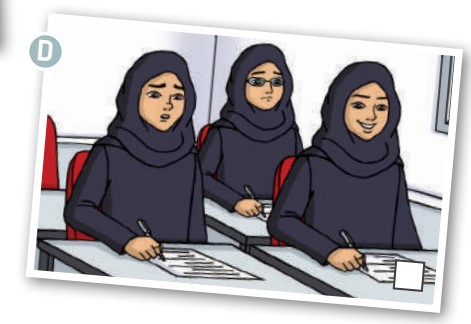
E GRAMMAR Say complete sentences. Use the correct form of the adverb.

1 Dalal talk/very/quick
2 Abdullah/drive/slow/and safe
3 Noor/cook/good She/cook/good/me or Iman
4 Adel/speak/loud He/speak/loud/Sami or Yazeed
5 Leena/regular/read/two books in one week
6 Yazeed proofread/articles/carefully/of the people in the *Marhaba* team

Dalal talks very quickly.

F LISTENING These people are describing dreams. Number the pictures in the order you hear them.

Track 40



G SPEAKING Work in groups.

1 Describe your dreams to the group.
2 Find things about your dreams that you have in common.
3 Tell the class what you found in common.

see Workbook pp140–141

Lesson Link
www.ien.edu.sa

LESSON 3 *Muslims in Britain*

A READING **Complete paragraphs A–E with the correct phrases from the box.**

who came here	who travelled to
who became	where Yemenis lived
~~who live in~~	where they found
who was	where Muslims can study
where I live	who have been

Islam in Britain today

A **In my research I discovered there are about one and a half million Muslims** [1]who live in **Britain today. The story of Islam in Britain begins about 500 years ago. There is a record of a British man, John Nelson,** [2]_____ **a Muslim at that time.**

A factory in the north of England

B During the 18th century, other British people [3]_____ the Islamic world converted to Islam, for example Edward Montagu, [4]_____ the son of a British ambassador to Turkey.

C The first large group of Muslims in Britain were sailors from India [5]_____ about 300 years ago. The next group were Yemeni sailors. The first mosque in Britain was in Cardiff, a port city [6]_____ .

D Many Muslims arrived in Britain in the 1960s. They came from India or Pakistan. They came to towns in the north of England like Leeds and Bradford [7]_____ jobs in factories. There are now many Muslims [8]_____ in Britain for 50 or 60 years and many more who were born here.

E In Blackburn, the town [9]_____ , 20 per cent of the population is Muslim. There are two Islamic secondary schools, one for boys and one for girls, [10]_____ .

Saudi Stars

B LISTENING **Check your answers.** Track 41

C LANGUAGE HELP Read and remember.

1 Look at this sentence: *Many Muslims who arrived in Britain came from India or Pakistan.* The words *who arrived in Britain* are an example of a relative clause.
2 This relative clause in 1 begins with the word *who*. We can also begin relative clauses with other words, such as *which* and *where*.
3 Relative clauses add more information and describe other parts of the sentence. In the example, *who arrived in Britain* describes *many Muslims*.

D GRAMMAR Join these sentences with *who* or *where* and write them in your notebook.

1 The first group of Muslims came to Britain. They were sailors.
2 I know a British man. He converted to Islam last year.
3 That is the electrical factory. I used to work in the factory.
4 That man is my old teacher. He is wearing a black jacket.
5 This is an excellent restaurant. They cook good Indian food in it.
6 What is the name of the place? You are going on holiday to that place next year.

1 The first group of Muslims who came to Britain were sailors.

E LISTENING Number Sarah's pictures in the order you hear them. Track 42

F SPEAKING Say sentences about the pictures.

1 butcher/dad/work
2 woman right/sit/mother
3 mosque/dad/pray/Friday
4 photo/show/pilgrims/go/on the Hajj
5 brother/study/maths/university
6 primary school/sister and I/used/study

1 This is the butcher's where Sarah's dad works.

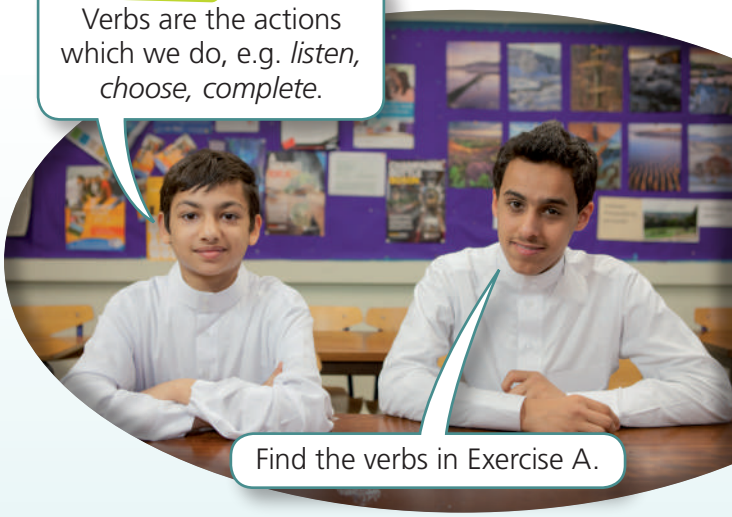
see Workbook pp142–143

Unit 8

Saudi Review

Lesson Link
www.ien.edu.sa

STUDY TIP
Verbs are the actions which we do, e.g. *listen, choose, complete.*



A LISTENING Use words from the box to complete the sentences. Track 43

exciting	high	tired	expensive
~~beautiful~~	interesting	large	thirsty

The students in Ali's class are telling their English teacher what they did on Saturday.

It was a lovely day. We went to Al Shaeeb Park. It has many [1]beautiful pools and fountains. A lot of people come to admire them. It was very hot and I became [2]_____ . My father bought me a cool drink.

We went to the Kingdom Centre and went up the tower. It is very [5]_____ . You can see the whole city from it. We went to the shopping centre afterwards. It was very [6]_____ . I couldn't afford to buy anything.

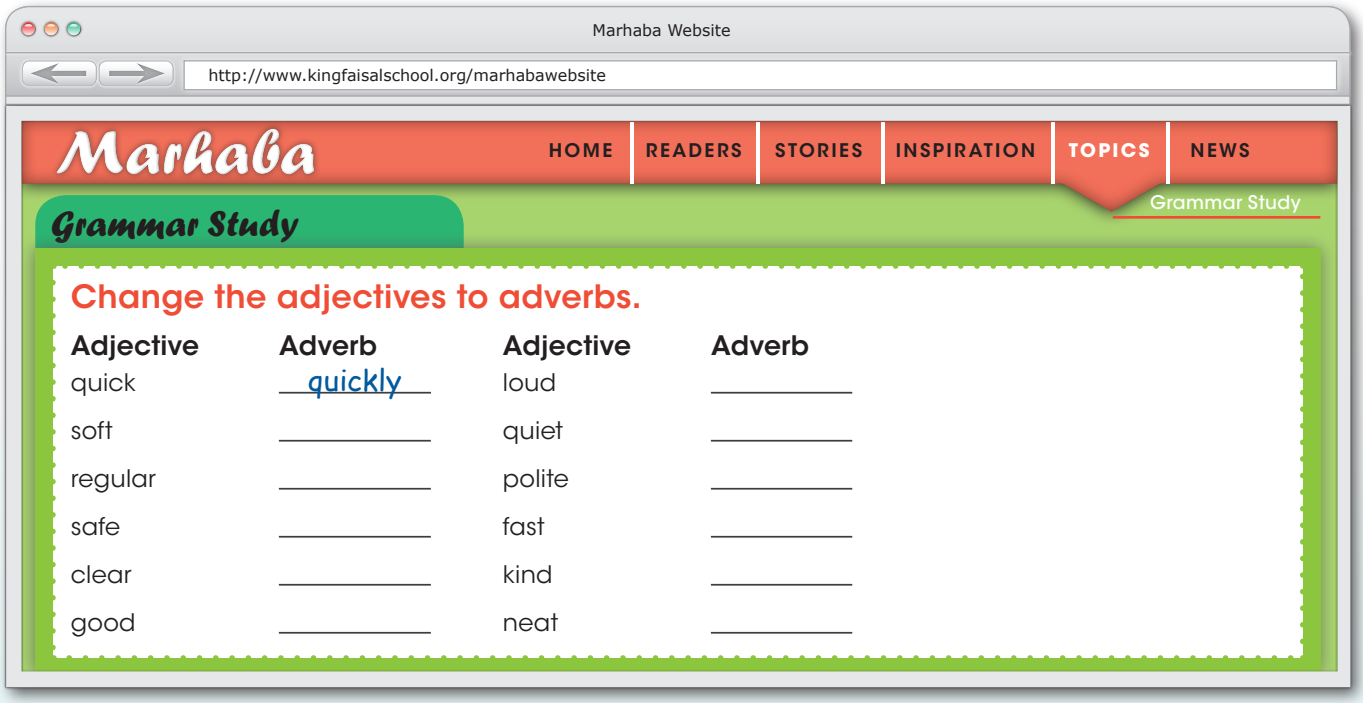
My parents took me to the National Museum of Riyadh. The museum is very [3]_____ and has eight floors. You can't see everything in one visit. It was an [4]_____ place. I would like to go there again.

My brother took me to a football match at the King Fahad Stadium. The game was very [7]_____ . People were cheering all the time. I was very [8]_____ and when I got home and I went straight to bed.

B GRAMMAR Join the sentences with *so … that* or *such a … that*. Write in your notebooks.

1 It was a lovely day. Ali went to Al Shaeeb park.
2 The fountains in the park are very beautiful. Many people come to admire them.
3 It was very hot at the park. Ali became thirsty.
4 The National Museum is a big place. You can't see everything in one visit.
5 The Kingdom Centre Tower is very high. You can see the whole city from it.
6 The shops were very expensive. Saeed couldn't afford to buy anything.

It was such a lovely day that Ali went to Al Shaeeb Park.


Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Grammar Study

Grammar Study

Change the adjectives to adverbs.

Adjective	Adverb	Adjective	Adverb
quick	quickly	loud	_____
soft	_____	quiet	_____
regular	_____	polite	_____
safe	_____	fast	_____
clear	_____	kind	_____
good	_____	neat	_____

C SPEAKING Work in pairs. Say sentences. Use comparative adverbs.

1 Leena/write/neat/Dalal
2 My brother/drive/fast/my father
3 Abdullah/speak/quiet/Rashid
4 Faisal/play/football/good/Ali
5 Noor/practise/speaking English/regular/Layla
6 My grandmother/walk/slow/my mother

Leena writes more neatly than Dalal.

D WRITING Copy and complete the sentences in your notebook.

1 A pilot is a person who flies a plane.
2 A park is a place _____.
3 The man _____ is my father's friend.
4 Blackburn is a town in England _____.
5 Many Muslims _____ attend Islamic schools.
6 A landfill site is a place _____.
7 Dalal has an English friend _____.
8 What is the name of the stadium _____?

F VOCABULARY Match the words with the definitions. Make sentences with the words.

1	bin	c	a to spoil, make dirty or unhealthy
2	landfill		b to reuse something, or change it so it can be used again
3	waste		c a container where you put rubbish
4	materials		d things we can use to make products, e.g. metal, wood, paper
5	pollute		e a place where rubbish is buried
6	recycle		f rubbish created by humans or animals

Unit 9 Quizzes and questions

Lesson Link
www.ien.edu.sa

LESSON 1 *Not too difficult to answer*

A SPEAKING **What dangers do these notices tell you about?**

B READING **Write the numbers of the sentences on the correct notice.**

1 The floor is too wet to walk on.
2 It's too dangerous to smoke here.
3 The paint isn't dry enough to touch.
4 The gap isn't wide enough for a car to go through.
5 The food is too hot to touch without safety gloves.
6 This shelf isn't strong enough to take heavy weights.

C VOCABULARY **Look at Exercise B. Find the adjectives with the opposite meaning.**

1 cold 2 safe 3 weak 4 narrow 5 dry 6 wet

D SPEAKING Give warnings about the pictures. Use *may* or *might*.

If you walk on the wet floor, you might fall over.

E LANGUAGE HELP Read and remember.

1 Sentences like these give reasons why we can't so something:
This coffee is too hot to drink. *This coffee isn't cool enough to drink.*
2 We make them with *too* + adjective + *to* + verb. Or *not* + adjective + *enough* + *to* + verb.

F GRAMMAR Say sentences.

That box is too heavy for me to carry.

That box isn't light enough for me to carry.

1 That box is so heavy that I can't carry it. (heavy/light)
2 The school is so far that I can't walk there. (far/near)
3 The shoes were so small that I couldn't wear them. (small/large)
4 I was so full that I couldn't eat any more chocolate cake. (full/hungry)
5 The exam was so hard that Dalal couldn't finish it. (hard/easy)
6 The water was so dirty that Saif couldn't go swimming. (dirty/clean)

G LISTENING Choose a, b or c to complete each conversation in the quiz. Track 44

1 a … cheap enough for you to buy.
b … big enough for you to buy.
c … nice enough for you to buy.

2 a … too kind to come.
b … too mean to come.
c … too busy to come.

3 a … too frightening to watch.
b … too tired to watch.
c … too boring to watch.

4 a … near enough to leave tomorrow.
b … well enough to leave tomorrow.
c … polite enough to leave tomorrow.

H SPEAKING Take the parts of the people in the conversations.

I got you a bottle of water, a cake and a small ice cream.

A small ice cream? I asked for a big ice cream!

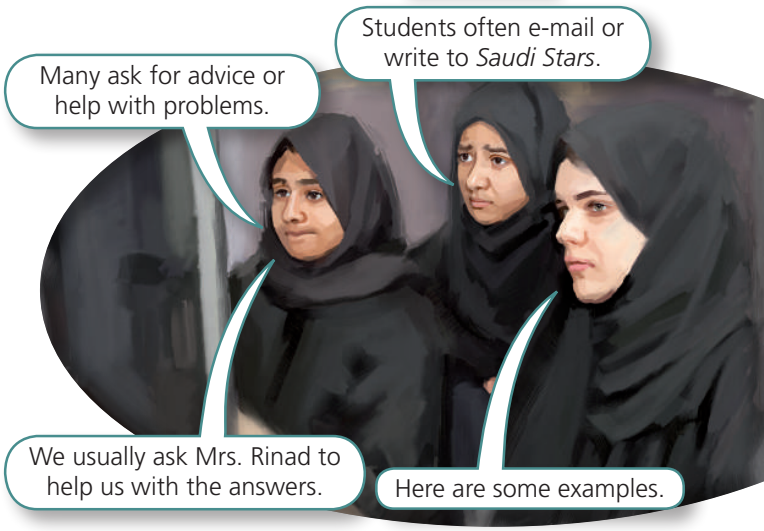
see Workbook pp144–145

Lesson Link
www.ien.edu.sa

LESSON 2 *E-mails and letters*

A READING **What are the e-mails and letters about? Write the number of each letter or e-mail in the box next to the correct title.**

a Too heavy ☐
b Things go missing ☐
c Exam nerves [1]
d No one to speak to ☐
e Not enough time ☐
f It's too fast to understand ☐



Reader's letters

Saudi Stars

What should I do?

1 *Dear Saudi Stars*
I don't do very well in my school tests. I work hard but I get bad results because I'm very nervous. What should I do?

2 Hello, I've just started at a new school and I don't have any friends. I sometimes feel sad and lonely. How can I make new friends?

3 *Dear Saudi Stars*
I have a problem in school. At breaktime I leave my bag in the classroom. In the last two weeks someone has stolen things from it. I think it might be my best friend. I don't know what to do.

4 *Dear Saudi Stars*
My dad is ill at the moment and I have to help my mum at home. Due to this illness I am sometimes too busy to finish my homework and I'm afraid my teachers will be cross.

5 Hi, I'm good at reading and writing English. However, listening is very difficult. I want to improve my listening skills but people speak very quickly. Any ideas?

6 I'm fit because I do a lot of exercise. Although I'm careful about food, I am putting on weight. Please give me some advice.

B SPEAKING **Work in pairs. What do you think about each problem? Give your advice.**

I think the first student …

In my opinion the first student …

C LISTENING Write the number of the advice as you hear it next to the correct title.

Track 45

a Too heavy ☐ b Things go missing ☐ c Exam nerves ☐
d No one to speak to ☐ e Not enough time ☐ f It's too fast to understand ☐

D LISTENING Listen again. Complete the missing words. Track 46

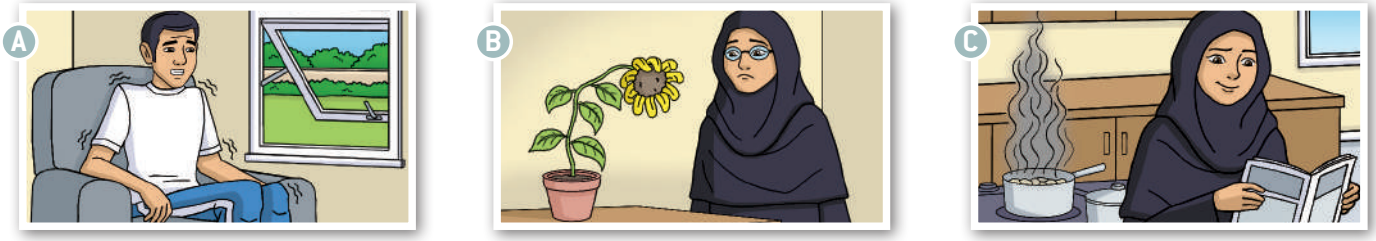
1 You should just be patient.
2 It would be a good idea to be _____ .
3 It might also be a good idea if you _____ the police.
4 How about _____ to English at home?
5 You'd better _____ the situation at home to your school.
6 I don't think you ought to _____ about your weight.

E LANGUAGE HELP Read and remember.

There are different ways to give advice in English with different kinds of grammar.

had/'d better (not) + verb
should (not) + verb
it would be a good idea if + verb (past tense)
how about + verb *-ing*
ought (not) + *to* verb
it would be a good idea + *to* verb

F SPEAKING Work in pairs. Give these people advice. Use the grammar in Exercise E.



G WRITING AND SPEAKING Work in groups of four.

1 In your group discuss and list common student problems.
2 Swap your list of problems with another group.
3 Choose one of the problems from the other group. Write an e-mail to advise the student about the problem.
4 Remember to start and finish the e-mail correctly.

see Workbook pp146–147

Lesson Link
www.ien.edu.sa

LESSON 3 *What is it?*

A READING **Work in pairs. Match the paragraphs to the headings.**

a Understanding of the brain in the past ☐
b What the brain does ☐
c Keeping the brain healthy ☐
d Facts about the brain ☐
e New ways to study the brain ☐

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Bear Gryllis • South Pole • Brain •

A very complex thing

We got this article and pictures from Salim, a doctor's son.

1 It's about of 80 per cent water. It has 100 billion cells, the same number as the number of stars which are in our galaxy. Although it is only 2 per cent of the body's weight, it uses 20 per cent of the body's energy. What is it? The brain.

2 The brain is the most complex organ in the body. It is the organ which makes it possible for us to think, to have emotions, to remember, to move and to dream.

3 For a long time it was difficult to study the brain. Scientists in ancient times did not know if we thought with our brain or our heart. When we try to remember things, we still say 'learn by heart'.

4 Slowly doctors and scientists have learned more about the brain. About 100 years ago they started to take x-ray pictures. Now they can study electrical waves from the brain and take electrical photos during different mental activities.

5 It is important to look after our brains. They need the rest which comes during sleep. They need the energy, proteins and vitamins which come from a good diet. Like the physical body, our brains also need regular mental exercise which keeps them fit, fast and healthy.

B READING **Tick (✓) true sentences and cross (✗) false sentences.**

1 The brain has water in it. ☐
2 The brain has lots of cells in it. ☐
3 The brain is 20 per cent of the body's weight. ☐
4 Scientists didn't study how the brain works. ☐
5 Doctors took 100 years to study brains. ☐
6 Brains need rest and good food. ☐

C PRONUNCIATION **Listen and repeat paragraphs 1 and 2.** Track 47

D SPEAKING **Work in pairs. What can you remember about the brain?**

E VOCABULARY Work in groups. Put these words in groups of three words.

billion brain dentist diet doctor emotional
galaxy heart mental million organ physical
protein scientist star sun thousand vitamin

1 billion, million, thousand

F LANGUAGE HELP Read and remember.

1 Look at this sentence.
Our brains need the energy, proteins and vitamins which come from a good diet.
The words *which come from a good diet* are an example of a relative clause.
2 This relative clause begins with the word *which*. We can also begin relative clauses with other words, e.g. *who* and *where*.
3 Relative clauses add more information to and describe other parts of the sentence. In the example *which come from a good diet* describes *energy, proteins and vitamins*.

G GRAMMAR Write these sentences in your notebooks.

1 Camels are animals which live in deserts.

A
camels/animals/live/
desert

B
deserts/places/
have little water

C
Egypt/Arab country/be/
in Africa

D
water/liquid/freeze/
0 degrees

E
rhinos/animals/be/
big and grey

F
oil/liquid/come/out of/
ground

H SPEAKING Work in pairs. Ask and answer.

What are camels?

They are animals which live in deserts.

see Workbook pp148–149

Unit 9

Saudi Review

Lesson Link

www.ien.edu.sa

A LISTENING **Match the dialogues to the pictures.**

Track 48

STUDY TIP

Use a comma with words in a list or to divide the parts of sentences.

B SPEAKING **Work in pairs. Say sentences about the pictures.**

C WRITING **Write your sentences. Underline the adjectives.**

It's too hot for the boys to play football.

It's too hot for the boys to play football.

D GRAMMAR **Complete the sentences with *who*, *which* or *where*.**

1 A camel is an animal which lives in the desert.
2 The office _____ my father works is on the top floor of the Kingdom Centre.
3 I love the ice creams _____ they sell in the shopping centre.
4 The human brain is an organ _____ contains 100 billion cells.
5 The boy _____ injured his knee had to go to hospital.
6 The town _____ my uncle lives is not far from the sea.
7 Have you heard of the boy _____ climbed the highest mountains in the world?

Saudi Stars: Grammar Study

Relative clauses

Relative clauses add more information to sentences. They begin with the words *where*, *who* or *which*. *Where* tells us more about places, *who* tells us more about *people* and *which* tells us more about *things*.

- A library is a building ***where*** *books are stored.*
- A person ***who*** *works in a library* is called a librarian.
- A computer is a device ***which*** *stores a lot of information.*

E GRAMMAR **Complete the sentences.**

1 Saudi Arabia is a country which _____ .

2 Jeddah is a city where _____ .

3 A doctor is a person who _____ .

F READING **Match the problems with the advice.**

1 I don't always understand when my teacher speaks to me in English.

2 My new computer isn't working very well.

3 I can't decide what to do this weekend.

4 I've hurt my knee. I don't know if I can play in the match tomorrow.

5 The new girl in my class doesn't have any friends.

6 I can't find my purse. I think I may have dropped it somewhere.

a You ought to look after it more carefully.

b You ought not to play if ... you have been injured.

c It would be a good idea to ask her to join you when you have lunch.

d You should ask him to speak more slowly.

e You had better take it back to the shop.

f How about coming to the park with us?

G VOCABULARY **In your notebooks, write the words or phrases which the writers use to give their advice.**

you ought to

Unit 10 Healthy, helpful and hard work

Lesson Link
www.ien.edu.sa

LESSON 1 *Healthy food*

A READING **Find the following in the text.**

1 the meaning of *junk food*
2 the meaning of a *healthy diet*
3 two illnesses
4 two wholegrain foods
5 two healthy proteins
6 two junk foods

Healthy eating

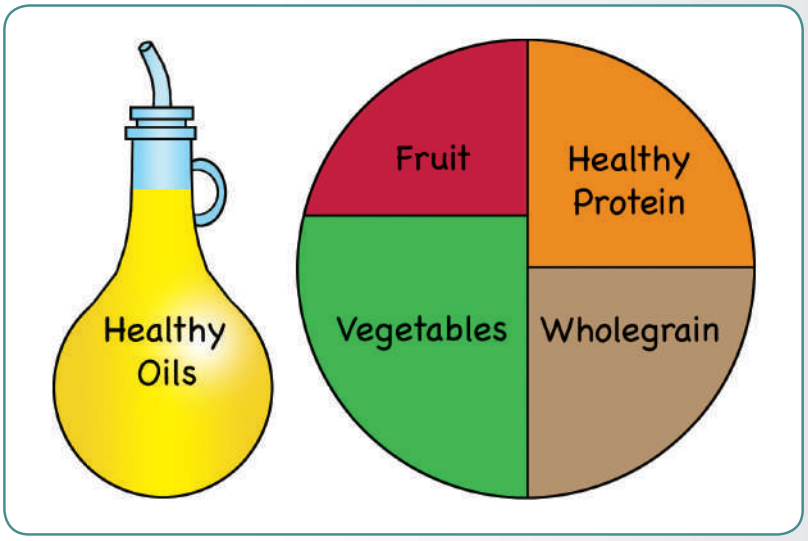
by Rasha Abdullah

Saudi Stars

Neither children or young people eat enough fruit and vegetables. Both age groups often eat too much junk food. Junk food, like sweets, chips and burgers, is food with too much fat, sugar and salt and food which has too many calories in it. None of these things is healthy in large quantities.

Too much fat, sugar and salt and too many calories can cause problems, for example heart disease and diabetes. These illnesses start early in life and can become very serious. There is no better way to be healthy in later life than to have a healthy diet and regular physical activity.

In a healthy diet we find: protein, vegetables, (healthy) fat, fruit and wholegrains. Here is a healthy eating plate:



B READING AND SPEAKING **Work in pairs. Correct these sentences.**

1 This article is about medicine.
2 Children eat too much fruit.
3 Young people eat too little junk food.
4 Junk food has too few calories.
5 Unhealthy food is good for your health.
6 Beans and nuts are examples of wholegrains.

This article is about medicine.

No it isn't. It's about healthy eating.

C GRAMMAR Underline the correct word in brackets.

1 Cake contains (all/<u>both</u>) sugar and fat.
2 Sami drank a lot of water but Yazeed had (neither/none).
3 Leena, do you want (any/no) tea?
4 Julie doesn't like apples. (Neither/Nowhere) does Leena.
5 (All/Both) kinds of junk food such as burgers can be unhealthy.
6 We have (either/none) tea or juice. Which do you want, Adel?
7 There is (anywhere/nowhere) to park near the market.
8 Dalal could see healthy food (everywhere/somewhere) she looked.

D SPEAKING Work in pairs. Say sentences.

1	Apples are a fruit.	**oranges**
2	Leena ate burgers last night.	**Julie**
3	Adel doesn't like fish.	**Samy**
4	Yazeed has got a mobile phone.	**Adel**
5	Chips don't have protein in them.	**sweets**
6	Dalal isn't very hungry.	**I**
7	Too much fat isn't healthy.	**sugar**
8	A healthy diet is important.	**regular exercise**

E LANGUAGE HELP Read and remember.

Countable nouns: **indefinite**	Uncountable nouns: **Indefinite**
Use *a/an* with the singular. Use *no*, *any*, *some* or *nothing* with the plural.	Use *any, some* or *nothing*.
Countable nouns: Definite	**Uncountable nouns: Definite**
Use *the* in singular or plural when there is only one of these things (e.g. *the sun*) or we have talked about the noun(s) before.	Use *the* with uncountable nouns when we have talked about the noun before.

F GRAMMAR Copy the text in your notebook and complete it with *a*, *an*, *the* or nothing (✗).

If we want [1](✗) children and young people to have [2]___ healthy life, they need to be physically active. If they are not active, they may get [3]___ illness such as [4]___ diabetes when they are older. There are many advantages which come from [5]___ exercise. [6]___ first is better physical health, the second is [7]___ better results at school and [8]___ third is good mental health. And remember, [9]___ exercise does not need to be complicated or difficult. Walking is [10]___ healthy and simple kind of exercise.

see Workbook pp150–151

Lesson Link
www.ien.edu.sa

LESSON 2 *A doctor's story*

A READING **Tick (✓) the best title.**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Best Title • Sleep • Accidents • Formula 1

On the website today

We have a story from a doctor who wanted to watch a football match.

Tick your best title:

- A helpful stranger ☐
- A mobile phone ☐
- An important match ☐
- Jassim AlMolla ☐

I was looking forward to watching the match. I sat in a comfortable chair and turned the TV on. I didn't plan to move for the two hours.

A minute later, I heard the phone ringing. I considered ignoring it but I'm a doctor. I had to answer in case it was an emergency.

'Yes' I said. I managed to sound polite.

'Hello. Is that Dr. Terry Brown? My name is Jassim AlMolla. I'm from Saudi Arabia. I've just found your mobile. I heard it ringing and saw it lying on the ground.'

'How do you know it's mine?' I asked.

'Your name is in the address book. So is your number,' Jassim replied.

'But my phone is here,' I said. 'I've just finished speaking to my friend.'

'Oh,' Jassim said. 'I've made a mistake.'

'No, wait. Maybe it's my son's mobile.'

We talked about the phone and I asked Jassim to tell me about where he found it.

An hour later, the phone rang again.

'Dad,' the voice said. It was my son, Jack. 'Something strange has just happened. A young man came to my flat. He had my mobile. I didn't know it was missing. I thought it was in my pocket.'

'Yes,' I replied. 'That was Jassim. He found your mobile lying on the ground near a supermarket. He phoned me and then offered to take your mobile to your flat. He's very kind.'

'Yes, he is,' Jack said. 'I suggested giving him some money for his trouble but Jassim refused to take anything. He said, "I like helping people" and then he left.'

DOWNLOAD

B READING **Put the sentences in order.**

a Jassim told Terry about the mobile. ☐
b Jassim didn't accept any money. ☐
c The phone rang for the first time. ☐
d Jack lost his mobile. [1]
e Jassim went to Jack's home. ☐
f Terry switched on the TV. ☐
g Jack phoned Terry. ☐

C LANGUAGE HELP Read and remember.

1 Many sentences have two verbs in them. These sentences can have different grammar.

A Verb 1 + *to* + verb 2:

want → wants → to have → a cake
wanted

B Verb 1 + verb 2 + *-ing*:

enjoy → enjoys → watching TV
enjoyed

C Verb 1 + noun + verb 2 + *-ing*:

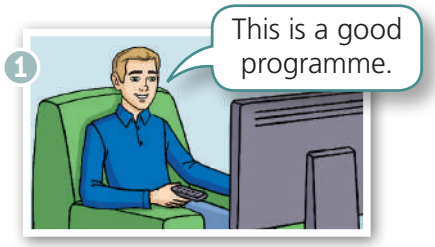
see → sees → a bird → flying
saw

D GRAMMAR Work in pairs.

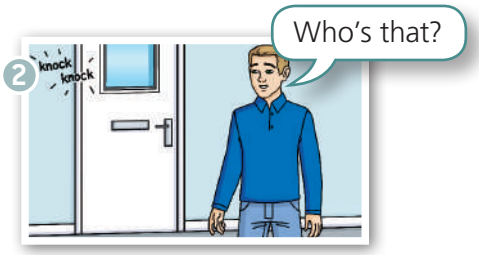
1 Read the doctor's story. Underline verbs with a second verb after them.
2 Copy this table in your notebook.
3 Find five more examples of Group A verbs. Write them in the table.
4 Find five more examples of Group B verbs. Write them in the table.
5 Find two more examples of Group C verbs. Write them in the table.

Group A:	Group B:	Group C:
1 plan	1 look forward to	1 hear

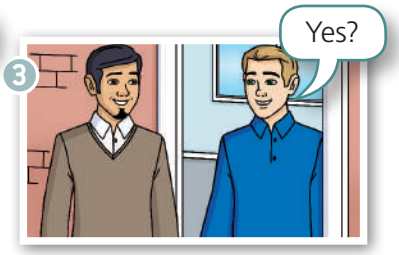
E SPEAKING Work in pairs. Say sentences. Use the words and the pictures.



want/watch/programme/TV

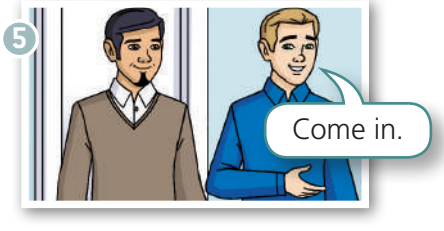


hear/knock/on/door



see/man/stand/there

find/mobile/lie/on/ground



ask/Jassim/come/into/flat

refuse/accept/money/Jack

F SPEAKING Work in pairs. Say a short story.

What were you planning to do?

What did you do before starting?

What happened to stop or change your plan?

see Workbook pp152–153

Unit 10 Healthy, helpful and hard work

Lesson Link
www.ien.edu.sa

LESSON 3 *For and against*

A READING **Complete the text with these verbs. Use the present perfect tense.**

be	feel	find	~~finish~~	have
	give	write	help	

Hard work

Saudi Stars

Hello.

We have just [1]finished this month's edition of *Saudi Stars*. We [2]_____ three other editions before this one.

Producing the newsletter [3]_____ hard work and we [4]_____ some difficulties. However, we [5]_____ it was a very positive experience.

Our teacher, Mrs. Rinad, [6]_____ us to design and edit the newsletter, our friend Julie [7]_____ us a lot of help with our English language.

I think we [8]_____ some interesting articles. I hope that you continue to read and enjoy the newsletter again next term as well.

Leena

B WRITING AND SPEAKING **Work in pairs.**

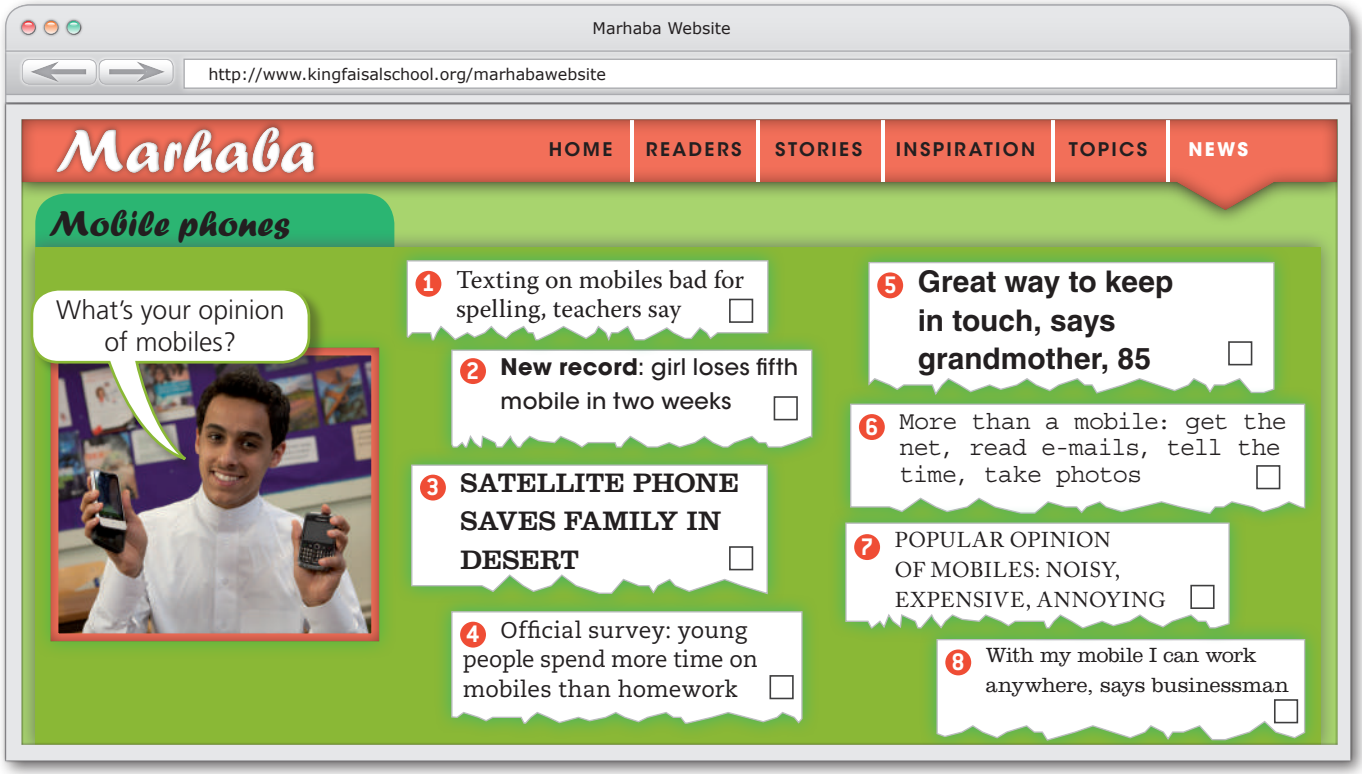
1 Write four questions about the text.
2 Swap with your partner. Ask and answer questions.

C LISTENING **Julie is telling her class about *Saudi Stars*. Complete her notes.** Track 49

Advantages	*Disadvantages*
have made [1]_____	*have done a lot of* [4]_____ *– it's boring*
have understood and [2]_____	*have had less time* [5]_____
have learned more about life [3]_____	*phone calls have cost* [6]_____

D READING Is each headline favourable to mobiles?

If favourable, write 'F' in the box. If unfavourable, write 'U' in the box.



E SPEAKING Work in pairs.

1 Give your opinion of mobiles.
2 Give reasons for your opinion. Use your own ideas or ideas from the headlines.

My opinion of mobiles is favourable. This is because …

I think mobiles have disadvantages. For example …

F WRITING Write and check.

Write a short essay about mobile phones. Use the ideas below.

1 Plan your essay.

Audience: Who are you writing for?

Purpose: Why you are writing?

Plan:
Paragraph 1 What are mobile phones? Why do people have them?
Paragraph 2 What are the advantages of mobile phones? Give examples.
Paragraph 3 What are the disadvantages of mobile phones? Give examples.

2 Write your essay.

3 Check your work.

Check: the grammar: is it accurate? the punctuation: is it correct?
the paragraphs: do the sentences fit together and make a good paragraph?

see Workbook pp154–155

Unit 10 Saudi Review

Lesson Link
www.ien.edu.sa

STUDY TIP
Adjectives describe nouns and adverbs describe verbs.

Find the adjectives and adverbs in Exercise A.

A GRAMMAR Copy the table and write the nouns in the correct column.

bean fruit rice protein milk
sweet chicken nut cake date
oil chip bread fat grains
sugar burger chocolate onion
cake vegetable

Countable nouns	Uncountable nouns
bean	fruit

B GRAMMAR Complete the paragraph with *the*, *a*, *an*, *the* or nothing (✗).

Yesterday Sami received [1]an e-mail from his English friend Rob. Rob wanted to know about the kind of [2]_____ food people eat in Saudi Arabia. Sami told him that Saudis generally eat [3]_____ healthy diet. In [4]_____ morning most people eat [5]_____ bread with [6]_____ eggs and [7]_____ cheese. At [8]_____ lunchtime and in [9]_____ evening they eat [10]_____ chicken or [11]_____ meat with [12]_____ rice. Saudis eat [13]_____ lot of [14]_____ fruit and [15]_____ vegetables too. Recently [16]_____ fast food restaurants have become quite popular. [17]_____ food in these restaurants is not very healthy. [18]_____ burger or [19]_____ ice cream contain [20]_____ lot of [21]_____ fat and [22]_____ sugar.

C LISTENING Write complete sentences.

Track 50

1 Julie/promise/write article
2 Julie/not finish/write/article
3 She/try/finish/this evening
4 Dalal/not mind/wait
5 She/decide/wait/a few days
6 Julie/look forward/read/*Saudi Stars*
7 Some people/refuse/help Dalal
8 Julie/look forward/read/newsletter
9 She/hear/mother call her

Julie promised to write an article for Saudi Stars.

D WRITING Write sentences about yesterday, today and tomorrow in your notebook. Use these verbs.

Yesterday	Today	Tomorrow
finish	want	consider
decide	look forward to	plan

Yesterday we finished studying Unit 9.

E READING Are the sentences about the e-mail true (T) or false (F)?

From: Rob
To: Sami

Subject: Hello and thank you

Hello Sami

Thank you for your e-mail. I have just completed a school project about food in different countries. The information you gave me was very useful. Our school term has finished and I have been on holiday for a few days. We have been very busy at school this year as we have important examinations next year. Most days I have had two or three hours of homework. I have not had much time to relax, but I have managed to play football for my school team once a week. My parents have promised to take me and my brother on holiday, but they have not decided where to go yet. I hope that you have had a good year at school too. Please write to me and tell me what you have done.

Your English friend,

Rob

1 Rob has written to Sami to ask him about school in Saudi Arabia. T ☐ F ☐
2 Rob's school has closed for the holidays. T ☐ F ☐
3 He has not had much free time this year. T ☐ F ☐
4 He has not been able to play sports regularly. T ☐ F ☐
5 Rob has travelled to another part of England with his parents. T ☐ F ☐

F GRAMMAR Read the e-mail. Find six verbs in the present perfect tense and six verbs in the past tense. Write the verbs in your notebook.

Present perfect
I have completed

G SPEAKING Speak about Adel and Sami. Work in pairs. Say sentences with *so* or *neither*.

1 Adel has not had much free time this year.
2 Adel's school has closed for the holidays.
3 Adel does not know where he will go on holiday.
4 He hopes to relax during his holidays.
5 He worked very hard at school this year.
6 He wasn't ill at all during the year.

Adel has had a lot of work this year.

So has Sami.

Units 6-10 Progress Check 2

Section 1

GRAMMAR 1: 10 MARKS **Tick (✓) the best answer A, B or C.**

See that boy over there. He's _____ my brother.

☑ A Saif's ☐ B Saif ☐ C Saifs'

1 In my opinion Saif is eating _____ chocolate bars and should eat more vegetables.

☐ A too much ☐ B too many ☐ C enough

2 _____ the heavy traffic a number of people arrived late for work.

☐ A Due to ☐ B Although ☐ C Because

3 An oasis is a place in the desert _____ water is quite plentiful.

☐ A what ☐ B where ☐ C who

4 Ahmed was _____ annoyed with the boy for dropping rubbish that he told him off.

☐ A very ☐ B such ☐ C so

5 Huda speaks English _____ than many of her friends.

☐ A more confidently ☐ B as confident ☐ C more confident

6 It's important to take _____ exercise or you may become unfit.

☐ A much ☐ B enough ☐ C many

7 Samir had a strange dream last week and _____ did his brother Rashid.

☐ A nor ☐ B neither ☐ C so

8 I am _____ hungry to wait for lunch. I want to eat now.

☐ A so ☐ B enough ☐ C too

9 _____ foods like sugar have too many calories to be healthy.

☐ A Any ☐ B The ☐ C Some

10 Bees are insects _____ give us honey.

☐ A which ☐ B where ☐ C who

GRAMMAR 2: 10 MARKS **Complete the sentences with the correct form of the verb in brackets.**

Example: Hala's family went to Dubai in 2012. (go)

1 To get to the computer store, _____ straight down this road. (walk)

2 Many Muslims who _____ in Britain in the 1960s are from India. (arrive)

3 I'd rather _____ happy than have a lot of money. (be)

4 It would be a good idea if we _____ in a café today. (eat)

5 My grandfather used to _____ in the old market. (work)

6 Usain Bolt _____ gold medals at three different Olympic Games. (win)

7 A Formula 1 driver _____ wear protective clothing in his car. (have to)

8 Would you mind _____ off your mobile, please? (switch)

9 It was such a nice day on Wednesday that I _____ to school. (walk)

10 Can I _____ some time off to see the doctor? (have)

Section 2

VOCABULARY: 10 MARKS **Match the words in the box with the meanings below.**

achiever beat calm concrete director factory gap heart lonely memory rapidly

Example: another word for the head of a school or office director

1 an experience or an event which you remember _____

2 sad because you do not have family or friends with you _____

3 someone who succeeds or does well in an activity _____

4 the organ that sends your blood around your body _____

5 without emotion; not worried or upset _____

6 a material which people use to build with _____

7 fast or quickly _____

8 to win or to do better than _____

9 a place or building where things are made _____

10 a small space between two objects _____

Section 3

LISTENING: 10 MARKS **Tick (✓) the best answer A, B or C.** Track 51

1 The man took a long time to go shopping because of _____.
☐ **A** busy shops ☐ **B** bad traffic ☐ **C** Eid

2 When the girl worked on *Saudi Stars*, she enjoyed _____ most.
☐ **A** learning Arabic ☐ **B** meeting Saudis ☐ **C** making new friends

3 The best time for swimming _____.
☐ **A** was yesterday ☐ **B** is today ☐ **C** is tomorrow

4 The brain uses 20% of the body's _____.
☐ **A** cells ☐ **B** energy ☐ **C** weight

5 Sultan can't come because he is _____.
☐ **A** busy ☐ **B** ill ☐ **C** away

6 They decide to go for a pizza on _____.
☐ **A** Sunday ☐ **B** Monday ☐ **C** Tuesday

7 The bank is next to a _____.
☐ **A** school ☐ **B** clothes shop ☐ **C** mosque

8 Jordan Romero was _____ when he climbed Mount Everest.
☐ **A** ten ☐ **B** thirteen ☐ **C** fifteen

9 The table needs cleaning because there is _____ on it.
☐ **A** coffee ☐ **B** water ☐ **C** sugar

10 The girls' grandma used to look at _____ in the market.
☐ **A** gold ☐ **B** spices ☐ **C** material

Units 6-10 Progress Check 2

Section 4

READING 1: 5 MARKS **Read two opinions about life in the country. Tick (✓) true (T) or false (F).**

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Greg from Australia

My name's Greg and I'm 16. We live in the country to raise sheep on our sheep farm. Most of my friends think it's quiet and peaceful and doesn't have pollution and noise like you find in a city. They enjoy life in the country. I'd rather live in a city. It's much easier to find a job there. All you can do here is work as a farmer. You can't find anything interesting to buy. Life in a city is better. When I finish school I'm going to move to the capital.

Salwa from Saudi Arabia

My name's Salwa. I'm 17 and I live in a village 30 kilometres to the north of Al-Baha City. Some people in my village do not like living in the country. They are lonely or think life in a village is boring. I disagree. I know that there are not as many facilities here as in a city and my school is small. But there is a calm and quiet atmosphere. The air is clean and the mountains are wonderful. After I study at university I will return here. It is my home.

		T	F
1	Greg's family are sheep farmers .	☑	☐
2	Not everyone in Salwa's village enjoys country life.	☐	☐
3	Greg says his friends all find country life peaceful and quiet.	☐	☐
4	Salwa knows there are more facilities in a city.	☐	☐
5	Greg doesn't want to work as a sheep farmer.	☐	☐
6	Salwa is going to move to the city after she finishes her study.	☐	☐

READING 2: 5 MARKS **Read about Food KSA. Match each paragraph with a heading.**

- ☐ Future directions
- ☐ How we started
- ☐ Food around the world
- ☐ What we do
- ☐ No gifts
- 1 Who we are

Saudi Stars

1 Food KSA is a group of people who love food. They are mainly interested in food in Saudi Arabia. Food KSA writes reviews of restaurants, collects recipes and communicates information on healthy eating. The group also writes about important food events in Saudi Arabia.

2 Osman Ahmed of Food KSA talked about the group: 'We began in 2012 after I returned from studying cooking abroad. I wanted to contact people who are interested in cooking. Little by little, the numbers of the group increased and in March 2016, we decided to go online on YouTube, Facebook and Twitter.'

3 'People like what our group of young people in Jeddah is doing,' Osman said. 'We write restaurant reviews, we collect recipes and give people information about healthy eating. We make it fun and interesting,' he said.

4 Food KSA is a team of 12 and once a week, a nutritionist and a fitness expert help them with information on exercise and healthy eating. The group has attracted many readers in places like Kuwait, Germany and the USA where there are many Saudi students. The team writes about recipes and restaurants in international cities like Dubai, Kuwait, Cairo, Beirut, Istanbul.

5 Osman added, 'We are now planning to have a website for food lovers. We also want to start a company to help restaurants and chefs. For example, we want to design restaurant menus and improve food. The group doesn't have a favourite kind of food. We enjoy café food as well as food in famous restaurants.'

6 Osman said the people in the group always pay for their food. 'We do not want to make money. We refuse free meals from small shops, restaurants and food companies so we can give a true opinion about the food which we eat.'

Section 5 WRITING: 10 MARKS

Write a short article for *Saudi Stars*. Write 50-70 words. Write about the advantages and disadvantages of watching TV.

- What are some of the advantages of watching TV? Give examples.
- What are some of the disadvantages of watching TV? Give examples.
- Give your own opinion.

Dear Saudi Stars

The omitted exercises or activities for the Qur'anic schools

Lift Off 5 Workbook

Unit	Title	Page	Teach	Omit	Page	Teach	Omit
1	**A website and a magazine**						
	Lesson 1	96			97		
	Lesson 2	98			99		
	Lesson 3	100			101		
2	**In the news**						
	Lesson 1	102			103		
	Lesson 2	104			105		
	Lesson 3	106			107		
3	**At home and abroad**						
	Lesson 1	108			109		
	Lesson 2	110			111		
	Lesson 3	112			113		
4	**Helloes, helpers and heroes**						
	Lesson 1	114			115		
	Lesson 2	116			117		
	Lesson 3	118			119		
5	**Old and new**						
	Lesson 1	120			121		
	Lesson 2	122			123		
	Lesson 3	124			125		
6	**Requests, opinions and directions**						
	Lesson 1	126			**127**		
	Lesson 2	128			**129**		
	Lesson 3	130			**131**		
7	**Old habits and new experiences**						
	Lesson 1	132			**133**		
	Lesson 2	134			**135**		
	Lesson 3	136			**137**		
8	**Rest, research and religion**						
	Lesson 1	138			**139**		
	Lesson 2	140			**141**		
	Lesson 3	142			**143**		
9	**Quizzes and questions**						
	Lesson 1	144			**145**		
	Lesson 2	146			**147**		
	Lesson 3	**148**			**149**		
10	**Healthy, helpful and hard work**						
	Lesson 1	**150**			**151**		
	Lesson 2	**152**			**153**		
	Lesson 3	**154**			**155**		

Teach/core activities

Omit/supplementary activities

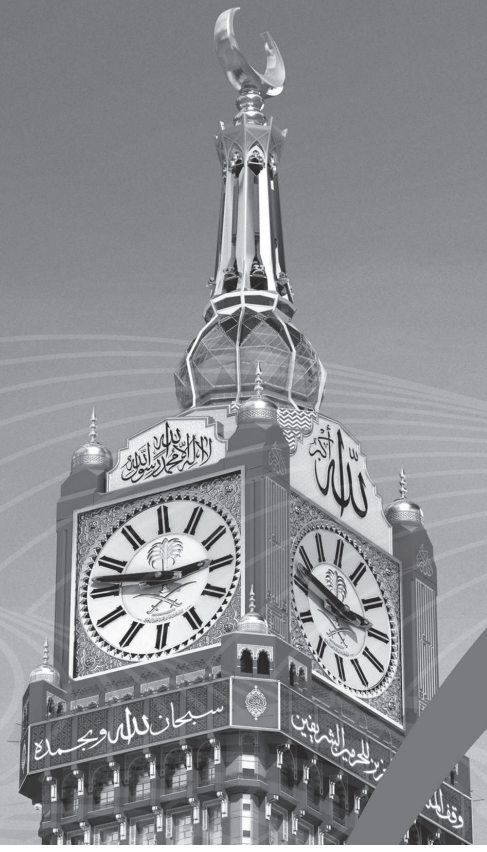
المملكة العربية السعودية
Kingdom of Saudi Arabia

وزارة التعليم
Ministry of Education

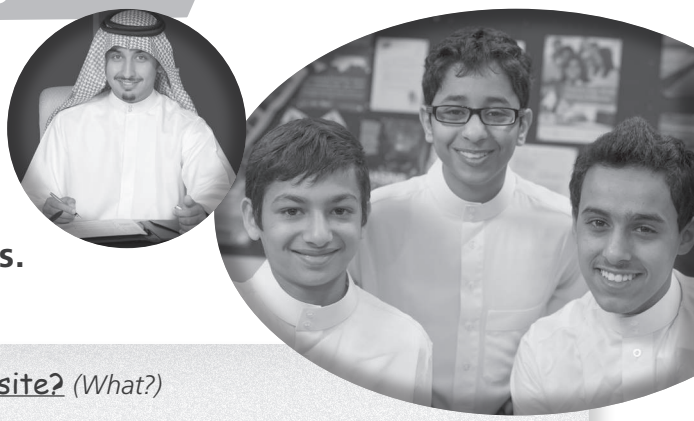
Workbook
كتاب النشاط

Lift Off!

5



تطوير
مشروع الملك عبدالله بن عبدالعزيز لتطوير التعليم العام
King Abdullah bin Abdulaziz Public Education Development Project



LESSON 1 *Introducing Marhaba*

A **Sami's dad is asking the boys about their plans for the new website. Write his questions. Use the words in the brackets to help.**

Sami's dad: [1] What are you going to call the website? *(What?)*
Adel: *We're going to call it Marhaba.*
Sami's dad: [2] _____ *(Who?)*
Yazeed: *Adel is. He enjoys designing things.*
Sami's dad: *What about you, Yazeed?* [3] _____ *(What?)*
Yaseed: *I'm going to edit the stories.*
Sami's dad: *And the other students?* [4] _____ *(What?)*
Adel: *They are going to send articles and pictures.*
Sami's dad: *Sami* [5] _____ *anything? (Not)*
Sami: *Oh yes I am. I'm going to run it – and you're going to help! Please?*

B **Make sentences about what everybody likes or enjoys. What are they going to do?**

1 He like/talk/football/and/look up facts/his favourite footballers
He likes talking about football and he is going to look up facts about his favourite footballers.

2 She enjoy/cook/so/send/some Saudi recipes
_____

3 I like write/sport/so/send/regular sports reports
_____

4 He quite like/edit/and/check/everyone's work
_____

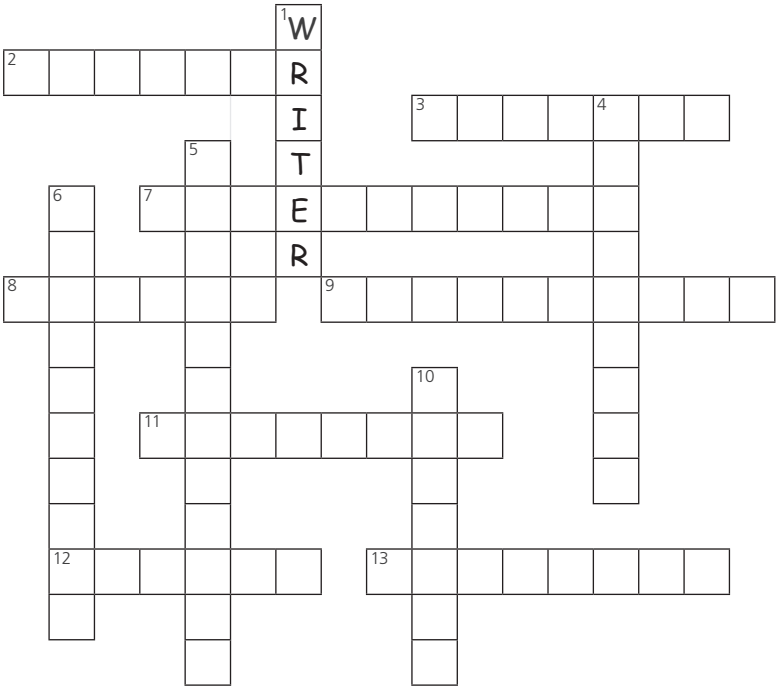
5 Because they enjoy/listen/radio/write reports/world news
_____

6 We really like/do/puzzles/so/think of/lots of games and quizzes
_____

7 You quite enjoy/do research/so/write articles/interesting topics
_____

8 He (not) mind/teaching/people computers/so/help/with the website
_____

C Complete the crossword. All the answers are jobs.



Across

2 They will help you get ready for the big race.
3 Someone in charge.
7 He asks people questions about themselves.
8 He'll take you where you want to go by car, by bus, or even by train.
9 The player who keeps the ball out of the goal.
11 Another word for the head of a school.
12 This person will check your articles and make them better.
13 He plans what the web page will look like.

Down

1 We need articles and reports so if you are a _____ we want your help.
4 They like growing plants and flowers.
5 This person investigates accidents.
6 Will it rain tomorrow? Ask a weather _____.
10 People with jobs.

D Complete the form with information about yourself.

My profile

Name: _____ Age: _____

Boy: ☐ Girl: ☐ (✓Tick)

Lives in: _____

Brother(s): _____ Sister(s): _____

Father's job: _____ Mother's job: _____

School: _____

Favourite subject(s): _____

Hobbies and interests: _____

E Now use the information to write a short profile of yourself.

_____

_____

_____

_____

_____

LESSON 2 *Introducing Saudi Stars*

A **Read Julie's e-mail to her friend in England. Answer the questions.**

Hi Sue,

I have some interesting news. Do you remember Leena and Dalal? They are my friends. They go to the Intermediate Girls' School here in Riyadh. Last week, they decided to start an English magazine because they want to practise their English. They contacted their teacher and she agreed to help. Then, about three days ago, Dalal called me and now I'm going to help too! I'm looking forward to it. We are going to call it *Saudi Stars*. We printed the first one yesterday, to tell people about it. Next month it's going to have stories, reports and quizzes in it. I am going to meet Dalal and Leena tomorrow to discuss it. Dalal also suggested asking you to send interesting articles about school life in England. Would you like to? I'll arrange to get you some of the magazines to show your friends.

Julie

1 Why did Dalal and Leena decide to start an English newsletter?

2 Who did Dalal contact first, her teacher or Julie?

3 Does Julie want to help with the newsletter? Why or why not?

4 What did the girls do yesterday?

5 What are they going to do tomorrow?

6 What does Julie want Sue to do?

B **Put these past tense verbs into the correct column.**

fasted	**mixed**	**enjoyed**
weighed	**replaced**	**printed**
checked	**designed**	**edited**

/d/	/t/	/ɪd/

C Complete these sentences with the correct forms of the words in the box.

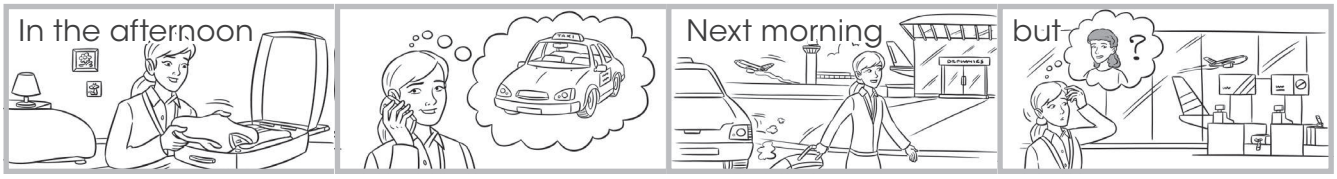
arrange	academy	contact
decide	~~discuss~~	immediately
print	sound	suggest

1 Dalal discussed the newsletter with Julie.
2 The other students _____ some names for the newsletter.
3 The Intermediate Girls' _____ in Riyadh is a school for older English girls.
4 The girls _____ some of their articles and showed them to their friends.
5 The girls _____ to ask their teacher to help.
6 Dalal _____ Julie by e-mail.
7 Leena and Dalal _____ to meet after school.
8 They all agreed *Saudi Stars* _____ best.
9 Leena wanted to start _____ but Dalal wanted to speak to her teacher first.

D Write.

Sue wrote a story for the magazine. Sue's mum and her friend Helen planned to go to Paris for a few days. Look at the pictures to see what happened. Write one sentence about each picture to tell the story. Use the words to help.

call/Helen | discuss/weekend/Paris | arrange/meet/airport



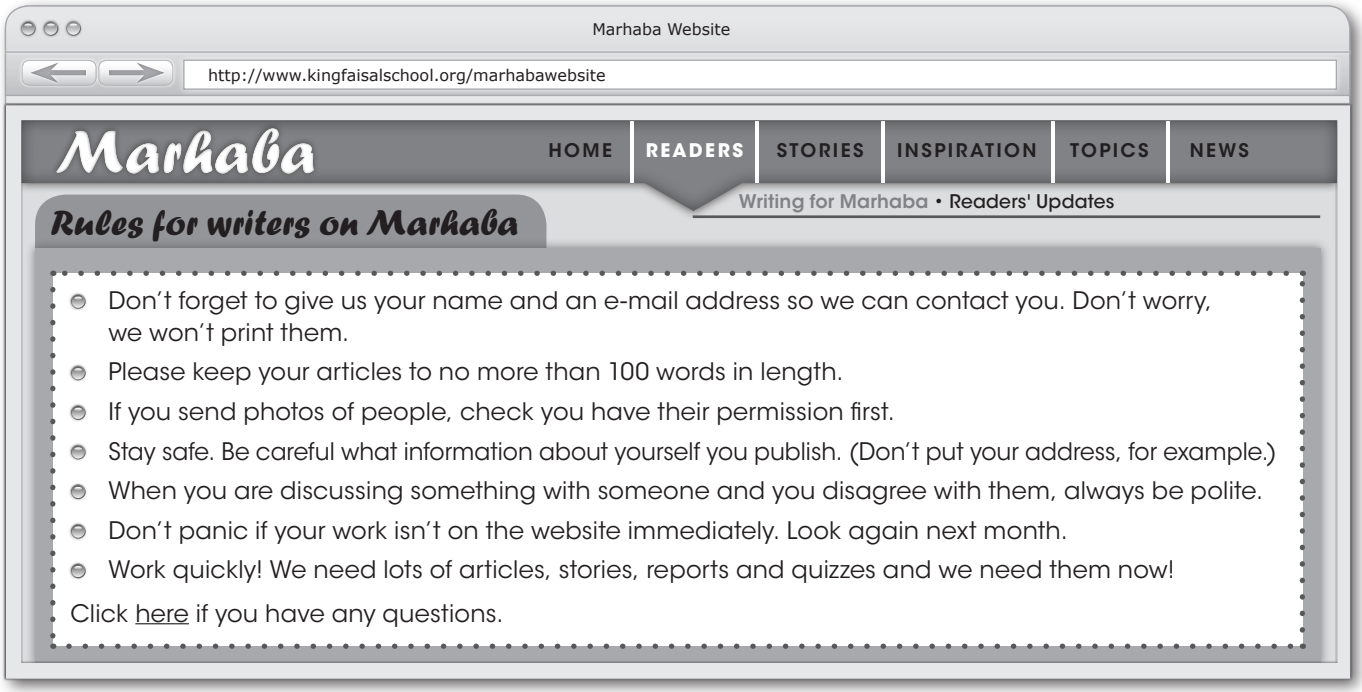
pack/bag | book/taxi | arrive/airport | Helen/not/there

decide/phone/Helen | Helen/laugh | explain/plane/not/Friday/Saturday!

Last Thursday, my mum called her friend Helen. They discussed their weekend in Paris and

LESSON 3 *Getting ready*

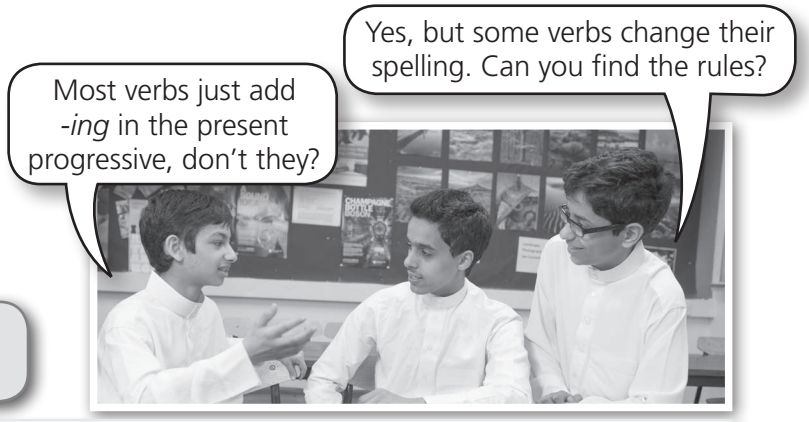
A Read and tick (✓) true (T) or false (F).



1	Marhaba needs to publish your name with your article.	T ☐	F ☐
2	Articles shouldn't be longer than 100 words.	T ☐	F ☐
3	You need someone's permission before you print a picture of them.	T ☐	F ☐
4	It isn't safe to publish your address on the internet.	T ☐	F ☐
5	You can't disagree with anyone.	T ☐	F ☐
6	If your work isn't used the first month, they don't want it.	T ☐	F ☐

B Now underline all the imperative verbs in the rules for writers.

C Choose the correct words to complete the spelling rules.



two **syllable** ~~**ends**~~ **vowel** **-e** **consonant** **stressed** **one**

Example 1: **take – taking** **have – having** **imagine – imagining**

Rule 1: If a word [1]**ends** in an *-e*, take off the [2] _____ before adding *-ing*.

Example 2: **put – putting run – running sit – sitting**

Rule 2: If a word ends with one vowel and [3] _____ consonant, and has one syllable, put [4] _____ consonants before adding *-ing*.

Example 3: **'listen – listening BUT be'gin – beginning**

Rule 3: If a word ends with one [5] _____ and one [6] _____ but has more than one syllable, find the stress. If the **first** [7] _____ is stressed, **don't** put two consonants. Only put two consonants if the **last** syllable is [8] _____.

D Add *-ing* to these verbs. Think about the stress.

1 design _____
2 prepare _____
3 choose _____
4 swim _____
5 'edit _____
6 'proofread _____
7 pre'fer _____
8 en'joy _____

E Three letters don't follow Rule 2. Write them here.

_____ _____ _____

F Match these words with their meanings.

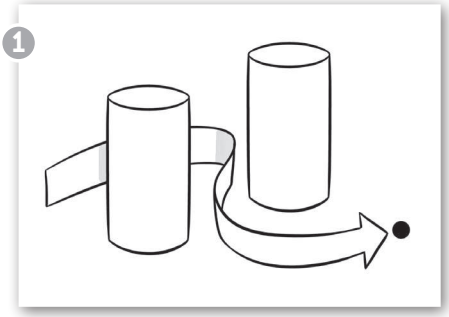
1 prepare	[f]	a	It makes you worry or it's difficult.
2 punctuate	[ ]	b	Something you can hear.
3 proofread	[ ]	c	Make your mouth look happy.
4 relax	[ ]	d	Move your hand to say hello or goodbye.
5 smile	[ ]	e	It protects you from the Sun.
6 sound (n)	[ ]	f	Get something ready.
7 sunshade (n)	[ ]	g	Check your writing for mistakes.
8 trouble (n)	[ ]	h	Rest and be calm.
9 wave	[ ]	i	Add full stops and commas, for example.

G Imagine you are in a beautiful place. Where are you? What is happening? What is everyone doing? Write five sentences.

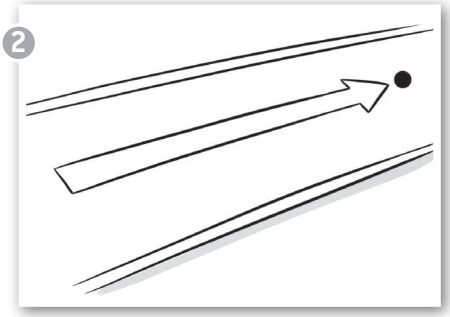
I'm imagining I'm ...

LESSON 1 *An accident a long way from home*

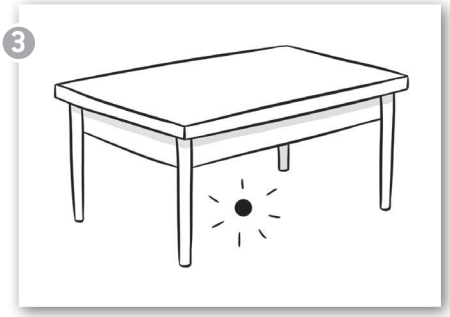
A **Write the missing words. Use the letters to help you.**

1 

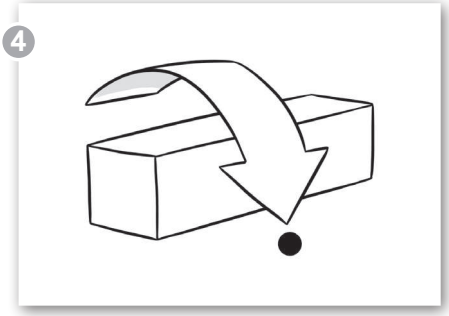
_ h _ _ _ _ _

2 

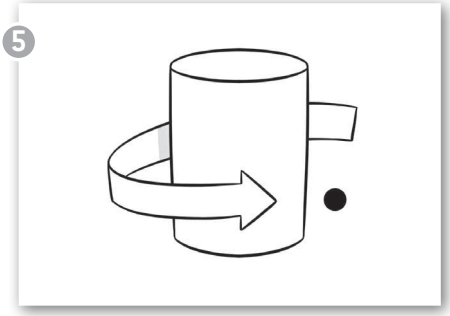
_ _ o _ _

3 

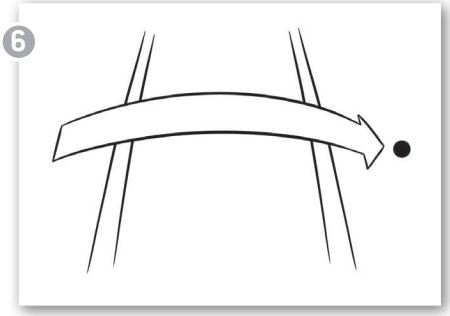
_ e _ _ _

4 

_ _ e _

5 

_ _ _ _ n _

6 

_ _ r _ _ _

B **Lesley's sister is talking to a friend. Complete the sentences with *was* or *were*.**

1 Were you listening to the news about Lesley and Bruce?
2 They _____ crossing a ravine when the bridge collapsed.
3 I _____ sitting at home when Lesley called.
4 We _____ watching television.
5 Lesley _____ worrying about getting home.

C **Complete the table with the missing verbs.**

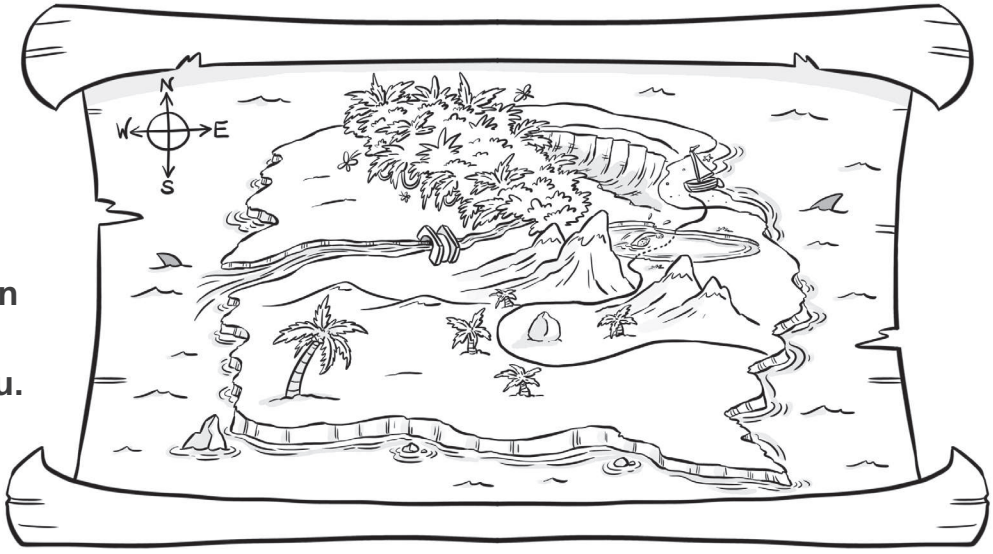
	Present	Past
1	swim	swam
2	come	_____
3	_____	saw
4	_____	went
5	follow	_____
6	find	_____
7	_____	spent
8	take	_____
9	discover	_____

D Julie wrote a story for *Saudi Stars*. Read Julie's story and answer the questions.

One day, Jim and his friends found an old map. It showed a chest of gold, below a tree on an island. The friends immediately sailed to the island in Jim's boat and set out across the beach with the map. Soon they were walking along a deep ravine. They climbed out and walked until they came to a jungle. They couldn't find a way around, so they had to go through. After the jungle, they saw a wide river with a little wooden bridge over it. The water below was moving fast and they hurried over very quickly. They crossed a low hill and saw the huge tree they were looking for. They dug a big hole below the tree and found an old chest – full of gold!

1 Who found the map? Jim and his friends.
2 How did they get to the island? _____
3 What did they have to go through? _____
4 How did they get across the river? _____
5 When did they see the tree? _____
6 Where was the gold? _____

E Draw the boys' route from the beach to the gold on your map.



F Write the end of Jim's story. Use the words in the box and the verbs in brackets to help you.

across	along	around	below	over	through

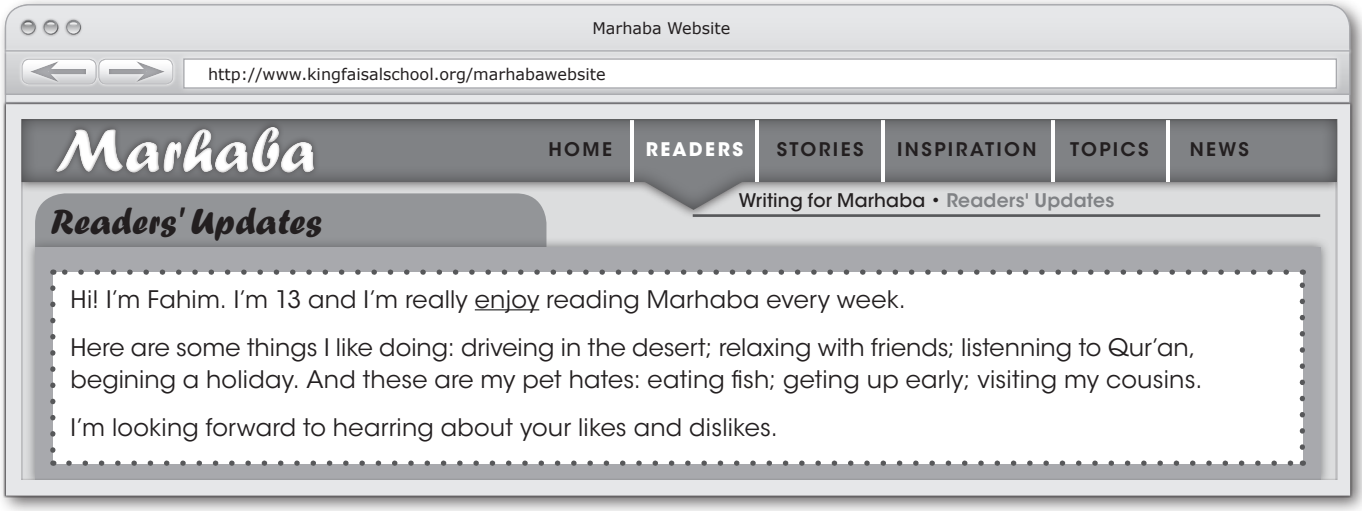
1 We took the gold to the boat and then we _____ two hours exploring the island. (take, spend)
2 First, we _____ to some deep water. (come)
3 There wasn't a bridge, so we _____ _____ it. (swim)
4 Next we _____ some tall mountains. (see)
5 We _____ _____ about getting _____ them when we _____ a path. (worry, find)
6 We _____ the path _____ the mountains and into a forest. (follow)
7 In the forest, we _____ an ancient temple _____ the trees. (discover)
8 We _____ _____ the large rock and then we _____ _____ the path by the sea, back to the beach. (walk, go)

LESSON 2 *Favourites and pet hates*

A The boys are relaxing. They are chatting. Match the answers to the questions.

1	Would you like to go to the park soon?	[c]	a Yes, I do. Do you have some?
2	Do you like skating?	[ ]	b No, thanks. I don't really need anything.
3	I'm making a cup of coffee. Would you like one?	[ ]	c Yes, I would. How about tonight?
4	Do you like chocolate?	[ ]	d No, thanks. I had one not long ago.
5	I'm going shopping now. Would you like to come?	[ ]	e I don't mind it, but I prefer swimming.

B Yazeed proofread this article from Fahim. He found six mistakes. Underline them.



C Write the correct words from Exercise B.

1	enjoying	2	_____
3	_____	4	_____
5	_____	6	_____

D Complete the sentences and do the word puzzle.

Across

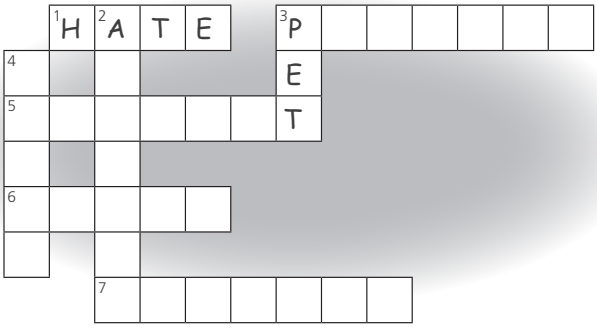
1 (see 3 down)

3 (and 4 down) I don't enjoy living here. There's never a _____ _____ for my car.

5 A _____ is like an online radio or television show.

6 I really love playing _____ . Maybe you and I could play online?

7 I hate anybody _____ near me. It makes my clothes smell bad.



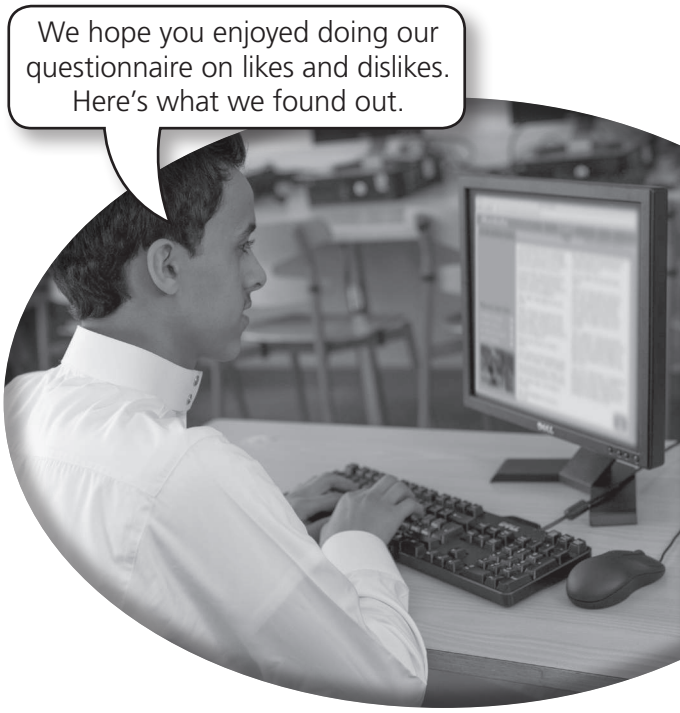
Down

2 I don't like giving my e-mail _____ to people I don't know.

3 My pet hate is spending time in the shopping mall. I really can't stand it.

4 See 3 across.

E Read. Write a title for each paragraph.



1 _____

80% of boys enjoy playing football but it isn't a strong favourite with any girls. Three quarters of the girls love shopping and 90% like drinking coffee and chatting with friends. Many students (boys and girls) quite like watching TV. Most of these students look forward to going out but some prefer staying at home.

2 _____

More than half of you really dislike doing housework, and almost everyone hates studying for exams. 20% of students don't like touching insects and some can't stand even being in the same room with one. One boy's pet hate is eating ice cream – the cold hurts his teeth!

3 _____

20% of students don't read very often but they don't dislike reading. And although over 40% of you don't enjoy visiting museums very much, you don't really mind visiting them sometimes. Nobody has very strong feelings about listening to radio.

F Read and tick (✓) true (T) or false (F).

1	50% of girls love shopping.	T ☐	F ☑
2	Someone doesn't like eating ice cream because it's too cold.	T ☐	F ☐
3	20% of students dislike reading.	T ☐	F ☐
4	Most people don't mind doing housework.	T ☐	F ☐
5	More than half of the girls enjoy drinking coffee with friends.	T ☐	F ☐
6	Nobody minds listening to the radio.	T ☐	F ☐

G Write an article about you for *Marhaba*. Use the words from the box to help you.

quite **like** **enjoy** **love** **don't mind** **really** **hate** **dislike** **can't stand** **pet hate**

LESSON 3 *Life has changed*

A Match the sentences with the same meaning.

1	They have constructed something new.	h	a They have changed and got better.
2	They have made a discovery.	☐	b They are linked.
3	They have developed.	☐	c People don't pay to see a doctor or go to hospital.
4	Now there is more industry.	☐	d Now there are more people.
5	They are married.	☐	e They don't live in the same place all the time.
6	They are nomadic.	☐	f They have found something new.
7	They are connected.	☐	g They are husband and wife.
8	Healthcare is free.	☐	h They have made something new.
9	The population has increased.	☐	i Now there are more factories, etc.

B Complete the table. Read the text on page 11 of the Student's Book to help you.

Changes in Saudi Arabia since the discovery of oil	
Before 1938	**Now**
1 _____	The population is more than 30 million.
The Saudis were a nomadic people.	2 _____
3 _____ _____	There are roads, ports and airports, so people can travel easily.
There were few schools or doctors.	4 _____
Islam was the religion.	5 _____

C Write the verbs in the right column and add the correct past participle.

connect construct destroy develop edit enjoy fix hurry increase label smile

A

Just add *-ed*			Verbs ending in *-e*	
	walk	walked	explore	explored
1	connect	connected	3 _____	_____
2	_____	_____	4 _____	_____

B

Verbs ending with a consonant + *y*			Verbs ending with a vowel + *y*	
	study	studied	stay	explored
5	_____	_____	6 _____	_____

C

Verbs ending in one vowel and one consonant					
With *one* syllable or with the stress on the *last* syllable			With stress *not* on the *last* syllable		
	slip	slipped		listen	listened
7	_____	_____	8	_____	_____

D

Look out for:					
-l			*-w, -y, -x*		
	travel	travelled		show	showed
9	_____	_____	10	_____	_____
			11	_____	_____

D **Read Leena's list of things to do. Write sentences about what the girls have and haven't done.**

	List of things to do!	Who?	Finished?
1	Ask Ameena to write about the discovery of oil in 1938.	Leena	✓
2	Plan next month's newsletter.	Leena and Dalal	✓
3	Interview Hiba about the nomadic lifestyle.	Dalal	✓
4	Edit Ameena's report.	Julie	✗
5	Label the pictures for Ameena's report.	Dalal and Julie	✓
6	Stop worrying!	Leena	✗

1 Leena has asked Ameena to write about the discovery of oil in 1938.

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

6 _____

_____

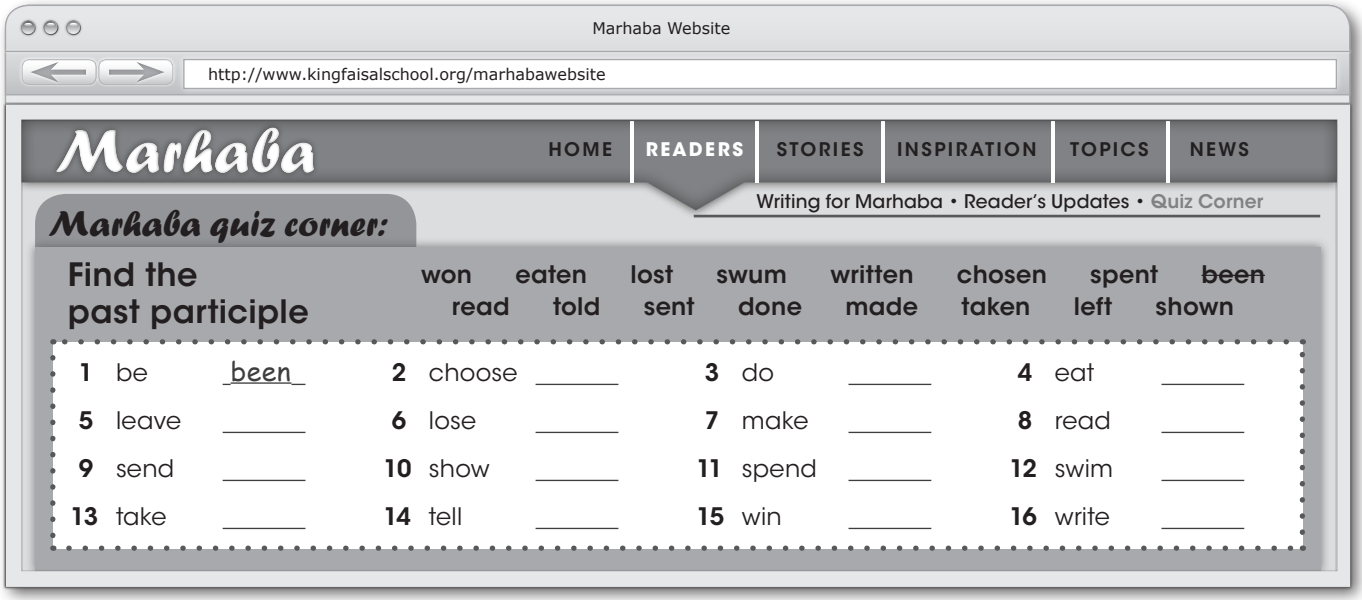
LESSON 1 *What's wrong?*

A Complete these sentences with the right form of the words in the box.

dirty	break down	fall over	~~steal~~	give a lift

1 I left my phone in the café and it isn't there now. I think someone has stolen it.
2 It's very hot in here. _____ the air conditioner _____ _____ ?
3 Ahmed can't _____ us _____ _____ to football today. We'll have to take the bus.
5 Grandma _____ _____ _____ and she's in hospital.
6 That shirt is _____. Take this clean one instead.

B Match the verb with the correct past participle. The answers are at the bottom of the next page.



C Match the excuse with the apology.

1 I'm sorry I haven't been to visit you. [f]
2 I'm sorry John hasn't done his homework. [ ]
3 I'm sorry I haven't written to you. [ ]
4 I'm sorry you haven't won the cooking competition, Hana. [ ]
5 I'm sorry I haven't read your report. [ ]
6 I'm sorry we haven't spent any time with you this weekend. [ ]

a I've lost my pen.
b We've been really busy.
c But Salma has made a really fantastic cake!
d But I've left my glasses at home.
e His baby sister has eaten his book!
f I've broken my leg.

D Complete this e-mail from Sami with the right form of the present perfect. Use Exercise C to help you.

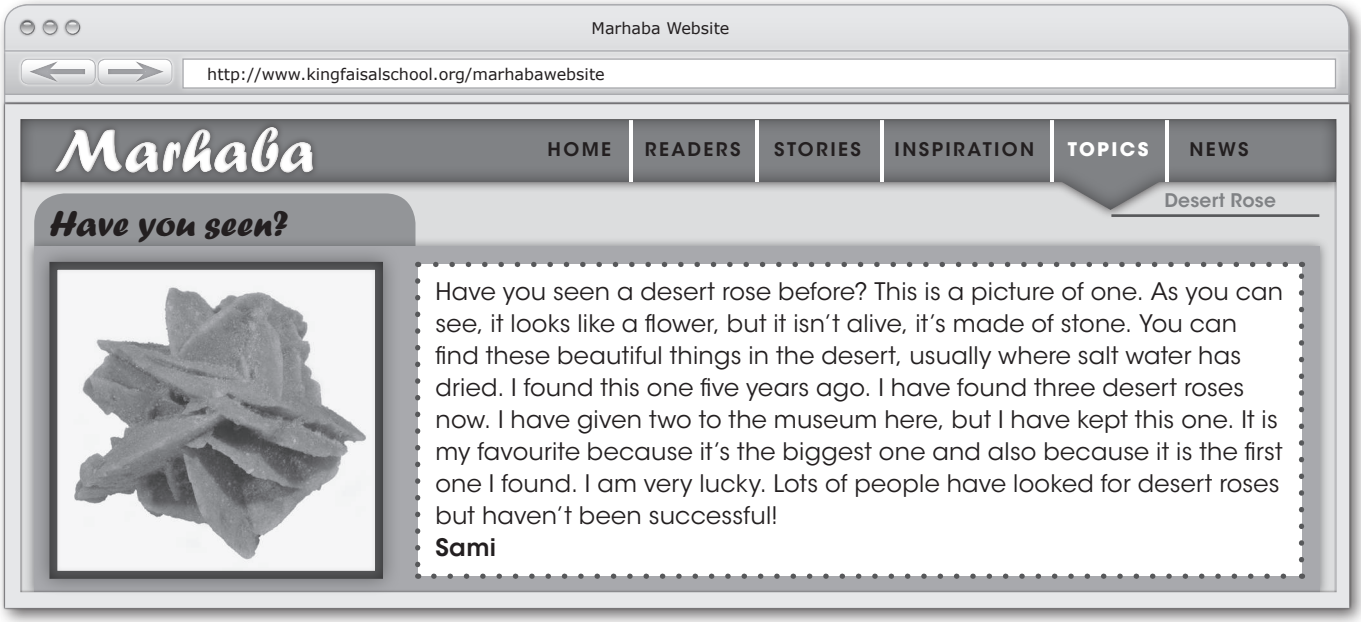
Dear Yazeed,

Sorry I [1]haven't finished (not finish) the article for Marhaba. I [2]_____ (write) it but I [3]_____ (not edit) it. Adel [4]_____ (take) lots of pictures and he [5]_____ (send) them to me but he [6]_____ (not tell) me which ones to use. [7]_____ he [8]_____ (show) them to you? [9]_____ you [10]_____ (choose) the ones you want?

Sami

E Read Sami's article. Choose the best title for it.

1 How to grow flowers in the desert ☐
2 Finding things in the desert ☐
3 My desert rose ☐
4 Desert plants ☐



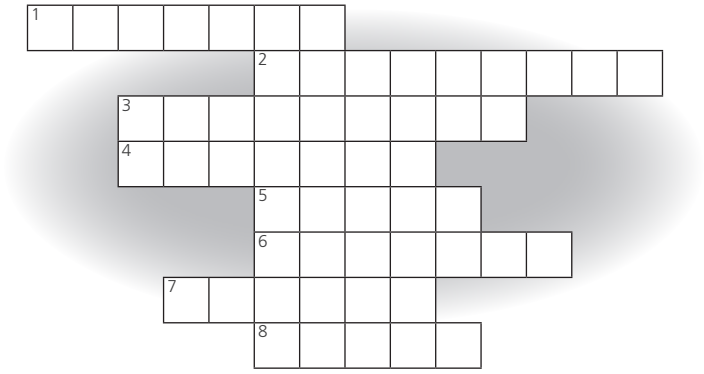
F Read Sami's article again and answer the questions.

1 Are desert roses flowers? No, they aren't
2 What are desert roses made of? _____
3 Where can you find desert roses? _____
4 When did Sami find this desert rose? _____
5 What has Sami done with his other two desert roses? _____
6 Are desert roses always easy to find? _____

ANSWERS TO EXERCISE B: be been; choose chosen; do done; eat eaten; leave left; lose lost; make made; read read; send sent; show shown; spend spent; swim swum, take taken; tell told; win won; write written

LESSON 2 *A life abroad*

A Rearrange the letters to make the names of six places. Write them in the grid.



1 draeouc
2 zelaveeun
3 aaitrenng
5 **and 7** dasiu aaabir
6 dannleg
8 **and 4** houts cameria

B Look at the grid again. Find and circle another word for *abroad*.

C Complete these questions with a word or phrase from the box.

oil	**time**	**barrels of oil**
peas	**years**	**food**
~~**tonnes of silver**~~		**silver**

1 How many tonnes of silver has Argentina mined this year?
2 How much _____ has Argentina mined this year?
3 How much _____ does Saudi Arabia produce a day?
4 How many _____ does Saudi Arabia produce a day?
5 How many _____ does a Saudi diplomat usually spend overseas?
6 How much _____ does a Saudi diplomat usually spend overseas?
7 How many _____ have you eaten?
8 How much _____ have you eaten?

D Match the numbers with the words.

1	1,050	[c]	a fifteen thousand
2	1,500	[ ]	b one million five hundred and fifty thousand
3	15,000	[ ]	c one thousand and fifty
4	150,000	[ ]	d one and a half million
5	1,550,000	[ ]	e fifteen hundred
6	1.5 million	[ ]	f one hundred and fifty thousand

E Write these words as numbers.

1 three hundred and six 306
2 twelve hundred _____
3 two thousand five hundred and sixty-four _____
4 eighteen thousand and twenty-seven _____

F Read and complete the table.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

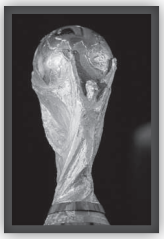
The FIFA World Cup™

The World Cup

World Cup winners

Country	Wins
	4
West Germany	3
	2
Uruguay	2
	1
France	
Spain	1
All	**19**

Hi everyone! This week, my article is about football. In 2014, 32 teams played in the 20th FIFA World Cup™. The competition started in 1930 and eight different countries have won it. England, France and Spain have each won it once. Argentina has won it the same number of times as Uruguay. Italy has won it the same number of times as Germany but fewer times than Brazil. Brazil has won it most often. How many times has Brazil won?



Brazil has won the World Cup™ most times but Germany has scored the most goals, with 224. Germany has played the most FIFA World Cup™ matches, with 113. The Dutch East Indies has played the fewest matches – only one!

Saudi Arabia hasn't played in as many FIFA World Cup™ competitions as some of the other teams. They've only been in four. However six Saudi players have scored goals in matches. One of these is Yasser Al-Qahtani. As well as being a World Cup goal scorer, Yasser was also Asian Footballer of the Year in 2007.

The FIFA World Cup™ is very popular. More than 1.1 billion people watched Germany win in 2014 against Argentina. I am looking forward to the next one!

G Read the article again. Tick (✓) true (T) or false (F).

1 Nineteen teams played in the 2010 FIFA World Cup™. T ☐ F ☑
2 Teams from eight countries have won the FIFA World Cup™. T ☐ F ☐
3 Argentina has won it more often than England. T ☐ F ☐
4 Germany has played fewer FIFA World Cup™ matches than Brazil. T ☐ F ☐
5 The Dutch East Indies has only played one FIFA World Cup™ match. T ☐ F ☐
6 Saudi Arabia has played in six FIFA World Cup™ competitions. T ☐ F ☐
7 Yasser Al-Qahtani scored his FIFA World Cup™ goal in 2007. T ☐ F ☐

H Write about the FIFA World Cup™ goals these Saudi footballers have scored. Use *more*, *most* and *fewer*.

Name	Goals scored
Sami Al-Jaber	3
Fuad Amin	2
Fahad Al-Ghesheyan	1

_____

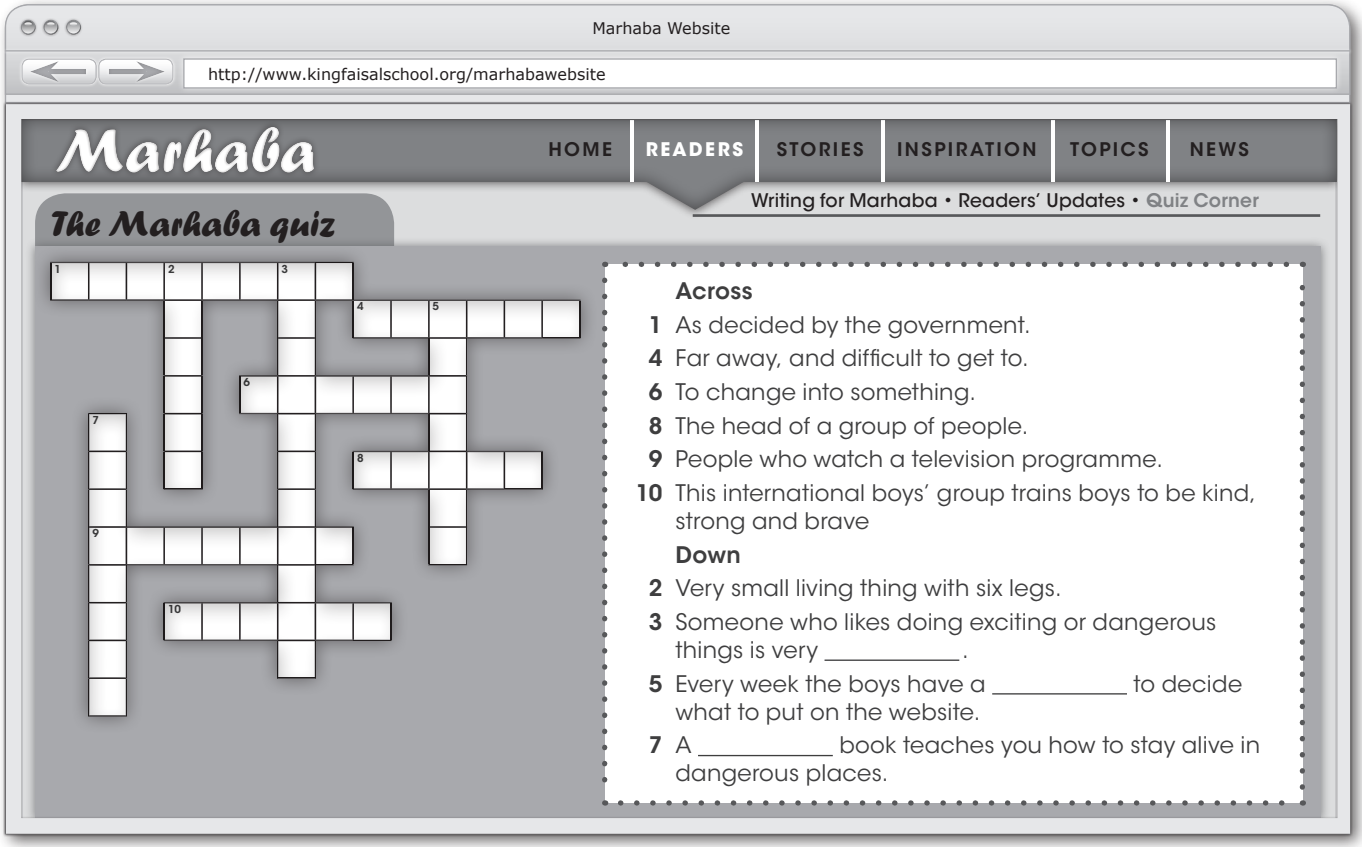
_____

_____

_____

LESSON 3 *An adventurous life*

A Complete the crossword.



B Write the correct past participles. Use the table in Lesson 1 to check.

1	choose	_____	2	do	_____	3	eat	_____
4	leave	_____	5	lose	_____	6	make	_____
7	read	_____	8	send	_____	9	show	_____
10	spend	_____	11	swim	_____	12	take	_____
13	tell	_____	14	win	_____	15	write	_____

C Write questions with *ever* about the things Bear Grylls has done.

1 do anything difficult? Has he ever done anything difficult?
2 do anything dangerous? _____
3 eat an insect for food? _____
4 go somewhere very remote? _____
5 catch animals in the desert? _____
6 fly in a balloon? _____
7 climb a mountain? _____
8 make a television programme on survival? _____

D Answer these questions about yourself. Explain your answers.

If you haven't done these things, say if you'd like to in the future or not.

1 Have you ever been on a plane? Yes, I've been on a plane. I went to London last year. / No, never, but I'd like to.

2 Have you ever gone on the Haj? _____

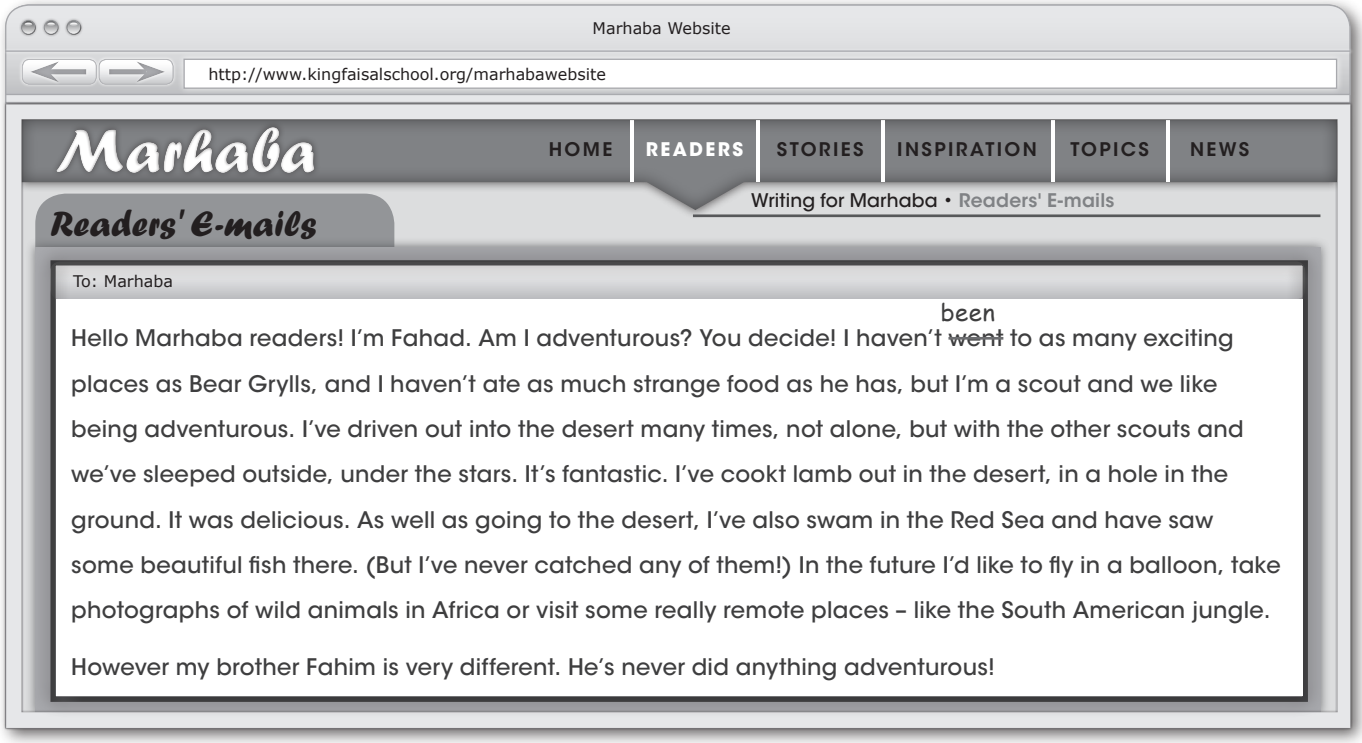
3 Have you ever been abroad? _____

4 Have you ever cooked a meal? _____

5 Have you ever taken a really good photograph? _____

6 Have you ever won a competition? _____

E Find and correct eight wrong past participles. Use the table in Lesson 1 to help you.



F Write an e-mail. Say what you have and haven't done, and what you'd like to do.

_____

_____

_____

_____

LESSON 1 *Different ways of communicating*

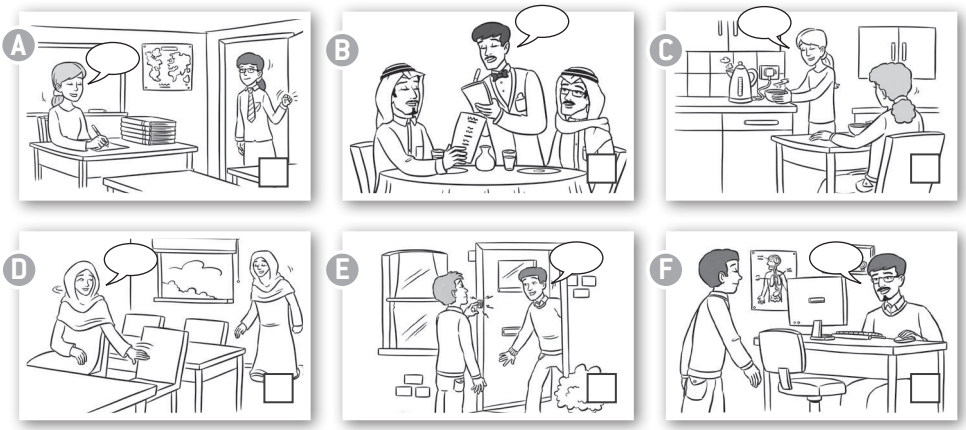
A Complete with words from the box.

informal	communicate	madam
stranger	pronounce	expression
tone of voice	emotion	~~situation~~

1 People don't use first names in a formal <u>situation</u>.
2 People who can't speak can often _____ by using their hands.
3 I could hear from Salma's _____ that she was excited.
4 Never give personal information to a _____.
5 Americans and British people _____ words differently.
6 'Hi!' is too _____ for people you don't know well.
7 I could see by Farouk's _____ that he was unhappy.
8 Nasser was full of _____ when his team won the cup.
9 To call a woman _____ is very polite.

B Match the sentences to the correct pictures.

1 Come and sit here!
2 Do you want a drink?
3 Hi! Come in!
4 Could I offer you some coffee?
5 Please sit down.
6 Good morning. Please come in.



C Match the situations to the phrases.

1 Seeing a friend [d]
2 Asking about health [ ]
3 Thanking [ ]
4 Leaving [ ]
5 Meeting [ ]
6 Meeting for the first time [ ]
7 Answering about health [ ]
8 Answering thanks [ ]
9 not understanding [ ]
10 Introducing a friend [ ]

A I'm not very well, today.
B Please can you repeat that.
C See you tomorrow.
D Hi Salma!
E How do you do?
F How are you today?
G Ali, this is Ahmed.
H That's OK. Don't worry about it.
I Good afternoon.
J Thank you very much.

D Make nouns by adding *-ation*.

	Verb	Noun
1	continue	continuation
2	conserve	_____
3	explore	_____
4	imagine	_____
5	prepare	_____
6	transport	_____

E Make verbs by dropping *-ion* or *-ation*.

	Noun	Verb
1	abbreviation	abbreviate
2	congratulations	_____
3	education	_____
4	information	_____
5	invitation	_____
6	population	_____

F Make sentences with *You can* + *by* verb +*-ing*.

1 make green paint/mix/blue/yellow

You can make green paint by mixing blue and yellow.

2 practise/English/watch English programmes on TV

_____

3 save energy/turn off/lights

_____

4 help people/understand/speak/slowly

_____

5 cook rice/boil/about ten minutes

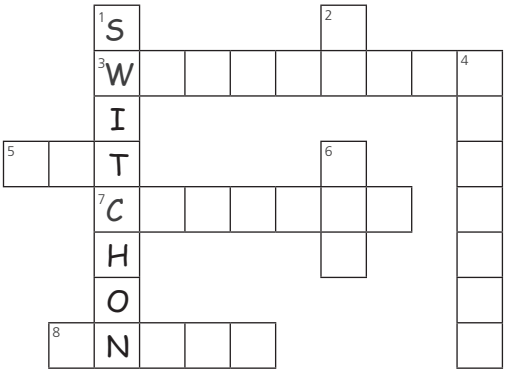
_____

6 get healthy/do/more exercise

_____

LESSON 2 *Have you bought the flowers yet?*

A Complete the sentences to solve the crossword.



Across

3 After you have eaten, please do the _____ _____.
5 (and 2 down) When the bus comes, _____ _____ and buy a ticket.
7 Catch the train and your father will _____ you from the station.
8 The _____ is between the leg and the foot.

Down

1 Don't switch on the television on. I want to sleep.
2 (see 5 across)
4 Tidy your room by _____ your things away
6 Wear a warm coat. The weather is _____ today.

B Complete with *already*, *yet* or *just*.

1 Please put your clothes away now. I've put them away already.
2 Has he switched off his computer _____? Yes, he has.
3 Have you done the washing up _____? No, not _____.
4 I haven't seen them before. Have they _____ started?
5 We _____ have our tickets. Dad collected them yesterday.
6 They haven't got on the plane _____.

C Make sentences about the pictures. Use the present perfect and *already*, *yet* and *just*.

1 She's already cooked the rice. _____
2 _____
3 _____
4 _____
5 _____
6 _____

D Read and answer.

Marhaba Website

http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Interviews

Interviews

Interviewer: Hello everyone. You are listening to *Talk Time* on Al-Khaleej Radio. With me today is Fahim. Fahim has just written a book. It's called *Things to do before you're old*. So, Fahim, have you done all of these things already?

Fahim: No, I haven't. Not yet. But I've done most of them. I've already been to Riyadh and climbed to the top of the Al Faisaliyah Center. I've just come back from exploring Jebel Akdar in Oman. And in Egypt I've seen the pyramids and had a ride on a camel. However, I haven't been diving in the Red Sea yet. But one day I will.

Interviewer: Bear Grylls likes doing adventurous things too. Have you heard of him?

Fahim: Yes, I have. However, I've not eaten an insect yet, and I'm not going to – ever!!!

PODCAST

Interviewer: Fahim, thanks very much for talking to us today.

1 What has Fahim just done? _____

2 Which three places has Fahim already visited? _____

3 Find two things Fahim has done already.

_____

4 What does he want to do that he hasn't he done yet?

_____

5 Find one thing Fahim hasn't done and isn't planning to do.

_____

E Read the list of things John's mum has asked him to do. Write John's text message to his mum.

Say what he's done and hasn't done. Say why not.

_____

_____

_____

_____

_____

_____

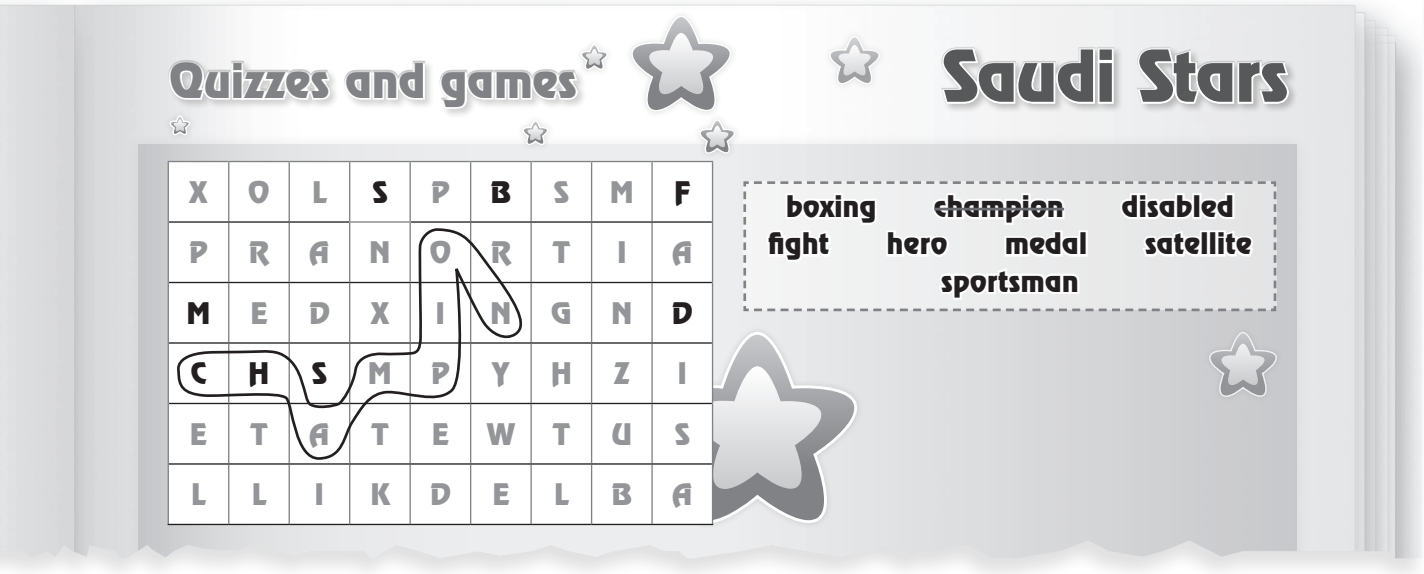
_____

To do

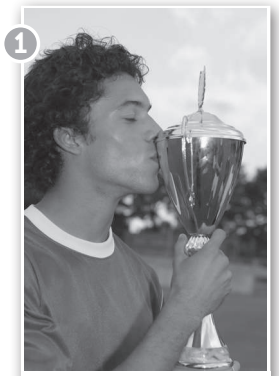
put away your books ✓
do the washing up ✓
switch off the lights ✓
lock the door ✓
get on the bus (lost money) ✗

LESSON 3 *Different heroes*

A **Can you find these words in the Boggle Box? Find the first letter and look in all directions. (Letters must touch.) The first one is done for you.**



B **Write the words from Exercise 1 under the correct picture.**



_ _ _ _ _ _ _ _

_ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

C **Complete the sentences with the correct word from the box.**

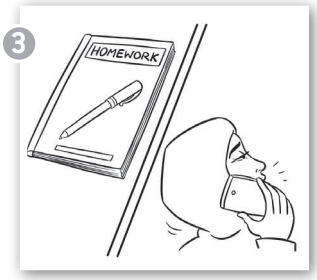
before	after	since	in
later	ago	until	

1 Frank is 14 now. Three years _____, when he was 11, he started at Parklands School.
2 John worked in a bank _____ he left school.
3 _____ becoming a pilot, Sam has travelled to many different countries.
4 _____ leaving Saudi, Jim visited all his favourite places for the last time.

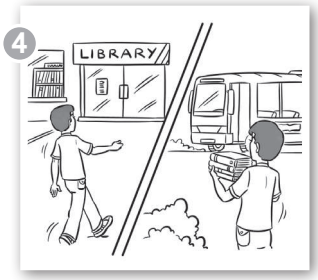
D Write sentences with *already* or *yet* and *before* or *after* + verb + *-ing*.

☺/before supermarket

☹/after news



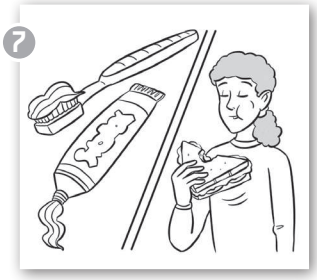
☺/before Noor



☹/before bus

☺/after breakfast

☹/after homework



☹/after sandwich

☺/collect/Hamza/ before home

1 I've already tidied the kitchen. I did it before going to the supermarket.
2 I haven't done the washing up yet. I'll do it after watching the news.
3
4
5
6
7
8

E Write about someone you think is a hero. Say why you think that.

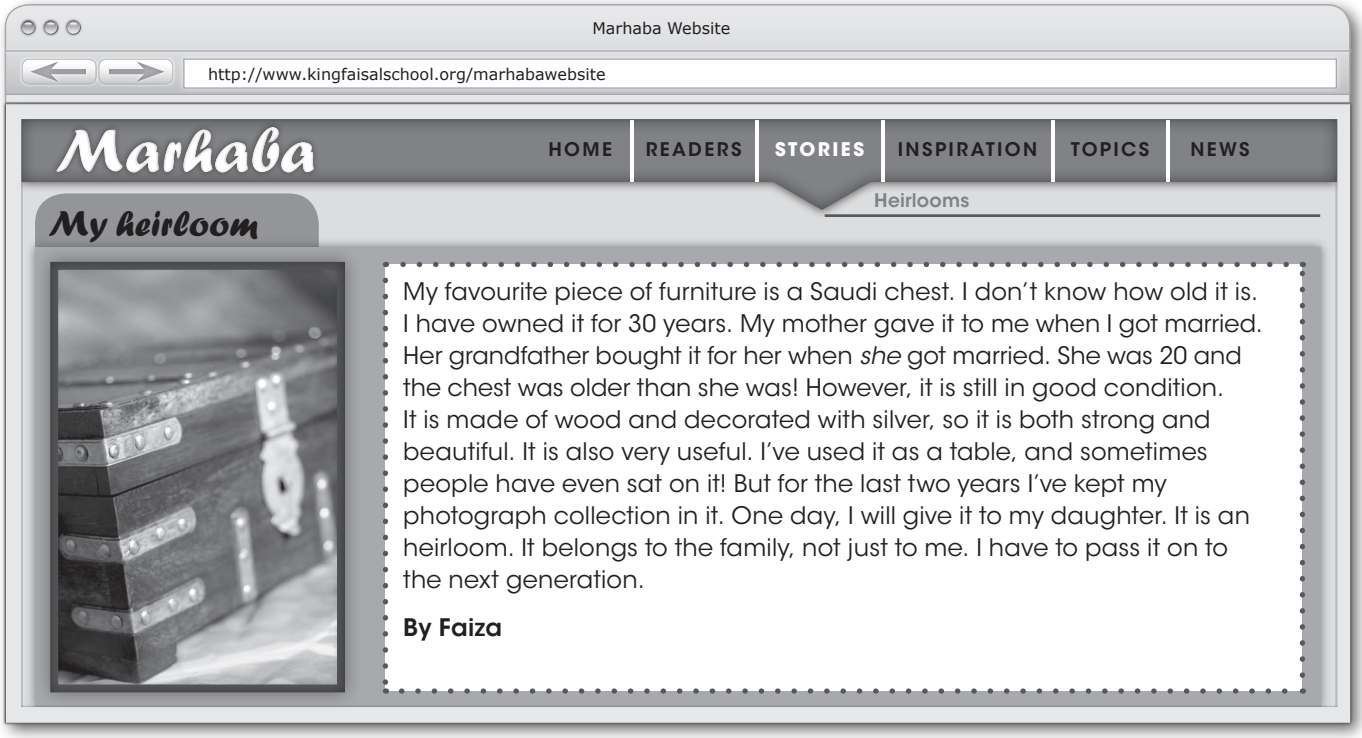
My hero is

LESSON 1 *Family heirlooms*

A Match the words with the meanings.

1	recently	[e]	a To bring together and keep.
2	own	[ ]	b Not needing to be repaired.
3	furniture	[ ]	c Your mother and father's grandparents.
4	stamp	[ ]	d If you _____ something, it belongs to you.
5	collect	[ ]	e Just a short time ago.
6	great-grandparent	[ ]	f Before sending your letter, put one on the envelope.
7	in good condition	[ ]	g Your house won't be very comfortable if you don't have any!

B Read and circle the correct answers.



1 How long has Faiza been married?
a 20 years b 30 years c the text doesn't say

2 How old is the chest?
a about 30 years old b about 40 years old c more than 60 years old

3 What do you think *decorated* means?
a made of b made to look nice c made strong

4 What do you think to *pass it on* means?
a to give it to someone b to get it from someone c to sell it to someone

C Write questions with *How long* and the present perfect. Write answers with *for*.

	Who?	What?	Started	Now
1	She	on holiday	1st August	21st August
2	Dalal	wait	1 pm	1.30 pm
3	Sami	fast/today	5 am	7 pm
4	Julie	live/here	January	June
5	Adel and Yazeed	study/English	12 years old	14 years old
6	Leena	ill	Monday	Thursday

1 How long has she been on holiday? She's been on holiday for three weeks.
2 _____
3 _____
4 _____
5 _____
6 _____

D Write about something important to you. Use some of these questions to help you.

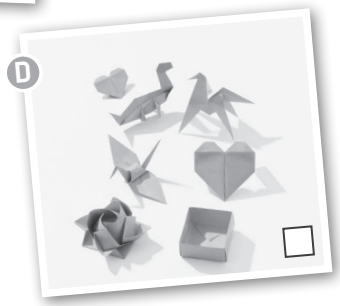
What is it?
What does it look like?
How old is it?
Where did you get it?
Why do you like it?
What is it like?/What condition is it in?
What is it made of?
How long have you had it?
Who gave it to you?
Why is it important to you?

_____
_____
_____
_____
_____
_____

E Can you change the word *heir* into *Dad*? Follow the instructions.

Do this:	To find a word for:	Write the new word here
Start with a word	someone who gets something valuable from their dad	1 heir
Change one letter	it grows on your head	2 hair
Change one letter	two people together	3 _____
Change one letter	past tense of pay	4 _____
Change one letter	past tense of say	5 _____
Take away one letter	unhappy	6 _____
Change one letter	father	7 Dad

LESSON 2 *Which holiday would you prefer?*



A Match the words to the correct picture.

1 calligraphy
2 kimono
3 model
4 theatre

B Match the word to the meaning.

1	culture	e	a enjoys lots of activity
2	educational	☐	b like one thing more than another
3	energetic	☐	c a cheap hotel for young people
4	youth hostel	☐	d helpful for learning
5	prefer	☐	e a country's way of life

C Look at the faces. Write about the hotel and the hostel. Use *as … as*.

The hostel *food isn't as good as the hotel food.*
The hotel _____
The hostel _____
The hostel _____
The hotel _____
The hostel _____
The hotel _____

		Youth hostel	Hotel
1	Food/good	☹	☺
2	Cheap	☺	☹
3	Clean	☺	☺
4	Furniture/modern	☹	☺
5	Near energetic activities	☺	☹
6	Near educational activities	☹	☺
7	Staff/friendly	☺	☹

D <u>Underline</u> the best words.

A: So where would you like to go on holiday?
B: Oh, (*I always prefer/I'd always prefer*) going abroad.
A: And what kind of holiday do you want? (*Do you prefer/Would you prefer*) your holidays to be energetic or relaxed?
B: Well, (*I usually prefer/I'd usually prefer*) relaxing on a beach, but this time (*I'd prefer/I prefer*) to be a bit more energetic.
A: What about a skiing holiday?
B: No, thanks. That's too energetic! Anyway, (*I'd prefer/I prefer*) to do something more educational. I like learning about the culture of the countries I visit.
A: How about going to Egypt? You could go on a boat trip up the Nile or to visit the Pyramids?

E Read this description and complete the table with the information for The Red House Hotel.

Blue Skies is a modern hotel with 60 rooms, right on the beach. It has excellent facilities – internet (at £5 a day), satellite TV and good parking. It has two restaurants and a swimming pool. Some rooms have a sea view.

If you would prefer something cheaper, *The Red House* isn't as expensive as *Blue Skies*.

Mrs. Watson has owned this friendly hotel for ten years. It doesn't have as many rooms as *Blue Skies* (only eight), but they all have TVs (not satellite) and a view of the garden. *The Red House* is in town, so there isn't any parking, and it isn't as near the beach as *Blue Skies*. However, it's very near the shops. The hotel has a restaurant but no pool and it offers free internet.

HOTEL	NEAR	NUMBER OF ROOMS	VIEW	INTERNET	POOL	RESTAURANT	PARKING	TV
Blue Skies	Beach	120	Sea (some rooms)	Yes (£5)	Yes	2	Yes	Satellite
The Red House	1	2	3	4	5	6	7	8

F Read these travellers' reviews. Write their comments about their holiday.

Write as much as you can. Use the words in Exercises A–D, and these questions to help you.

- What are the rooms like? Clean? Comfortable? Big? Modern?
- What facilities does the hotel have? Internet? (Satellite) TV? Parking? Pool?
- Is it in a good position? Near buses? Sights? Shops? Beach? Activities?

Sarah:

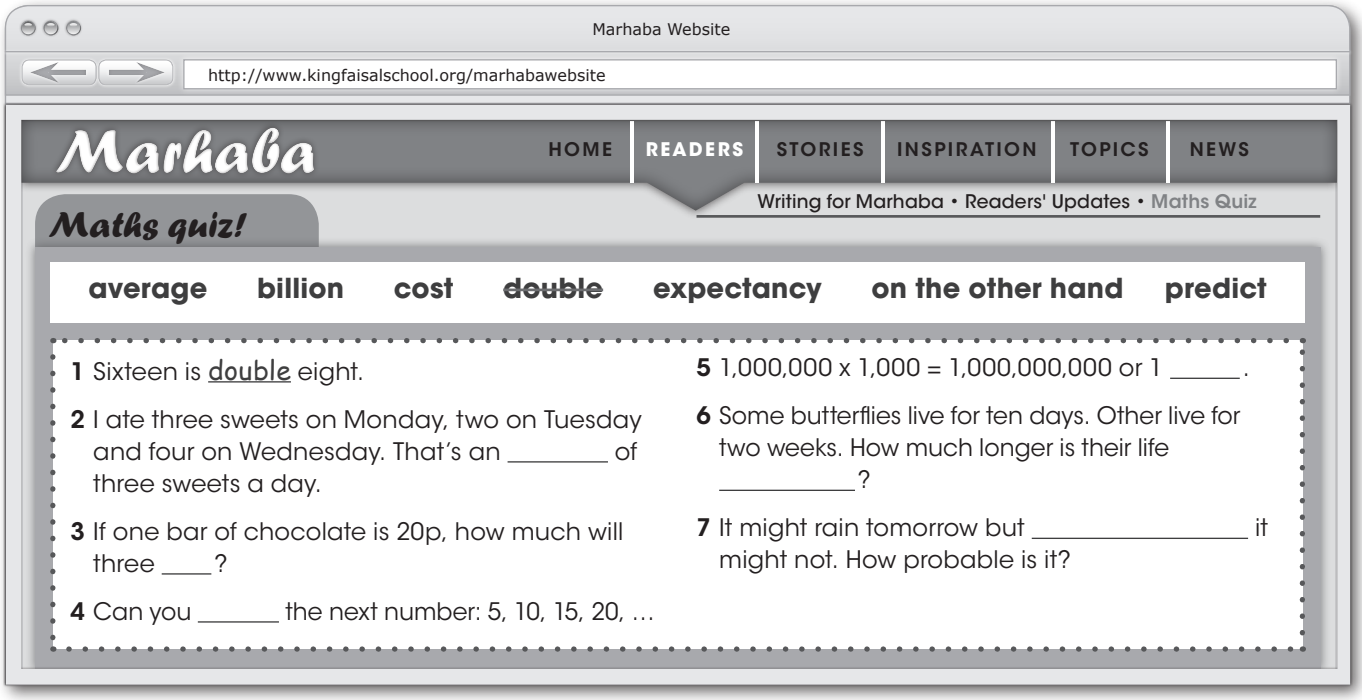
Hotel	Facilities	Activities	Price	Good value for money
✓	✗	✓	££	✓

Hussain:

Hotel	Facilities	Activities	Price	Good value for money
✓	✓	✓	£££	✓

LESSON 3 *Tomorrow's world*

A Complete with words from the box.



B Complete the sentences with the correct word.

1 It's raining. I don't want to get wet, so I _____ go by car. (will/may)
2 I think I _____ try some Japanese food. Would I like it, do you think? (might/will)
3 I must go. The shops _____ close soon. (will/may)
4 Don't worry. I _____ tell her how much the kimono cost. (won't/might not)
5 She _____ be late. She sometimes is. (will/may)
6 I don't know where he is. He _____ be still at school. (will/might)

C Make new verbs and nouns. Follow the instructions. Circle two spelling changes.

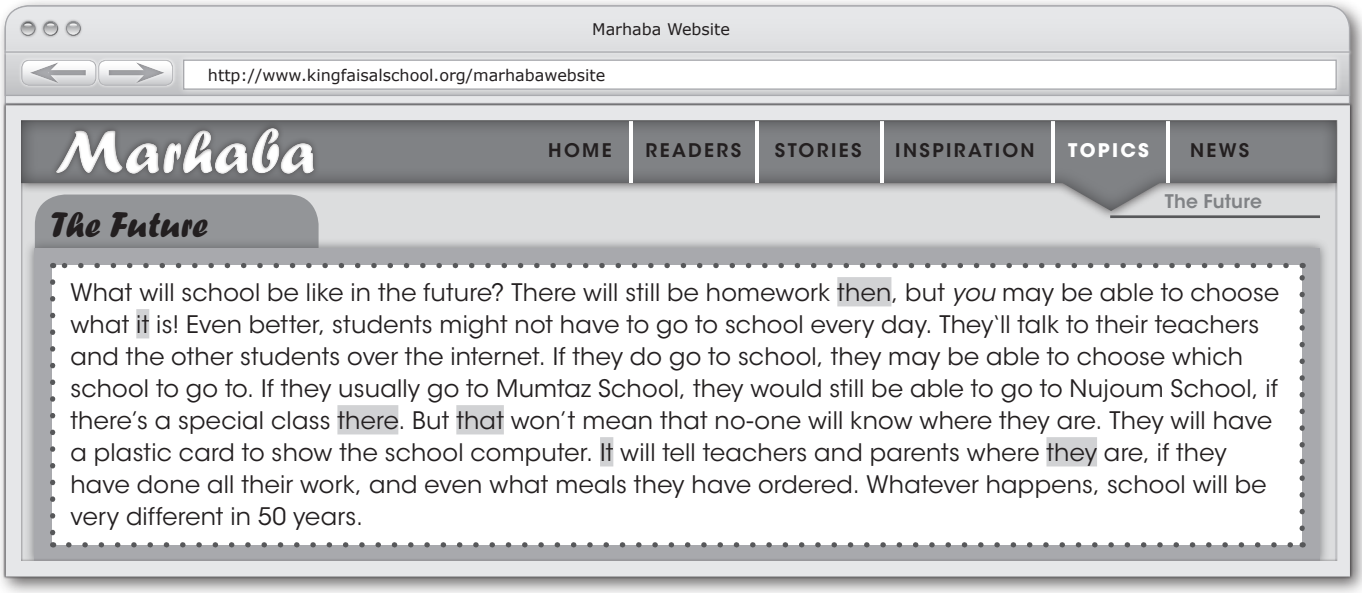
Make the noun	Make the verb
by adding or dropping *-ance/-ence*.	
preference	1 _____
2 _____	accept
3 _____	appear

Make the noun	Make the verb
by adding or dropping *-ition*, *-tion* or *-ion*.	
construct	4 _____
5 _____	introduce
compete	6 _____

D Complete the sentences with the correct form of the word from Exercise C.

1 I was surprised by his sudden _____.
2 The _____ of the new roads means people can travel more easily.
3 Before starting his talk, the speaker _____ himself.
4 Thousands of people will _____ in the London Marathon.

E Read and answer.



1 Circle the best title for this passage.

a Computers
b Computers in the future
c Homework in the future
d School in the future

2 Tick (✓) to indicate how strong these predictions are.

	Prediction	Possibly	Certainly	Certainly not
a	Students will have homework.		✓	
b	Students will do their work from home.			
c	Students will use computers to work together.			
d	They will choose where to go each day.			
e	No one will know where the students are.			
f	School will change in the future.			

3 Who or what do the highlighted words refer to?

line 1 **then** _____ line 2 **it** _____ line 5 **there** _____
line 5 **that** _____ line 6 **It** _____ line 7 **they** _____

LESSON 1 *An annoying friend*

A **Circle these words in the wordsearch. Words can go down (↓) or up (↑), forwards (→) or backwards (←), or diagonally (↘).**

Saudi Stars

Quizzes and games

annoying informal purse
request surprise

G	N	I	Y	O	N	N	A
U	R	N	P	A	S	D	F
G	E	F	H	U	K	L	Z
C	Q	O	V	B	R	N	I
S	U	R	P	R	I	S	E
W	E	M	T	Y	S	F	E
V	S	A	M	Q	Y	T	D
L	T	L	H	R	S	I	P

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

1 I've left my purse at home. Please could I borrow some money? (could/borrow)
2 _____ your helmet? (would/take off). We need to know who you are.
3 Excuse me, _____ lift? (could/give) My car has broken down.
4 I may be late. Please _____ dinner. (cook)

C **Underline the impolite requests. Write them more politely in the spaces.**

A: *Good morning. I'm here to see Doctor Mona.*

B: *Tell me your name*

_____

A: *Kareema Ahmed.*

B: *You're late. Another patient has gone in. Take a seat.*

_____

_____

A: *Yes, I'm sorry. My taxi didn't come.*

B: *Oh, I need your name and address. Fill in this form.*

_____

A: *Certainly.*

B: *And turn off your mobile.*

_____

A: *Yes, I've turned it off already.*

B: *Wait over there.* _____

D Match the answers with the pictures.

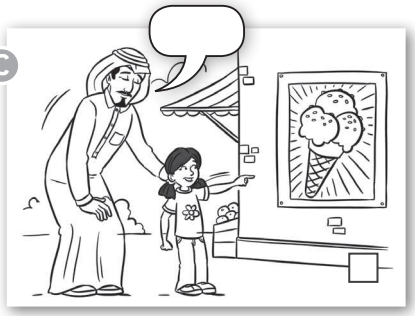
A

Two women (strangers)

B

Two friends

C



Father and daughter

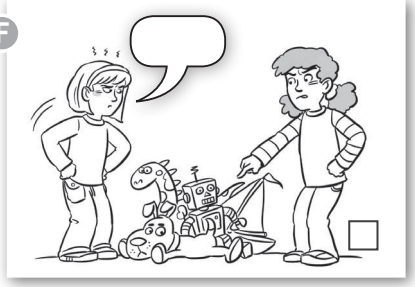
D

Mother and son

E

Two men (strangers)

F



Two sisters

1 OK!
2 No, I certainly will not!
3 Won't!
4 Yes, all right.
5 No. Sorry.
6 No, not at all.

E Write the requests for Exercise E A–C. Use the words to help you. Remember who is talking.

A open/door _____

B hold/books _____

C have/ice cream _____

F Write the requests and a more polite refusal for Exercise C D–F.

D buy/new/football

Boy: _____

Mum: _____

E use/mobile

Man 1: _____

Man 2: _____

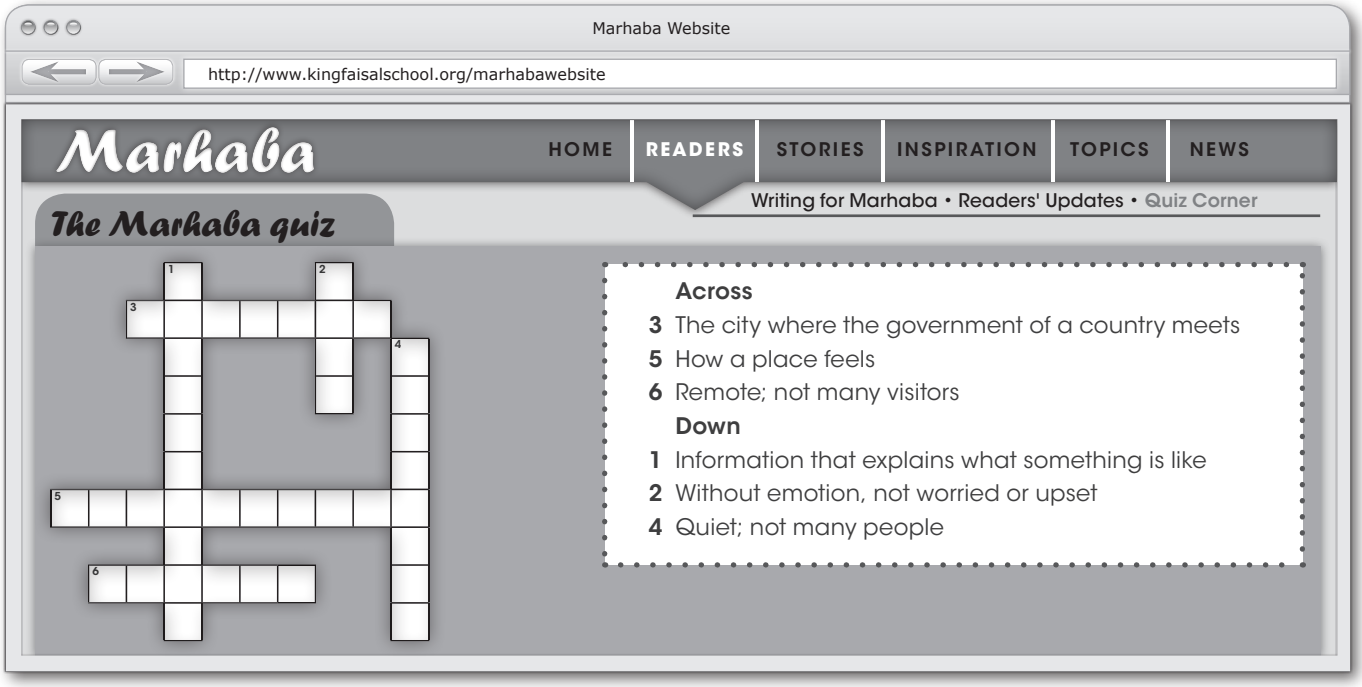
F help/tidy/toys

Sister: _____

Brother: _____

LESSON 2 *I'd rather live in ...*

A Complete the crossword.



B Write sentences with *don't like* and *I'd rather*. Use *a* or *some*.

1 I don't like fish. I'd rather have an egg. (fish/egg)
2 _____ (chips/jacket potato)
3 _____ (cheese/chicken)
4 _____ (pasta/salad)

C Read and choose the best title.

1 Science research 2 Children's diet and exercise 3 Healthy eating 4 Salt and sugar

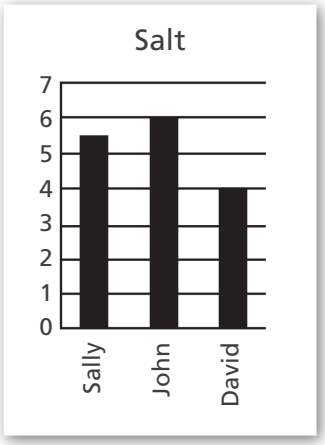
After doing research into children's diets, scientists have found that, on average, boys are eating nearly 7 grams of salt a day. Scientists think that more than 5 grams a day is too much. Girls aren't eating as much salt as boys but it's still too much. Scientists think it's because many snacks are full of salt. They are also worried about fat and sugar. They say the children are eating too many cakes and biscuits, and too much chocolate. On the other hand, most children aren't eating enough healthy foods. Not many children eat fruit and vegetables five times a day.

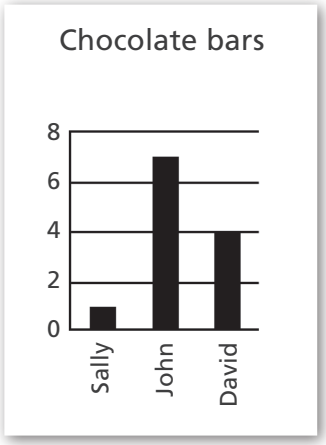
The scientists also think these children aren't getting enough exercise. To be healthy, children need one hour of exercise every day. But many children don't like exercise and would rather read or watch television.

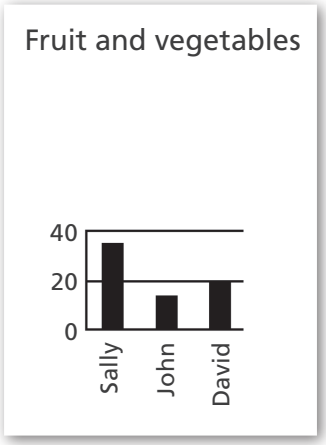
D Read the text again and answer the questions.

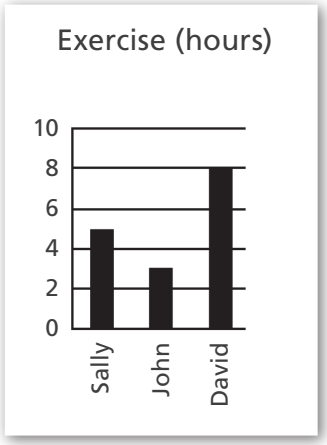
1 How much salt are the boys eating? _____
2 What is the salt in? _____
3 What are the children eating too many of? _____
4 What are the children eating too much of? _____
5 What are the children not eating enough of? _____
6 What else are children not getting enough of? _____

E Look at the graphs. Give your opinion about what the children do. Write sentences with *too much*, *too many* and *(not) enough*.









Sally

In my opinion, Sally eats _____

John

_____

David

_____

F Write about yourself. Use these questions to help you.

1 Do you eat too many cakes?
2 Do you eat too much chocolate?
3 Do you do enough exercise?
4 Do you eat enough fruit and vegetables?

_____

_____

_____

_____

_____

LESSON 3 *Where's the nearest bank?*

A Reorder the letters to make words from the reading passage on page 50.

1 arelc clear
2 plisme _____
3 satinced _____
4 mestys _____
5 lageren _____
6 nurt _____
7 ratlipucar _____
8 grinnut _____
9 obustoundar _____
10 stirovis _____

B Use the words from Exercise A to complete the sentences.

Tourists and other [1]visitors to a place often need help with directions. In [2]_____, good directions should be [3]_____ and easy to understand. Keep sentences short and [4]_____. A good [5]_____ is to point. Another way is to draw a map. Tell people about [6]_____ buildings, bridges or [7]_____ they will see. Explain how many streets they will pass before they get to their [8]_____. Say if they need to [9]_____ left or right. It's also important to tell them the [10]_____ to the place they are looking for and how long it will take to get there.

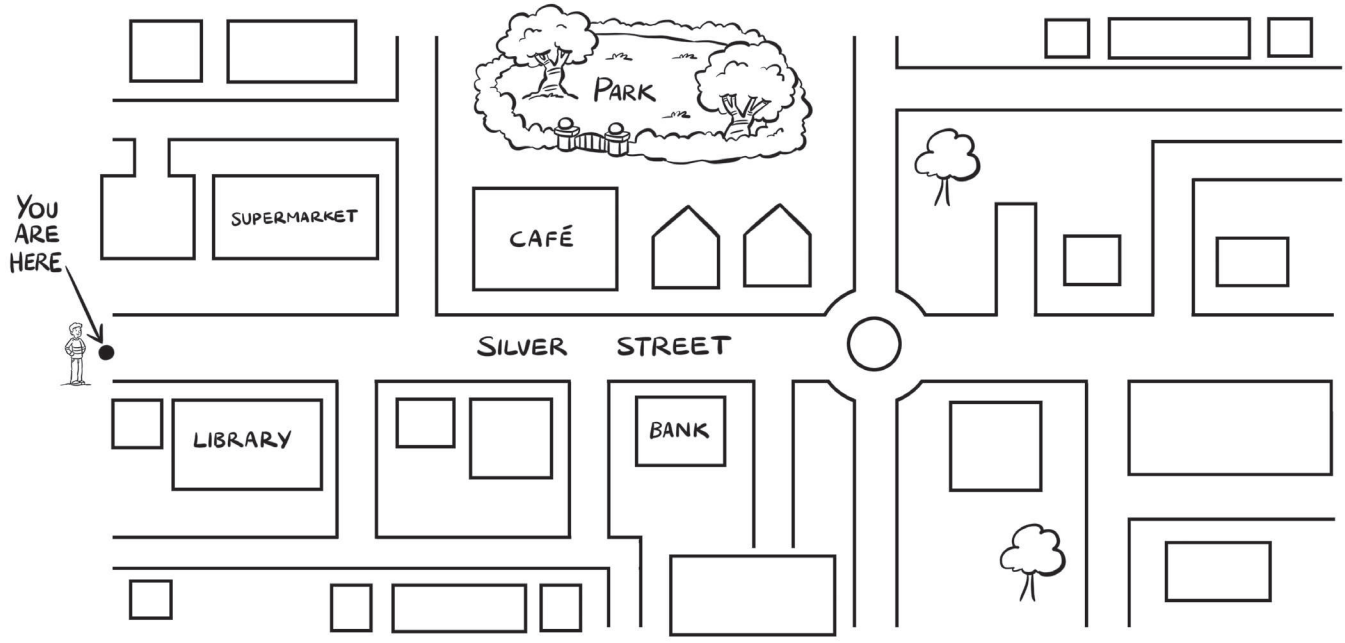
C Write the correct form of the verb in brackets.

1 First, _____ straight along Bridge Street. (walk)
2 After _____ the bridge, you'll see Green Road on the left. (cross)
3 Before _____ the bank, turn left. (reach)
4 You _____ the post office on your left. (see)

D Read the directions and mark these places on the map. Write the number.

1 Hope Street 2 hospital 3 car park 4 post office 5 school

1 Hope Street is the second turning on the left after the roundabout.
2 Go straight along Silver Street as far as the bank and then turn right. You'll see the hospital facing you, at the end of the street.
3 Turn left over there, before the café and then, when you come to a small supermarket, turn left again. There's a car park there, next to the supermarket.
4 Go left at the roundabout and go straight until you come to the park. Turn right there and the post office is about 200 metres along that street.
5 After passing the library, go right and go straight for about 100 metres. Then turn into a small street on the left. The school is on the right between some shops and some big houses.



E **Write a message to a friend, giving directions from your school to your house.**

F **Puzzle fun! Take the turtle for a walk. Follow the directions to collect letters. Use the letters to make a word.**

1 Go straight forward for one square. Turn left. Go forward two squares. __R__

2 Go forward three squares. _____

3 Turn right. Go forward five squares. _____

4 Turn right. Go forward one square. Turn right. Go forward two squares. _____

5 Turn left. Go forward three squares. _____

6 Go forward one square. Turn left. Go forward two squares. _____

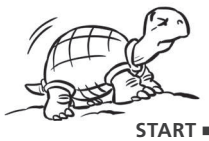
7 Turn left. Go forward two squares. Turn left. Go forward one square. _____

8 Go forward two squares. _____

9 Turn right. Go forward one square. Turn left. Go forward one square. _____

10 Turn left. Go forward three squares. _____

11 Stop. Rearrange the letters to make a word.



O	B	G	R	J	E
A	X	Y	S	B	P
S	I	M	T	F	T
R	O	D	C	I	Z
K	V	E	N	E	U
Q	T	H	L	W	C

LESSON 1 *Sami's favourite sport*

A Complete with a word from today's article about Formula 1.

1 The competitors have to run ten times round the race _____.
2 Studying maths is _____ for everyone. You don't have a choice.
3 There is always a big _____ of people at Formula 1 races.
4 One _____ of the Olympic running circuit is 400 metres.
5 Student must not talk _____ the exam.
6 He needs _____ help. Call a doctor.
7 Players can have a _____ game before the match starts.
8 Put your CD in a _____ plastic bag to keep it safe.
9 If you know the answer, _____ your hand.
10 The parking _____ will show you where to park.

B Make new words.

Make adjectives from nouns			
	Noun	Add/take off	Adjective
1	helmet	+ ed	helmeted
2	wall	+ ed	
3	distance	~~ce~~ + t	
4	accident	+ al	
5	speed	+ y	
6	clothes	+ ed	

Make nouns from adjectives			
	Adjective	Add/take off	Noun
7	compulsory	~~ory~~ + ion	compulsion
8	important	~~t~~ + ce	
9	special	+ ity	

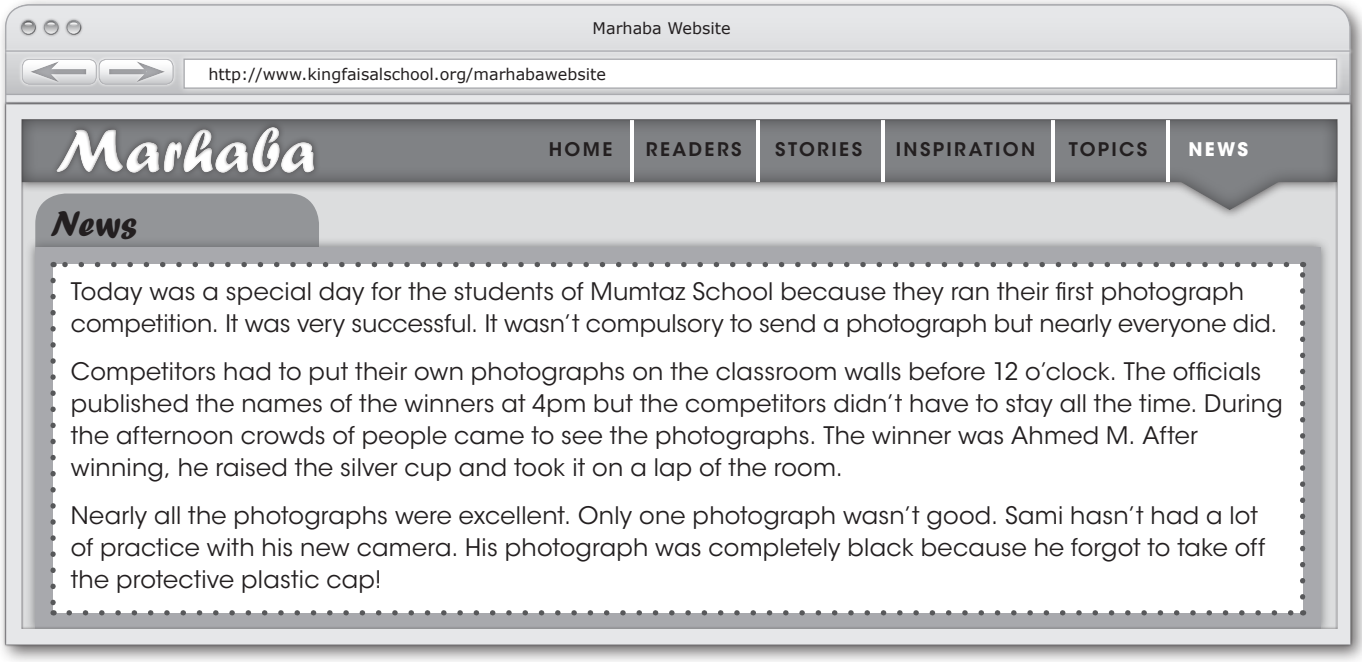
C Complete using one of the new words from Exercise B.

1 A helmeted man walked into the shop. I asked him to take his helmet off.
2 The boys' clothes were green, but the girls were all _____ in white.
3 This restaurant makes really special kabsa – it's their _____.
4 This news is important to everyone, but it is of particular _____ to students.
5 It happened by accident. It was _____.
6 The house had a _____ garden. It was safe for the children to play there.
7 I can't wait for a long time, so please send a _____ reply.
8 He lives in a _____ town, so it will take him a long time to get here.

D Make sentences with *mustn't*.

1 You mustn't take photographs here.
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

E Read and circle *True* or *False*.



1	Mumtaz School hasn't had a photograph completion before.	True	False
2	The students all had to send a photograph to the competition.	True	False
3	The competition officials put the photographs on the walls.	True	False
4	The competitors found out the names of the winners at 12 o'clock.	True	False
5	The competitors had to stay for the whole afternoon.	True	False
6	A lot of people visited the competition.	True	False
7	The winner walked round the room with the cup.	True	False
8	Sami's photograph wasn't good.	True	False

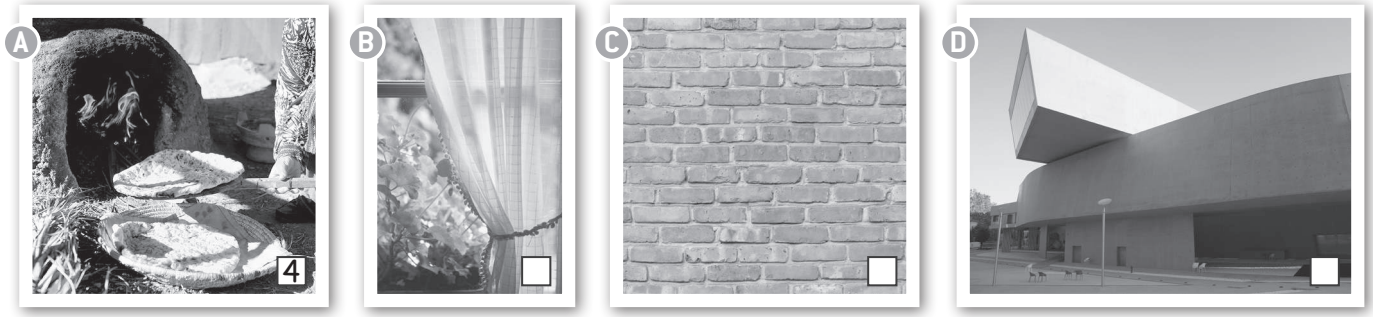
LESSON 2 *Grandma used to like the area*

A Reorder the letters to make words from the article Grandma's Old House.

1 cribk brick
2 realthe _____
3 tracuin _____
4 trocenec _____
5 doogs _____
6 dum _____
7 selojua _____
8 lareamit _____
9 elets _____

B Match the words to the pictures.

1 curtain 2 wall 3 building 4 oven



C Write sentences. Say what the things in Exercise B are made of.

1 The curtain is made of material.
2 _____
3 _____
4 _____

D Make sentences using the present tense and *used to*.

1 desert/small villages (live) big cities
People used to live in small villages, but now they live in big cities.

2 the population/2.5 million (be) more than 30 million
_____

3 nomadic (be) live in one place all year
_____

4 horse/camel (travel) car/plane
_____

5 many doctors (not/have) hospitals/all over
_____

6 many/schools (not/be) education/free/everyone
_____

E Read and circle *True* or *False*.

Saudi Stars

Our Town

Many years ago, our town used to be a busy little place. First, of course, there was the library (where I worked), a post office and two banks. Then, as well as some general food shops, there used to be two butchers' shops, four bakeries and a fish shop. There were clothes shops, shoe shops, shops selling material of all kinds and even a leather goods shop. The streets always used to be full of people and we could get everything we needed by walking a few hundred yards.

Now however, the town is very different. Most people have cars and they shop in the big supermarkets outside town. Or they visit the shopping malls in the city. Many of our small shops have closed since the old days and the streets are very quiet now.

1	The writer used to have a shop in the town.	True	False
2	Many shops only sold one kind of thing.	True	False
3	The shops didn't sell the same things as each other.	True	False
4	People used to shop on foot.	True	False
5	One shop only sold things made of leather.	True	False
6	The shops didn't have everything people wanted.	True	False
7	Nothing has changed very much.	True	False
8	People prefer to shop in bigger shops now.	True	False

F Write a description of the area where you live or somewhere you have visited. Use these questions to help you.

1 Is your area modern or traditional? Has it changed?
2 What materials are the buildings made of? Are they tall?
3 Are the streets quiet, or full of cars and people?
4 Are there shops or other houses near you?

LESSON 3 *Young achievers*

A Complete the crossword.

Marhaba Website

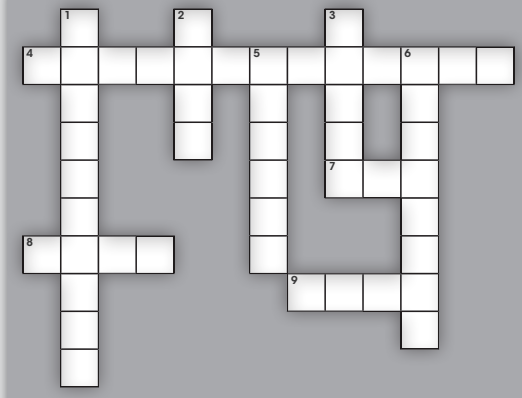
http://www.kingfaisalschool.org/marhabawebsite

Marhaba

HOME | READERS | STORIES | INSPIRATION | TOPICS | NEWS

Writing for Marhaba • Readers' Updates • Quiz Corner

The Marhaba quiz



Across

4 amazing
7 a way to travel over snow
8 to do better than, to win
9 the very north or south of the Earth

Down

1 something that has happened to someone
2 somewhere to stay for a short time
3 temperature less than zero
5 the best ever done
6 someone who succeeds in an activity

B Make sentences with correct form of the present perfect or the past simple of the verb in brackets.

1 We/two days/in the camp/last week (spend) — We spent two days in the camp last week.
2 Why/not/you/your homework/yet/? (do) _____
3 They/the record/just (beat) _____
4 They/never/to the South Pole before (ski) _____
5 Have/you/ever/a medal/? (win) _____
6 I/my own record/yesterday (beat) _____

C Read the text and complete the table.

Another extraordinary young achiever is Ismail Al-Sabani. Ismail is from Saudi Arabia. He was born in Jeddah, on 25th April 1989, and he is a runner. His favourite distance is 400m. He has competed in international competitions since he was 16. He ran in his first race at the World Youth Championships in 2005. He has already won a number of gold medals. He won his first 400m gold medal in 2008 at the Asian Junior Athletics Championships. It must have been a fantastic experience.
As well as winning the gold medal, Ismail ran the race in 46.33 seconds. This was a record time for him. Since then, he has beaten his own record! In May 2009, he ran 400m in only 45.74 seconds.

Runner profile					
Name		[1] Ismail Al-Sabani	Date of first competition		6
Born	Date of Birth	2	First gold medal	Date	7
	City	3		Distance	8
	Country	4	Fastest time	Date	9
Age began racing		5		Speed	10

D Look at the table and answer the questions about Yahya Hassan Ibrahim Habeeb.

Runner profile		
Name		Yahya Hassan Ibrahim Habeeb
Born	Date of Birth	2nd April 1986
	Country	Saudi Arabia
Favourite distance		100m
Other distances		200m, 60m
Age began racing		15
First international competition		2001
Fastest time	Date	May 2006
	Speed	10.28 seconds
Medals (100m)	Silver	2002
	Gold	2006

1 When and where was he born? 2nd April 1986 in Saudi Arabia

2 What distance does he usually run? _____

3 How long has been a runner? _____

4 How fast is his record time? _____

5 When did he achieve it? _____

6 How many medals has he won? _____

E Write about Yahya Habeeb. Use your answers to Exercise D to help you.

_____

_____

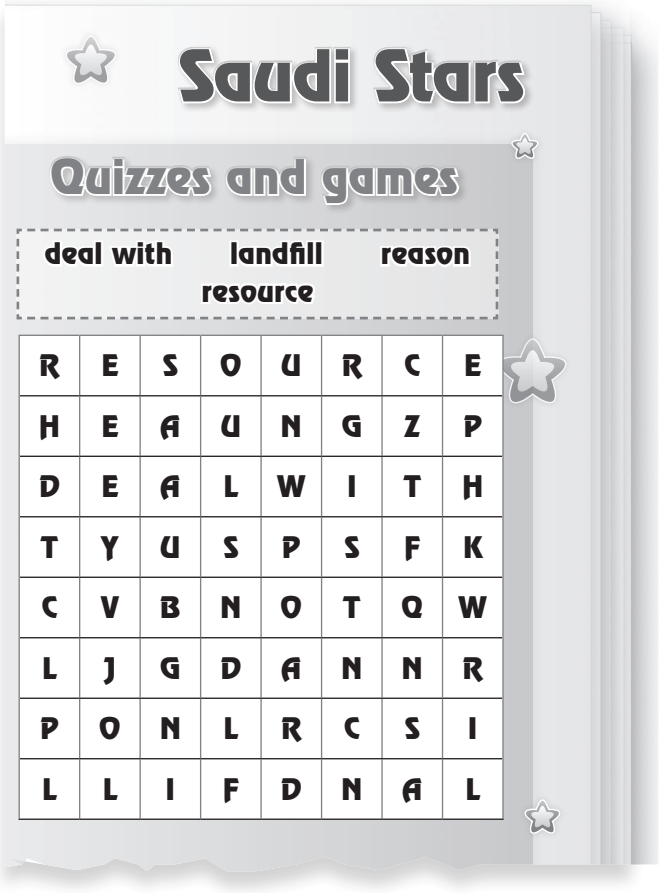
_____

_____

_____

LESSON 1 *The weather was so nice that I went to the park.*

A **Circle these words in the wordsearch. Words can go down (↓) or up (↑), forwards (→) or backwards (←), or diagonally (↘).**



B **Read and answer the questions that follow.**

People use billions of drinks cans every year. How should we deal with them after **they** have been used? We could get rid of them in a landfill, but there's a better solution – we recycle them into new **ones**!

Most drinks cans are made of aluminium. Aluminium is a valuable metal and a very useful resource. It isn't heavy and so **it** is very good for light objects such as drinks cans.

Producing new aluminium cans uses a lot of energy. As well as being expensive, using such a lot of energy is bad for the planet. However, recycling doesn't need as much energy as producing new aluminium. The energy saved by recycling one aluminium drinks can is enough to run a television for three hours. Recycling is so much better for the planet, and **it**'s cheaper. That's two very good reasons to recycle!

1 Write the words in the passage with these meanings:
   a a closed metal object for liquids _____ b not heavy _____

2 What do these words refer to?
   a line 1: **they** _____ b line 3: **ones** _____
   c line 5: **it** _____ d line 10: **it** _____

3 What two solutions are there for dealing with old aluminium cans? _____

4 How much energy do we save by recycling one can? _____

5 What are the two very good reasons for recycling aluminium? _____

C Write the letter of the correct word in the space.

1 Mum will tell me __c__ if I drop my rubbish in the park.
a away b out c off d of

2 Don't throw that plastic bag ____. I will use it again tomorrow.
a off b away c with d up

3 How can I get rid ____ this old mobile phone?
a with b of c away d off

4 Recycling is a good way to deal ____ glass bottles.
a with b off c away d for

5 He finished his drink and then he looked ____ a bin for the empty can.
a at b after c up d for

6 Turn ____ the television if no one is watching it.
a down b on c off d away

7 Don't leave the lights ____ when you leave the room.
a on b up c with d off

8 When you leave, pick ____ your rubbish and take it home.
a off b away c to d up

D Complete with *such a(n)* or *so*.

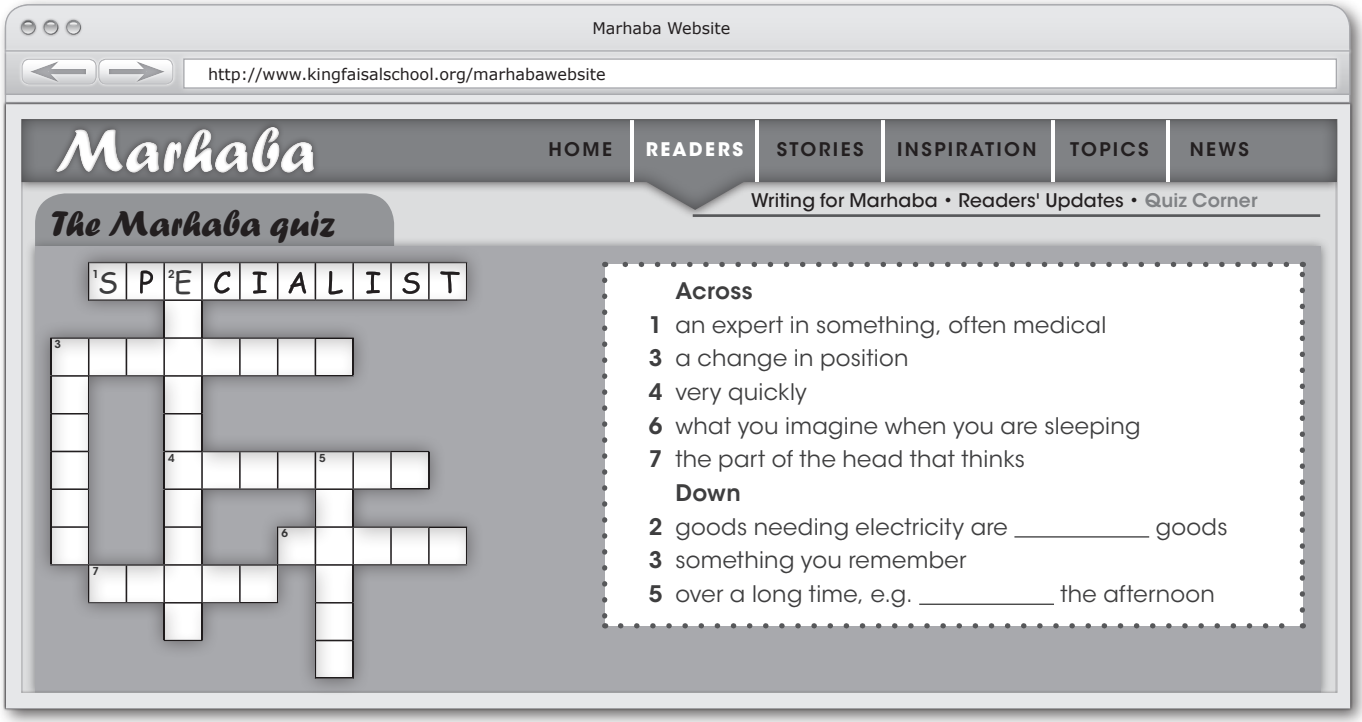
1 Wood is **such a** valuable resource that we shouldn't waste it.
2 The results of using landfill are _____ bad for the planet that we must find better solutions.
3 It is _____ hard to get rid of batteries that we have to take them to a special place.
4 Paper is _____ easy material to deal with that children can help to recycle it.
5 Aluminium is _____ expensive material to produce that we can't afford not to recycle.
6 I was _____ annoyed with the children for dropping their rubbish that I told them off.

E Write a paragraph about recycling. Use some of these questions to help you.

Why should we recycle? What's the reason?
Who can recycle?
Which materials or goods are easy to recycle? How can we do it?
What can we do with goods that are hard for us to recycle?
If we all recycle well, what will the result be?

LESSON 2 *Did you sleep well?*

A Complete the crossword.



B Complete the sentences with the correct form of the words from Exercise A.

1 People often have strange _____ when they are asleep.
2 You should see a _____ if you have a serious health problem.
3 Jim had many happy _____ of the time he spent in Saudi.
4 He walked so _____ that he beat everyone into class.
5 Old _____ goods like computers and televisions can be hard to get rid of safely.
6 The recycling centre is only open _____ the day.
7 Parrots have quite small _____; however they are surprisingly intelligent.
8 One month after breaking his leg, he still found _____ difficult.

C Change the adjectives into adverbs.

By adding *-ly*

1 beautiful beautifully
2 brave _____
3 nervous _____
4 successful _____

By taking off *-y* and adding *-ly*

5 busy busily
6 lazy _____
7 hungry _____
8 thirsty _____

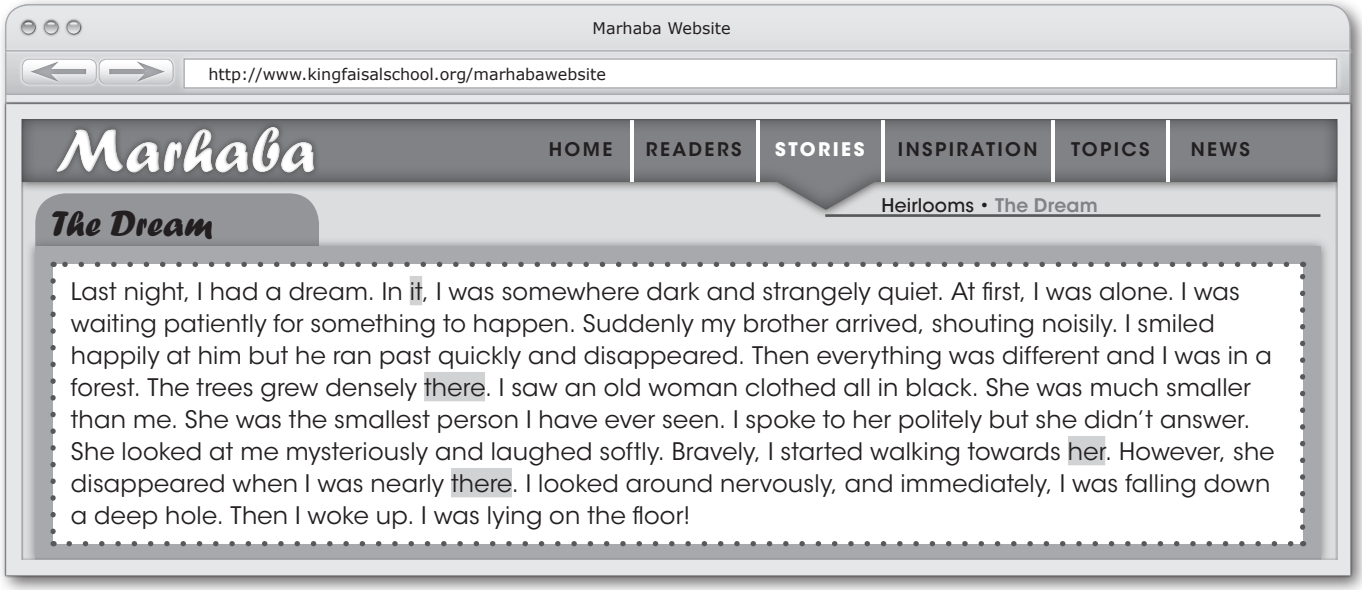
By taking off *-le* and adding *-ly*

9 fashionable fashionably
10 probable _____
11 possible _____
12 suitable _____

C Write these sentences using adverbs.

1 Fred is a faster reader than Jim. Jim reads faster than Fred.
2 Huda is a confident speaker. _____
3 Salma is the hardest worker. _____
4 He is as good a runner as you are. _____
5 Hassan is a neater writer than Ibrahim. _____

D Read the passage and put these sentences in the correct order.



A He fell. ☐
B He wanted to talk to the woman. ☐
C His brother disappeared. ☐
D It was dark and he was alone. ☐
E There was an old woman. ☐
F He woke up. ☐
G The woman went away. ☐
H His brother came. ☐
I He walked towards the woman. ☐
J The woman laughed. ☐

E Who or what do the words in **bold** refer to?

1 Line 1: **it** the dream
2 Line 4: **there** _____
3 Line 6: **her** _____
4 Line 7: **there** _____

F Write about your dream. Use adverbs to say **how** people were doing things.

_____
_____
_____
_____
_____

LESSON 3 *Muslims in Britain*

A Rearrange the letters to find words from the passage in the Student's Book. Write them next to their meanings.

crenovt **croftay** **damaborsas**

1 the chief official of an embassy _____

2 to change from one thing into something else _____

3 a building where goods are regularly produced in large amounts _____

B Read the passage and answer the questions.

Bedouin are nomadic people who live in the deserts of Arabia. Traditionally, Bedouin lived by keeping animals: camels, goats and sheep. Animals are a valuable resource but they need water and food. Deserts are places where there is so little water that nothing much grows. However, an oasis is somewhere in the desert where water is so plentiful that plants grow well.

So the Bedouin used to move regularly from one oasis to another to find food and water for their animals. In the desert, the Bedouin lived in low black tents, made of wool or camel hair. These tents could be packed up and moved easily from place to place. Today, many Bedouin have converted from such a difficult way of life to living more comfortably in modern cities.

1 If something is *plentiful*, what does it mean?
   a Plants grow there. b There is plenty of something. c It is very dry.

2 In an *oasis*, plants grow well because …
   a an oasis is in the desert. b you can find food and water there. c there is enough water.

3 Keeping animals in the desert is difficult because …
   a there isn't enough water. b there is an oasis. c animals are a valuable resource.

4 Why did the Bedouin have to move so often?
   a Because they lived in tents. b To find fresh food for the animals. c They were nomadic.

5 Where do you think the material for their tents came from?
   a their animals b shops c an oasis

6 Today, most Bedouin …
   a still live traditionally. b have a difficult way of life. c have moved to a city.

C Complete with the correct country or name for a people.

Country	People	Country	People
1 India	Indian	Saudi Arabia	2 _____
3 _____	Pakistani	England	4 _____
5 _____	Yemeni	6 _____	British
7 _____	Omani	8 _____	Jordanian
9 _____	Qatari	10 _____	Sudanese

D Complete with the correct form of the word from Exercise B.

1 People who come from Britain are British.
2 People who come from India are _____.
3 People who come from Jordan are _____.
4 People who come from Pakistan are _____.
5 People who come from _____ are English.
6 People who come from _____ are Saudi.
7 People who come from Sudan are _____.
8 People who come from Yemen are _____.
9 People who come from Qatar are _____.

E Make sentences with *who* or *where*.

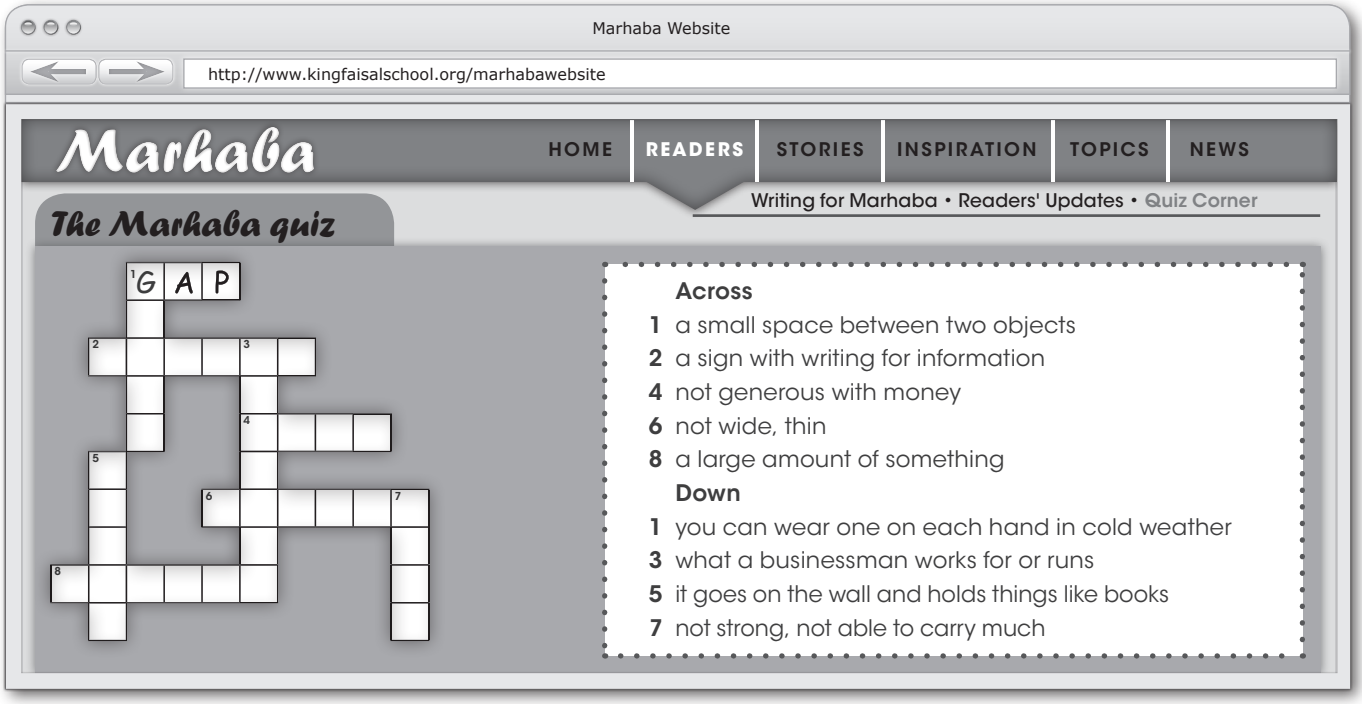
1 someone/tell/what/weather/like/weather forecaster
Someone who tells you what the weather will be like is a weather forecaster.
2 library/can/go/borrow/books A library is a place where you can go to borrow books.
3 someone/repair/cars/mechanic _____
4 recycling centre/place/can/get rid of/old possessions
_____
5 person/make/wooden furniture/carpenter _____
6 locker/place/can/leave/things/safely _____

F Describe your lifestyle for someone in England to read. Try to use *where* and *who* if you can.

_____
_____
_____
_____

LESSON 1 *Not too difficult to answer*

A Complete the crossword.



B Complete the sentences. Use *too … to.*

1 Why can't we go to the shops? (far/drive)

_____

2 Why can't you have lunch at two o'clock? (hungry/wait)

_____

3 Why can't you fill out that form tomorrow? (important/wait)

_____

C Complete the sentences. Use *not … enough …*

1 Why can't we dive in the pool? (deep/be safe)

_____

2 Why can't animals talk? (intelligent/learn)

_____

3 Why can't you finish your book? (quiet/read)

_____

D Match the activities with the possible results.

1	I'm not good enough to ski alone yet.	[d]	a I might get thirsty.
2	The museum isn't exciting enough to visit.	[ ]	b I might be sick.
3	The zoo is too hot and noisy to be enjoyable.	[ ]	c I might be bored.
4	It's too far to travel without water.	[ ]	d I might have an accident.
5	That programme is too mysterious to watch tonight.	[ ]	e I might get a headache.
6	It's too bumpy to go in the car.	[ ]	f I might have bad dreams.

E Read the dialogue and answer the questions.

Andy: *What shall we do today? Do you want to go skating?*
Bob: *No, I don't have enough money to go skating.*
Andy: *Why not go for a walk then? That's really cheap!*
Bob: *Well, I think it's too cloudy to go for a walk. It might rain.*
Andy: *How about visiting the museum?*
Bob: *No, the museum is too crowded to visit on a Saturday.*
Andy: *Is the football match too expensive for you to afford?*
Bob: *No, but the stadium is too far away to get to. We might be late for dinner.*
Andy: *Well, let's stay at home then. I'm too comfortable to move now.*
Bob: *Oh no! It will be too boring to stay here all day! We might argue.*
Andy: *Oh. OK. So what shall we do?*

1 Why can't Bob go skating? Because he doesn't have enough money.
2 What is Andy *sure* won't be too expensive? _____
3 What does Bob think might happen because of the clouds? _____
4 Why will the museum be too crowded? _____
5 Is the football match too expensive? _____
6 What two problems are there with staying at home? _____

F Write a dialogue like the one in Exercise E.

Make a few suggestions and say why you can't do them. Say what might happen.

_____
_____
_____
_____
_____
_____
_____
_____

LESSON 2 *E-mails and letters*

A **Circle these words in the wordsearch. Words can go down (↓) or up (↑), forwards (→) or backwards (←), or diagonally (↘).**

Quizzes and games **Saudi Stars**

A	B	D	H	O	T	E	Y
I	L	N	P	A	W	S	L
M	Y	T	E	A	X	V	E
P	G	E	H	R	N	L	N
R	C	M	A	O	V	Q	O
O	S	F	N	U	U	E	L
V	D	U	E	T	O	G	S
E	E	C	I	V	D	A	H

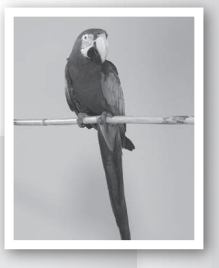
~~advice~~ although due to improve lonely nerves swap

B **Complete the sentences with the words from Exercise A.**

1 Due to the bad weather, we won't be able to fly to London today.
2 Ali and Ahmed _____ books regularly, so they can check their work.
3 I didn't know what to do, so I asked my friend for her _____.
4 She drank warm milk to calm her _____.
5 She was _____ at her new school until she made some friends.
6 _____ she was ill, she still went to school.
7 Your English will _____ faster if you practise more.

C Read and circle *True* or *False*.

Saudi Stars: Parrot questions



I'd like to buy a parrot. Have you any advice?
It would be a good idea to think about the particular kind of parrot you want. Smaller parrots are less noisy than the bigger birds, but in general, they aren't as good talkers.

What do parrots eat?
They need lots of fruit and vegetables. You should never feed them chocolate because it makes them ill.

What about a cage?
You'd better buy the largest cage you can afford. And, although it's expensive, steel is the best value for money.

Parrots are so intelligent that they get bored easily, so try to give them toys to keep them busy and give them exercise.

Should I let my parrot out?
Yes, but you ought to stay in the room. It's too dangerous to leave parrots alone as they may destroy your furniture.

1	Small parrots are noisy.	True	False
2	Big parrots are better talkers than small parrots.	True	False
3	Parrots can eat apples and bananas.	True	False
4	Parrots can sometimes have chocolate.	True	False
5	A large cage is a good idea.	True	False
6	You shouldn't buy a steel cage because they are too expensive.	True	False
7	Parrots get bored quickly because they are intelligent birds.	True	False
8	It is dangerous to be alone with your parrot when he is out of his cage.	True	False

D Write replies to these problems. Give advice. Use the language from Exercise C.

Saudi Stars

Readers' letters

1 *I'd like to improve my diet. Can you give me some advice?*

2 I need to exercise more, but running is too boring to do regularly. Have you any suggestions?

3 Due to swapping schools this year, I've no friends and I'm really lonely. What can I do?

4 *My best friend won't talk to me, although I don't think I've done anything wrong. Help!*

LESSON 3 *What is it?*

A Reorder the letters to make words from the passage in the Student's Book.

1 ellc	cell	2 cloxmep	_____	3 glayax	_____
4 earth	_____	5 namelt	_____	6 nargo	_____
7 tropine	_____	8 slicaphy	_____	9 naitvim	_____

B Complete the sentences. Use the words from Exercise A.

1 A galaxy is a group of stars.
2 A _____ picture is a picture you only imagine.
3 Fresh fruit and vegetables give our bodies the _____ they need.
4 The heart and the brain are two important _____ in the body.
5 Languages are so _____ that it takes a long time to learn a new one.
6 _____ comes from foods like lamb, milk, fish and eggs.
7 _____ are the smallest working parts of our bodies.
8 Try to eat enough fruit and vegetables to keep your _____ healthy.
9 If you are ill, a doctor may give you a _____ examination.

C Match the sentence with the correct extra information.

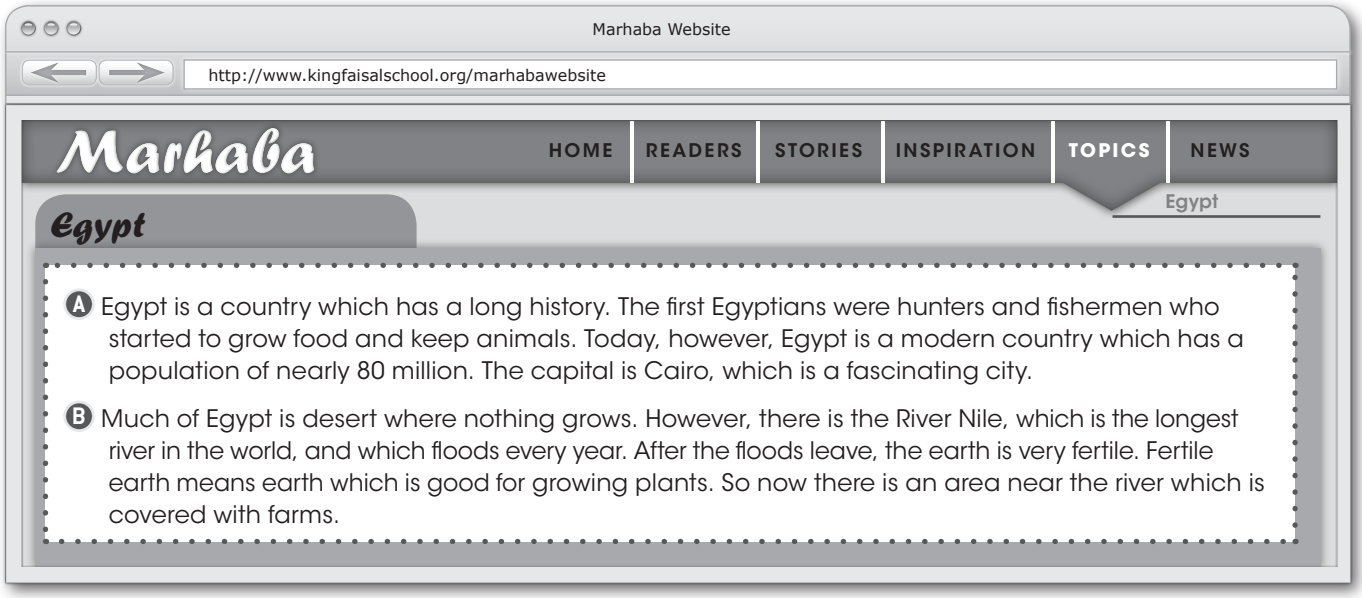
1 Hippos are very large animals	d	a	which jump through trees in the jungle.
2 Parrots are birds	☐	b	which give us honey.
3 Bees are insects	☐	c	which have very big ears.
4 Monkeys are animals	☐	d	which spend a lot of their time in water.
5 Rabbits are animals	☐	e	which can learn to talk.

D Put the words in the box in groups of three. Choose the best name for each group.

~~ancient~~ ankle stomach desert head jungle mountains oasis old prehistoric river sea

'Not new'	ancient	_____	_____
Body parts	_____	_____	_____
Environment	_____	_____	_____
Water	_____	_____	_____

E Read and answer the questions.



1 Choose the best title for each paragraph.

a Food production today ☐ b Background history ☐

2 How did people live in Egypt, before they started to grow their food? _____

_____

3 What is the population of Egypt today? _____

4 Write two pieces of information about the River Nile.

a _____

b _____

5 Why do plants grow well after the floods go? _____

F Write about Saudi Arabia. Use *who*, *where* and *which*. Use Exercise E to help you.

Fact file

Name:	Saudi Arabia
Capital:	Riyadh
Population:	27 million
Official language:	Arabic
History:	nomads, desert, animals
Today:	modern cities, roads, schools, hospitals
Resources:	oil, gas
Tourists:	museums, souks, shopping malls

_____

_____

_____

_____

_____

_____

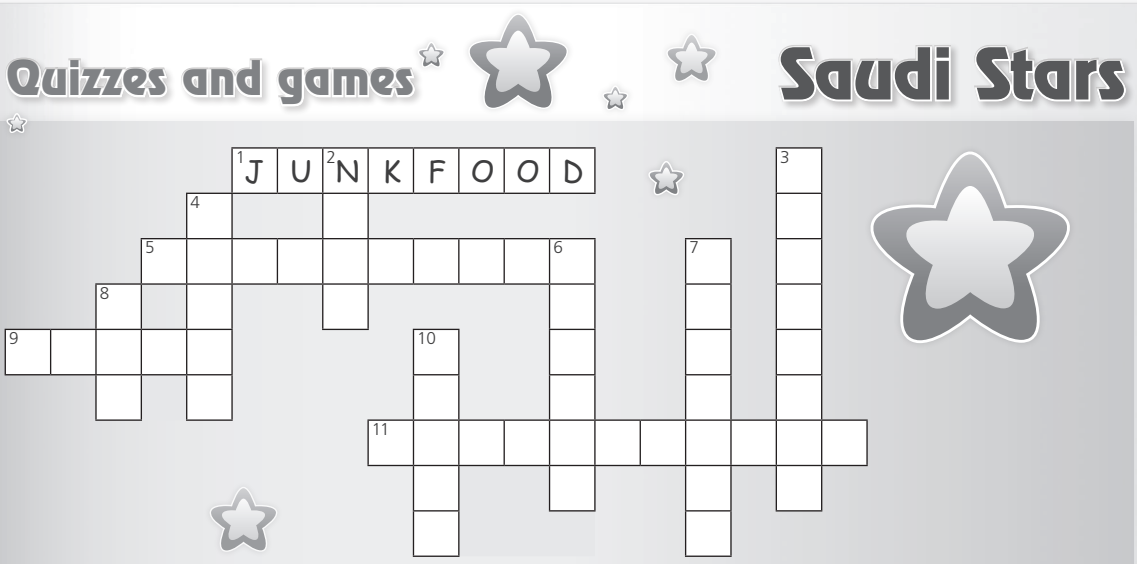
_____

_____

Unit 10 Healthy, helpful and hard work

LESSON 1 *Healthy food*

A Complete the crossword.



Across

1 things which are unhealthy to eat
5 carrots and onions are examples of these
9 (see 10 down)
11 something which is difficult to understand or deal with

Down

2 a kind of small fruit which some trees produce and which is in a hard protective cover
3 an illness which is made worse by eating too much sugar
4 _____ are vegetables which can be long, green and thin or small and round
6 easy to understand or do
7 an illness
8 olive oil is a much healthier _____ to cook with than butter.
10 _____ _____ bread has more vitamins than white bread.

B Complete with *so* or *neither* and the right form of the verb.

1 Tomatoes are really a kind of fruit. So is a nut.
2 Due to her diabetes, Ann never eats sugar. _____ her parents.
3 I'm looking forward to the weekend. _____ we.
4 Ahmed had a strange dream last night. _____ Fahim.
5 I eat some fresh fruit every day. _____ Huda.

C Complete with *a*, *an*, *the*, *some*, *any*, or nothing (*X*).

1 X gold is so expensive that I can't afford to buy any .
2 _____ foods have too many calories to be healthy.
3 Can I have _____ orange? I'm sorry, I don't have _____ oranges, today.
4 Have a banana. It is full of _____ vitamins.
5 _____ healthiest diet is one with _____ protein, lots of fresh food, and not much fat.

D Choose the best title for each paragraph. Write the paragraph numbers in the spaces.

a What to eat for healthy teeth. ☐
b Visiting a dentist. ☐
c How to clean your teeth. ☐
d When to clean your teeth. ☐

1 You should clean your teeth not less than twice a day. The sugar which is left in your mouth after eating will destroy your teeth, so try to brush them after every meal. Fruit also has sugar in it, and is as bad for your teeth as cake!

2 Clean your teeth carefully. Less than two minutes isn't long enough. And you ought also to clean the gaps between your teeth where food can stay. An electric toothbrush is best. If you can't clean your teeth, how about drinking some water?

3 Make sure you eat a good diet and drink enough low-fat milk. Milk will give you calcium which is necessary for building strong bones and teeth.

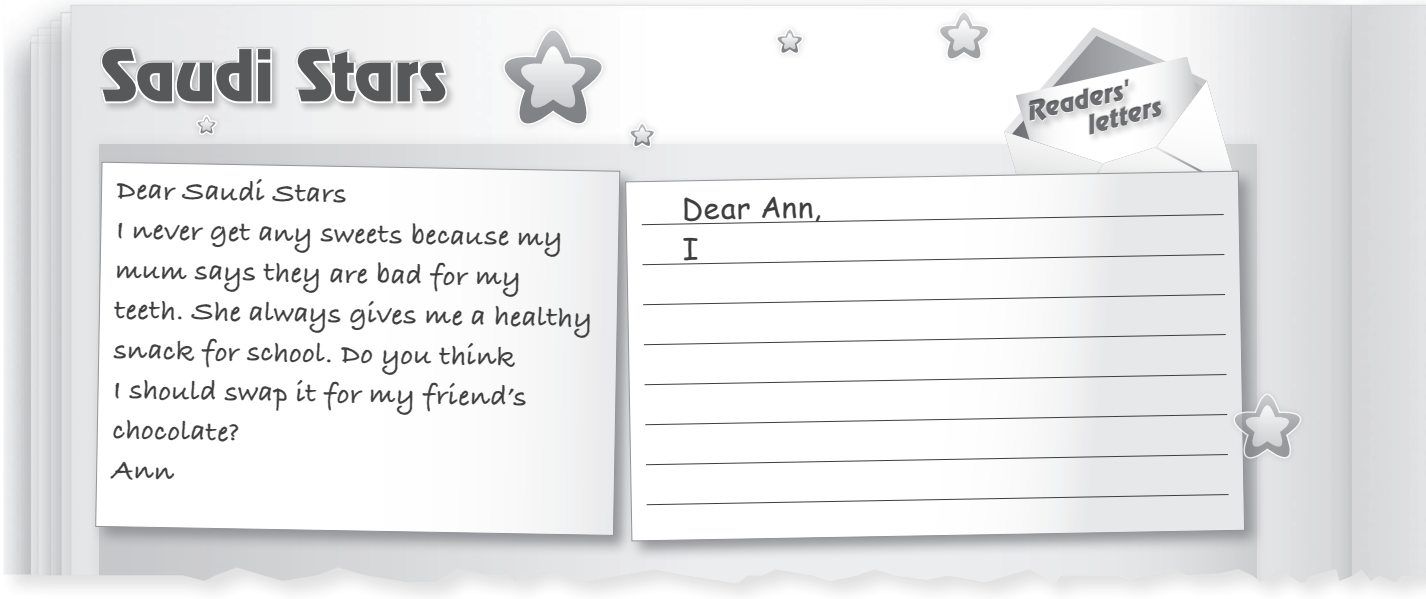
4 It's also a good idea to visit your dentist regularly. He/she is the only one who can really tell you if your teeth are healthy or not.

E Answer the questions.

1 What is left in your mouth after eating? _____
2 Where can food stay? _____
3 What is necessary for building strong bones and teeth? _____
4 Who can tell you if your teeth are healthy or not? _____

F Write a reply from Julie to this letter.

Do you think this is a good idea? Give advice. What could Ann offer to do? Make suggestions.



LESSON 2 *A doctor's story*

A Reorder the letters to make words from the passage on page 80.

1 forfe offer
2 eli _____
3 stugges _____
4 trebulo _____
5 crondise _____
6 groine _____
7 gamnea _____
8 grentsar _____

B Complete the sentences with the correct form of the words from Exercise A.

1 I was so tired that I suggested not cleaning my teeth.
2 She might not be _____ you – maybe she's too scared to speak to you.
3 He left his gloves _____ on the table.
4 I'm sure you'll _____ to make friends quickly at your new school.
5 Julie _____ to write an article for the newsletter.
6 You ought not to give your personal information to _____.
7 Have you _____ talking to your teacher about your problems?
8 It was kind of you to go to so much _____ to help me.

C Complete with the correct forms of the verbs in brackets.

Alan: *Will you* [1] be going away *(be/go away) on holiday this summer, Fred?*

Fred: *Well, we can't* [2] _____ *(afford/go) abroad, this year, but Mum and Dad are* [3] _____ *(consider/visit) friends in the country.*

Alan: *Don't you* [4] _____ *in the country? (like/live)*

Fred: *I don't* [5] _____ *(mind/spend time) there. But I'd* [6] _____ *(prefer/stay) in a hotel. Staying with strangers is too much trouble when you* [7] _____ *(want/relax) . I* [8] _____ *(suggest/look for) a cheap hostel but Mum thinks hostels aren't comfortable enough.*

Alan: *Well that's not as bad as me. I will* [9] _____ *(be/spend) a week with my cousins in their tent. That's much worse! My little cousin is too young to be any fun and the older one will probably ignore me. And I will* [10] _____ *(have to/sleep) on the ground at night. I hate* [11] _____ *(lie) on the ground – it's so bumpy that I never manage* [12] _____ *(sleep) very well.*

D Write the story you talked about on page 81. Use the questions there to help you.

E Test yourself. Match the word and the meaning.

1	collapse	d	a	check for mistakes	6	proofread	f	beautiful writing
2	sound		b	far away	7	develop	g	feelings
3	survival		c	make bigger or better	8	remote	h	noise
4	emotions		d	fall down suddenly	9	champion	i	the end of life
5	death		e	winner	10	calligraphy	j	staying alive

F Complete the sentences.

First we have to get _ _ _ _ _ _ the river.

Then we go _ _ _ _ _ the ravine.

Next we go _ _ _ _ _ the bridge.

Then the path goes _ _ _ _ _ _ _ the trees.

Let's set _ _ _ immediately.

Come _ _ _ _ safely!

G Complete the table with the correct forms of the verbs.

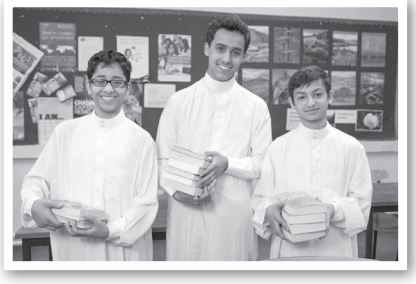
	Present simple	Past simple	Past participle
1	am, is, are	was, were	been
2	choose		
3	do		
4	eat		
5	find		

	Present simple	Past simple	Past participle
6	go		
7	lose		
8	see		
9	take		
10	write		

H Write sentences about the boys and their books. Use *more, the most, fewer, the fewest*.

1 Adel has fewer books than Yazeed and Sami has _____.

2 Yazeed has _____ than _____ but he has _____ than _____.



Adel Sami Yazeed

LESSON 3 *For and against*

A Complete the sentences. Use the words from the box.

against	difficulty	~~editions~~	favourable	keep in touch
negative	positive	texting	unfavourable	

1 The girls have managed to produce four **editions** of their newsletter this term.
2 A mobile is too expensive for Julie to use to _____ with her friends in England.
3 _____ is a way of communicating which is easy, quick and cheap.
4 The girls have had very few e-mails which were _____ about the newsletter.
5 Nobody who worked on the newsletter feels at all _____ about it.
6 One disadvantage of mobiles is the _____ of getting rid of old ones.
7 Older girls in particular have a _____ opinion of our newsletter.
8 I'm not _____ mobiles in general, only mobiles in the classroom!
9 Luckily, editing the newsletter has had a very _____ effect on Dalal's English.

B Complete the sentences. Use words from the box.

as a result	because	due to	in case	so	~~so ... that~~	such a/an ... that

1 I'm **so** fond of vegetables **that** I've always eaten a good diet.
2 Editing *Saudi Stars* has been _____ positive experience _____ I'd like to do it again next term.
3 It's been interesting, but on the other hand, it's taken a lot of time, _____ I may not.
4 Lena has given Julie her e-mail _____ there's a problem and they need to stay in touch.
5 I've never learned to swim and _____, I don't enjoy going to the beach.
6 We've had a lot of transport problems _____ the bad weather.
7 I haven't taken any photographs _____ nobody has sent me any articles yet.

C Write about you. Write five things you do or don't do. Write the reason why/why not. Use Exercise B to help you.

_____
_____
_____
_____
_____
_____

D Write the word group. Write *N* for noun, *V* for verb, *Adj* for adjective and *Adv* for adverb. (There may be more than one of each kind in the same line.)

1	resource	N	resourceful	Adj				
2	fat	___	fatty	___				
3	improve	___	improved	___	improvement	___		
4	consider	___	considerate	___	inconsiderate	___	consideration	___
5	reason	___	reasonable	___	unreasonable	___	reasonably	___

E Complete the sentences. Use the correct word from each line in Exercise D. (The line numbers match those from Exercise D.)

1 She always finds a solution to a problem; she is very resourceful .
2 Fat is bad for your heart; you ought not to eat too many _____ foods.
3 There has been a great _____ during this week and I'm much better now.
4 You have brought me flowers! How thoughtful and _____ you are.
5 There is no reason for you to be angry; you are being _____.

F Complete with the right form of the verb in brackets.

1 I have broken three cups since Monday. (break)
2 It was so dark this morning that I _____ over my bag. (fell)
3 She _____ many times. (fly)
4 They _____ Jim a lift every day this week. (give)
5 They _____ for the newsletter for a whole term. (write)

G Write one word for each meaning.

1 wanting something which someone else has _ _ _ _ _ _ _
2 general information about a topic _ _ _ _ _ _ _ _ _ _
3 very easy and uncomplicated _ _ _ _ _ _
4 a building where workers produce goods _ _ _ _ _ _ _
5 to be successful _ _ _ _ _ _
6 the opposite of wide _ _ _ _ _ _
7 part of a road which goes round in a circle _ _ _ _ _ _ _ _ _ _
8 the answer to a problem _ _ _ _ _ _ _ _
9 a temperature below zero _ _ _ _ _
10 a material made from animals _ _ _ _ _ _ _

Dictionary

A

academy	أكاديمية
achiever	صاحب إنجاز
across	عبر
address	عنوان
adventurous	محفوف بالمخاطر
advice	نصيحة
afford	يتحمّل
against	ضد
along	بجانب
although	على الرغم من
aluminium	ألومنيوم
ambassador	سفير
ankle	كاحل
annoying	مزعج
Argentina	الأرجنتين
arrange	يرتّب
as well as	وكذلك
atmosphere	جو
average	معدّل

B

background (adj.)	خلفية
barrel	برميل
beans	حبوب
beat (win) (v)	يهزم
become	يصبح
below	أسفل
billion	بليون
boxing	ملاكمة
brain	مخ
break down	يتعطّل
brick	حجر
bridge	جسر

C

calligraphy	فن الخط
calm, (adj.)	هادئ
camp (n)	مخيّم
capital	عاصمة
cell	خلية
champion	بطل
chief	رئيس
circuit	دارة كهربائية
clear (adj.)	واضح – صافي
collapse (v)	ينهار
collect (v)	يجمع
collection	مجموعة – تجميع
communicate	يتواصل
company	شركة
complex	مجمّع
complicated	معقّد
compulsory	إجباري
concrete	صلب
condition	حالة
connect (v)	يوصّل
consider	يعتبر
construct	يبني
contact	يتصل
convert (v)	يحوِل
cost (n, v)	تكلفة – يكلّف
crowd	حشد
culture	ثقافة

D

deal with	يتعامل مع
death	موت

decide	يقرر
design	يصمم – تصميم
develop	يطوّر
diabetes	مرض السكري
difficulty	صعوبة
diplomat	دبلوماسي
dirty	متسخ
disabled	معاق
discovery	اكتشاف
discuss	يناقش
disease	مرض
distance	مسافة
double (v)	يضاعف
dream (n and v)	حلم – يحلم
during	خلال

E

Ecuador	الإكوادور
edit	يحرر
edition	طبعة
educational	تعليمي
electrical	كهربائي
emotion	عاطفة
energetic	مفعم بالحيوية
enjoyable	ممتع
expectancy	توقع
experience (n)	تجربة
expression	تعبير
extraordinary	غير عادي

F

fact	حقيقة
factory	مصنع
fall over	يقع –يتعرقل
fat (n)	دهون
favourable	مفضَل
feeling	إحساس
fight(er) (fought)	يقاتل (مقاتل)
formal	رسمي
frightened	مرعوب
furniture	أثاث

G

galaxy	مجرَة
gap	فجوة
general	عام
generation	جيل
get on (a bus)	يركب الباص
get rid of	يتخلص من
give (someone) a lift	يوصل شخصا ما
glove	قفاز
goods	بضائع
great grandparents	الجد والجدة

H

hate (n and v)	يكره –كره
healthcare	عناية صحية
heart	قلب
heirlooms	متاع – إرث
hero	بطل
hostel	سكن طلاب
however	مع ذلك

I

icy	ثلجي
ignore	يتجاهل
immediately	فورا
improve	يحسّن
increase (v)	يزيد
India	الهند
industry	صناعة
insect	حشرة
intermediate	متوسط

J

jealous	غيور
jungle	أدغال
junk food	طعام غير مفيد

K

keep in touch	كن على اتصال
kimono	الكيمينو- لبس ياباني

L

landfill	نفايات
lap	حِجر
leather	جلد
lie (on something) (v)	يستلقي
lonely	وحيدا

M

madam	سيدة
manage (succeed	ينجح
marry (v)	يتزوج
material	مادة
mean (adj.)	حقير
medal	مدالية
medical	طبي
meeting	اجتماع
memory	ذاكرة
mental	عقلي
mine (v)	ينقّب
minus	ناقص – سالب
model	نموذج
movement	حركة
mud	وحل

N

narrow	ضيّق
negative	سلبي
nerve	عصب
nomadic	بدو – رحّالة
notice (n)	ملاحظة
nuts (food)	مكسرات

O

offer (v)	يقدم عرضا
official	رسمي
on the other hand	من ناحية أخرى
organ	عضو
overseas	من خارج البلاد
own (v)	يمتلك

P

Pakistan	باكستان
parking space	موقف سيارة
particular	بالتحديد
peaceful	مسالم
peas	بازلاء
physical	حركي
podcast	بودكاست – ملف وسائط متعددة عبر الإنترنت
Pole	قطب
positive	إيجابي
practice	يتدرب –يتمرّن
prediction	تنبؤ
prefer	يفضّل
prepare	يعد
print (v)	يطبع
profile	نبذة عن
pronounce	ينطق
proofread	مراجعة البروفات
protective	واق
protein	بروتين
punctuate	ضع علامة الترقيم
purse	حقيبة يد نسائية
put away	يحفظ

R

raise	يرفع
rapid(ly)	بسرعة
ravine	وادي
reason	سبب
recently	مؤخرا
record (n)	تسجيل –سجل

relax	يسترخي
remote	بعيد
repair (v)	يصلح
reply	يجيب
request (n)	يطلب
resource	مصدر
result (n)	نتيجة
roundabout	دوّار

S

satellite	قمر صناعي
scout	كشافة
set out	يبدأ رحلته
shelf	رف
simple	بسيط
situation	وضع
ski (v)	يتزلج
smile (v)	يبتسم
smoking	تدخين
solution	حل
sound (n)	صوت
sound (v)	يبدو
specialist	اخصائي
spend (time)	يمضي
sportsman	شخص رياضي
stamp (n)	طابع
steal (stolen)	يسرق
steel	فولاذ
stranger	غريب
suggest	يقترح
sunshade	ظل
surprised	مندهش –متفاجئ
survival	نجاة
swap (v)	يبدّل
switch on/off	يشغّل/يطفئ
system	نظام

T

technician	فني
tell off	يوبخ شفهيا
texting	ارسال رسالة نصية
theatre	مسرح
through	من خلال
tone	نغمة
topic	موضوع
trouble (n)	مشكلة
trouble (v)	يسبب مشكلة
turn (v)	يعود
turning (n)	استدارة

U

unfavourable	غير مرغوب

V

vegetables	خضروات
Venezuela	فنزويلا
viewer	مشاهد
visitor	زائر
vitamin	فيتنام
voice	صوت

W

washing up	غسيل/ يغسل الصحون
wave (v)	يلوّح
weak	ضعيف
website	موقع إلكتروني
whole grains	حبوب كاملة

X

x-ray	أشعة

Y

Yemeni	اليمن
youth	شباب

Listening skills for Third Intermediate Grade 9:	*Included in Lift Off 5*
Differentiate between the pronunciation of similar sounds in English	X
Follow detailed directions	X
Follow straightforward short talks on familiar topics, provided these are delivered slowly and clearly	X
Recognise various intonation patterns	X
Understand straightforward factual information about common everyday topics	X
Understand the main idea and/or basic information in monologues or dialogues	X
Speaking skills for Third Intermediate Grade 9:	
Ask for repetition and clarification to fill in gaps in understanding	X
Briefly give reasons and explanations for opinions, plans and actions	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed	X
Establish social contact: greetings and farewells; introductions; giving thanks	X
Give and follow detailed instructions and directions	X
Initiate, maintain and close a conversation on familiar or everyday topics	X
Logically link ideas by using a variety of connectors	X
Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information	X
Produce a series of sentences: • to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc. • to describe people and places in detail • to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book) • to express and respond to feelings (e.g. surprise, happiness, interest) • to politely express agreement and disagreement • Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	X
Reading skills for Third Intermediate Grade 9:	
Find and understand relevant information in everyday material such as letters and brochures	X
Guess the meaning of unknown words	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand text cohesion	X
Understand the description of events, feelings and wishes in personal letters/e-mails	X
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	X
Writing skills for Third Intermediate Grade 9:	
Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	X
Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	X
Write notes and short messages conveying simple information	X
Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)	

Write an account of an event	X
Narrate a story	X
Write short simple essays on familiar topics	
Write short descriptions of people, places and events	X
Write a postcard / e-mail	X
Intensifiers	
Modal verbs	X
Passive Voice (Present, Past)	
Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	
Past Simple / *Used to* – Time expressions	X
Past Simple vs. Past Progressive	X
Prepositions of time, place and movement	X
Present Perfect Simple – Time expressions – *How long?, for/since – have been/have gone*	X
Present Simple vs. Present Progressive – Present progressive with future meaning – Time expressions – Stative Verbs	X
Questions (Question Tags, Subject-Object Questions, negative Questions, Indirect Questions)	X
Reflexive Pronouns	X
Relative pronouns (*who*, *which*, *that*) – Relative adverb (*where*)	X
Reported Speech (Commands, Requests)	
some/any/no/every and their compounds	X
The article *the*	X
Time Clauses (Present, Future, Past)	X
Grammar coverage for Third Intermediate Grade 9:	
All/Both/Neither/None/Either	X
Clauses of result (*so* + adjective / adverb + (*that*) / *such* + (*a*(*an*) (+adjective)+noun (+ *that*)	X
Comparative and superlative forms of adjectives/adverbs and other forms of comparison (*as* + … + *as*)	X
Conditional Sentences Type 1 – Type 2	X
Conjunctions	X
Full and bare infinitive	X
Future *will*	X
-ing form	X
Intensifiers	
Modal verbs	X
Passive Voice (Present, Past)	X
Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	
Past Simple / *Used to* – Time expressions	
Past Simple vs. Past Progressive	X
Present Perfect Simple – Time expressions – *How long?, for/since – have been/have gone*	X
Present Simple vs. Present Progressive – Present progressive with future meaning – Time expressions – Stative Verbs	X
Questions (Question Tags, Subject-Object Questions, negative Questions, Indirect Questions)	X

Reflexive Pronouns	X
Relative pronouns (*who*, *which*, *that*) – Relative adverb (*where*)	X
Reported Speech (Commands, Requests)	
some/any/no/every and their compounds	X
The article *the*	X
Time Clauses (Present, Future, Past)	X
Functions for Third Intermediate Grade 9:	
ask for and give advice	X
ask for and give information	X
ask for confirmation / agree and disagree	X
ask for, give and refuse permission	
carry out a telephone conversation	X
define people, places and things	X
describe feelings	X
discuss a range of familiar topics	X
discuss advantages and disadvantages	
discuss future plans and talk about the future	X
discuss past habits and situations	X
distinguish between habitual actions and current activities	X
express ability	X
express obligation, lack of obligation and prohibition	X
express opinion / agree and disagree	X
express possibility	X
express purpose	X
express result	X
express surprise	X
find things in common	X
give and follow instructions	X
invite and make arrangements / suggestions	
make comparisons	X
make deductions	
narrate and sequence past actions and events	X
refer to number and quantity	X
report commands and requests	
stress the action in a sentence rather than the agent	
talk about experiences linking past and present time	X

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited

ISBN 978-0-230-41348-1
Text © Steve Thompson and Jane Thompson 2012
Design and illustration © Macmillan Publishers Limited 2012

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2012. Updated in 2018.
All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Bigtop Design Limited
Illustrated by Simon Rumble, Moreno Chiacchiera and Matt Ward
Typeset by J&D Glover Limited
Cover design by Oliver Design Ltd
Cover credit: Cover image by SPA/Photoshot

The author and publishers would like to thank the following for permission to reproduce their photographs:

Alamy/Art Directors & TRIP p71(f), Alamy/Greg Balfour Evans p44(tl), Alamy/Jon Bower p79(a), Alamy/Ian Canham p71(d), Alamy/Crash Media Group p58(a), Alamy/Elemental Studios p134(c), Alamy/David Martyn Hughes p70(bl), Alamy/GraphEast p29, Alamy/Jeff Morgan p123(cr), Alamy/Motoring Picture Library pp39(e), 41(c), Alamy/Eric Nathan p117(cl), Alamy/Barrie Neil p26(cl), Alamy/Andrew Paterson p39(b), Alamy/Sarosa p126(l), Alamy/Alex Segre p71(e), Alamy/Jim West p79(f); **ArabianEye**/Naftali Hilger p12(d); **Brand X** p79(c); **Comstock Images** p79(d); **Corbis** p62, Corbis/Arthur Baensch p147, Corbis/Gareth Brown p40(cr), Corbis/Marnie Burkhart p39(d), Corbis/Car Culture pp41(a,b), Corbis/Jo Lillini p65(br), Corbis/Karin Dreyer p12(c), Corbis/Lee Frost p134(a), Corbis/Matilde Gattoni p21(5), Corbis/Darren Greenwood/Design Pics p7, Corbis/Nancy Honey p21(4), Corbis/Inmagine Asia p71(b), Corbis/Simon Jarrat p12(a), Corbis/Herbert Kehrer p118(3), Corbis/David Madison p58(c), Corbis/Gabriela Medina p48(2), Corbis/Moodboard p68(tr), Corbis/Larry Mulvehill p78cl, Corbis/Ocean pp21(6), 118(2), 120, 123(bcl), Corbis/Patrick Orton p40(cl), Corbis/Celia Peterson p18(b), Corbis/Anderson Ross p67(a), Corbis/Norbert Schaefer p21, Corbis/Murat Taner p44(br), Corbis/Turba p118(1), Corbis/Visuals Unlimited p109, Corbis/Onne van der Wal pp17, 21(1); **DigitalVision** p79(b); **Getty Images**/AFP pp12(e), 35, 37, 65tr, 72(bl), 74, Getty Images/Arabian Eye p92(tr), Getty Images/Bridgeman Art Library p122(a), Getty Images/David Clapp p123(tl), Getty Images/Livia Corona p12(f), Getty Images/Creative Crop p113(cr), Getty Images/J D Dallet 122(c), Getty Images/Cultura/Nancy Honey p115(ml), Getty Images/Fuse p58(d), Getty Images/Gamma p111(cr), Getty Images/Gulf Images p16(4), Getty Images/John Harper p44(bl), Getty Images/Tim Hawley p39(c), Getty Images/Hisham Ibrahim p48(4), Getty Images/Image Source p123 (bl), Getty Images/Juanmonino p21(2), Getty Images/Siegfried Layda p18(a), Getty Images/Frans Lemmens p142, Getty Images/Dirk Lindner p16(2), Getty Images/Vincenzo Lombardo p134(d), Getty Images/Louman p122(b), Getty Images/Fayez Nureldine/AFP p84cl, Getty Images/Terry O'Neill p47, Getty Images/PhotoAlto p12(b), Getty Images/Carl Pendle p42(tr), Getty Images/Benedict Redgrove p58(b), Getty Images/Manoj Shah p79(e), Getty Images/The Image Bank p134(b), Getty Images/Time & Life Pictures p18(c), Getty Images/Ultra.F p122(d), Getty Images/Vetta pp28(br), 58(e), Getty Images/Ben Walsh p92(tl), Getty Images/Tim White p117(tl), Getty Images/WireImage p34; **Gulf Images**/Hi-Brow Arabia p88(tm); **Image Source** p42(br); **Jupiter Images** p139(tr); **Macmillan Publishers Ltd** p42(cr), Macmillan Publishers Ltd/Paul Bricknell p39(a), Macmillan Publishers Ltd/Yasser Raza p38(cl); **Photodisc** p139(br); **Photoshot**/Talking Sport p58(f), Photoshot/Xinhua p136; **Press Association Images** pp26(bl), 26(bm); **Rex Features** p71(c), Rex Features/East News p18(e), Rex Features/Paul Grover p26(br), Rex Features/Sipa Press p63; **Reuters Images**/Jason Reed p137; **Saudi Airlines**/Printed courtesy of Saudi Airlines pp113(tl), 146; **TopFoto**/Topham Picturepoint p38(br).
Commissioned images by **MYRK** p38; **Studio 8** pp6, 10, 13, 16(l), 20, 22, 32, 36, 38, 45, 48, 52, 54, 64, 72, 70, 74, 80, 84, 86, 87, 88, 89, 153.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in the Kingdom of Saudi Arabia

2022 2021 2020 2019 2018
13 12 11 10 9 8 7 6