

المملكة العربية السعودية  
Kingdom of Saudi Arabia

رؤية  
VISION 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  
Second Intermediate Grade  
First Semester

اللغة الإنجليزية  
المرحلة المتوسطة  
الصف الثاني المتوسط  
الفصل الدراسي الأول

# 3

طبعة ١٤٣٩ / ١٤٤٠ هـ 2018 / 2019 Edition

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Describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.; Deal with certain aspects of writing

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Express ability in the past

Modals: *can, could, should, may, might, must/have to*

**LESSON 3** When I was ten

Give personal information (name, age etc.); Understand sequence

Express ability in the past

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Write about everyday aspects of their environment (people, animals, places, living conditions, etc.); Understand the main idea and/or basic information in short monologues or dialogues

Ask for and give advice; Make suggestions

Countable and uncountable nouns: *some/any/no, much/many/a lot of/lots of; a few/a little, How much/How many*; Modals: *can, could, should, may, might, must/have to*

**LESSON 3** Spaceship Earth

Express opinion on a familiar subject; Understand information in short messages and announcements

Ask for and give advice; Make suggestions

Modals: *can, could, should, may, might, must/have to*

**REVIEW** Grammar: Countable/uncountable nouns: *some/any/no, much/many/a lot of/lots of; a few/a little; How much/How many*

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Express possibility in the present or future

Modals: *can, could, should, may, might, must/have to*

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Link ideas with *and, then, but, because*; Write simple phrases and sentences linked with simple connectors such as *and, but, because*

Make requests/ask for, give and refuse permission; Make predictions, promises, on-the-spot decisions and requests

*would like/want + to*; Conjunctions

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Handle very short social exchanges: greetings and farewells; Introductions; Giving thanks, responding to news; Write simple phrases and sentences linked with simple connectors such as <i>and, but, because</i>	Distinguish between current activities and habitual actions	Present progressive; Stative verbs; Present simple; Time expressions; Adverbs of frequency
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Understand specific information in short, simple texts or familiar topics; Understand the main idea and/or basic information in short monologues or dialogues	Express opinion/agreement/disagreement; Find things in common	Past simple (regular and irregular verbs); Time expressions
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# RUBRIC WORDLIST

## Instructions

إرشادات

Agree	وافق
Answer	أجب
Check	تحقق من
Choose	اختر
Complete	أكمل
Cross out	اشطب
Explain	اشرح
Find	أوجد
Follow	اتبع
Imagine	تخيل
Label	ضع الكلمة المناسبة
Mark	علم على
Match	طابق
Number	ضع الرقم الصحيح
Order	رتب
Punctuate	شكل
Repeat	كرر
Re-write	أعد كتابة
Say	قل
Speak	تحدث
Spell	تهجأ
Talk	تحدث
Tell the story	احك القصة
Underline	ضع خط تحت

## Language terms

مصطلحات اللغة

Adjective	صفة
Adverb	حال
Countable/uncountable nouns	الأسماء القابلة للإحصاء/غير القابلة للإحصاء
Irregular	شاذ
Negative	نفي
Object pronouns	ضمائر المفعول به
Opposite	ضد
Paragraph	فقرة
Past progressive	الماضي المستمر
Past simple	الماضي البسيط
Phrasal verb	شبه جملة فعلية
Plural	جمع
Possessive pronouns	ضمائر الملكية

## Preposition

حرف جر

Present simple	المضارع البسيط
Pronunciation	طريقة النطق
Question tags	سؤال التوكيد
Sentence	جملة
Singular	مفرد
Stressed syllable	مقطع مشدد عليه
Subject pronouns	ضمائر الفاعل
Verb	فعل

## Other terms

مصطلحات أخرى

Advice	نصيحة
Article (newspaper/magazine)	مقال
Brackets	أقواس
Column	عمود
Conversation	محادثة
Correct	صحيح
Description	وصف
Diagram	رسم توضيحي
Dialogue	حوار
Directions	اتجاهات
Events	أحداث
Instructions	إرشادات
Interview	حوار
List	قائمة
Meaning	معنى
Missing words/letters	الكلمة/الحرف الناقص
Mistake	خطأ
Odd word	الكلمة الغريبة
Passage	قطعة
Reasons	أسباب
Response	رد
Rhyme	قافية
Sounds the same	يبدو مماثلاً
Spelling	هجاء
Statement	عبارة
Suggestion	اقتراح
Summary	ملخص
Text	نص



## LESSON 1 *Who's who?*

1 Look, say and listen. Track 1

a) Look and say.

Ibrahim   ~~Uncle Jim~~   Omar   Penny   Reema

Look! It's Dave Watson.

No it isn't. It's Uncle Jim.



1 Dave Watson



2 Ranya



3 Fahad



4 Nina



5 Yasser

b) Listen and check.

2

**LOOK!**



**His** name's Jack. He's Fred's friend. Fred likes **him** a lot.



**Her** name's Lucy. She's Nina's friend. Nina phoned **her** yesterday.



3 Read and match.

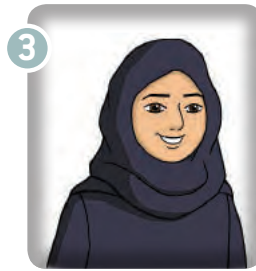


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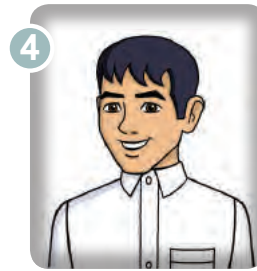
Fahad



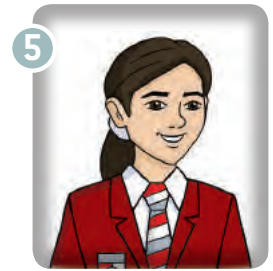
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3



4



5

- Look at the pictures. Label them with the correct names.
- Read the descriptions of the people. Match the descriptions with the pictures.
- Circle one possessive case, one possessive pronoun and one object pronoun in each description.

**A** \_\_\_\_\_ He's a Saudi boy. His Saudi friends are Rakan and Omar. He has English lessons at the International Language School in Dave Watson's class. His father is a farmer and he helps him with the farm animals.

**B** \_\_\_\_\_ His father, Dave, is an English teacher in Riyadh. His mother's name is Penny and he has a sister, Nina, and an uncle, Jim. His best friend in England is Jack. He sees him at school.

**C** \_\_\_\_\_ His home is in Saudi Arabia but he's living and studying in Bournemouth, a city in the south of England. He's Omar's cousin and he visited him in Oxford.

**D** \_\_\_\_\_ She's Omar's sister and the daughter of Ibrahim and Ranya Saad. Nina is her friend. She's very good at English, but some girls in her class are better than her.

**E** \_\_\_\_\_ Her mother and father are Italian. Her father's job is at the Pizza House in Oxford. She goes to school with Lucy and Lucy likes her a lot.

4 Read, ask and answer.

a) Answer the questions.

- What is Yasser's father's job?
- What is Elena's father's job?
- Where does he work?

b)

**What is your father's job?**

**Where does he work?**





## LESSON 2 *A new student*

### 1 Read and listen. Track 2

a) Read and underline the correct words.



**Fahad:** Hello. I'm Fahad. You're a new student, <sup>1</sup>aren't/ don't) you?

**Claudio:** Yes, I am. It's my first day today. My name's Claudio. I <sup>2</sup>('m coming/come) from Como in Italy.

**Fahad:** Nice to meet you, Claudio. What <sup>3</sup>(are you doing/do you do) in Italy?

**Claudio:** I work in my father's hotel. Lots of British tourists <sup>4</sup>(are coming/come) to our hotel and I <sup>5</sup>('m learning/ learn) English for my job. Where do you come from, Fahad?

**Fahad:** I'm from Riyadh in Saudi Arabia. I studied agriculture at King Saud University. Now I <sup>6</sup>('m studying/learn) for a Master's Degree in Britain and I need to improve my English.

**Claudio:** What happens on the first day at this school, Fahad?

**Fahad:** Well, the Director of Studies, Julian, always <sup>7</sup>(is giving/gives) new students an interview and a test. When he knows your level of English, he puts you into a class. That's Julian there. He <sup>8</sup>('s standing/stands) in front of the door. Julian, this is Claudio. He's a new student.

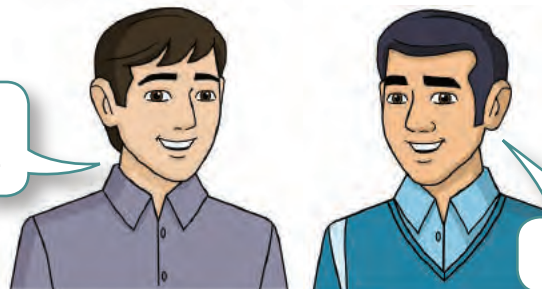
**Julian:** Hello, Fahad. Hello, Claudio. Welcome to the school.

b) Listen and check.

2

**LOOK!**

I'm learning English for my job.



I **work** in my father's hotel.

### 3 Answer and check.

Can you help Claudio do his test?



- a) Answer the questions.  
b) Check. 🧑🏫🧑🏫

## BOURNEMOUTH ENGLISH SCHOOL PLACEMENT TEST

NAME: Claudio Fonzi AGE: 19

HOW MANY YEARS HAVE YOU STUDIED ENGLISH? 6

A *CIRCLE (O) the correct answer.*

Example: What \_\_\_\_\_ you doing this evening?

Answer: a is    b are    c be

- 1 \_\_\_\_\_ you like pizza?  
a) Does    b) Are    c) Do
- 2 What's \_\_\_\_\_ phone number?  
a) your    b) you're    c) yours
- 3 I don't have \_\_\_\_\_ money.  
a) any    b) some    c) a
- 4 Anne is French, \_\_\_\_\_ she?  
a) don't    b) isn't    c) doesn't
- 5 I \_\_\_\_\_ visit my father next week.  
a) go to    b) 'm going to    c) 'm going
- 6 Abdullah is \_\_\_\_\_ student in his class.  
a) best    b) a best    c) the best

- 1 -

### 4 Listen and say. Copy the intonation.



You're a new student, aren't you?



Yes, I am.







## LESSON 3 *Whose is it?*

### 1 Look, say and listen. Track 4

- Look at the picture. Who can you see? What can you see?
- Listen. Who says 'hello'? Whose is the parrot?



**Nina:** Mum. I'm home!

**Parrot:** Hello.

**Nina:** Who's that?

**Parrot:** Hello.

**Nina:** Mum ... there's someone in the house.

**Penny:** No there isn't. Look!

**Nina:** Oh, Mum. It's a parrot! What's it doing here? Whose is it?

**Penny:** It's yours, Nina. It's a present. I got it from the pet shop this morning.

**Nina:** Mine ... Oh, thank you, Mum. It's great.

**Parrot:** Hello.

### 2 Match, listen and say. Track 5

- Match the questions and answers.

Whose is it?



It's yours.



1 Whose is the parrot?



a It's Yasser's.

1 b

2 Whose are the shoes?



b It's Nina's.

2    

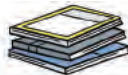
3 Whose is the horse?



c They're Reema's.

3    

4 Whose are the books?



d It's Fred's.

4    

5 Whose is the webcam?



e They're Dave's.

5    

b) Listen and check.

c) Listen and repeat.



### 3 Read, write, listen and say. Track 6

#### a) Read Nina's e-mail. Where does the parrot live?

Dear Reema,  
 I had a big surprise this afternoon!  
 I came into the house and I heard someone say 'hello'. It was a funny voice!  
 I thought there was someone in the house – but there was only my mum ... and a parrot. She bought it for me this morning. And the parrot said 'hello'!  
 It lives in a cage. I'm going to teach it more new words.  
 Nina  
 PS How are you and your family?

#### b) Read the e-mail again. Find and write the simple past tenses of these words.

- 1 have had      2 come \_\_\_\_\_      3 hear \_\_\_\_\_  
 4 think \_\_\_\_\_      5 buy \_\_\_\_\_      6 say \_\_\_\_\_

#### c) Listen and check.

#### d) Listen and repeat.

### 4 Say and read.

#### a) What do you know about parrots?

- 1 How many different kinds of parrot are there?  
More than 350 kinds.
- 2 Can young parrots learn words?  
 \_\_\_\_\_
- 3 Are parrots intelligent?  
 \_\_\_\_\_
- 4 When is the best time of day to teach a parrot?  
 \_\_\_\_\_

#### b) Read and check your answers.

### ABOUT PARROTS

#### Do you know ...?

There are more than 350 different kinds of parrot.

- Parrots can say words and sentences. Young birds can learn words and older birds can learn longer sentences.
- A parrot is one of the world's most intelligent birds.
- Don't change your parrot's meal times. They stop speaking!
- The best time to teach a parrot is early in the morning.





**1 Listen, say and write.** Track 7

a) Listen. Repeat the sentences.

b) Write the sentences.

**It's Rakan's father.**

**No it isn't. It's Omar's father.**



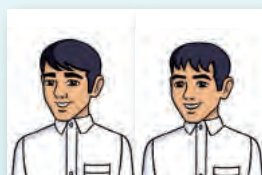
Rakan / father ✗  
Omar / father ✓



Penny / friend ✗  
Nina / friend ✓

1 It's Rakan's father.  
No, it isn't. It's Omar's father.

2 It's Penny's friend.  
\_\_\_\_\_



Claudio / friends ✗  
Rakan / friends ✓

3 They're Claudio's friends.  
\_\_\_\_\_



Miss Fatin / students ✗  
Miss Jennings / students ✓

4 They're Miss Fatin's students.  
\_\_\_\_\_

**2 Complete the sentences. Use these words.**



are is  
it they

- |   |       |            |               |                 |            |
|---|-------|------------|---------------|-----------------|------------|
| 1 | Whose | <u>are</u> | the parrots?  | <u>They are</u> | Rakan's.   |
| 2 | Whose | _____      | the sandwich? | _____           | Reema's.   |
| 3 | Whose | _____      | the trainers  | _____           | Yasser's.  |
| 4 | Whose | _____      | the bags?     | _____           | Ibrahim's. |
| 5 | Whose | _____      | the car?      | _____           | Salim's.   |

## GRAMMAR STUDY

**the past simple tense – some irregular verbs**

Complete.

present tense	past tense
buy	<u>bought</u>
come	1 _____
2 _____	had
hear	3 _____
4 _____	said
think	5 _____

3 Read, listen and say.  Track 8

## a) Read the poem.

Last Monday in a pet shop  
 I thought I heard 'hello'.  
 It was a parrot in a cage.  
 Then the parrot said, 'please go'.  
 The next day in the pet shop  
 The parrot said, 'Hi!'  
 Then the parrot in the pet shop said,  
 'We're closing now. Goodbye.'

## b) Listen to the poem.

## c) Repeat the poem.

## 4 Choose.

Underline the correct form of the verb.

Ibrahim (goes/went) to the market every weekend.

- 1 He (doesn't/didn't) drive. He takes a taxi.
- 2 Last weekend he (buys/bought) some nice oranges.
- 3 Oranges (are/were) Reema's favourite fruit.
- 4 Ibrahim also (sees/saw) his friend, Salim at the market.
- 5 They (drink/drank) tea together in a café.



## 5 Punctuate the dialogue.

1 helloyouarenewstudentarentyou

\_\_\_\_\_

2 yesiamitsmyfirstdayheremynamesclaudio

\_\_\_\_\_

3 nicetomeetyouclaudioimfahadimfromsaudiarabia

\_\_\_\_\_

## Pronunciation corner



## a) Listen and repeat.

## b) Listen again and underline the stressed syllable.

tourist    director    agriculture  
 interview    hotel    surname  
 intelligent



## LESSON 1 *We're going to be in trouble!*

### 1 Read and say.

a) Read the brochure about London. Match sentences 1–5 with the photos A–E.

## Visit LONDON

**Yes, there's something for everyone! You can go**

**1** on the London Eye and see fantastic views!

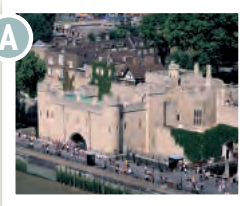
**2** to the Tower of London – a fascinating old castle.

**3** on an open-topped sightseeing bus.


**4** on a picnic in one of the beautiful parks.

**5** to the Science Museum and learn interesting facts.


**A**




**B**



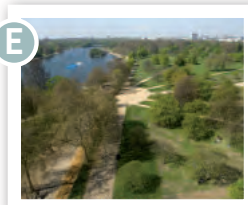
**C**



**D**



**E**



b) You are spending a day in London. Choose *two* of the activities in sentences 1–5. Give reasons for your opinions.

I'd like to go to the Science Museum because ...

### 2 Write and check.

a) You are in a big city for a short holiday. In your notebook, write an e-mail to your friend.

**Purpose:** Who are you writing to?  
Why you are writing?

**Include:** Start  
Paragraph 1: What you did yesterday and the day before  
Paragraph 2: Your plans for tomorrow and the next day  
End

b) Check your work.

**Check:** the grammar  
the punctuation  
the paragraphs

Date ...

Dear ...

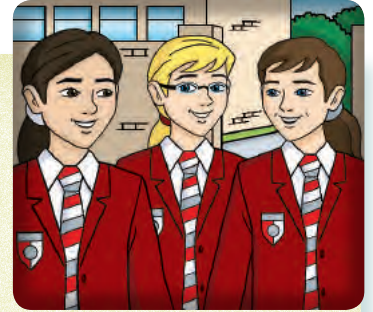
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Unit 2 • Lesson 1



### 3 Listen, write and say. Tracks 10 and 11

#### a) Listen. Why are Elena and Nina going to be in trouble?



**Elena:** *Hi everyone!*

**Nina / Lucy:** *Hi Elena!*

**Elena:** *Well, here we are again. Monday morning. Back to school!*

**Nina:** *I know. And I had a **great** weekend.*

**Lucy:** *What did you do, Nina?*

**Nina:** *I went to London with my mum and dad.*

**Elena:** *Did you? We went to London. My mum and I took my uncle and aunt from Italy. We ate in a fantastic Italian restaurant. What did you do, Nina?*

**Nina:** *We went sightseeing. We walked and walked and saw so many things – the London Eye, the Tower of London and lots of other things. It was really interesting, but I was very tired. I went to sleep on the train on the way home. What did you do, Lucy?*

**Lucy:** *Not much. I stayed at home and read a book. Oh yes, and I wrote my geography homework essay, on Riyadh in Saudi Arabia.*

**Elena:** *Oh no! I forgot about the homework ...*

**Nina:** *So did I!*

**Elena:** *We're going to be in trouble!*

#### b) Read the conversation. Find and write the simple past tenses of:

1 go went

2 take \_\_\_\_\_

3 eat \_\_\_\_\_

4 see \_\_\_\_\_

5 read \_\_\_\_\_

6 write \_\_\_\_\_

7 forget \_\_\_\_\_

#### c) The names in these sentences are not correct. Say the sentences correctly.

1 Lucy went to London with her uncle and aunt.

2 Nina ate in an Italian restaurant.

3 Lucy saw many interesting things.

4 Elena went to sleep on the train.

5 Nina read a book and wrote an essay.

**Elena went to London with her uncle and aunt.**

#### d) Listen and check.

#### e) Listen again and repeat.





## LESSON 2 *Come and see me after the lesson*

### 1 Read, speak and write.

- a) Read. Did Nina and Elena do their homework?

Why, do you think, does Miss Jennings want to see them at the end of the lesson?



**Miss Jennings:** *Now, all of you, stop talking, please. Well, Lucy. This is a very good piece of homework. There's only one mistake.*

**Lucy:** *Thank you, Miss Jennings.*

**Miss Jennings:** *And you, Nina and Elena? Where are your essays?*

**Nina:** *Sorry, Miss Jennings. Can I give you my essay tomorrow?*

**Elena:** *And mine, Miss Jennings.*

**Miss Jennings:** *Both of you, come and see me after the lesson.*

- b) Read Lucy's homework. She makes one mistake. Can you find it?

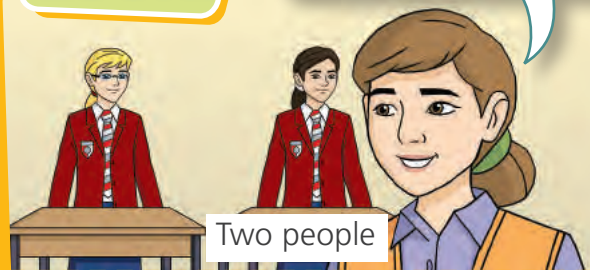
*Riyadh is the capital of Saudi Arabia. The name Riyadh comes from the Arabic word 'Rawdha'. This means 'the place where you can find beautiful gardens and trees'.*

*Riyadh is in the south of the country. It is famous for its old and new architecture. Tourists from all over the world visit Al Musmak Castle (1865) and the very modern Kingdom Tower.*

2

### LOOK!

Sit down, both of you.




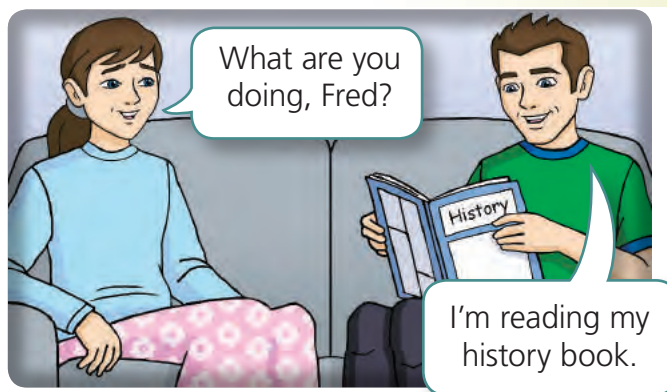
Sit down, all of you.





**3 Read and say.**

- a) Look at the picture. What can you see? 
- b) Read about the Great Fire of London. How many people died in the Great Fire?



The Great Fire of London destroyed more than 13,000 houses and shops.

The summer of 1666 was very hot in London. There was no rain and everything was very dry. Early on Sunday 2<sup>nd</sup> September, a bakery caught fire because the baker forgot to put his oven fire out on Saturday evening. It was very windy, and the wind blew the fire to other buildings. Londoners woke up and ran away from their burning houses.

The fire burnt for four days. It was amazing that no one died.



**c) Read the passage again. Put the events in the correct order.** 

- A The bakery caught fire. \_\_\_
- B In four days the fire destroyed many shops and houses. \_\_\_
- C People ran away from their houses. \_\_\_
- D A baker didn't put out his oven fire. \_\_\_
- E There was a hot and dry summer in 1666. 1
- F Other buildings began to burn. \_\_\_
- G Londoners woke up. \_\_\_

**Pronunciation corner**



<del>did</del>	<del>dead</del>	ate	it	win
	when	bell	bill	

- a) Listen and repeat the words.
- b) Write the words in the correct columns.



did	dead





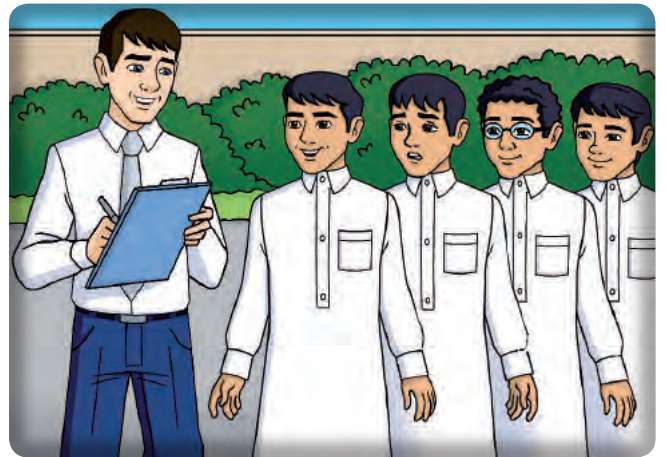
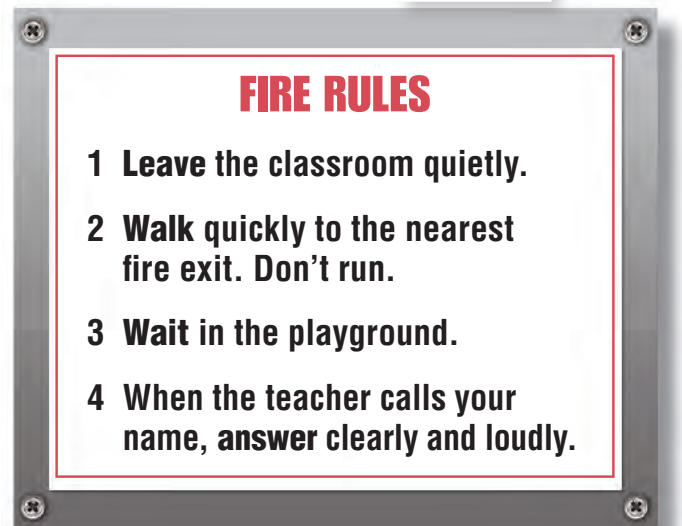
## LESSON 3 *Fire!*

### 1 Say and read.

- Imagine ... there's a fire at your school. Do you know the fire rules? What must you do? 
- Read the fire rules at the International Language School in Riyadh. Are they the same as the rules in your school? 

### 2 Say and listen. Track 13

- Look at the picture. Where are Dave Watson and the students? Why do you think they are there?
- Listen to the first part of the dialogue. Who isn't behaving calmly?
- Listen to the second part. Was there really a fire?



1

**Dave:** *Did you do your homework last night?*

**All:** *Yes, teacher.*

**Dave:** *Good, because today we have a test.*

**Yasser:** *Yes, teacher.*

**Rakan:** *Why's the bell ringing, teacher?*

**Dave:** *I think there's a fire. OK, everyone, don't panic!*

**Yasser:** *Quickly, we must leave quickly.*

**Dave:** *Don't panic Yasser. Behave calmly, and go to the playground immediately. Answer clearly when I call your name.*

2

**Dave:** *Rakan?*

**Rakan:** *Here, teacher.*

**Dave:** *Yasser? ... Yasser?*

**Yasser:** *(mumbling) Here, Teacher.*

**Dave:** *Speak more clearly, Yasser.*

**Yasser:** *Yes, teacher.*

**Dave:** *Good. That's everyone. No one's missing. OK, go back to the classroom and do the test.*

**Yasser:** *But what about the fire, teacher?*

**Dave:** *There isn't really a fire, Yasser. This is only a fire **drill!***



d) Listen again. Underline the correct words. 

- 1 Yasser wants to leave (quickly/quietly).
- 2 Dave wants everyone to behave (quietly/calmly).
- 3 He tells everyone to go to the playground (suddenly/immediately).
- 4 He wants Yasser to speak more (clearly/loudly).

e) Say what to do when the fire bell rings and after the fire bell stops. 

## 3 Write.

Complete the sentences with adverbs. Use the words in the box. 

careful    ~~correct~~    loud    quick    slow    smart

- 1 Omar answered the question correctly.
- 2 The lion roared \_\_\_\_\_.
- 3 The students listened \_\_\_\_\_.
- 4 The parrot flew \_\_\_\_\_ out of its cage.
- 5 My English isn't very good. Please speak \_\_\_\_\_.
- 6 Reema always dresses very \_\_\_\_\_.

4 Ask and answer the questions. 

- 1 What's going to happen at the International Language School today? (*There/be/fire/drill*)
- 2 What's going to happen first? (*fire bell/ring*)
- 3 What are the students going to do? (*leave/classroom/quietly*)
- 4 Where are they going to go (*walk/nearest fire exit*)
- 5 Are the students going to run? (*No/not*)
- 6 Where are the students going to wait? (*wait/playground*)
- 7 What is the teacher going to do? (*call/students' names*)
- 8 What are the students going to do? (*answer/clearly/loudly*)

What is going to happen at the International Language School today?



There's going to be a fire drill.





### 1 Match, choose and say.

#### a) Match the verbs and the nouns. Write the correct number.

- |         |            |                                     |
|---------|------------|-------------------------------------|
| 1 read  | a a meal   | <input type="checkbox"/>            |
| 2 learn | b a picnic | <input type="checkbox"/>            |
| 3 have  | c views    | <input type="checkbox"/>            |
| 4 take  | d a book   | <input checked="" type="checkbox"/> |
| 5 see   | e a trip   | <input type="checkbox"/>            |
| 6 eat   | f facts    | <input type="checkbox"/>            |

#### b) Underline the best word.

Read

an interesting book

- 1 Read an (interesting/scruffy) book.
- 2 Learn (intelligent/important) facts.
- 3 Have a (delicious/interesting) picnic.
- 4 Take an (exciting/excited) trip.
- 5 See (beautiful/friendly) views.
- 6 Eat a (comfortable/fantastic) meal.

#### c) Say sentences about Nina's day yesterday.

Nina read an interesting book yesterday.

She learned some important facts.

### GRAMMAR STUDY

#### adverbs of manner

adjective	adverb
clear	clearly
calm	calmly
careful	carefully

#### Look and complete.

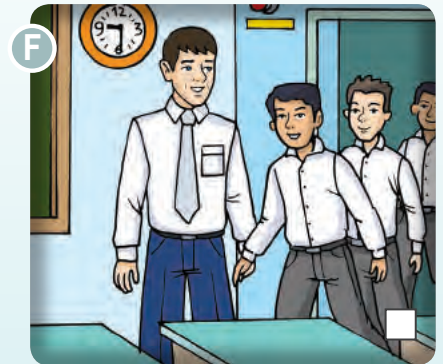
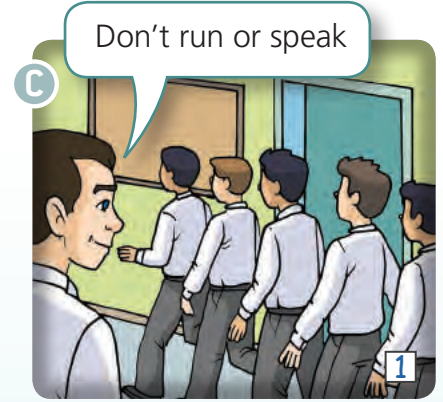
- |         |             |
|---------|-------------|
| 1 _____ | immediately |
| loud    | 2 _____     |
| quick   | 3 _____     |
| 4 _____ | slowly      |

### 2 Choose. Underline the correct form.

The weather is nice and (calm/calmly) today.

- 1 You must drive very (slow/slowly) in front of a school.
- 2 Please be (careful/carefully) with those glasses.
- 3 Yasser does not always speak (clear/clearly).
- 4 Reema went for a (quick/quickly) visit to her aunt yesterday.
- 5 Leave the room (immediate/immediately). The fire bell is ringing.

3 Read and number the pictures.



- 1 The students waited in the playground and Dave called their names.
- 2 They walked quietly to the nearest fire exit.
- 3 Last Tuesday Dave and the students heard the fire bell.
- 4 At 9:30 the students went back to their classrooms.
- 5 Everyone stood up immediately and left the classroom.
- 6 The students didn't run or speak.

4 Complete, match and listen.



a) Write the past simple of these irregular verbs.

- take took
- 1 say \_\_\_\_\_
  - 2 write \_\_\_\_\_
  - 3 hear \_\_\_\_\_
  - 4 eat \_\_\_\_\_
  - 5 begin \_\_\_\_\_
  - 6 see \_\_\_\_\_

b) Match the past simple verbs from 4a to these words.

- book took
- 1 door \_\_\_\_\_
  - 2 get \_\_\_\_\_
  - 3 goat \_\_\_\_\_
  - 4 man \_\_\_\_\_
  - 5 word \_\_\_\_\_
  - 6 bed \_\_\_\_\_

c) Listen and check.





## LESSON 1 *Read this, Nina*

### 1 Say and read.

- a) Read the headline and look at the picture. What is this about? 🧑🧑

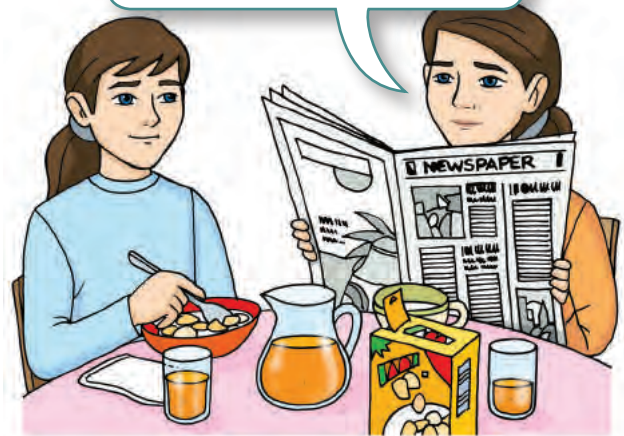
### Mystery Break-in at Styles

Police are today investigating a mystery break-in at a local shop. Last night, at about 10 o'clock, Enrico Rossi, a waiter at The Pizza House, was outside his restaurant. 'I looked across the road,' said Mr. Rossi, 'and I saw a light in Styles. I thought it was strange, because they shut at 5.30. Then I saw someone with a torch in the shop. I couldn't see who it was. It was too far away. I thought it was a burglar. So I phoned the police.'

When the police arrived they found the shop empty. The door was locked, and there was no-one inside.

'I didn't imagine it,' Mr. Rossi told our reporter. 'There was someone inside the shop.'

Oh, no! Read this, Nina. It's about Elena's father ... and Jack Baran's mother's shop!



- b) Read the article. Who did the police find in the shop?

- c) Can you explain this story? Did Mr. Rossi imagine it? Who do you think was in the shop? 🧑🧑

**2 Listen, say and write.**  Track 15

a) Listen to the telephone conversation. Who was in the shop? Why was she there?

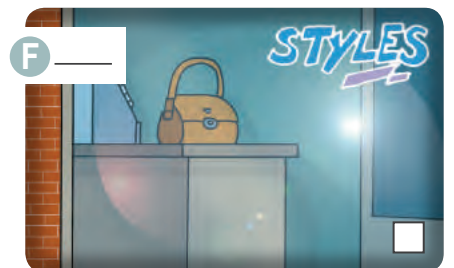
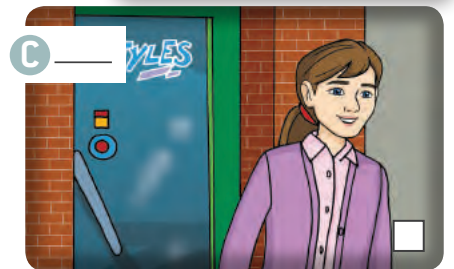
b) Listen again. Write answers to the questions.

- 1 What did Barbara do at 5:30? \_\_\_\_\_  
\_\_\_\_\_
- 2 What did Barbara do at 10:00? \_\_\_\_\_  
\_\_\_\_\_
- 3 'Could you come to the Station?' Which 'Station'? \_\_\_\_\_  
\_\_\_\_\_

**3 Look and say.** 

a) Put the pictures into the correct order.

b) Tell the story.



**4 Listen and say.**  Track 16

a) Listen and repeat the questions.

b) Listen again. Say the questions after the first voice.







**2 Listen and say.**  Track 18

- a) Listen and repeat.
- b) Listen and repeat again.

I'm sorry.

That's OK.

**3 Match the pictures and the sentences.**



- 1 She bruised her head. B
- 2 She burnt her hand.
- 3 She cut her finger.
- 4 She broke her arm.



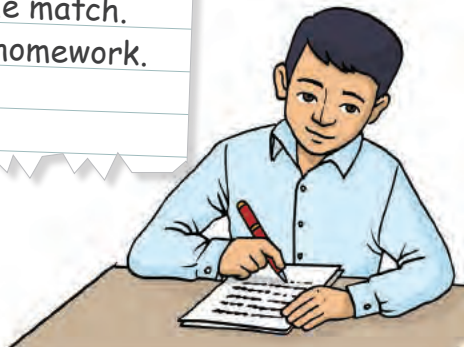
**4 Read and write**

a) Read the message.

You didn't come to the match!



Dear Jamal,  
 Sorry I didn't come to the match.  
 I couldn't. I had a lot of homework.  
 Sammy



b) Now write four messages in your notebook.

You ate all the cake!

You weren't at school yesterday!

You didn't come shopping with me!

You broke my CD!





## LESSON 3 *Poor Uncle Jim*

### 1 Read and answer.

a) Read Omar and Fred's e-mails quickly. Where was Uncle Jim when he had his accident?

in his car

at home

b) Put the e-mails into the correct order. .

A \_\_\_\_\_

Dear Fred,  
It's not a problem. It's OK. I forgive you. Now, about your poor uncle's accident. What kind of accident? Was it serious?

B 1 \_\_\_\_\_

Dear Omar,  
I'm very sorry I didn't reply to your e-mail last week. I had so much homework to do and then, on Saturday, Uncle Jim had an accident.

C \_\_\_\_\_

Dear Fred,  
How awful! Poor Uncle Jim. Please, please send him my best wishes and I hope he gets better soon.

D \_\_\_\_\_

Hi, Omar,  
Sorry, I forgot to tell you what happened. No, luckily the accident wasn't serious. In the morning he drove to ...



### 2 Look and say.

Look at the pictures. Tell the story.

Use these words to help you.

traffic lights   steering wheel  
ambulance   bandages

Start like this:

*On Saturday, Fred's uncle was in his car ...*

### 3 Read and listen. Track 19

- a) Read Yasser's e-mail to Fred. Underline the correct words. 
- b) Listen and check.

Dear Fred,  
 Your father told me about your uncle's accident. How awful!  
 And we had a problem here. My younger cousin <sup>1</sup>(falls/fell) down the stairs on Tuesday evening. **A** He <sup>2</sup>(doesn't hurt/didn't hurt) himself badly, but he had some nasty bruises. My dad and I <sup>3</sup>(was/were) with him at the <sup>4</sup>(hospital/hospitals) until four o'clock. **B** In the morning I overslept and I was late for school. I arrived halfway through <sup>5</sup>(my/his) English lesson and the teacher <sup>6</sup>(was/were) angry. I explained about my <sup>7</sup>(cousin/cousin's) accident and everything was alright. I <sup>8</sup>(am not/didn't do) much work on Wednesday. I was too tired!  
 Best wishes,  
 Yasser

### c) Read again and answer.

- 1 What is the purpose of Yasser's e-mail to Fred?
- 2 Why didn't Yasser do much work at school on Wednesday?
- 3 Yasser can make a new paragraph in his e-mail. Is the best place at **A** or **B**?

### Pronunciation corner Track 20

#### a) Listen and repeat these words.

- |             |               |             |            |
|-------------|---------------|-------------|------------|
| 1 apologise | 2 accident    | 3 ambulance | 4 bandages |
| 5 burglar   | 6 investigate | 7 mystery   |            |

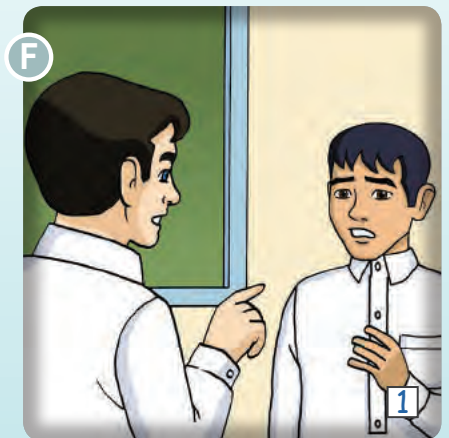
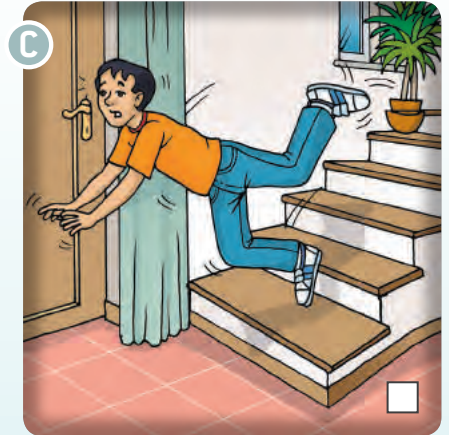
#### b) Listen and repeat again.

#### c) Underline the stressed syllables.





## 1 Read and say.



## a) Number the pictures in the correct order.

- 1 Yasser's teacher was angry with Yasser yesterday.
- 2 His teacher was angry because Yasser was late.
- 3 Yasser was late because he overslept.
- 4 Yasser overslept because he was at the hospital till four this morning.
- 5 Yasser went to the hospital because little his cousin hurt himself.
- 6 Yasser's cousin hurt himself because he fell down the stairs.

## b) Say the story. Use the pictures.

Don't look at the sentences. 

Yasser's teacher was angry with Yasser yesterday.




**GRAMMAR STUDY**

*the past simple tense – negatives of irregular verbs*

Complete.

present	past simple	negative of past simple
find	<u>found</u>	<u>didn't find</u>
break	broke	1 _____
do	2 _____	didn't do
fall	fell	3 _____
4 _____	left	didn't leave
sleep	5 _____	6 _____
tell	7 _____	8 _____


**2 Listen, repeat and say.**  Track 21

a) Listen and repeat the sentences in the negative.

**Nina did her homework on Monday.**

**Nina didn't do her homework on Monday.**

- 1 Reema slept late on Wednesday.
- 2 Rakan found a mouse in his house.
- 3 Ibrahim drove Omar to hospital.
- 4 Reema broke a glass last night.

b) Correct the sentences in Exercise 2a. 

**Nina didn't do her homework on Monday.**

**She did her homework on Tuesday.**

Monday/Tuesday

- 1 Wednesday/Thursday
- 2 house/garden
- 3 hospital/school
- 4 glass/plate

**3 Match and number.** 

- |             |        |
|-------------|--------|
| 1 bike      | 2 taxi |
| 3 train     | 4 boat |
| 5 ambulance | 6 car  |

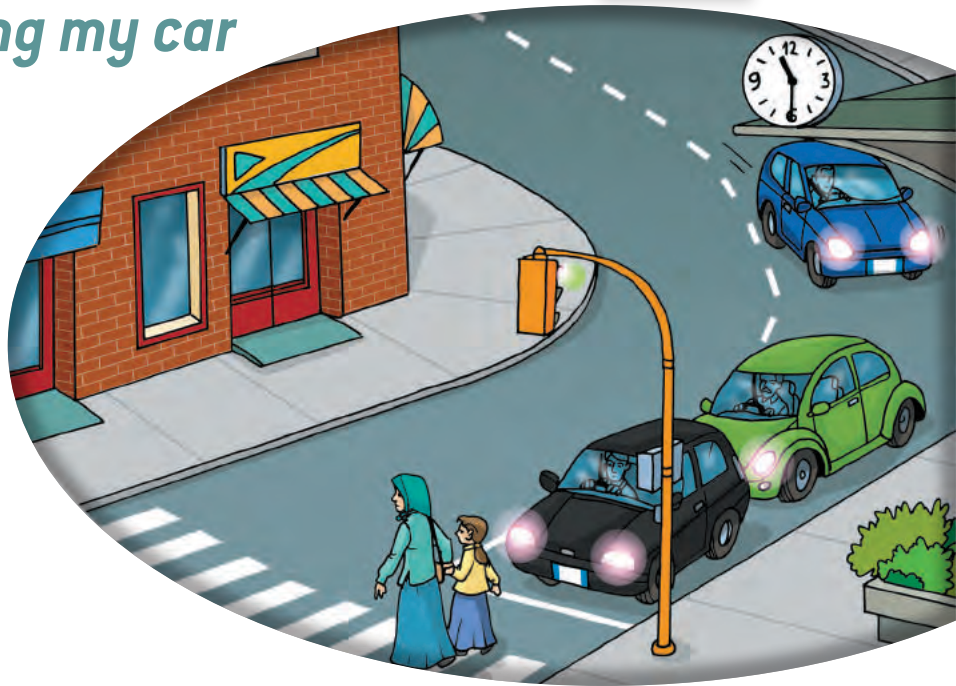




## LESSON 1 *I was driving my car*

### 1 Speak and read.

- a) On Saturday, Fred and Nina's uncle had an accident. Look at the picture. What can you see? 🧑🧑



### POLICE STATEMENT

At 10 o'clock on Saturday morning I was driving my car, a red VW, to the supermarket. I had a passenger in the car. The traffic lights on Richmond Road, outside the supermarket, were red, so I stopped. Two children were crossing the road. There wasn't a car in front of me. I looked in my mirror and saw a red car. It was coming up behind me. Then I felt a hard knock and my head hit the steering wheel.

I don't remember anything else about the accident. The next thing I remember was waking up in an ambulance. It's all very mysterious.

- b) Read Uncle Jim's statement to the police.

His head hit the steering wheel.  
What does he remember next?

- c) Look at the picture and read the statement again. Find seven mistakes in the picture. 🧑🧑
- d) Check with another pair.

### 2 Say and write.

What were you doing at six o'clock this morning?

I was having my breakfast.

- a) Ask and answer three questions.

b) Write your three answer sentences.

At six o'clock this morning I was having my breakfast.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

**3** Speak and write. 

a) Make up a story!

*At seven o'clock yesterday evening I was doing my homework and my father was watching TV.*

*At seven o'clock yesterday evening I was doing my homework.*

*At seven o'clock yesterday evening I was doing my homework, my father was watching TV, and my brother was reading a book.*

b) Write your story in your notebook.

**4** Match the words and the pictures.

- 1 ambulance
- 2 bandages
- 3 steering wheel
- 4 traffic lights
- 5 police station
- 6 burglar



1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_

**Pronunciation corner**



a) Listen and repeat the words.

~~se~~ saw boat bought  
 cold door drove go  
 more taught

so	saw

b) Listen again.

c) Write the words in the columns.







## LESSON 2 *Where's Davey?*



**1** Say, read and match.

a) Look at the picture. What is happening?

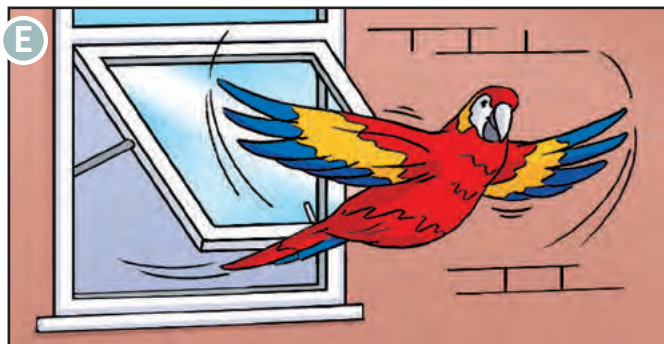
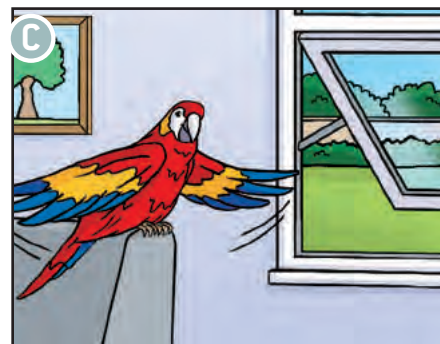
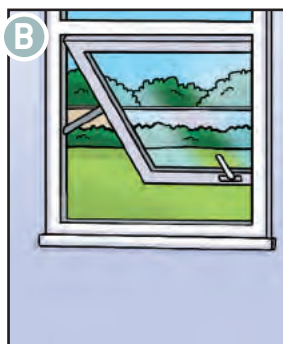
b) Read and check. Were you correct?

**Penny:** *Oh, hello, Nina.*

**Nina:** *Hello, Mum ... where's Davey? Where's my parrot?*

**Penny:** *I'm really sorry, Nina. It was all my fault. He flew away ...*

c) Match the story (1–5) and the pictures.



A 5    B \_\_\_    C \_\_\_    D \_\_\_    E \_\_\_

**1**  
Davey saw the open window and flew towards it.

**2**  
He flew out of the window and escaped.

**3**  
I didn't close the window.

**4**  
I tried to stop him, but I couldn't.

**5**  
I was cleaning Davey's cage. He was sitting on the chair.



## 2 Listen and say. Track 23

- a) Look at the poster. Who wrote it? Why?  
 b) Listen to the phone conversation.  
 Why is Nina happy?

**Nina:** Hello.

**Voice:** Is that Oxford 287366?

**Nina:** Yes, it is.

**Voice:** Did you put a notice in the shop window about a lost parrot?

**Nina:** No, but my mum did.

**Voice:** Well, I have good news. I have him.

**Nina:** You have him!

**Voice:** Yes. He was sitting in the tree in my garden. I couldn't catch him at first, but I put some bird food on the ground and he came down and ate it. Then I could catch him. Tell me your address and I can bring him round.

**Nina:** Oh, thank you, thank you! This is the happiest day of my life!  
 Mum ... that was a woman on the phone. She has Davey!

# LOST!

A parrot, on Thursday 1<sup>st</sup> October.

Please phone Oxford 287366.

£10 reward for information.





### c) What happened to Davey? Put the sentences into the correct order.

- A Davey came down and ate it. \_\_\_\_  
 B Davey was sitting in a tree in the woman's garden. 1  
 C She phoned Nina. \_\_\_\_  
 D She put some bird food on the ground. \_\_\_\_  
 E Then the woman could catch him. \_\_\_\_  
 F The woman couldn't catch him at first. \_\_\_\_

## 3 Write.

Complete the sentences. Use *could* or *couldn't*.

- 1 Davey flew out of the window. Nina's mother couldn't stop him.
- 2 Yasser \_\_\_\_\_ do his homework because he was at hospital all night.
- 3 \_\_\_\_\_ Reema speak English when she went to England? Yes, she \_\_\_\_\_.
- 4 One night Enrico \_\_\_\_\_ see a person with a torch in Styles.





## LESSON 3 *When I was ten*

### 1 Listen, say and write. Track 24

#### a) Listen to the sentences.

*Could you speak English when you were ten?*

*Yes, I could.*

*No, I couldn't.*

*I could speak Arabic when I was ten.*

*I could fly a kite but I couldn't swim*

*Could you cook when you were ten?*

*Yes, I could.*

*No, I couldn't. I couldn't cook when I was ten.*



Could you speak English when you were ten?

Yes, I could.

No, I couldn't.

#### b) Listen again and repeat.

#### c) Ask your partner. Then put ✓ or ✗ about you.

	(partner's name)	You
_____	_____	_____
speak English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
speak Arabic	<input type="checkbox"/>	<input type="checkbox"/>
read Arabic	<input type="checkbox"/>	<input type="checkbox"/>
swim	<input type="checkbox"/>	<input type="checkbox"/>
ride a bike	<input type="checkbox"/>	<input type="checkbox"/>
cook	<input type="checkbox"/>	<input type="checkbox"/>
fly a kite	<input type="checkbox"/>	<input type="checkbox"/>
write an e-mail	<input type="checkbox"/>	<input type="checkbox"/>

#### d) Write sentences about yourself or your partner.

- 1 I could speak Arabic when I was ten.
- 2 ... couldn't cook when he/she was ten.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_





**2 Say and read.**

a) Look at the pictures. In pairs, what can you see? Who is the man? 



*Mary Celeste*

On 5<sup>th</sup> November 1872 a ship called the *Mary Celeste* left New York for Genoa in Italy.

On the *Mary Celeste* was the captain, Mr. Briggs, and seven crewmen.

Nobody saw them alive again.

On 4<sup>th</sup> December another ship saw the *Mary Celeste*. The

*Mary Celeste* was sailing towards Gibraltar. They watched her for two hours, but couldn't see anybody. They shouted to her, but nobody answered. Finally, they took a small boat and went onto the *Mary Celeste*. There was nobody there!

They found a lot of food and water, but no people. They also found the captain's diary. Mr. Briggs last wrote in it on 24<sup>th</sup> November when the *Mary Celeste* was near the Portuguese islands the Azores. Also, the lifeboat was not on the ship.

What happened to the people on the *Mary Celeste* after 24<sup>th</sup> November? Why was the lifeboat not there? Nobody knows.



b) Read the story.

How many people were on the ship?  
When did the captain last write in his diary?

c) Look at the pictures and read the story again. Put the pictures in the correct order.



d) What do you think happened to the *Mary Celeste* and the people on her? 







**1 Read and correct.**

Reema is helping Manal with her English homework. Find seven more mistakes in Manal's e-mail and correct them.

Dear Reema  
~~are you~~  
 Hi! ~~You are~~ well this week? My week was awful.  
 I have a parrot called Mishmish. I were cleaning Mishmish's cage and the parrot was sitting on the table. I was feel hot. I opened the door. Mishmish saw the open door and she fly out and escaped. I can't stop her. Then my mum came home. I told her about Mishmish and mum say, 'I saw Mishmish in the garden. She were sitting in a tree. I didn't know it was her.' We ran out of the house. Mishmish weren't in the tree. I am feeling very sad. I want to find him. E-mail me and tell me your news.  
 With best wishes,  
 Manal

**b) Listen and check the answers.**

**2 Ask, answer and write.**

**a) Ask and answer.**

**Could Omar speak English when he was six?**

**No, he couldn't.**

**Can Omar speak English now?**

**Yes, he can.**

When Omar was six ...

Omar now



**b) Write sentences about Omar.**

- |                        |   |  |   |
|------------------------|---|--|---|
| 1 speak English        | X |  | ✓ |
| 2 cook                 | X |  | X |
| 3 write Arabic letters | ✓ |  | ✓ |
| 4 tell the time        | X |  | ✓ |
| 5 ride a bike          | ✓ |  | ✓ |
| 6 clean his teeth      | ✓ |  | ✓ |

## GRAMMAR STUDY

***the past progressive tense***  
**– was/were + verb + -ing****singular**

I was looking  
you were looking  
he was looking  
she was looking  
it was looking

**plural**

you were looking  
we were looking  
they were looking

**3 Read and say.**

**Underline the correct words and say the sentence.**

Reema (*is feeling/was feeling*) tired last night so she (*is going/went*) to bed early.

**Reema was feeling tired last night so she went to bed early.**

- 1 Reema (*is feeling/was feeling*) hungry last night so she (*is eating/ate*) a sandwich at nine o'clock.
- 2 Yasser (*is feeling/was feeling*) very thirsty so he (*is drinking/drank*) a glass of water now.
- 3 Omar and Rakan (*are feeling/were feeling*) bored last night so they (*are watching/watched*) TV.
- 4 You (*are having/had*) a headache this morning but you (*are feeling/were feeling*) fine now.

**Pronunciation corner**

Track 25

a) Listen and repeat the words.

**know**   **fork**   notice   caught  
kilo   fault   thought   wrote

b) Write the words in the columns.

know	fork

c) Listen and check.

**4 Read, listen and say.**

Track 26

a) Read the poem.

There was a ship called the *Mary Celeste*.  
She was sailing from New York to Italy.  
There was a ship called the *Mary Celeste*.  
A mysterious ship on the open sea.  
Another ship saw the *Mary Celeste*.  
After she left New York for Italy,  
They shouted to the people on the  
*Mary Celeste*  
but nobody answered across the sea.  
So the crew took a boat to the *Mary*  
*Celeste*  
to the *Mary Celeste*, across the sea.  
There was nobody there on the *Mary*  
*Celeste*.  
What happened to the people is a mystery.

b) Listen to the poem.

c) Repeat the poem.



## LESSON 1 *You're all correct!*

### 1 Read.

What's happening all over the world this week?

### International Climate Study Week

All over the world this week school students are studying the world's changing climate. From Saudi Arabia to Britain and Japan young people are looking at how our lifestyles are causing changes to the world.



### 2 Read, listen and say. Track 27

a) Do the quiz. Tick (✓) the correct sentences.

### Climate Change Quiz

- 1 We're cutting down too many trees.
- 2 We're driving too many cars.
- 3 We're using too much electricity.
- 4 We're flying too many planes.
- 5 We're throwing away too much rubbish.
- 6 We're releasing too much carbon dioxide.

### b) Listen.

Which sentences in the Climate Change Quiz are correct?

c) Look at the quiz and listen again. In pairs, are these sentences true (T) or false (F)?

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Omar thinks we're driving too many cars.         | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Yasser thinks we're cutting down too many trees. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Rakan thinks we're flying too many planes.       | T <input type="checkbox"/> | F <input type="checkbox"/> |

**Teacher:** Now then, everybody. Let's look at the climate change quiz. Omar, which ones do you think cause climate change?

**Omar:** I think 1, 3 and 4, Teacher.

**Teacher:** I see, Omar. And what about you, Yasser?

**Yasser:** I think 2, 4 and 5.

**Teacher:** And you, Rakan?

**Rakan:** I think 1, 3 and 5.


**Teacher:** Well ... you're all wrong. But together, you're all correct! Because **all** of these cause climate change.

**Omar:** Why, Teacher?

**Teacher:** It's because of ...

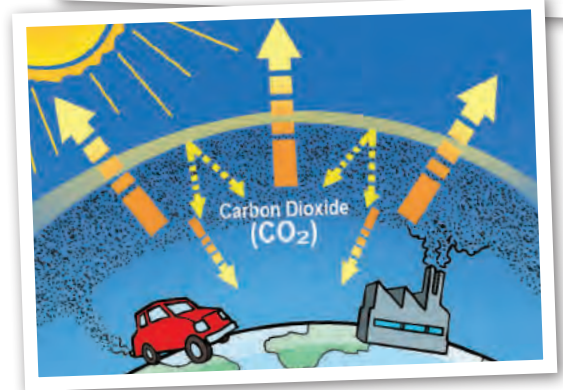


**3** Say, read and write.

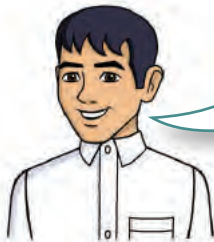
- a) Look at the diagrams.  
Describe what is happening. 
- b) Read the teacher's explanation.  
Were you correct?



It's because of carbon dioxide (CO<sub>2</sub>). When we release too much carbon dioxide in to the air, the climate becomes hotter. Heat from the Earth can't escape through the carbon dioxide.



**4** **LOOK!**



We do not usually use some verbs, for example *know*, *like*, *dislike*, *want*, in the present progressive.

We **know** the climate is changing. ✓

We **want** to stop climate change. ✓

We *are knowing* the climate is changing. ✗

We *are wanting* to stop climate change. ✗

**5** Write and say.

- a) Complete the sentences. Use *much* or *many*.

- 1 We're using too much electricity.
- 2 We're driving too \_\_\_\_\_ cars.
- 3 There's too \_\_\_\_\_ carbon dioxide.
- 4 We make too \_\_\_\_\_ paper.
- 5 Too \_\_\_\_\_ people are driving and flying.
- 6 We use too \_\_\_\_\_ wood for paper.

I think we're using too much electricity because we need air conditioning.



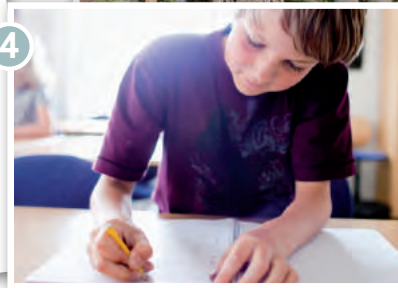
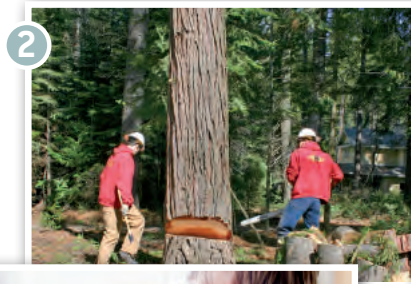
- b) Say why you think the things in Exercise 5a are happening.





## LESSON 2 *We should use less electricity*

### 1 Say and write.



- a) Say what is happening in the pictures. 👤👤  
 b) Look at the pictures again and complete the sentences.  
 Use these words.

write    make    throw    cut    escapes    CO<sub>2</sub>

- 1 Trees take in \_\_\_\_\_.
- 2 When we cut down a tree, the CO<sub>2</sub> \_\_\_\_\_.
- 3 We \_\_\_\_\_ paper from wood.
- 4 We \_\_\_\_\_ on the paper.
- 5 We \_\_\_\_\_ it away.
- 6 We \_\_\_\_\_ another tree down and make more paper.



### c) Write the sentences in your notebooks.


### 2 Read, say and listen. 🎧 Track 28

- a) Read the suggestions.
- b) Talk about the suggestions. Why *should* or *shouldn't* we do these things? 👤👤
- c) Listen and repeat the sentences.

#### How do we stop climate change?

- 1 We shouldn't cut down so many trees.
- 2 We should drive fewer cars and fly fewer planes.
- 3 We should use less electricity.
- 4 We should recycle our paper, plastic and glass and use it again.



d) Listen and say.  Track 29

What does Miss Jennings think about the article?

**Lucy:** *I understand about trees and paper, Teacher. But why should we drive fewer cars?*

**Miss Jennings:** *Good question, Lucy. Because cars use petrol and when we use petrol, we produce carbon dioxide. Now, what do we make petrol from? Yes, Lucy?*

**Lucy:** *Oil, Teacher.*

**Miss Jennings:** *Yes, Lucy. And how much oil is there in the world?*

**Lucy:** *Lots, Teacher.*

**Miss Jennings:** *Yes, lots ... now. But not for ever. One day there isn't going to be any more oil. So we should drive and fly less **now**.*

**Lucy:** *I understand, Teacher.*

**Miss Jennings:** *Look. After class yesterday I found this on the internet. It says we should think of the Earth as a spaceship.*

**Lucy:** *A spaceship, Teacher? Why?*

**Miss Jennings:** *Here, read it. It's very interesting.*



e) Listen again. Are these statements true (T) or false (F)? 

Miss Jennings says that:

- 1 Driving cars produces CO<sub>2</sub>. T  F
- 2 There's always going to be oil. T  F
- 3 We should drive more now because we still have oil. T  F

3 Put the words into the correct columns.

plane	car
plastic	quiz
oil	spaceship
paper	tree
electricity	petrol

fewer	less
plane	electricity







## LESSON 3 *Spaceship Earth*

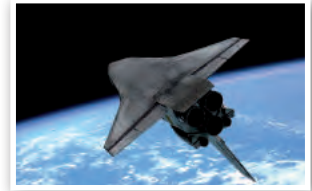
### 1 Read, say and write.

#### a) Read the text.

What should we think about before we drive?

#### Spaceship Earth

On a spaceship the air is very important. The space travellers must keep it clean. Also, when they leave the Earth they have a limited amount of energy. They mustn't waste it. They can't get any more.



The Earth is like a spaceship. Our air is very important to us and to all plants and animals. We should keep it clean – but we don't. And we only have a certain amount of energy – oil and coal. We can't get any more. We shouldn't waste it – but we do.

We should think before we drive our car:

- is the journey really necessary?
- can we walk or cycle, not drive?

Because when we drive, we use valuable petrol. When we drive, we produce CO<sub>2</sub>, and this is bad for the climate.

#### b) Complete the summary. Use these words.

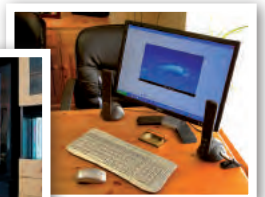
air    clean    energy    spaceship    waste

The Earth is like a <sup>1</sup> \_\_\_\_\_ because:

- our <sup>2</sup> \_\_\_\_\_ is very important to us. We should keep it <sup>3</sup> \_\_\_\_\_.
- oil and coal produces <sup>4</sup> \_\_\_\_\_. We shouldn't <sup>5</sup> \_\_\_\_\_ it because one day there isn't going to be any more oil and coal.

### 2 Speak and write.

#### a) What things in your home use electricity? Make a list of them. Ask your teacher for words you don't know. 🧑🧑



#### b) Write your list.

Lights, the TV,

and \_\_\_\_\_ all use electricity.

#### c) Compare your list with another pair.

### 3 Listen, say and write. Track 30

a) Look at the photograph. In pairs, what can you see?

b) Listen to the interview.

What *shouldn't* you do with a plastic bag?



**Presenter:** *In the Young World studio today we have Dr. Linda Robson. Dr. Robson is an expert on climate change. What do you have to say to our young listeners, Dr. Robson?*

**Dr. Robson:** *Climate change is happening and it's happening quickly. The world is getting warmer. And everyone can do something to stop this, everyone can help.*

**Presenter:** *What can we do?*

**Dr. Robson:** *Think carefully about everything you do. Little things – don't waste paper. Write on both sides. Don't waste electricity – turn the lights off when you leave the room at home and at school. Don't waste water – turn the taps off. When you get a plastic bag from the shop, don't throw it away. Use it again. Don't think 'There's nothing I can do'. We can all do something.*

c) Listen again. Which of these does Dr. Robson *not* say. Choose two sentences.



- 1 We should write on both sides of paper.
- 2 We shouldn't waste electricity.
- 3 We shouldn't leave lights on.
- 4 We should walk from home to school.
- 5 We shouldn't use plastic bags again.

d) Listen again. Underline the correct words.

- 1 (*Everyone/No one*) can do (*something/everything*) to stop climate change.
- 2 Think carefully about (*something/everything*) you do.
- 3 Don't think 'There's (*nothing/something*) I can do.'

### 4 Read and write.

What have you learned about climate change? Tick (✓) the correct sentences. Correct the incorrect sentences.

- 1 We should use less petrol.  \_\_\_\_\_
- 2 We should use more energy.  We should use less energy.
- 3 We shouldn't drive so many cars.  \_\_\_\_\_
- 4 We shouldn't recycle our plastic.  \_\_\_\_\_
- 5 CO<sub>2</sub> causes climate change.  \_\_\_\_\_





### 1 Match and say.

a) Match the verbs and the nouns. Write the correct number.

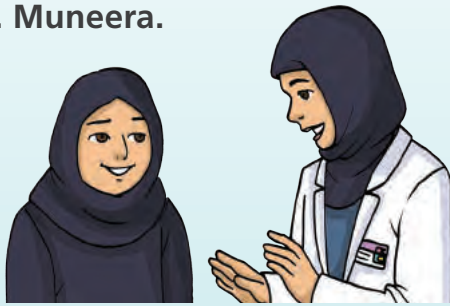
- |              |           |
|--------------|-----------|
| 1 throw away | 2 cause   |
| 3 cut down   | 4 turn on |
| 5 waste      | 6 drive   |

- |          |                                     |             |                          |
|----------|-------------------------------------|-------------|--------------------------|
| A trees  | <input type="checkbox"/>            | B rubbish   | <input type="checkbox"/> |
| C energy | <input checked="" type="checkbox"/> | D a car     | <input type="checkbox"/> |
| E change | <input type="checkbox"/>            | F the light | <input type="checkbox"/> |

b) Now say the words.

### 2 Read and complete.

a) Complete the dialogue between Reema and Dr. Muneera.



- A Why is carbon dioxide important?  
 B What can we do?  
 C Can I ask you some questions?  
 D Why is that happening?  
 E Is our climate really changing?

Reema: Excuse me Dr. Muneera.

1 Can I ask you some questions?

Dr. Muneera: Yes of course, Reema.

Reema: 2 \_\_\_\_\_

Dr. Muneera: Yes, it is. It's changing very quickly.

Reema: 3 \_\_\_\_\_

Dr. Muneera: It's because of carbon dioxide. We produce carbon dioxide when we produce and use energy, drive cars or fly planes.

Reema: 4 \_\_\_\_\_

Dr. Muneera: When there's too much carbon dioxide above the Earth, the climate gets hotter.

Reema: 5 \_\_\_\_\_

Dr. Muneera: Think carefully about everything we do. We shouldn't waste anything – petrol, water, electricity.

### 3 Underline the correct word in each sentence.

- The traffic light is red. You (must/should) stop.
- It's a nice day. We (must/should) walk to work.
- We (must/should) try to produce less carbon dioxide.
- We (must/should) be very careful when we cross a busy road.
- You (mustn't/shouldn't) leave the lights on when you leave a room.
- In Saudi Arabia cars (must/should) drive on the right side of the road.



GRAMMAR STUDY

**countable**

He has **too many** bags.  
His friend has **fewer** bags.



**uncountable**

This girl has **too much** rice.  
Her friend has **less** rice.



**4 Complete with fewer, less, too many or too much.**

We drive too many cars. We should use fewer cars.

- 1 Be careful, Omar. You're carrying \_\_\_\_\_ books.
- 2 Turn the light off. We're using \_\_\_\_\_ electricity.
- 3 We should try to make \_\_\_\_\_ journeys in planes.
- 4 Fahad can't shut his case because there are \_\_\_\_\_ clothes in it.
- 5 To waste \_\_\_\_\_ paper, we should write on both sides.
- 6 We are causing climate change because we are producing \_\_\_\_\_ carbon dioxide.



**5 Read, listen and say.** Track 31

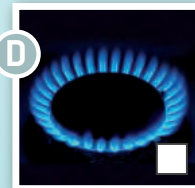
**a) Read the poem.**

The world is getting warmer  
The weather's getting strange,  
It's our lifestyle that is causing  
our rapid climate change.  
We're using too much petrol,  
too much gas and oil, too.  
We should try to stop producing  
too much CO<sub>2</sub>.  
Is your journey necessary?  
Don't drive or take a plane,  
Why not walk or ride a bike,  
take a bus or catch a train?

**b) Listen to the poem.**

**c) Repeat the poem.**

**6 Match and number.**



- 1 glass
- 2 oil
- 3 water
- 4 petrol
- 5 paper
- 6 coal
- 7 gas
- 8 wood



## Section 1

GRAMMAR: 10 MARKS

Tick (✓) the best answer A, B or C.

- See that boy over there. He \_\_\_\_\_ my brother.
- A 's  
 B 're  
 C 'm
- 1 Those aren't Dave's books. They're \_\_\_\_\_.
- A mine  
 B my  
 C me
- 2 Claudio is Italian. He \_\_\_\_\_ from Como in Italy.
- A come  
 B is coming  
 C comes
- 3 In Oxford, Penny \_\_\_\_\_ to the market every weekend.
- A go  
 B is going  
 C goes
- 4 We're late. I think the teacher is going \_\_\_\_\_ angry.
- A to be  
 B is  
 C be
- 5 Omar, Yasser and Rakan, can you \_\_\_\_\_ come here, please?
- A both  
 B all  
 C two
- 6 In the year 1666, where \_\_\_\_\_ the Fire of London start?
- A do  
 B did  
 C was
- 7 When the bell rings, \_\_\_\_\_ the room quickly and quietly.
- A leaving  
 B leaves  
 C leave
- 8 I can't speak Arabic well. Please talk \_\_\_\_\_.
- A slow  
 B slowly  
 C slowing
- 9 My little cousin Abdulla fell down and hurt \_\_\_\_\_.
- A myself  
 B yourself  
 C himself
- 10 Nina looked for her book but it \_\_\_\_\_ in the living room.
- A didn't  
 B isn't  
 C wasn't

GRAMMAR 2: 10 MARKS

Complete the text with the correct form of the verb in brackets

About a week ago, Claudio <sup>1</sup> had (have) a big surprise when he <sup>2</sup> \_\_\_\_\_ (come) home from school. When he <sup>3</sup> \_\_\_\_\_ (go) into the living room he <sup>4</sup> \_\_\_\_\_ (hear) someone say 'hello'. He <sup>5</sup> \_\_\_\_\_ (know) it wasn't his mum because it wasn't her voice and she wasn't there! He <sup>6</sup> \_\_\_\_\_ (think) there was someone in the house. Claudio's mum was shopping in the shopping mall that morning and <sup>7</sup> \_\_\_\_\_ (see) the parrot in a pet shop. She <sup>8</sup> \_\_\_\_\_ (buy) the parrot for Claudio. When Claudio walked into the house, the parrot <sup>9</sup> \_\_\_\_\_ (say) 'hello'. Claudio <sup>10</sup> \_\_\_\_\_ (be) very happy with his present. He likes parrots a lot. He <sup>11</sup> \_\_\_\_\_ (tell) all his friends about his surprise.

Section 2

VOCABULARY: 10 MARKS

Match the words to the pictures.

- a bike
- 1 a mirror
- 2 a kite
- 3 glass
- 4 an ambulance
- 5 an oven
- 6 gas
- 7 a ship
- 8 rubbish
- 9 a baker
- 10 a building

H

A



B



C



D



E



F



G



H



I



J



K





### Section 3

LISTENING 1: 5 MARKS

Listen and complete. Write one word in each sentence.  Track 32

- 1 Mike is 13 years old.
- 2 Don't waste electricity. Don't waste \_\_\_\_\_.
- 3 There are too many clothes and \_\_\_\_\_ in it.
- 4 The cat climbed out of the window and over the garden \_\_\_\_\_.
- 5 When the boy was eight, he couldn't \_\_\_\_\_ well.
- 6 The girl was waiting at the traffic lights when the red car ran into a \_\_\_\_\_.

### LISTENING 2: 5 MARKS

Listen and write the number of each picture in the box.  Track 33



### Section 4

READING: 10 MARKS

Read about the *Emma Jane*. Tick (✓) true (T) or false (F).

On 28th November 1892 a small ship called the *Emma Jane* left New York in America for Marseille in France. It was taking wood and coal from America to Europe. There were 16 people on the *Emma Jane*, the captain, David Edmunds, and 15 crewmen. At four o'clock in the afternoon of 4th December another ship, *Morning Sun*, saw the *Emma Jane*. It was sailing towards Gibraltar and *Morning Sun* was on its way to Italy. The crew of *Morning Sun* watched the *Emma Jane* for an hour. When the ships were close, the crew of *Morning Sun* called to the *Emma Jane* and her crew answered them. Everything was fine.

Suddenly, the captain of the *Morning Sun*, James Benton, saw a fire on the *Emma Jane*. Immediately he sent two crewmen in a small boat to help. On the *Emma Jane* itself, Captain Edmunds and the crew tried to stop the fire but they couldn't put it out. They had water but the weather was windy. Soon, all the *Emma Jane* was burning. Captain Edmunds shouted to his crew to get into the lifeboat and leave. The two crewmen from *Morning Sun* helped them to get to *Morning Sun*. The fire destroyed the *Emma Jane*. It was amazing that no one died.

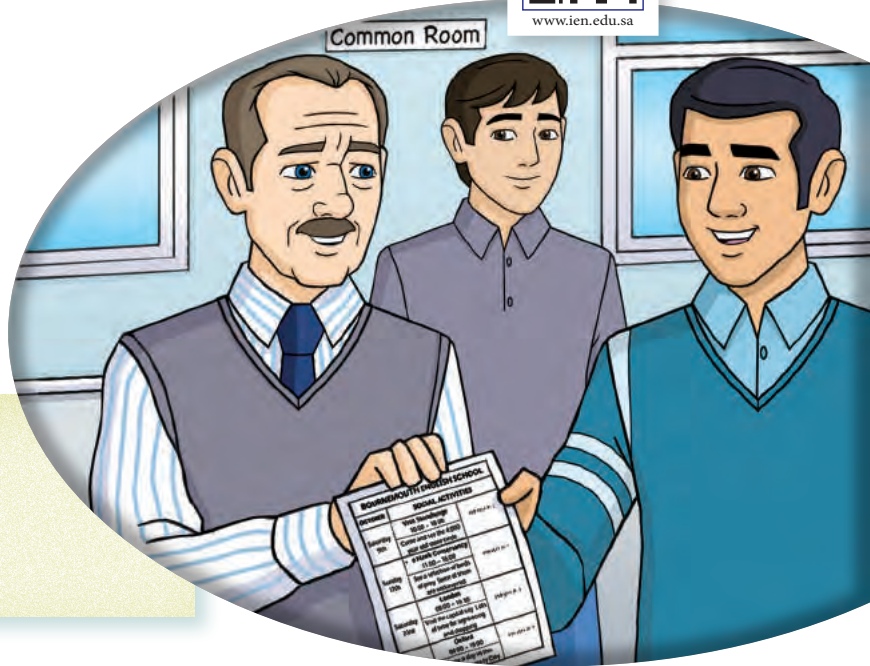




# LESSON 1 *Old places*

## 1 Look, read and say.

a) Who can you see in the picture? What do you think they are talking about?



**Julian:** *Hi, Fahad, here's your activities programme for this month. Which trip would you like to go on?*

**Fahad:** *I'm not sure, Julian. I may go to London, but I might go to ...*

BOURNEMOUTH ENGLISH SCHOOL		
OCTOBER	SOCIAL ACTIVITIES	
Saturday 9th	Visit Stonehenge 10:00 – 16:00	
	<i>Come and see the 4,000-year-old stone circle.</i>	
Sunday 17th	The Hawk Conservancy 11:00 – 16:00	
	<i>See a selection of birds of prey. Some of them are endangered.</i>	
Saturday 23rd	London 08:00 – 19:30	
	<i>Visit the capital city. Lots of time for sightseeing and shopping.</i>	
Saturday 30th	Oxford 08:00 – 19:00	
	<i>Enjoy a day in this historic university city.</i>	

b) Read and check.

c) Read about Fahad and the school trips and answer the questions.

Fahad is very interested in hunting. Sometimes he goes out hunting with birds in Saudi Arabia with his father. He's also very interested in prehistoric places. His friends Jim and Fred live in Oxford so he can go to Oxford any time. He really wants to buy presents for his family. He's visiting them in December – but he could buy presents in Bournemouth. He'd also like to go to London zoo.

- Which is the longest trip?
- What is Stonehenge?
- What can Fahad do on Saturday 30th?
- Which two trips would you choose? Why?



d) Ask and answer. 

Which three trips do you think Fahad chooses? Give reason.

Fahad *might* choose the trip to ... because ...

Fahad *may* choose the trip to ... because ...

## 2 Read, listen and say.



## a) Read the magazine article.

Do we know why prehistoric people built Al-Rajajil?

## b) Read the article again.

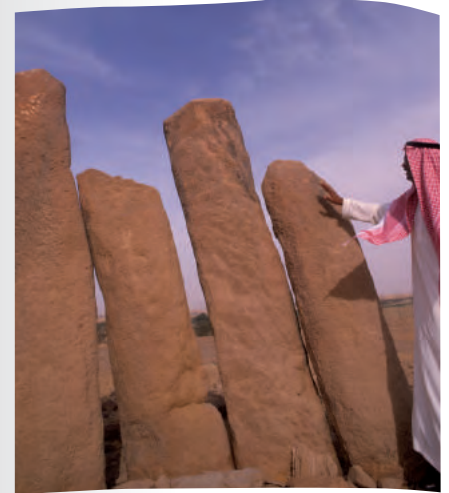
Which of these sentences is *not* a possible or probable explanation for Al-Rajajil?

- 1 They were a trade centre.
- 2 They were a religious centre.
- 3 They were an old castle.
- 4 They were a meeting place.

## c) Listen and repeat.

They were possibly a trade centre.

They were probably a meeting place.



In Al-Jowf, in the Northern Desert of Saudi Arabia, you can find the standing stones of Al-Rajajil


(‘The Men’). They are probably over 5,000 years old. There are 54 groups of stones and some of them are three metres high. They go in parallel lines from east to west.

Why did those early people put these stones in the middle of a desert? Was it a prehistoric religious centre? Possibly.

Archaeologists do not agree about this. Some believe that the stones were probably a meeting place for people in the area.

Possibly they were also a trade centre. Many important trade roads crossed the Al-Jowf area.

The Al-Rajajil stones are a fascinating mystery.

d) Why do *you* think they built Al-Rajajil? Use *probably* and *possibly* when you talk about it. 



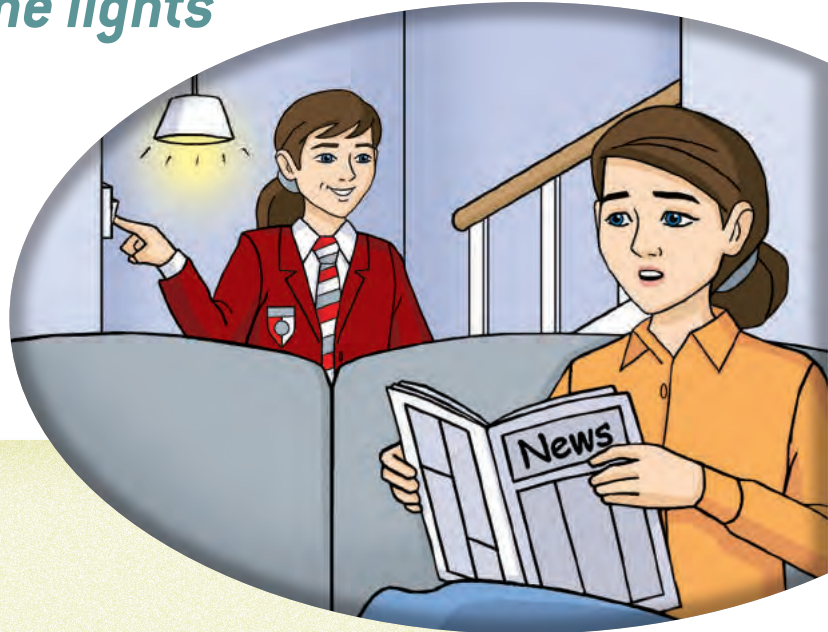
## LESSON 2 *I'm turning off the lights*

**1** Say, listen and read. Track 35

**a) Look at the picture.**

What is Nina doing? Why do you think she is doing it?

**b) Listen. Why is Penny going to the kitchen?**



**Penny:** *What are you doing, Nina?*

**Nina:** *I'm turning off the lights, Mum.*

**Penny:** *Why?*

**Nina:** *Because I want to help save energy.*

**Penny:** *But I can't read my newspaper. Why do you want to save energy?*

**Nina:** *So I can stop climate change. Miss Jennings says we shouldn't waste electricity. We can save money, too.*

**Penny:** *Mmm ... I agree. We should turn off the lights when no one's in the room, but don't turn them off when I'm reading!*

**Nina:** *OK, Mum. Do we need the lights on in the hall?*

**Penny:** *No. No, we don't.*

**Nina:** *Anyway, I'm going upstairs to do my homework.*

**Penny:** *And I'm going to the kitchen to make a cup of tea. Would you like one?*

**c) Listen again.**

- 1 Why is Nina turning off the lights?
- 2 Why is Nina going upstairs?

**d) Match the beginnings and endings of the sentences.**

- |                                 |  |
|---------------------------------|--|
| 1 Nina's turning off the lights | a so she can do her homework.          |
| 2 Nina wants to save energy     | b so she can help stop climate change. |
| 3 Nina's going upstairs         | c because she wants a cup of tea.      |
| 4 Penny's going to the kitchen  | d because she wants to save energy.    |

1 d    2        3        4    



**2 Say, read and write.**


a) Look at the pictures and complete the sentences.

She's going upstairs because she wants to do her homework.

b) Write the sentences in your notebook. 

- |                                       |  |
|---------------------------------------|--|
| 1 She/going/upstairs/because/want/do  | 2 They/waiting at/station/because/want/catch |
| 3 She/sitting down/because/want/watch | 4 He/going into/shop/so/can buy              |
| 5 They/going to/park/so/can play      | 6 He/putting on/glasses/so/can read          |



**3 Read the e-mail. Underline the two requests.** 

Dear Reema,  
 Could you do me a big favour?  
 At school this week we're doing a project about people's favourite places in different countries. Could you write something about your favourite place in Saudi Arabia, please?  
 We're going to publish all the places in our school magazine.  
 And some good news! We may be able to come to Riyadh in December so we can visit Dad.  
 With best wishes  
 Nina

**4 Write.**

Write the opposites. Use these words.

- |               |                 |
|---------------|-----------------|
| 1 put on      | <u>take off</u> |
| 2 come in     | _____           |
| 3 go away     | _____           |
| 4 get up      | _____           |
| 5 pick up     | _____           |
| 6 go to sleep | _____           |

come back    go out  
 go to bed    put down  
 take off    wake up







## LESSON 3 *Favourite places*

### 1 Read and say.

Match two photographs to each description of a place. 👤👤



Reema 3 \_\_\_\_

I have been to Taif lots of times. It is in the west of Saudi Arabia and is 1,700 metres above sea level so it's beautifully cool. People call it the 'Garden of the Hejaz' because of all the fruit and flowers. The bees love the flowers and make wonderful local honey. There are more than 400 parks in and around the city. There are beautiful, old traditional houses among the modern buildings. There are also traditional souks so it's a great place for shopping! It's my favourite place in Saudi Arabia.

Barbara \_\_\_\_ \_\_\_\_

My favourite place is Zakopane, a small town in the south of Poland. I've been there once. It's very near the Tatra mountains so it's great to go walking in the summer, and you can ski in the winters – but it's very cold! People from the Tatra mountains still wear traditional clothes, not like clothes that other Europeans wear. And the local food is delicious. There are a lot of tourists, particularly in the school holidays but it doesn't matter! There's so much to do and see.

Elena \_\_\_\_ \_\_\_\_

Florence is a city in Italy. I've been there three times. The Italians call it Firenze. It's very old and full of museums, art galleries, palaces and markets. I like the Central Market – they sell wonderful food there. My favourite palace is Palazzo Vecchio (Old Palace). It's more than 700 years old. Florence is one of the busiest cities in Italy, very crowded, very noisy, but really exciting! It's definitely my favourite place.

**2 Listen and say.**  Track 36

- a) Listen and tick (✓) or cross (✗) the table.
- b) Listen and repeat Fahad's dialogue.

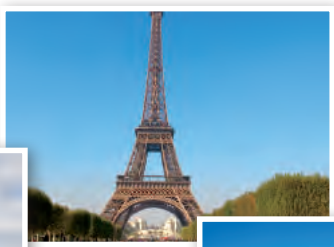
	Fahad	Nina and Fred
Riyadh	✓	
London		
Paris		
Cairo		

- c) Ask and answer. Give true answers. 


Have you ever been to ...?

Yes, I have. I've been there once/lots of times.

No, I haven't. I've never been there.



**3 Say and write.**

- a) Ask and answer. 
  - 1 Which of the places on page 50 would you like to go to?
  - 2 Why would you like to go there?
  - 3 What's your favourite place?
  - 4 Where is it?
  - 5 How many times have you been there?
  - 7 When did you last go?
  - 8 Why do you like it?

- b) In your notebooks, write about your favourite place. Use questions 3 to 8 above to help you.

My favourite place is ...

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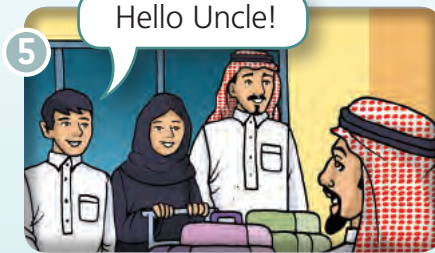
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1 Read, write and say. 👤👤

a) Read and complete the sentences correctly.



see Rajajil    ~~play a game of football~~    see the museums and palaces  
 visit their father    shop in the souk    ski in the mountains.

- 1 Yasser is going to the park to play a game of football.
- 2 Rakan visited Al-Jowf in March \_\_\_\_\_
- 3 Fahad went to Zakopane last year \_\_\_\_\_
- 4 Fatima is going to visit Taif soon \_\_\_\_\_
- 5 Omar and Reema are possibly going to Jeddah \_\_\_\_\_
- 6 Yasser went to Florence two years ago \_\_\_\_\_



b) Ask and answer. 👤👤

Why is Yasser going to the park?

To play a game of football.



## GRAMMAR STUDY

**Complete the past simple tense irregular verbs: questions and negatives****past simple**

I put on  
 You came in  
 He got up  
 2 \_\_\_\_\_  
 It went away  
 We took off  
 7 \_\_\_\_\_

**negative**

I didn't put on  
 You didn't come in  
 He didn't get up  
 She didn't wake up  
 3 \_\_\_\_\_  
 5 \_\_\_\_\_  
 They didn't throw away

**question**

Did I put on ...?  
Did you come in ...?  
 1 \_\_\_\_\_  
 Did she wake up ...?  
 4 \_\_\_\_\_  
 6 \_\_\_\_\_  
 8 \_\_\_\_\_

**2 Underline the correct way to complete each sentence.**

- When (*Reema go/Reema didn't go/did Reema go*) to Taif?
- Omar is hungry because (*he ate/he didn't eat/did he eat*) breakfast.
- Rakan left home at nine and (*he came/he didn't come/did he come*) back at ten.
- What animals (*Fahad saw/Fahad didn't see/did Fahad see*) at the zoo?
- Fatimah (*went/didn't go/did go*) to school because she wasn't well.
- Where (*Reema left/Reema didn't leave/did Reema leave*) her bag?

**3 Match and number.**

- |          |           |                     |
|----------|-----------|---------------------|
| 1 flower | 2 glasses | 3 circle            |
| 4 desert | 5 bee     | 6 hawk (as in bird) |

**4 Ask and answer.**

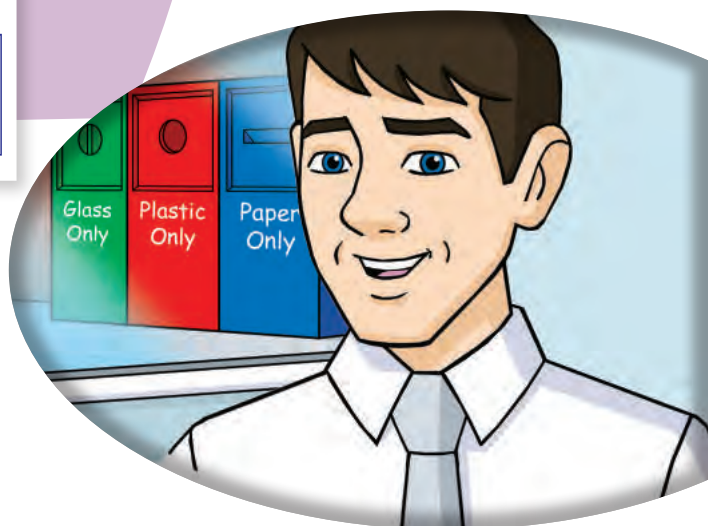
Talk about a favourite place you visited last year.

Where did you go?

What did you see?

What did you do?

Why was the visit nice?



## LESSON 1 *The three banks*

### 1 Read, ask and answer.

- 1 What do we all have to do?
- 2 What is Saudi Arabia going to do to our beaches and islands?
- 3 What do we have to do with glass, paper and plastic?

### Vision 2030: Social responsibility

We all have to take care of our planet. The Kingdom of Saudi Arabia will do that with *Vision 2030*. As part of that plan, they are going to protect and clean our beautiful beaches and islands. They are also going to help us recycle more of the glass, paper and plastic that we all use every day. That way, we can use the same materials again to make new things!

### 2 Say, listen and write. Track 37

#### a) Look at the picture.

What is behind Dave?

What are they for?

#### b) Listen.

Which bank does the school *not* have?

**Yasser:** *What are those new bins in the playground, sir?*

**Dave:** *They're for recycling, Yasser.*

**Yasser:** *Recycling what, sir?*

**Dave:** *Well, there are three of them. One's a bottle bank, one's a plastic bank and one's a paper bank. You must be careful to put the correct things into the correct bin.*

**Yasser:** *So anything made of plastic goes into the plastic bank ...*

**Dave:** *And anything made of glass goes into the bottle bank ...*

**Rakan:** *And anything made of paper goes in the paper bank.*

**Dave:** *Quite right, Rakan. It's part of Vision 2030. We all have to recycle our glass, paper and plastic.*

**Yasser:** *What about things made of wood, sir?*

**Dave:** *We don't need a wood bank, Yasser. Wood rots naturally. In a few years wood disappears back into the earth.*

c) In which bank must you put:  
 glass bottles    plastic bottles    newspapers  
 Why?

d) Ask and answer. 

Because a glass bottle is made of glass.



What's a newspaper made of?

A newspaper's made of paper.



3 Match the sentences and the pictures. 

What happens to our old bottles?

- 1 When the bottle bank is full ...
- 2 ... they take the bottles to a recycling centre.
- 3 They break the bottles into small pieces ...
- 4 ... and heat them.
- 5 When the glass is very hot ...
- 6 ... they can make new bottles.



Pronunciation corner



- a) Listen to the words.
- b) Listen again and repeat.
- c) Listen again. Write the words in the correct column.

cold	gold



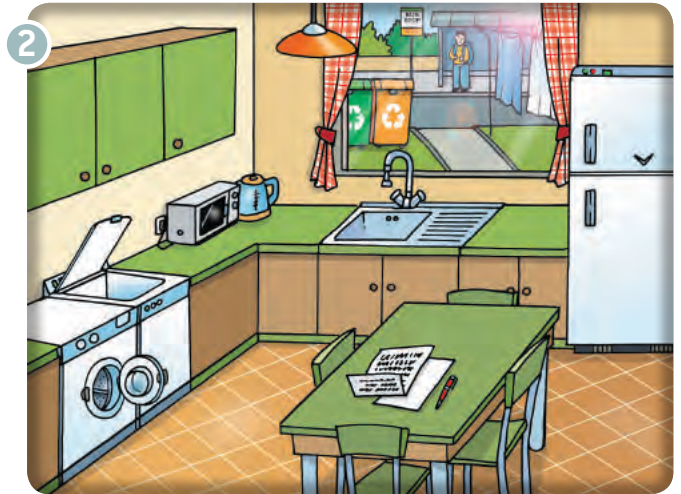
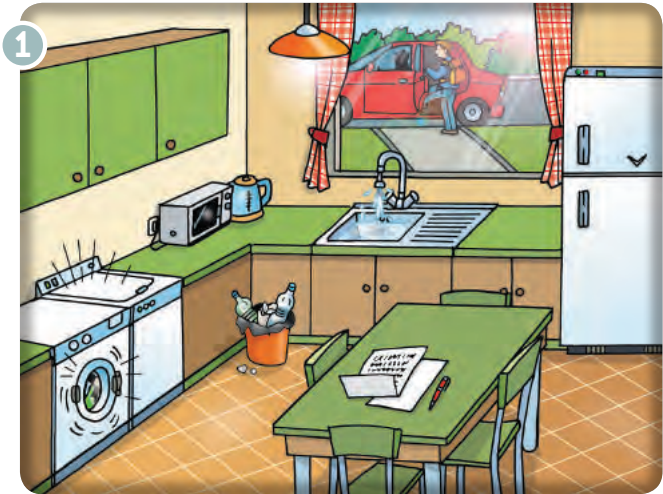




## LESSON 2 *What's it for?*

### 1 Say and write.

- Look at the pictures. What can you see? Find seven differences.
- In which picture is the family doing more to stop climate change? Why?



- Give the family in Picture 1 some advice.
- Write your advice.

Order the words and punctuate the sentences.

1 should/you/off/the/turn/lights

You should turn off the lights.

2 water/you/off/the/should/turn

\_\_\_\_\_

3 recycle/should/your/you/rubbish

\_\_\_\_\_

4 paper/you/both/should/write/on/the/sides/of

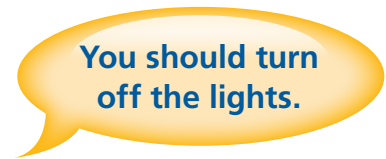
\_\_\_\_\_

5 to/shouldn't/school/you/drive/walk/should

\_\_\_\_\_

6 should/you/outside/garden/the/in/your/clothes/dry

\_\_\_\_\_



- e) Make polite requests. Change the sentences from Exercise 1d.

Could you turn off the lights, please?

**2** Listen, read and say.  Track 39

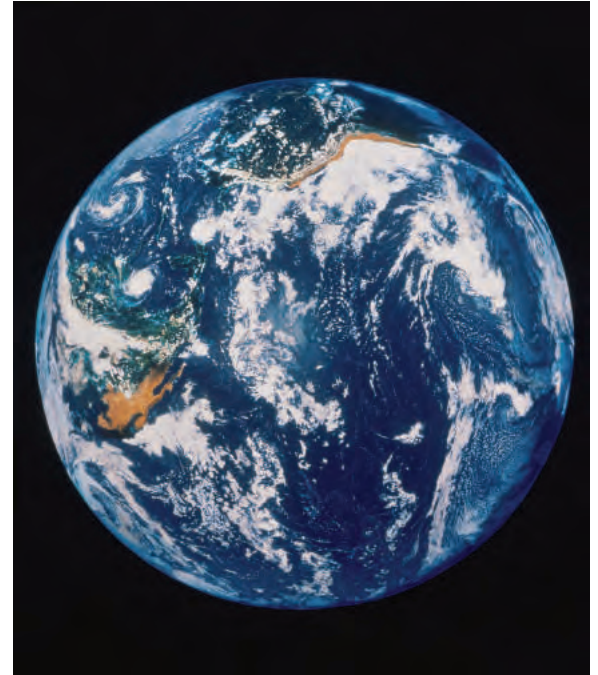
- a) Listen and read the poem.  
b) Listen again and repeat.

Planet Earth

Be careful with our Planet Earth.  
Don't make matters worse!  
Learn these words and don't forget  
To do what's in this verse.

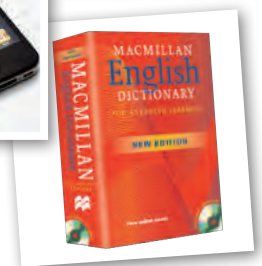
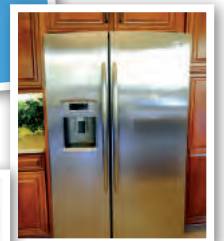
Don't throw away your plastic bags.  
Use them one more time,  
Or put them in the plastic bank  
And don't forget this rhyme.

Turn off the taps, turn off the lights,  
Save electricity,  
You shouldn't waste, you should conserve,  
Do these things with me.



**3** Write questions and answers.

- 1 bottle bank/it/recycle bottles  
What's a bottle bank for? It's for recycling bottles.
- 2 scissors/they/cut paper  
\_\_\_\_\_
- 3 fridge/it/keep food cold  
\_\_\_\_\_
- 4 mobile phones/they/talk to your friends  
\_\_\_\_\_
- 5 dictionary/it/look up words  
\_\_\_\_\_





## LESSON 3 *Mount Pinatubo*

### 1 Read and say.

#### a) Read the article. What is it about?

On Saturday 15th June 1991 a volcano called Mount Pinatubo erupted. Mount Pinatubo is in The Philippine Islands in the Pacific Ocean.



The eruption lasted for nine hours and by Sunday 16th 800 people were dead, but this was not the end of the problem.

First, gas and ashes came out of Pinatubo and rose 34 km into the sky. The gas was sulphur dioxide (SO<sub>2</sub>). Between 15 and 30 million tonnes of SO<sub>2</sub> went up into the air. It formed an enormous cloud. This cloud travelled slowly round the world and produced serious climate change. The heat from the sun could not get through the cloud and the world's climate got cooler. In 1992 North America had the coldest, wettest winter for 77 years, and in March 1993 there were serious floods near the River Mississippi. In September 1993 in Africa the change was different. The Sahel Desert in North Africa had even less rain than usual. There was a very serious drought.

Most climate change is man-made but natural events can also cause large and more sudden changes.



#### b) Read again.

Find words that mean:

- 1 too much water \_\_\_\_\_
- 2 not enough water \_\_\_\_\_

#### c) Complete this table.

Date	What happened
15th June 1991	<b>Mount Pinatubo erupted</b> 800 people died
1992	
March 1993	
	drought in Africa

### LOOK!

First, gas and ashes came out of Mount Pinatubo ...  
Then this cloud travelled slowly round the world ...



**2** Read, listen and say.  Track 40

**a) Read Fred's e-mail to Omar.**

Pay attention to the highlighted words.

Dear Omar,  
Great news! We're definitely coming to Saudi Arabia to see Dad in December.  
But we have a lot of things to do. **First** we must get some passport photos for our visas. **Then** we must take the passports to the Royal Embassy of Saudi Arabia in London. **Next** we must get our plane tickets and **after that** we must do our shopping. And **finally** we arrive in Riyadh!  
I can't wait!  
Fred

**b) Listen and repeat the sentences.**

**3** Say. 

**What did you do last Thursday?**

**First I ... then ...**

**Pronunciation corner**

 Track 41

**a) Match the words that rhyme.** 

- |            |             |
|------------|-------------|
| 1 should   | a shouldn't |
| 2 said     | b Mum       |
| 3 made     | c nurse     |
| 4 couldn't | d daughter  |
| 5 some     | e bed       |
| 6 worse    | f take      |
| 7 break    | g played    |
| 8 water    | h wood      |

1 h    2        3        4        5        6        7        8    

**b) Listen and check.**

**c) Listen again and repeat.**

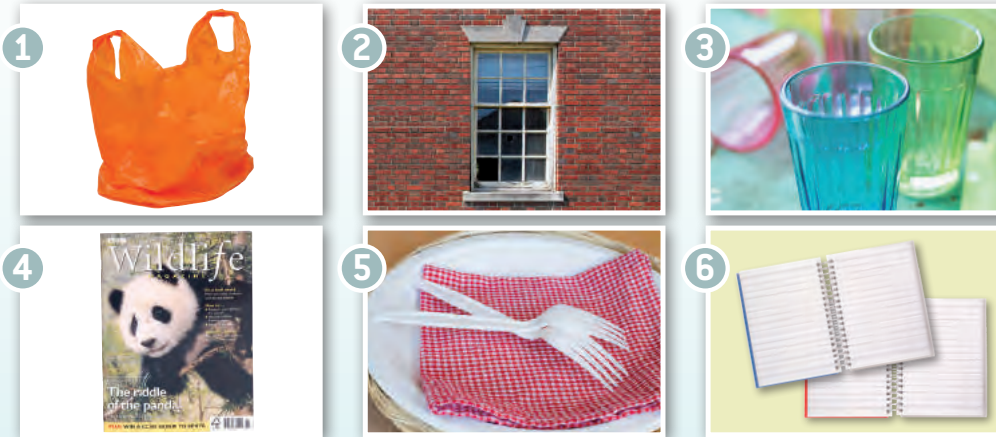


**1** Name, listen, say and repeat. Tracks 42 and 43

a) Name the pictures. Use *It's a ...* and *They're ...*

Number one.

It's a bag.



b) Listen and number the correct words.

- |              |                          |            |                                     |
|--------------|--------------------------|------------|-------------------------------------|
| A a magazine | <input type="checkbox"/> | B forks    | <input checked="" type="checkbox"/> |
| C glasses    | <input type="checkbox"/> | D a window | <input type="checkbox"/>            |
| E a bag      | <input type="checkbox"/> | F books    | <input type="checkbox"/>            |

Where should I put the magazine?



It's made of paper so it should go in the paper bank.

c) Say sentences about the things in Exercise b.

d) Listen and repeat.

**2** Order the words and punctuate the sentences.

- for / up / a / words / is / dictionary / looking  
A dictionary is for looking up words.
- chair / is / sitting / for / a / on  
\_\_\_\_\_
- those / what / for / scissors / are  
\_\_\_\_\_
- recycling / bottle / a / bottles / for / is / bank  
\_\_\_\_\_
- the / across / travelling / a / for / boat / sea / is  
\_\_\_\_\_



3

**LOOK!**

modal verbs: <i>can, could</i>		<i>may, might, should</i>	
Use <i>can</i> for: <ul style="list-style-type: none"> <li>• things you are able to do: <i>I can swim.</i></li> <li>• requests: <i>Can you meet me at 10?</i></li> </ul>	Use <i>could</i> for: <ul style="list-style-type: none"> <li>• <i>can</i> in the past: <i>When I was two, I couldn't ride a bike.</i></li> <li>• polite requests: <i>Could you walk to school?</i></li> </ul>	Use <i>may</i> and <i>might</i> for possible things now or the future: <ul style="list-style-type: none"> <li>• <i>It might rain today.</i></li> <li>• <i>We may go to Riyadh soon.</i></li> </ul>	Use <i>should</i> for advice: <ul style="list-style-type: none"> <li>• <i>We should save energy.</i></li> <li>• <i>We shouldn't waste money.</i></li> </ul>

4 **Correct.** 

Reema's friend Manal needs help with her spelling. Read her e-mail. Find ten more mistakes and correct them.

Dear Nina,

**lesson**

We had an interesting ~~leson~~ about climate change yesterday. Our teacher tolde us about a volcano called Mount Pinatubo in the Philippine Islands. When the volcano erupted in 1991, 800 peopple died. But there was another probem. Scientists say that between 15 and 30 million tonnes of sulphur dioxide went into the ari and it formed an enormous cloud. This cloud travelled slowly round the worlld. The heat from the sun could not get through and the world's climate got cooler. In 1992 North America had the coldest, wettist winter for many years. The next yeer there were serious floods but in Africa the chang was different. North Africa had less rain than usul. There was a very serious drought.

Email me and tell me about one of your lessons.

With best wyshes,

Manal

5

**Read and play.** 

- Choose ten words from Brigitte's e-mail. Write them on a piece of paper.
- Ask your friend to spell the words.

Spell 'many' please.

M-A-N-Y.

Yes, correct.





## LESSON 1 *It looks like a lamp*

**1** Say, listen and write. Track 44

a) Look at the pictures. Who can you see? What do you think is in the box?

b) Listen. What did Lucy buy?



**Miss Jennings:** *Good morning, everybody.*

**Everybody:** *Good morning, Miss Jennings.*

**Miss Jennings:** *Lucy, what's that next to your desk?*

**Lucy:** *It's a present for my grandma. I bought it on the way to school. I'm going to give it to her this evening.*

**Nina:** *What is it, Lucy?*

**Miss Jennings:** *Don't be nosy, Nina.*

**Lucy:** *That's OK, Miss Jennings. I don't mind. Could I show it to her?*

**Miss Jennings:** *Of course, Lucy, we can all see.*

**Lucy:** *Here, look!*

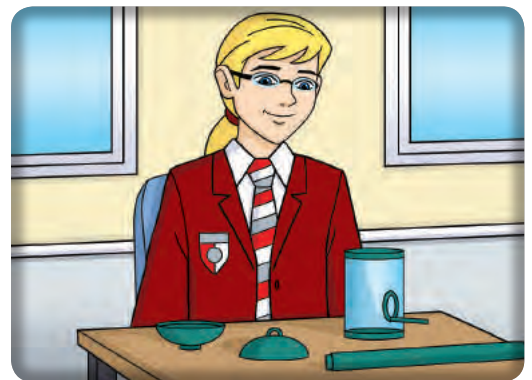
**Nina:** *But what is it? It looks like a small spaceship!*

**Elena:** *No it doesn't. It looks like a lamp.*

**Lucy:** *Well, it isn't a spaceship, and it isn't a lamp. Let me tell you. In the winter, when the weather's cold, my Grandma likes feeding the wild birds. This is a bird feeder. She can put it outside her living room window and watch the birds feeding in her spare time.*

**Nina:** *But how does it work?*

**Lucy:** *Look ...*



c) Listen again. Are these sentences true (T) or false (F)?

Correct the false sentences.

1 Nina knows what the present is. T  F

\_\_\_\_\_

2 She thinks it looks like a spaceship. T  F

\_\_\_\_\_

3 Lucy's grandma feeds the birds in the summer. T  F

\_\_\_\_\_

4 She's going to put the feeder in her living room. T  F

\_\_\_\_\_

**2** Read, say and listen. Track 45

a) Look at the pictures and read the instructions.

b) Match the pictures and the instructions.

1 B 2      3      4      5     

c) Listen and check.

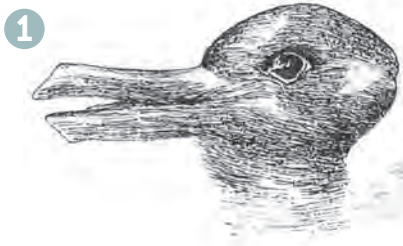
**3** Say and write.

It looks like a lamp.



a) Look at the pictures. What can you see?

A A Pour the bird food into the feeder.  
 B Put the pole in the ground.  
 C Put the lid onto the feeder.  
 D Put the feeder onto the bowl.  
 E Put the bowl onto the pole.



b) What did *you* say the pictures were?

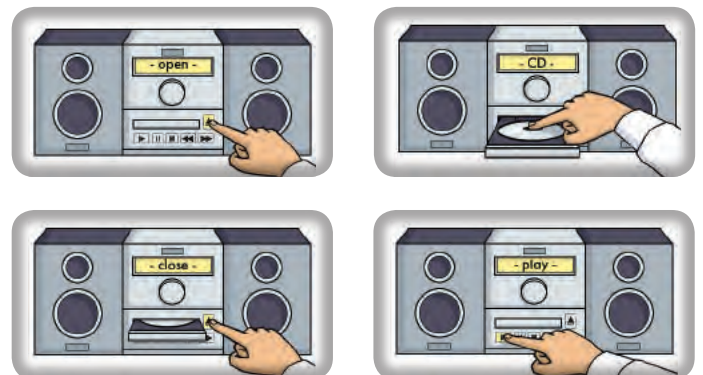
1 It looks like a duck. It looks like a rabbit.  
 2 It \_\_\_\_\_  
 3 \_\_\_\_\_

**4** Write.

Underline the correct words to complete the instructions.

**How to play a CD**

- 1 (Next/First) you press 'open'.
- 2 (First/Then) you put the CD in.
- 3 (Next/Finally) you close the lid.
- 4 (Then/Finally) you press 'play'







## LESSON 2 Stonehenge

### 1 Read, ask and answer

Answer the questions about Stonehenge.

- 1 How old is Stonehenge?
- 2 What questions do people ask about Stonehenge?
- 3 Did all the stones come from the local area?

### 2 Listen, underline and say.



Track 46

#### a) Listen and underline.

- 1 Fahad thinks that Stonehenge was an observatory.  
Claudio (*agrees/disagrees*).
- 2 Fahad thinks that they may never know what Stonehenge was.  
Claudio (*agrees/disagrees*).

#### b) Why do *you* think they built Stonehenge?

**Fahad:** *That was a very interesting trip, Claudio. I really enjoyed it.*

**Claudio:** *So did I. Why do you think they built Stonehenge, Fahad?*

**Fahad:** *Mmm ... I don't know. It was probably an observatory where they studied the planets and stars. I don't think we may ever know.*

**Claudio:** *No, neither do I.*

**Fahad:** *We have standing stones in Saudi Arabia, too, Claudio. They're called Al-Rajajil. Here, let me show you some photos.*



Stonehenge is a famous circle of stones in southern England near the city of Salisbury.

Archaeologists believe that early Britons built Stonehenge about 4,000 years ago.

These builders didn't have modern tools, but they built this huge monument of stones.

The largest stones weigh about 50 tonnes. Some stones are more than 7 metres high.

People from all over the world visit this monument and ask the same questions.

*How* did they build Stonehenge and *why*?

We may never know the answer.

#### Facts about Stonehenge

- The sun rises above one of the stones at Stonehenge on midsummer's day, the longest day of the year.
- The smaller stones (up to 5 tonnes) came from mountains in Wales, more than 400 km to the west.
- The larger stones probably came from an area 30 km to the north.



### 3 Read, choose, listen and say. Track 47

#### a) Tick (✓) the correct responses.

- 1 Fahad enjoyed the trip to Stonehenge.  
a So did Claudio.       b Neither did Claudio.
- 2 Reema likes ice cream.  
a So do I.       b Neither do I.
- 3 Omar doesn't like coffee.  
a So does Fred.       b Neither does Fred.
- 4 Lucy and Elena go to school.  
a So do we.       b Neither do we.
- 5 Ibrahim isn't an English name.  
a So is Ranya.       b Neither is Ranya.

#### b) Listen and check.

#### c) Listen again and repeat the responses.

I think it was an observatory.

So do I.

I don't think we can ever know.

Neither do I.

### 4

## LOOK!

How did they build Stonehenge and *why*?  
We **may** never know. = It's **possible** that we can't know.

### 5 Write.

Express possibility. Put the words into the correct order.

- 1 Take your umbrella.      may/rain/it  
Take your umbrella.
- 2 Close the window.      parrot/the/escape/may  
Close the window.
- 3 tomorrow/you/may/I/see  
\_\_\_\_\_
- 4 December/house/go/Yasser's/may/Fred/to/in  
\_\_\_\_\_





# LESSON 3 *Holiday time*

1 Say.

- a) Where do you go on holiday?
- b) What do you do there?
- c) Where would you *like* to go?

2 Read, write and say.

- a) Charlie and his family go on holiday every summer. Where do they go? Read and answer.

**COME TO THE ISLAND HOLIDAY VILLAGE FOR A GREAT TIME!**

We have something for all the family!

**Sports**  
The hotel is in the middle of the holiday village. Next to the hotel we have a fitness centre where you can exercise and do other sports. There is a shop next to the fitness centre with sports equipment. Next to the shop is a fantastic swimming pool.

**Shopping**  
There is a bank and a supermarket opposite the park, and a post office opposite the beach.

**Eating**  
There is a restaurant in the hotel for breakfast, lunch and dinner. There is also a snack bar. You can also have a snack in the Café in the Park. Or you can order a picnic from the hotel and eat it on the beach.

b) Label A–F with the correct words.


café    hotel    post office    fitness centre  
sports shop    supermarket

A _____	B _____
C _____	D _____
E _____	F _____

It's in the middle of the holiday village.

It's ...

**3** Look, listen and say.  Track 48

- a) Look at Charlie's holiday picture of friends. Describe them. 
- b) Listen and read. Which boys in the picture does Fred ask about first?

**Fred:** *Who's that boy over there?*

**Charlie:** *Sorry Fred. Can you say that again? Which boy?*

**Fred:** *Who's that boy with the dark hair.*

**Charlie:** *There are two boys with dark hair.*

**Fred:** *The one standing next to the table.*

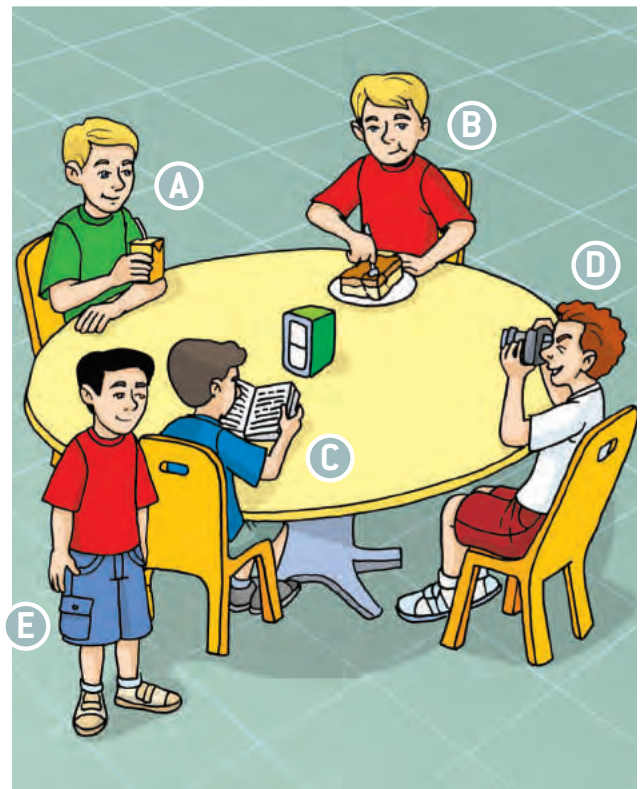
**Fred:** *And who's that boy sitting at the table?*

**Charlie:** *Pardon. Could you repeat that, please?*

**Fred:** *Of course. Who's the boy with the blond hair?*

**Charlie:** *There are two boys with blond hair.*

**Fred:** *I mean the one holding some juice and wearing a green shirt.*



- c) Read. What two things did Charlie say when he didn't hear Fred?

**4** **LOOK!**

Sorry. Can you say that again?  
Could you repeat that, please?



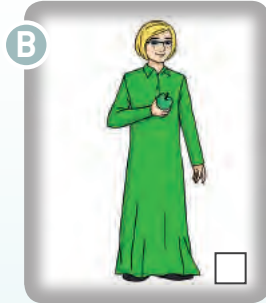
**5** Write.

Make one sentence.

- 1 I know the boy. He's wearing black trousers.  
I know the boy in black trousers.
- 2 Who's the girl? She's taking a photo.  
\_\_\_\_\_
- 3 Who's the woman? She's standing with Ranya.  
\_\_\_\_\_
- 4 Look at the man. He's driving the red car.  
\_\_\_\_\_
- 5 I know the boys. They're talking to Omar.  
\_\_\_\_\_
- 6 I can see a girl. She's eating ice cream.  
\_\_\_\_\_

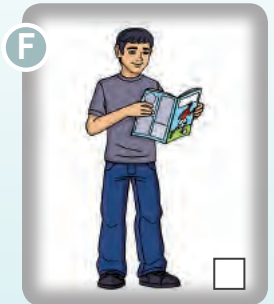






**1** Listen, number and say. Track 49

- a) Listen and write the number of the person.
- b) Now talk about each picture.



Number one.

This boy is in blue jeans.  
He's the one holding  
a football.

**2** Read and complete.

For English homework, Yasser wrote about a trip to Al-Rajajil. Complete the missing words.



between	builders	certain
equipment	place	possibly
standing	visit	weigh
	west	

On Saturday we went to <sup>1</sup>place called Al-Rajajil ('The Men') in Al-Jowf, in the Northern Desert of Saudi Arabia. Al-Rajajil is famous its <sup>2</sup>\_\_\_\_\_ stones. Archaeologists believe that early peoples built Al-Rajajil <sup>3</sup>\_\_\_\_\_ 4,500 and 5,000 years ago. These <sup>4</sup>\_\_\_\_\_ didn't have modern equipment. They used primitive <sup>5</sup>\_\_\_\_\_ but they built a monument with 54 groups of stones. The stones go in parallel lines from east to <sup>6</sup>\_\_\_\_\_. Some are more than 3 metres high and <sup>7</sup>\_\_\_\_\_ more than 10 tonnes.

Many people <sup>8</sup>\_\_\_\_\_ the standing stones of the Al-Rajajil and ask the same questions about the builders. Why did they build them? Some archaeologists think it was <sup>9</sup>\_\_\_\_\_ a trade centre and other people think it was a monument. We can never be <sup>10</sup>\_\_\_\_\_.



## GRAMMAR STUDY

**so and neither****be present**

Ibrahim is an Arabic name.  
So **is** Fahad.  
I am not thirsty.  
Neither **am** I.

**present simple verbs**

Ranya likes pizza.  
So **does** Fatima.  
Yasser and Rakan don't live in Taif.  
Neither **do** Reema and Omar.

**be past**


Fatimah was tired last night.  
So **was** Reema.  
Fred and Jack weren't late for school.  
Neither **were** Omar and Rashed.

**past simple verbs**

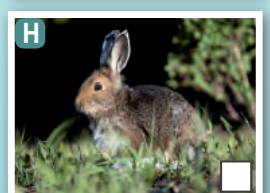
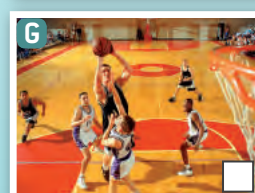
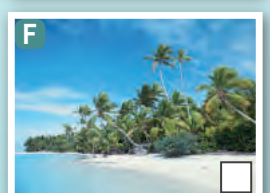
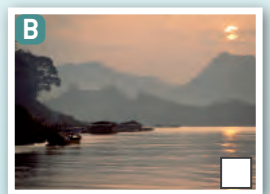
Rakan went to bed early last night.  
So **did** Yasser.  
We didn't watch TV yesterday.  
Neither **did** I.

**3 Read and complete.**

- I am happy to arrive home. (I)  
So am I.
- Omar didn't eat his sandwich. (Rakan)  
Neither did Rakan.
- Fatimah decided to feed the birds in her garden. (Reema)  
\_\_\_\_\_
- The weather was cloudy on Sunday. (weather on Monday)  
\_\_\_\_\_
- Yasser didn't stay in a hotel on holiday. (Rakan)  
\_\_\_\_\_
- Stonehenge is a famous circle of stones. (Al-Rajajil)  
\_\_\_\_\_
- The fitness centre wasn't crowded yesterday. (park and café)  
\_\_\_\_\_
- I don't want to play basketball tomorrow. (Rakan)  
\_\_\_\_\_

**4 Match and number.** 

- |         |              |              |
|---------|--------------|--------------|
| 1 duck  | 2 beach      | 3 rabbit     |
| 4 river | 5 basketball | 6 volleyball |
| 7 lamp  | 8 hotel      |              |





# LESSON 1 *Let's ask him the way*

**1 Listen, say and choose.** Track 50

**a) Listen to the CD.**

When they see the policeman, are they near the Embassy?

**b) Listen again.**

Are these sentences true (T) or false (F)?

- |                                    |                                       |                            |
|------------------------------------|---------------------------------------|----------------------------|
| 1 Penny's going to the Embassy.    | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Uncle Jim's going with her.      | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Penny forgot to take the map.    | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 The Embassy's in Charles Street. | T <input type="checkbox"/>            | F <input type="checkbox"/> |



1

**Jim:** *So, Penny, you and the kids are going to London tomorrow, to the Royal Embassy of Saudi Arabia?*

**Penny:** *That's right, Jim.*

**Jim:** *Do you know the way? Do you want me to come with you?*

**Penny:** *Thanks, Jim. But it's OK. We can't get lost. I have a map. I'm taking it with us.*

2

**Nina:** *Mum, where are we?*

**Penny:** *I ... er ... I'm not sure, Nina. This map's no good at all!*

**Fred:** *We're lost, aren't we Mum?*

**Nina:** *Yes, Fred. I think we are.*

**Fred:** *Look, there's a policeman. Let's ask him the way. Excuse me, but can you help us? We're looking for Charles Street, the Royal Embassy of Saudi Arabia.*

**Policeman:** *Oh, you're very close. Go to the end of this street and turn left. The Embassy's on the other side of the road. You can't miss it.*

**Fred:** *Thank you very much.*

**c) Look at these sentences from the conversation. Who or what do the underlined words refer to?**

- Do you want me to come with you?  
Uncle Jim.
- I'm taking it with us.  
\_\_\_\_\_
- Let's ask him the way.  
\_\_\_\_\_
- Can you help us?  
\_\_\_\_\_
- You can't miss it.  
\_\_\_\_\_

2

## LOOK!

**Subject pronouns**

I you he she it  
we they

**Object pronouns**

me you him her it  
us them



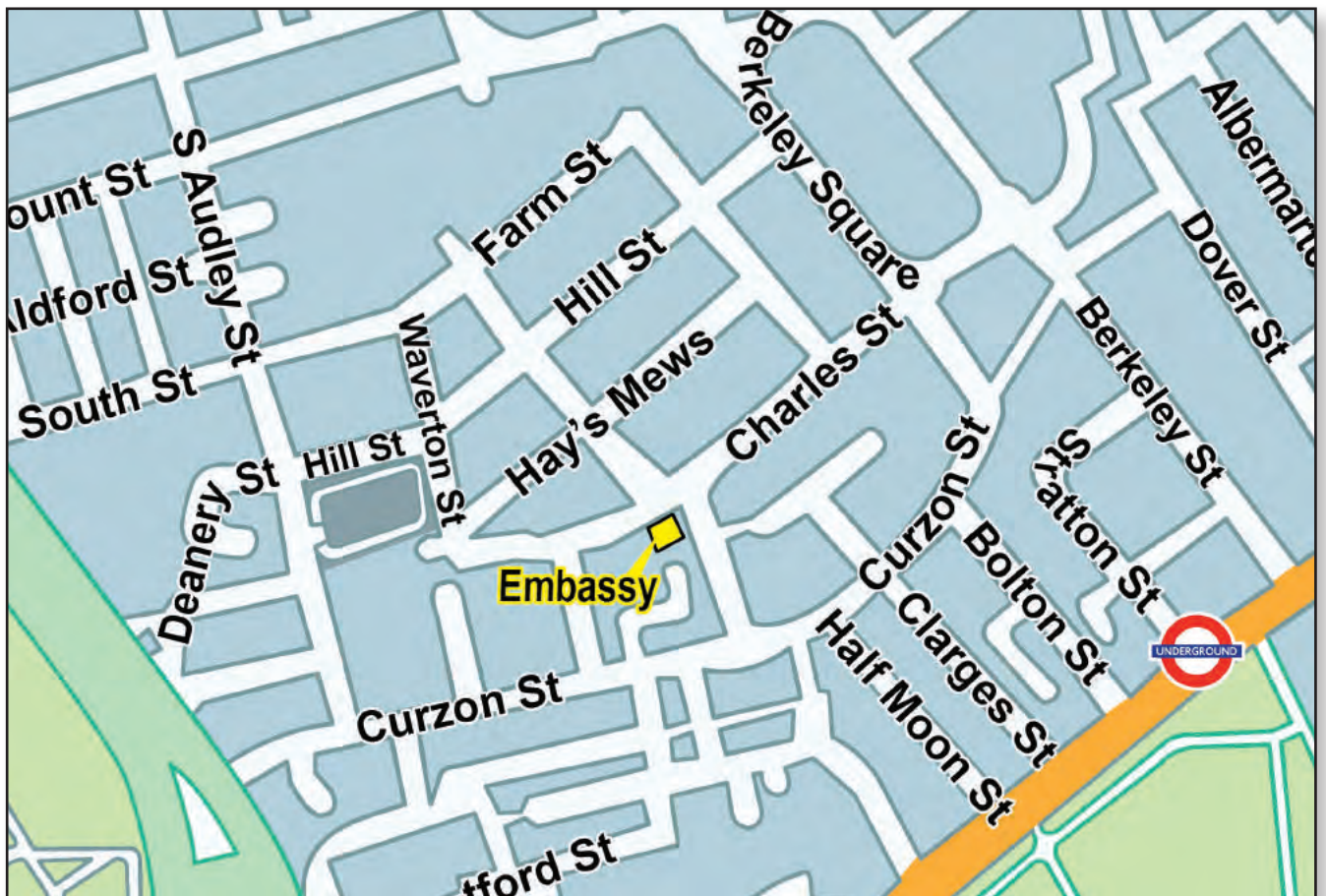
**3 Write.**

Complete with object pronouns.

- 1 Where's my mobile? I can't find it.
- 2 Where are Charlie and Jack? I'm looking for \_\_\_\_\_.
- 3 Elena was making a phone call so Lucy waited for \_\_\_\_\_.
- 4 Excuse \_\_\_\_\_. We're lost. Can you tell \_\_\_\_\_ the way to Park Street?
- 5 Can you speak louder, please? I can't hear \_\_\_\_\_.

**4 Read, listen, follow and say.**  Track 51

a) Look at the map of London. Read and follow the directions.



*Come out of the Embassy. Turn left. Walk to the end of the street. Turn right then turn left. Where are you?*

b) Listen and follow the directions.

c) Give and follow directions from the Embassy to other streets. 





## LESSON 2 *The father of optics*

### 1 Say, read and order.

#### a) Who can you see? What is Nina doing?

**Fred:** *What are you doing, Nina?*

**Nina:** *I'm doing some research for a school project. I want to finish it before we go to Saudi Arabia.*

**Fred:** *A project? What's it about?*

**Nina:** *It's about photography.*

**Fred:** *Would you like to read this? It's about a really interesting Arabic scientist.*



#### b) Read the web page below.

Put the paragraphs in the correct order. The paragraph titles are:

- 1 The person \_\_\_\_\_
- 2 His invention \_\_\_\_\_
- 3 His books \_\_\_\_\_
- 4 Later developments \_\_\_\_\_

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### Ibn al-Haytham (965 – 1039): the inventor of photography

A Nine hundred years later, photographic plates were first used to record the image captured by the camera obscura. So we can also call Ibn al-Haytham 'the father of photography'.

B Abu Ali Muhammad Ibn al-Hasan Ibn al-Haytham was born in Basra in today's Iraq. He established the science of optics. People call him 'the father of optics'. He was an extremely clever scientist.

C Ibn al-Haytham wrote many really important books about optics. His major work was *Kitab al-Manazir (Book of Optics)*. It was very famous in Europe and for more than 500 years it was the most important book about the subject.

D Ibn al-Haytham invented the camera obscura or 'dark room'. This was a room with a white wall opposite a very small hole. Rays of light from a bright object outside the room pass through the hole. They make an upside-down image of the object on the white wall.



2

**LOOK!**

That book looks really interesting.



Would you like to read it?

3 Look, ask and answer.

a) Say and offer.

1 Your phone looks very smart.

try

Would you like to try it?

2 That cake looks really delicious.

have

3 That car looks extremely comfortable.

drive

4 This programme about pandas looks extremely interesting.

watch

5 That bag is very beautiful.

borrow

b) Write the offers.

- 1 Would you like to try my new phone?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**Pronunciation corner**



a) Listen and repeat.

b) Listen again. Underline the stressed syllables.

- |                      |                       |   |                 |                        |
|----------------------|-----------------------|---|-----------------|------------------------|
| 1 <u>ph</u> otograph | phot <u>og</u> rapher | 2 | myster <u>y</u> | myster <u>io</u> us    |
| 3 electric           | electric <u>it</u> y  | 4 | Europe          | Europe <u>an</u>       |
| 5                    | investigate           |   |                 | investigat <u>io</u> n |





## LESSON 3 *In the air*

### 1 Say, listen and read. Track 53

#### a) Look at the picture.

Who can you see? Where are they? What are they doing? Who is a surprise on the plane?

#### b) Listen.

What does Nina want to drink?

#### c) Listen again. Answer the questions.

- 1 What's the stewardess doing?
- 2 Who's on the same plane?

#### d) Read the dialogue.

In pairs, find words that mean:

- 1 a bad feeling after flying
- 2 excited



**Nina:** How long is the flight, Mum?

**Penny:** It's six and a half hours, Nina.

**Nina:** That's a long time.

**Penny:** Yes, but it's a long way! Remember, drink lots of liquid, water and juice, and try to get some sleep. Then you don't get jet lag.

**Nina:** Sleep? I can't sleep, Mum. I'm too wound up. Is Dad going to meet us?

**Penny:** Yes, he's driving to the airport and I think Ibrahim's coming with him.

**Nina:** Great. I can't wait! Look! Here comes the air hostess. She's bringing us some food.

**Hostess:** Here you are. Enjoy your meal. What would you like to drink?

**Nina:** Do you have any apple juice ... and some water?

**Hostess:** Yes, of course.

**Fred:** Mum ... look! Look! There's Fahad. He's on the same plane. Over here Fahad!

### 2 Read and speak.

#### a) Read the advice.

#### ADVICE FOR AIR TRAVELLERS

*For your comfort and safety:*

- 1 Read the safety information carefully.
- 2 Drink lots of liquid – water or juice.
- 3 Take some exercise. Stand up and walk about the plane.
- 4 Try to sleep on long journeys.
- 5 When you are sitting down, keep your seat belt on.

#### b) Match the pieces of advice with the reasons.

- A Because sometimes the plane journey can become very bumpy.
- B Because the air in the plane is very dry.
- C Because it's bad for you to stay in one position for a long time.
- D Because you need to know what to do in an emergency.
- E Because you don't want to be tired when you arrive.

1 D    2        3        4        5

**3 Read and underline.**

- 1 Nina had (a/some) food on the plane.
- 3 She didn't have (many/much) sleep.
- 5 The flight takes (a long time/long times).
- 2 Then she drank some (water/waters).
- 4 Did the stewardess have (any/some) apple juice?

**4 Read and say.**

Ask and answer. Use *should* or *shouldn't*.

- 1 Read the safety information carefully.
- 2 Drink lots of liquid.
- 3 Sit down for the complete journey.
- 4 Try to stay awake on long journeys.
- 5 Keep your seat belt on when sitting down.

Should I read the safety information carefully?



Yes, you should.



**ADVICE FOR AIR TRAVELLERS**  
*For your comfort and safety:*

- 1 Read the safety information carefully.
- 2 Drink lots of liquid – water or juice.
- 3 Take some exercise. Stand up and walk about the plane.
- 4 Try to sleep on long journeys.
- 5 When you are sitting down, keep your seat belt on.

**5 Say and listen.**  Track 54 

**a) Say.**

What do you say to someone ...

- 1 who is going to eat?  
Enjoy your meal.
- 2 who is going on a trip?  
 \_\_\_\_\_
- 3 who is going to fly somewhere in a plane?  
 \_\_\_\_\_
- 4 who is going on holiday?  
 \_\_\_\_\_
- 5 who is going out for the day?  
 \_\_\_\_\_



**b) Listen and repeat.**





**1 Write the sentences.**



1 You should read the safety instructions.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

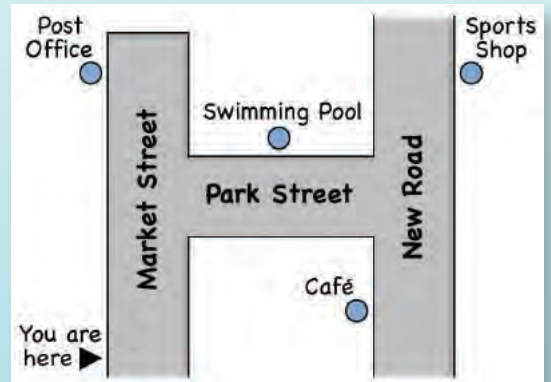
**2 Ask and answer.**

Ask directions to these places on the map.

- 1 Post office
- 2 Swimming pool
- 3 Sports shop
- 4 Café

Excuse me. Where's the post office?

Turn left and walk to the end of the street. The post office is on your left.



**3 Underline the correct word.**

Take these books and put (*it/them*) in the living room, please.

- 1 Ibrahim, where did (*you/your*) leave the car?
- 2 Sorry we came late. We missed (*our/us*) bus.
- 3 Rakan and Omar did (*their/them*) homework yesterday.
- 4 Yasser, please can you give Omar his book when you see (*he/him*).
- 5 Fatima had her bag this morning but she can't find (*it/them*) now.



**GRAMMAR STUDY**

**subject pronouns**

I  
you

**Complete.**

she

<sup>3</sup> \_\_\_\_\_

it

we

you

<sup>11</sup> \_\_\_\_\_

**object pronouns**

me  
you

<sup>1</sup> \_\_\_\_\_

him

it

<sup>7</sup> \_\_\_\_\_

<sup>9</sup> \_\_\_\_\_

them

**possessive adjectives**

my  
your

her

<sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_

our

<sup>10</sup> \_\_\_\_\_

<sup>12</sup> \_\_\_\_\_

**possessive pronouns**

mine  
yours

<sup>2</sup> \_\_\_\_\_


his

<sup>6</sup> \_\_\_\_\_

<sup>8</sup> \_\_\_\_\_

yours

theirs

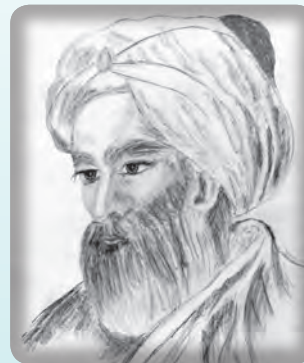
**4 Write and listen.**  Track 55

**a) Who or what do the underlined words refer to?**

*Ibn al-Haytham was a famous Arabic scientist. <sup>1</sup> He was born in Basra in today's Iraq. People call <sup>2</sup> him 'the father of optics' because he studied the science of optics and wrote many books about <sup>3</sup> it. His major work was Kitab al-Manazir (Book of Optics). For more than 500 years <sup>4</sup> it was the most important book about optics. One of Ibn al-Haytham's inventions was the camera obscura. <sup>5</sup> It was a kind of ancient camera. Rays of light from a bright object outside pass through a small hole. <sup>6</sup> They make an image of the object on the white wall in the room.*

- 1 He Ibn al-Haytham
- 2 him \_\_\_\_\_
- 3 it \_\_\_\_\_
- 4 it \_\_\_\_\_
- 5 It \_\_\_\_\_
- 6 They \_\_\_\_\_

**b) Listen and check.**



**Pronunciation corner**

 Track 56

**a) Listen and repeat.**

- 1 beach      2 dark      3 day
- \_\_\_\_\_
- 4 go          5 mind      6 pool
- \_\_\_\_\_

**b) Match the words with the same sound. Write each word in the correct place.**

basketball    feed    huge  
neither      show    weigh

**c) Listen and check.**  Track 57



## LESSON 1 *Welcome back!*

### 1 Listen and say. Track 58

#### a) Listen, speak and write.

What does Omar want to tell Fred?

1

**Reema:** *Look! There they are!*

**Omar:** *Here. Fred! Over here!*

**Ibrahim:** *Welcome back to Saudi Arabia, all of you!*

**Penny:** *Thank you, Ibrahim. Hello, Omar, hello Reema ... and hello, Dave.*

**Dave:** *Hi, Penny. It's great to see you.*

**Fred:** *And look! Here comes Fahad!*

2

**Omar:** *It's great to see you again, Fred.*

**Fred:** *And it's great to see you, Omar. I have so much to tell you.*

**Omar:** *And I want to talk to you, Fred. I have some important news to tell you ... but it's a secret.*

**Fred:** *A secret?*

**Omar:** *Yes, you mustn't tell anyone ... listen ...*

#### b) Listen again. Underline the correct word.

- 1 Omar has (something/anything) to tell Fred.
- 2 It's a secret. (Anyone/No one) knows.
- 3 He says that Fred must tell (someone/no one).

#### c) What do you think Omar's secret may be?

### 2 Match and write.

#### a) Match the beginnings and endings of the sentences.

- |                           |                          |                                 |
|---------------------------|--------------------------|---------------------------------|
| 1 hi penny                | <input type="checkbox"/> | a all the questions in his test |
| 2 fred i have something   | <input type="checkbox"/> | b to do some work               |
| 3 claudio couldn't answer | <input type="checkbox"/> | c waiting at the airport        |
| 4 im going to the study   | <input type="checkbox"/> | d its great to see you          |
| 5 ibrahims the man        | <input type="checkbox"/> | e to tell you                   |

#### b) Write the sentences with the correct punctuation.

- 1 Hi, Penny. It's great to see you. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**3 Look, read and complete.**

It's five on Tuesday evening. Fred <sup>1</sup> is drinking (drink) juice and he <sup>2</sup> \_\_\_\_\_ (play) a computer game. Fred usually <sup>3</sup> \_\_\_\_\_ (travel) by bus on Tuesday and then <sup>4</sup> \_\_\_\_\_ (play) football with his friends. But today is different. Fred <sup>5</sup> \_\_\_\_\_ (travel) by plane. He <sup>6</sup> \_\_\_\_\_ (fly) to Riyadh with his family.



It's seven on Tuesday evening. Omar usually <sup>7</sup> \_\_\_\_\_ (stay) at home on Wednesday evenings. He <sup>8</sup> \_\_\_\_\_ (do) his homework or <sup>9</sup> \_\_\_\_\_ (watch) TV. But tonight is different. Omar <sup>10</sup> \_\_\_\_\_ (wait) at Riyadh airport with his father. He <sup>11</sup> \_\_\_\_\_ (smile) at the moment because he can see Fred. Fred <sup>12</sup> \_\_\_\_\_ (walk) towards him.

**4 Say and write.**

Read and look at the pictures.

Ask and answer the questions.

**Why did Omar want to talk to Fred.**

**Because he wanted to tell him a secret.**

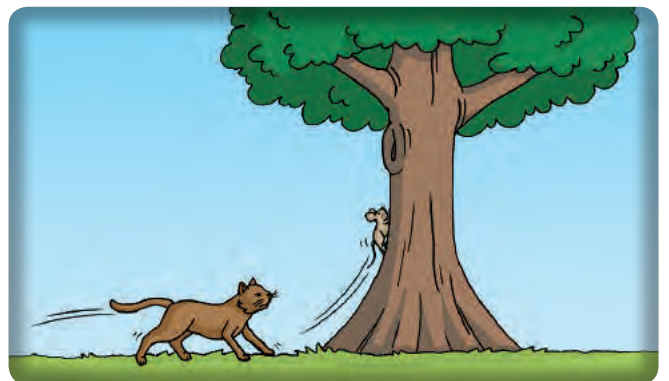
1 Omar/want to talk to Fred?



want to tell him a secret

Why did Omar want to talk to Fred?  
Because he wanted to tell him a secret.

2 mouse/run up the tree?



want to escape from the cat

Why did  
Because







## LESSON 2 *He's taking an exam*

### 1 Say, read and answer.

#### a) Look at the pictures.

What can you see? What's Omar doing?

#### b) Read and answer the questions.

- 1 What exam is Omar taking?
- 2 What's a scholarship?



**Yasser:** *Where's Omar, Teacher?*

**Teacher:** *Don't you know, Yasser? Didn't he tell you? He's taking an exam.*

**Yasser:** *An exam?*

**Teacher:** *Yes. It's an exam about Britain and the English language. Students from all over Saudi Arabia are taking it. And the best students win a scholarship to study at an English Language School in Britain.*

**Yasser:** *What's a scholarship, Teacher?*

**Teacher:** *It means that the winners go to the Language School free. They don't need to pay any money.*

**Yasser:** *Great! I hope Omar wins!*

### 2 Read and write.

#### a) Read Omar's exam questions (a–e).

#### b) Help Omar answer the questions.

#### SCHOLARSHIP EXAMINATION

- 1 Complete the sentences using the past tense of the verbs in brackets (...).
  - a) The boys got wet and \_\_\_\_\_ a cold. (catch)
  - b) My parents \_\_\_\_\_ me a present when I passed my exam. (give)
  - c) I \_\_\_\_\_ to my grandmother last week. (not write)
  - d) 'Anna \_\_\_\_\_ down the stairs.' (fall)  
'Oh dear. \_\_\_\_\_ herself?' (hurt)
  - e) The student \_\_\_\_\_ and was late for school. (oversleep)

### 3 Underline the correct forms.

- 1 I (can't/couldn't) speak English when I was eight.
- 2 You (should/could) turn off the lights when you go out.
- 3 She went upstairs because she wanted (do/to do) her homework.
- 4 Scissors are for (cut/cutting) paper.
- 5 He (drove/was driving) to the supermarket when he (had/was having) the accident.

#### 4 Listen, say and read. Track 59

##### a) Listen.

Does Omar think he's going to win the scholarship?

**Teacher:** *So, that's the end of the lesson. Come in! Oh, hello Omar. How was the exam?*

**Omar:** *Very difficult, Teacher. I don't think I did very well.*

**Teacher:** *Did you answer all the questions?*

**Omar:** *Yes, I did. I finished quite quickly. Some of the other students didn't.*

**Yasser:** *You didn't tell us about the exam, Omar. Why not?*

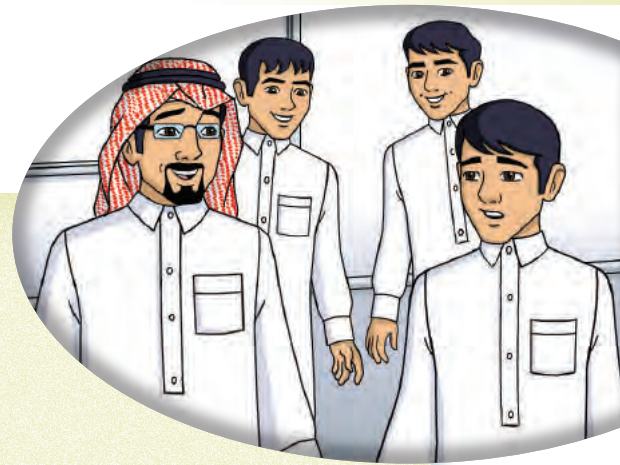
**Omar:** *Because ... because I didn't want anyone to know. I was very nervous. I didn't want to talk about it. Now it doesn't matter. I'm sure I got a lot of the answers wrong. I'm not going to win the scholarship.*

**Teacher:** *You don't **know** that, Omar.*

**Rakan:** *I think your English is very good, Omar.*

**Omar:** *Thank you, Rakan. But there are other students much better than me! Still, I tried.*

**Teacher:** *Yes, you did. Congratulations! Well done!*



##### b) Listen again.

Match the questions and answers 

- 1 Did Omar finish the exam?
- 2 Did all the other students finish the exam?
- 3 Does Omar think that his English is worse than other students?
- 4 Why does the teacher congratulate Omar?

- |                 |                     |
|-----------------|---------------------|
| a Yes, he does. | b Because he tried. |
| c Yes, he did.  | d No, they didn't.  |

1 C    2        3        4    

#### 5 Write question tags. Say sentences to agree.

- 1 I was very nervous.
- 2 Ahmed answered all the questions.
- 3 Sarah didn't finish the exam.
- 4 I wasn't very happy about my work.
- 5 I want to go home now.

*I was very nervous.*

*So was I.*








## LESSON 3 *Omar's good news*

### 1 Read.

- What do you think Omar's 'great news' is?
- Read the letter. Were you correct?
- Read the letter again and find words that mean: 
  - a mark in an exam
  - giving
  - money to spend
  - a group of people



**Omar:** *Fred, look ... it's great news.*

**Fred:** *What's great news, Omar?*

**Omar:** *I have a letter. It came this morning.*

Dear Omar,

I would like to congratulate you on your score of 96% in the recent Scholarship Examination. This score was one of the highest in Saudi Arabia.

We are awarding you a scholarship to study at the International Language School in Oxford. The month-long course is free and your stay with a family in Oxford is included. We are also giving you a small amount of pocket money to use for your stay.

With this letter there is information about the dates, the school and Oxford. Please read it carefully.

Congratulations!

With best wishes,

*Ella Lewis*

**Scholarship Committee**

### 2 Write questions and answers.

- Why/Omar/go/to England? (study English)  
Why is Omar going to England?  
So he can study English.
- Why/Nina in Riyadh? (visit her father)  


---



---
- Why/Ella Lewis/write to Omar? (tell him about his scholarship)  


---



---
- Why/Elena/go to Italy every year? (see her relatives)  


---



---





**3 Listen, read and say.**  Track 60

a) Read and listen to the poem.

**It's rhyming that keeps us together**

It seems a long time  
 Since we last said a rhyme.  
 It seems like a year, or forever!  
 Too long, too long  
 And that is all wrong!  
 'Cos it's rhyming that keeps us together.

Don't say that you are much  
 Too busy to rhyme.  
 Too busy to learn something new.  
 So join in the verse and  
 Don't make matters worse –  
 I wrote this one specially for you.

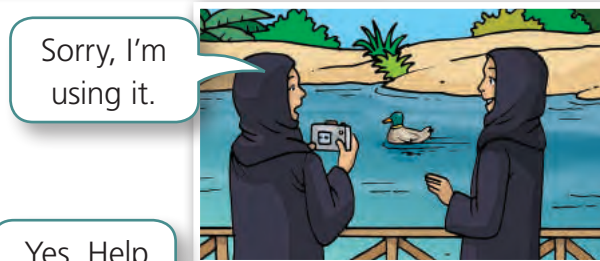
It's the end of the book.  
 It's the end of the term.  
 Let's all say this short rhyme together.  
 Remember this rhyme  
 And have a good time,  
 'Cos holidays are not forever!

It seems a long time  
 Since we last said a rhyme.  
 It seems like a year, or forever!  
 Too long, too long  
 And that is all wrong!  
 'Cos it's rhyming that keeps us together.

b) Listen again and repeat.

**4 Look and say.** 

a) Make a question with *can* / or *could* I.



b) Now ask and answer.





## 1 Match and number.

Read and complete in the correct tense.



When Fred <sup>1</sup> returned (return) to Riyadh, Omar <sup>2</sup> \_\_\_\_\_ (wait) at the airport.

'I want to tell you a secret,' Omar <sup>3</sup> \_\_\_\_\_ (say). 'I have an English exam next week.'

On the day the exam, Yasser asked the teacher, 'Where <sup>4</sup> \_\_\_\_\_ (be) Omar?'

'Omar <sup>5</sup> \_\_\_\_\_ (do) a test today,' the teacher answered.

Students from all over Saudi Arabia <sup>6</sup> \_\_\_\_\_ (take) it.

The best students win a scholarship to Britain.



At the end of the lesson, Omar <sup>7</sup> \_\_\_\_\_ (come) back to the classroom. Yasser asked Omar, 'You <sup>8</sup> \_\_\_\_\_ (not tell) us about the exam, Omar. Why not?'

Omar said: 'I was very nervous. I <sup>9</sup> \_\_\_\_\_ (not want) to talk about it.'

Three weeks told Fred some great news: 'A letter

<sup>10</sup> \_\_\_\_\_ (come) this morning. I scored 96% in my test. I

<sup>11</sup> \_\_\_\_\_ (get) a scholarship to study in Oxford.'



## 2 Complete.

Complete the sentences. Use these words.

a    some    any    ~~many~~    much    some

1 How many lights did you turn off when you left the house?

2 When we drive cars \_\_\_\_\_ carbon dioxide escapes into the air.

3 I'm taking \_\_\_\_\_ paper to take to the recycling centre.

4 There's \_\_\_\_\_ light on in the kitchen. Please turn it off.

5 We produce too \_\_\_\_\_ rubbish in modern cities.

6 There weren't \_\_\_\_\_ bottles in the glass bank.



**3 Correct the verbs.**

- 1 Yesterday it ~~is raining~~ when I left to go to school. was raining
- 2 Omar not saw his friend Rakan at school yesterday. \_\_\_\_\_
- 3 Dave went to the shop to bought a new pen. \_\_\_\_\_
- 4 We shouldn't wasting oil, electricity, petrol, oil or gas. \_\_\_\_\_
- 5 Lucy taked her bird feeder to school to show her teacher. \_\_\_\_\_
- 6 Reema didn't arrive late at school and neither was Fatima. \_\_\_\_\_

**4 Choose.**

Underline the correct spelling.

1 Excuse me, is this the (way/weigh) to the sports centre?

2 Sorry, I can't (hear/here) very well. What did you say?

3 Is (their/there) a sports centre near here, please?

4 A sports centre near here? But (it's/its) not in this street.

5 (Wear/Where) is it, please?

6 Walk to the end of this road. (You're/Your) very close.

**GRAMMAR STUDY**

Tick (✓) yes, cross (X) no or write ? if you're not sure.

**Can you remember ...**

- a the past simple tense of regular verbs?
- b the past simple tense of irregular verbs?
- c the past progressive tense?
- d adverbs from adjectives?
- e *must* and *should* and their meanings?
- f *first*, *then*, *next*, *after that*, *finally*?
- g *so (am I)* or *neither (am I)*?
- h subject and object pronouns?

**5 Read, listen and say.**



**a) Read the poem.**

Time can pass and time can fly  
 And now it's time to say goodbye.  
 The time to go is very near,  
 The end of term is nearly here.  
 It's time to stop our English class.  
 The holidays are here at last.  
 It's time to rest. It's time to play,  
 It's time to put our books away.  
 It's time to say to every friend,  
 We hope to see you soon again.

**b) Listen and repeat.**



## Section 1

GRAMMAR 1: 10 MARKS

Tick (✓) the best answer A, B or C.

- See that boy over there. He \_\_\_\_\_ my brother.
- A 's  
 B 're  
 C 'm
- 1 'I'm thirsty, Mum. Can I have \_\_\_\_\_ to drink, please?'
- A everything  
 B nothing  
 C something
- 2 John might \_\_\_\_\_ a book about birds because he's interested in them.
- A buy  
 B buying  
 C buys
- 3 Have you ever \_\_\_\_\_ to the mountain city of Taif in the south of Saudi Arabia?
- A be  
 B been  
 C was
- 4 OK, \_\_\_\_\_ please sit quietly. I am going to play the CD again.
- A everyone  
 B no one  
 C someone
- 5 Both that bag and those magazines are \_\_\_\_\_ of paper.
- A make  
 B made  
 C making
- 6 'Look at that cloud! It looks \_\_\_\_\_ an enormous cat!'
- A at  
 B for  
 C like
- 7 Nina doesn't like fish and \_\_\_\_\_.
- A neither does Fred  
 B neither is Fred  
 C so is Fred
- 8 Who is that man \_\_\_\_\_ into the office?
- A go  
 B goes  
 C going
- 9 \_\_\_\_\_ about when you are on a plane?
- A Should you walk  
 B Should you walking  
 C You should walking
- 10 A nice big smile please, Omar! I \_\_\_\_\_ a picture of you.
- A takes  
 B take  
 C 'm taking

**GRAMMAR 2: 10 MARKS**

Complete the text with the correct form of the verb in brackets.

Last year, my family and I <sup>1</sup> went (go) to Poland for a holiday. We <sup>2</sup> \_\_\_\_\_ (have) a great time there. We walked every day. We <sup>3</sup> \_\_\_\_\_ (see) a lot of birds and animals. I <sup>4</sup> \_\_\_\_\_ (take) some great photos of them. One windy day we went for a walk in the forest. We <sup>5</sup> \_\_\_\_\_ (walk) through some trees when a strong wind started to blow. The wind <sup>6</sup> \_\_\_\_\_ (blow) off my hat. I immediately <sup>7</sup> \_\_\_\_\_ (run) after it and <sup>8</sup> \_\_\_\_\_ (try) to get it back. Luckily I <sup>9</sup> \_\_\_\_\_ (catch) and put it back on my head. Then my hat <sup>10</sup> \_\_\_\_\_ (fly) off my head a second time! I couldn't find it this time so I <sup>11</sup> \_\_\_\_\_ (buy) a new hat. I think the new one is nicer than the old one.

**Section 2**

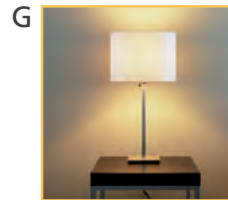
**VOCABULARY: 10 MARKS**

Match the words to the pictures.

- a bike
- 1 a mountain
- 2 a beach
- 3 glasses
- 4 a stewardess
- 5 a map
- 6 a newspaper
- 7 a café
- 8 a lamp
- 9 a finger
- 10 a fridge

- H
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

- A
- E
- I



**Section 3**

**LISTENING 1: 5 MARKS**

Listen and complete. Write one word in each sentence.



Track 62

- 1 Mike is 13 years old.
- 2 Sarah wants to go shopping to buy some \_\_\_\_\_.
- 3 The man wants the light on because he wants to \_\_\_\_\_.
- 4 The girl is going upstairs so she can get her \_\_\_\_\_.
- 5 At the recycling centre they break the old bottles into small \_\_\_\_\_.
- 6 The girl should put the \_\_\_\_\_ into the paper bank.

**LISTENING 2: 5 MARKS**

Listen and write the number of each picture in the box.



Track 63



**Section 4**

**READING: 10 MARKS**

Read about two volcanoes. Tick (✓) true (T) or false (F).

In the late 20th century and early in the 21st century there were two big eruptions of volcanoes. The first was in June 1991. A volcano called Mount Pinatubo in the Philippine Islands in the Pacific Ocean erupted. The second eruption was the Eyjafjallajökull volcano on the island of Iceland in the Atlantic Ocean in 2010.

The eruption of Eyjafjallajökull volcano started on 20th March and finished after about 60 days on 21st May. No one died but about 1000 people left their homes because it was not safe to be near the volcano. The gas and ashes rose 9 km from the volcano into the sky and formed a large cloud. It travelled west to Europe. From the 15th to the 20th of April skies in Europe were dark, airports closed and planes could not fly. 10 million air travellers could not leave on their flights.

The eruption of Pinatubo on the Philippine Islands lasted for nine hours. By 16th June 1991, 800 people were dead. Gas and ashes rose 34 km into the sky and made an enormous cloud. This cloud travelled slowly round the world and produced climate change. The heat from the sun could not get through the cloud and the world's climate got cooler. In 1992 North America had the coldest, wettest winter for 77 years. In September 1993 in Africa the change was different. The Sahel Desert in North Africa had less rain than usual. There was a very serious drought.





# The omitted exercises or activities for the Qur'anic schools

## Lift Off 3 Workbook

Unit	Title	Page	Teach	Omit	Page	Teach	Omit
1	Old and new						
	Lesson 1	96			97		
	Lesson 2	98			99		
	Lesson 3	100			101		
2	Around the schools						
	Lesson 1	102			103		
	Lesson 2	104			105		
	Lesson 3	106			107		
3	Problems and accidents						
	Lesson 1	108			109		
	Lesson 2	110			111		
	Lesson 3	112			113		
4	Mysteries						
	Lesson 1	114			115		
	Lesson 2	116			117		
	Lesson 3	118			119		
5	Climate change						
	Lesson 1	120			121		
	Lesson 2	122			123		
	Lesson 3	124			125		
6	Different places						
	Lesson 1	126			127		
	Lesson 2	128			129		
	Lesson 3	130			131		
7	Our world						
	Lesson 1	132			133		
	Lesson 2	134			135		
	Lesson 3	136			137		
8	Spare time						
	Lesson 1	138			139		
	Lesson 2	140			141		
	Lesson 3	142			143		
9	Ready to go						
	Lesson 1	144			145		
	Lesson 2	146			147		
	Lesson 3	148			149		
10	Back in Riyadh						
	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!

# 3





## LESSON 1 Who's who?

### 1 Look, read and write.

Ibrahim    Uncle Jim    Omar    Penny    Reema

1



Dave Watson

Look! It's Dave Watson. \_\_\_\_\_  
 No it isn't. It's Uncle Jim. \_\_\_\_\_

2



Ranya

Look! It's Ranya. \_\_\_\_\_  
 \_\_\_\_\_

3



Fahad

\_\_\_\_\_ No it isn't. It's Ibrahim.

4



Nina

Look! It's Nina. \_\_\_\_\_  
 \_\_\_\_\_

5



Yasser

\_\_\_\_\_ No it isn't. It's Omar.

### 2 Match.



Look! It's Yasser. f

a He's Polish.



Look! It's Lucy. \_\_\_\_\_

b She's Saudi.



Look! It's Ranya. \_\_\_\_\_

c She's Italian.



Look! It's Nina. \_\_\_\_\_

d She's English.



Look! It's Jack. \_\_\_\_\_

e She's English.



Look! It's Elena. \_\_\_\_\_

f He's Saudi.

### 3 Complete.

First name	Surname	Nationality
Omar	Saad	Saudi
Elena		
Ibrahim		
Penny		

Complete about you.

First name	Surname	Nationality

### 4 Read about the people and complete the sentences with these words.

English teacher   ~~uncle~~   best friends   daughter   ~~comes from~~  
 wife   students   Ranya   teaches   goes to   son   lives in

- Fahad comes from Saudi Arabia. Ibrahim is his uncle.
- Jack's Polish, but he \_\_\_\_\_ England. He is one of Fred's \_\_\_\_\_.
- Dave Watson is an \_\_\_\_\_ at the International Language School in Riyadh. His \_\_\_\_\_ is Penny, his \_\_\_\_\_ is Fred and his \_\_\_\_\_ is Nina.
- Rakan and Yasser are \_\_\_\_\_ in Dave Watson's class.
- \_\_\_\_\_ is Saudi. She \_\_\_\_\_ English to children.
- Lucy \_\_\_\_\_ school with Nina and Elena.

### 5 Find the odd word.

- aunt   son   brother   cousin   ~~friend~~   uncle
- school   farm   board   class   lesson   student
- farmer   teacher   waiter   vet   boy   postman
- Spanish   Oxford   British   Italian   French   Australian
- chicken   goat   cat   horse   monkey   camel

# LESSON 2 A new student

## 1 Answer the questions and complete the word puzzle.



1

2 M A S T E R ' S

3

4

5

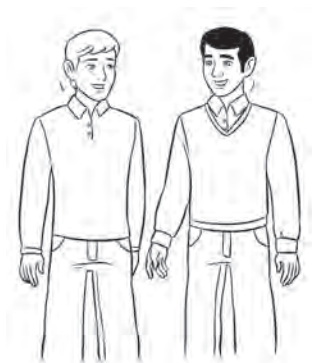
6

7

- Across**
- 2 Fahad wants to take a Master's Degree in Britain.
  - 4 Lots of students go to \_\_\_\_\_ to study for a degree.
  - 6 On the first day at a Language School, you have a test and an \_\_\_\_\_.
  - 7 Fahad needs to \_\_\_\_\_ his English.
- Down**
- 1 Fahad studied \_\_\_\_\_ at university in Riyadh.
  - 3 Julian is a Director of \_\_\_\_\_.
  - 5 A test helps you to know your \_\_\_\_\_ of English.

## 2 Answer the questions. Write sentences.

- 1 Who's Claudio? He's a new student.
- 2 Where does Claudio come from? \_\_\_\_\_
- 3 What does Claudio do in Italy? \_\_\_\_\_
- 4 Why does he need English? \_\_\_\_\_
- 5 What did Fahad study at university? \_\_\_\_\_
- 6 Why does he need to improve his English? \_\_\_\_\_





**3** Look at the underlined words in this student's test. Mark the test with a ✓ or a X. Correct the mistakes.

- |   |   |                                     |           |
|---|---|-------------------------------------|-----------|
| 1 | I'm very good <u>on</u> English.                          | <input checked="" type="checkbox"/> | <u>at</u> |
| 2 | He <u>knows</u> lots of English.                          | <input type="checkbox"/>            | _____     |
| 3 | Yesterday I <u>walked</u> to school.                      | <input type="checkbox"/>            | _____     |
| 4 | <u>Do</u> they eat breakfast every day?                   | <input type="checkbox"/>            | _____     |
| 5 | He's <u>go</u> to stay at his friend's house on Saturday. | <input type="checkbox"/>            | _____     |
| 6 | They don't have <u>some</u> milk.                         | <input type="checkbox"/>            | _____     |
| 7 | I <u>need</u> to study for my exam.                       | <input type="checkbox"/>            | _____     |



**4** Choose and write the questions. Then answer the questions.

aren't we?    isn't she?    isn't it?    aren't they?    isn't it?    ~~isn't he?~~



He's doing his homework, isn't he?  
Yes, he is.



It's Italy, \_\_\_\_\_  
 \_\_\_\_\_



These kebabs are delicious, \_\_\_\_\_  
 \_\_\_\_\_



It's raining, \_\_\_\_\_  
 \_\_\_\_\_



She's hungry, \_\_\_\_\_  
 \_\_\_\_\_



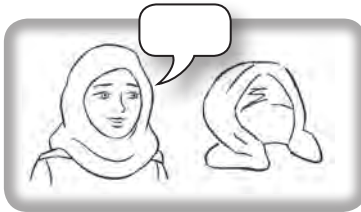
We're in the same class next term, \_\_\_\_\_  
 \_\_\_\_\_

## LESSON 3 *Whose is it?*

### 1 Choose and write.

~~mine~~   yours   his   hers   ours   theirs

1



It's mine.

2



3



4



5



6



### 2 Write questions or answers.

Ranya   ~~Yasser~~   Fred   Ibrahim   Omar   Nina

1



Whose are the chickens?

They're Yasser's.

2



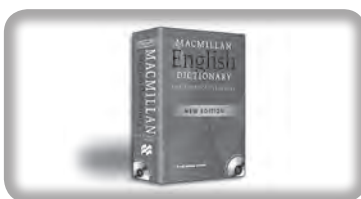
Whose is the whiteboard?

3



It's Ibrahim's.

4



Whose is the dictionary?

5



They're Fred's.

6



Whose are the trousers?

### 3 Complete with the past tense of the verbs in brackets (...).



Last Saturday, my friend John <sup>1</sup> came (come) to visit me. In the morning, we <sup>2</sup> \_\_\_\_\_ (watch) a DVD and then we <sup>3</sup> \_\_\_\_\_ (have) lunch. In the afternoon, it <sup>4</sup> \_\_\_\_\_ (be) hot and sunny so we <sup>5</sup> \_\_\_\_\_ (walk) to the beach near my house. We <sup>6</sup> \_\_\_\_\_ (play) football on the sand and then we <sup>7</sup> \_\_\_\_\_ (buy) some ice creams. Suddenly, we <sup>8</sup> \_\_\_\_\_ (hear) my father's voice! We <sup>9</sup> \_\_\_\_\_ (be) late for dinner! We <sup>10</sup> \_\_\_\_\_ (think) it was 5 o'clock but my dad <sup>11</sup> \_\_\_\_\_ (say) it was 7 o'clock. My watch was wrong!

### 4 How much can you remember about parrots? Tick (✓) true (T) or false (F). Don't look at the Student's Book!

- |  |                            |                                       |
|--|----------------------------|---------------------------------------|
| 1 Parrots can't speak.                                   | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 Parrots are more intelligent than lots of other birds. | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Young parrots can learn long sentences.                | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 4 Parrots learn best at the start of the day.            | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 5 There aren't many different kinds of parrots.          | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 6 Parrots stop eating if you change their meal times.    | T <input type="checkbox"/> | F <input type="checkbox"/>            |

Now you can check your answers in the Student's Book.

### 5 Can you complete the poem about Nina's parrot?

Nina  
~~bought~~  
Hello  
speaking  
had

Penny <sup>1</sup> bought a <sup>2</sup> \_\_\_\_\_ bird  
But <sup>3</sup> \_\_\_\_\_ didn't know  
So Nina <sup>4</sup> \_\_\_\_\_ a big surprise  
When the parrot said <sup>5</sup> \_\_\_\_\_!





## LESSON 1 *We're going to be in trouble!*

### 1 Complete the sentences about London.



London Eye  
parks  
~~sightseeing bus~~  
Science Museum  
Tower of London  
tourist brochure

- 1 You can travel around the city on an open-topped sightseeing bus.
- 2 There are beautiful trees and green grass in the \_\_\_\_\_.
- 3 You can learn amazing things at the \_\_\_\_\_.
- 4 When you ride on the \_\_\_\_\_, you can see wonderful views.
- 5 Read about places to visit in a \_\_\_\_\_.
- 6 The \_\_\_\_\_ is a very old castle.

### 2 Complete the sentences about a day in London. Write about you.

- 1 I'd like to go to \_\_\_\_\_  
because \_\_\_\_\_.
- 2 I'd like to go to \_\_\_\_\_  
because \_\_\_\_\_.

### 3 Complete the sentences with the verbs in the simple past tense.

- 1 write Yesterday evening, he wrote an e-mail.
- 2 read When I was on holiday, I \_\_\_\_\_ a book.
- 3 forget I \_\_\_\_\_ my umbrella, so I got wet in the rain.
- 4 see She was surprised when she \_\_\_\_\_ a colourful bird in the tree.
- 5 eat I can't eat the cake! I \_\_\_\_\_ too much dinner!
- 6 take He \_\_\_\_\_ his cousin to the zoo on Saturday.
- 7 go First, they \_\_\_\_\_ to the monkeys' cage.

**4 Put the sentences about Nina and her friends in the correct order.**

- a She fell asleep on the train.
- b Elena said: 'I forgot to write my homework essay.'
- c They walked around the city and went to lots of interesting places.
- d Nina was very tired.
- e Nina and her family went to London at the weekend.
- f On Monday, Nina went back to school.
- g She saw Lucy and Elena.
- h Nina said: 'So did I'.

**5 Say and find words in the box that rhyme.**

~~bird~~ bought dad hand ~~word~~ wear we're  
 hair know four go put taught sand

bird	word



**6 Write words that sound the same but have different spellings and meanings.**

- |                  |               |
|------------------|---------------|
| 1 sea <u>see</u> | 2 right _____ |
| 3 be _____       | 4 our _____   |
| 5 too _____      | 6 where _____ |

## LESSON 2 *Come and see me after the lesson*

- 1 Look at the picture then underline *all* or *both* in the sentences.



- 1 (All/Both) of the children are sitting at the table.
- 2 (All/Both) of the boys are drinking water.
- 3 (All/Both) of the girls are eating apples.
- 4 (All/Both) of the parents are standing up.
- 5 (All/Both) of the people are Arabic.
- 6 There's fruit in (all/both) of the bowls.

### 2 What are the words?

- 1 It's the opposite of wet. It's dry.
- 2 We can use the word \_\_\_\_\_s to talk about places like houses, castles and hospitals.
- 3 It's the building where bakers cook bread and cakes. It's a \_\_\_\_\_.
- 4 What does the wind do? It b\_\_\_\_\_.
- 5 What does a fire do? It b\_\_\_\_\_.



**3 Write these sentences in the simple past tense.**

- 1 They're destroying the forests. They destroyed the forests.
- 2 It's catching fire. \_\_\_\_\_
- 3 He's putting it out. \_\_\_\_\_
- 4 The wind's blowing. \_\_\_\_\_
- 5 The baby's waking up. \_\_\_\_\_
- 6 They're running away! \_\_\_\_\_
- 7 I'm beginning to understand. \_\_\_\_\_

**4 Underline the best words.**

- 1 The Great Fire of London destroyed (lots of/some) buildings.
- 2 A baker forgot to put (the fire/his oven) out.
- 3 The (baker/bakery) caught fire.
- 4 The (wind/rain) blew the fire to other buildings.
- 5 (Lots of/No) Londoners died in the Great Fire of London.
- 6 The buildings in Riyadh are (old and modern/all modern).
- 7 'Rawdha' means the place where you can find beautiful (beaches/gardens).
- 8 Riyadh is in the (north/centre) of Saudi Arabia.

**5 Say the words and write them in the correct column.**



did	dead
him	lend
_____	_____
_____	_____
_____	_____
_____	_____

~~him~~    ~~lend~~    vet    egg

wind    fish    ten    chip

send    in

LESSON 3 *Fire!*

1 Can you remember the fire rules?

Complete the sentences. Don't look at the Student's Book!

### FIRE RULES

1 <sup>1</sup> \_\_\_\_\_ the classroom quietly.

2 <sup>2</sup> \_\_\_\_\_ quickly to the nearest fire exit. Don't <sup>3</sup> \_\_\_\_\_.

3 <sup>4</sup> \_\_\_\_\_ in the playground.

4 When the teacher <sup>5</sup> \_\_\_\_\_ your name, <sup>6</sup> \_\_\_\_\_ clearly and loudly.

2 Complete the sentences with adverbs (-ly). Use these adjectives:

immediate    calm    ~~sudden~~    loud    correct    quiet



He ran out of the room suddenly.



The Head Teacher spoke loudly to help the students hear him.



She's working quietly in the library.



He stopped the car immediately.



The horse panicked and didn't behave correctly.



Her mark was 20/20. She answered everything correctly.

3 What are the missing letters?

- 1 fire rules    2 fi\_e dril\_    3 d\_n't p\_\_c    4 fire e\_it

#### 4 Answer the questions. Use a different adverb (-ly) in each answer.

- 1 How do you talk when someone is asleep? Quietly.
- 2 How does your teacher speak English to you? \_\_\_\_\_.
- 3 How do you dress when you go to school? \_\_\_\_\_.
- 4 How do you walk when you are late? \_\_\_\_\_.
- 5 How do you cross the road? \_\_\_\_\_.
- 6 What's the opposite of quickly? \_\_\_\_\_.

#### 5 Complete the sentences.

Write the opposites of the verbs in the first sentences. Use the simple past.

teach   come   wake up   ~~go~~   forget

- 1 She came to my house.                      She went home.
- 2 I remembered my passport.                I \_\_\_\_\_ my passport.
- 3 He learned some new English words.    He \_\_\_\_\_ some new English words.
- 4 They went to sleep early.                    They \_\_\_\_\_ early.
- 5 He went home from school.                He \_\_\_\_\_ to school.

#### 6 Correct nine more spelling mistakes in Omar's e-mail to Fred.

Hi Fred,

We had an ~~exciting~~ <sup>exciting</sup> morning at scool today! We were going to have a test when sudenly the bell rang! My teacher said he thort there was a fire and Yasser panicked! The teacher said: 'behav calmly and go to the playground imediately'. In the playground, he checked that no students were mising. Then I was very supriised because we started to walk back to the classroom! Yasser asked the teacher about the fire and the teacher said there wasn't reelly a fire – it was only a fire drill!

E-mail me soon!

Your friend, Omar





## LESSON 1 *Read this, Nina*

### 1 Find five different kinds of people.

- 1 mnaolipec      policeman
- 2 roperter      \_\_\_\_\_
- 3 hosp sisatnt      \_\_\_\_\_
- 4 ruglbar      \_\_\_\_\_
- 5 iterwa      \_\_\_\_\_

### 2 Match the words and definitions.

- |   |                                     |               |
|---|-------------------------------------|---------------|
| 1 go into a building without permission | <input checked="" type="checkbox"/> | a a burglar   |
| 2 unusual                               | <input type="checkbox"/>            | b a mystery   |
| 3 something we can't explain            | <input type="checkbox"/>            | c investigate |
| 4 a hand-held light                     | <input type="checkbox"/>            | d imagine     |
| 5 look for answers – the police do it!  | <input type="checkbox"/>            | e strange     |
| 6 think/see something in your head      | <input type="checkbox"/>            | f break into  |
| 7 a person who breaks into a building   | <input type="checkbox"/>            | g a torch     |



### 3 Answer the questions.



- 1 Who's investigating the break-in?      The police.
- 2 Who's a waiter at The Pizza House?      \_\_\_\_\_
- 3 Who went into Styles at 10:00?      \_\_\_\_\_
- 4 Who phoned the police the first time?      \_\_\_\_\_
- 5 Who phoned the police the second time?      \_\_\_\_\_
- 6 Who read the newspaper at breakfast time?      \_\_\_\_\_

**4** Read the phone conversation between Barbara and the policeman.  
Find and correct eight more mistakes.

**Police**

**Policeman:** Oxford ~~Train~~ Station. Can I help you?

**Barbara:** Yes. My name's Mrs. Baran, Barbara Baran.

**Policeman:** Yes, Mrs. Baran?

**Barbara:** The break-in ... I wrote about it in the newspaper. It was me! I was in the shop.

**Policeman:** Sorry, Mrs. Baran. Which shop?

**Barbara:** Styles, of course.

**Policeman:** Sit down, Mrs. Baran. Are you saying **you** broke into Styles?

**Barbara:** No, of course not. I live there.

**Policeman:** You work there?

**Barbara:** Yes. And I went to a restaurant at 5:30 yesterday and left my coat in the shop. So I went back at 10:00 and got it. I'm so sorry.

**Policeman:** You went into the shop at 12:00 because you wanted to get your bag?

**Barbara:** Yes, yes.

**Policeman:** Could you come to the shop, please, Mrs. Baran? We need to take a photo.

**Barbara:** Yes, of course. Right away.



**5** Write the words in the correct order and punctuate. Then ask questions using *Which?*

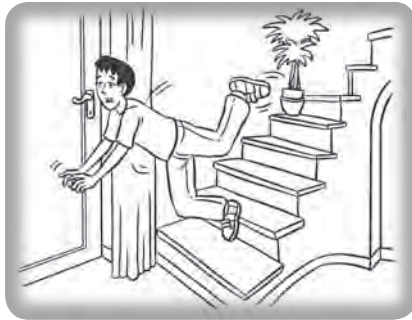
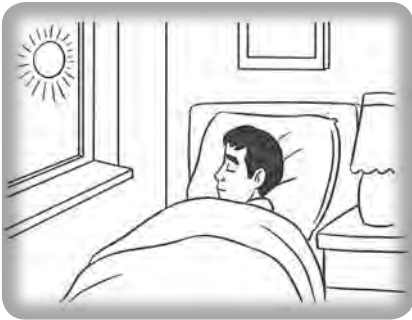
- |   |                              |
|---|------------------------------|
| <p>1 like I T-shirt the</p> <p><u>I like the T-shirt.</u></p> | <p><u>Which T-shirt?</u></p> |
| <p>2 book interesting weekend I an last read</p> <p>_____</p> | <p>_____</p>                 |
| <p>3 very university a went to I good</p> <p>_____</p>        | <p>_____</p>                 |
| <p>4 new he learned three words</p> <p>_____</p>              | <p>_____</p>                 |

## LESSON 2 *Why are you late, Yasser?*

### 1 Write these sentences in the negative.

- 1 She had chips for breakfast. She didn't have chips for breakfast.
- 2 The goats ate the grass. \_\_\_\_\_
- 3 We took our passports to the airport. \_\_\_\_\_
- 4 She did her homework. \_\_\_\_\_

### 2 Correct the sentences about Yasser and his cousin.



- 1 Yasser overate.  
He didn't overeat. He overslept.
- 2 His cousin fell down a mountain.  
\_\_\_\_\_
- 3 He hurt the cat.  
\_\_\_\_\_
- 4 He went to the doctor's.  
\_\_\_\_\_

### 3 Match the questions and answers.

- |  |                                     |                                       |
|--|-------------------------------------|---------------------------------------|
| 1 Why was he hot?                      | <input checked="" type="checkbox"/> | a Because we wanted to see the views. |
| 2 Why did the birds fly away?          | <input type="checkbox"/>            | b Because it's very cold outside.     |
| 3 Why are you doing revision?          | <input type="checkbox"/>            | c Because he ran to school!           |
| 4 Why did you go on the London Eye?    | <input type="checkbox"/>            | d Because I'm going to have a test.   |
| 5 Why are you wearing your woolly hat? | <input type="checkbox"/>            | e Because they were scared.           |









**4 Punctuate the sentences.**






- 1 a imsorryididntwritetoyou \_\_\_\_\_  
 b thatsokitdoesntmatter \_\_\_\_\_
- 2 a imverysorryimlate \_\_\_\_\_  
 b thatsalright \_\_\_\_\_

**5 Look at the pictures and write apologies. Write negatives when you see X.**

cut read ~~break~~ burn forget break

1		2		3	
	I'm sorry I broke the watch.		_____		_____
4		5		6	
	X _____		_____		X _____

**6 Write sentences about the people. Use the simple past tense.**

1		2		3		4		5	
					She hurt her head.				_____
					_____				_____
					_____				_____

## LESSON 3 *Poor Uncle Jim*

### 1 Write the words.

- 1 bulcemaan      It takes you to hospital. \_\_\_\_\_
- 2 gtereisn elewh      The driver of a car holds this. \_\_\_\_\_
- 3 cratfif gthsli      Sometimes they are red and sometimes green! \_\_\_\_\_
- 4 andbaeg      You can use this when you cut yourself. \_\_\_\_\_

### 2 Read and complete the e-mails.

you get better soon    don't apologise    awful    Thank you    sorry  
 I'm sorry    ~~Dear~~    Love    hope    well    best wishes

<sup>1</sup> Dear Sue,  
<sup>2</sup> \_\_\_\_\_ for your e-mail yesterday. <sup>3</sup> \_\_\_\_\_  
 I didn't reply. I started to write to you and then, suddenly, my head started to hurt so I went to bed.  
 Today my head hurts more so I'm going to the doctor.  
 I <sup>4</sup> \_\_\_\_\_ you and your family are <sup>5</sup> \_\_\_\_\_.  
<sup>6</sup> \_\_\_\_\_,  
 Amy



Dear Amy,  
 Please <sup>7</sup> \_\_\_\_\_ . I'm <sup>8</sup> \_\_\_\_\_ you're not well. I hope the doctor gives you some medicine. Headaches are <sup>9</sup> \_\_\_\_\_!  
 We're all well here and everyone sends you their  
<sup>10</sup> \_\_\_\_\_ .  
 I hope <sup>11</sup> \_\_\_\_\_ !  
 Love,  
 Sue

**3 Look at the pictures and do Exercises a and b.**

On Saturday, Lenny and Alex climbed a mountain ...



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

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 On Saturday, Lenny and Alex went up a mountain.     | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 The weather was awful and then they lost their map. | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Suddenly, Lenny had an accident.                    | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 He broke his arm.                                   | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 5 He called Alex's name quietly.                      | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 6 Then Alex came and called an ambulance.             | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 7 Alex didn't visit Lenny in hospital.                | T <input type="checkbox"/>            | F <input type="checkbox"/> |

**b) Correct the sentences.**

- Lenny and Alex climbed a tree.  
They didn't climb a tree. They climbed a mountain.
- Lenny broke his arm.  
 \_\_\_\_\_
- Lenny went home.  
 \_\_\_\_\_

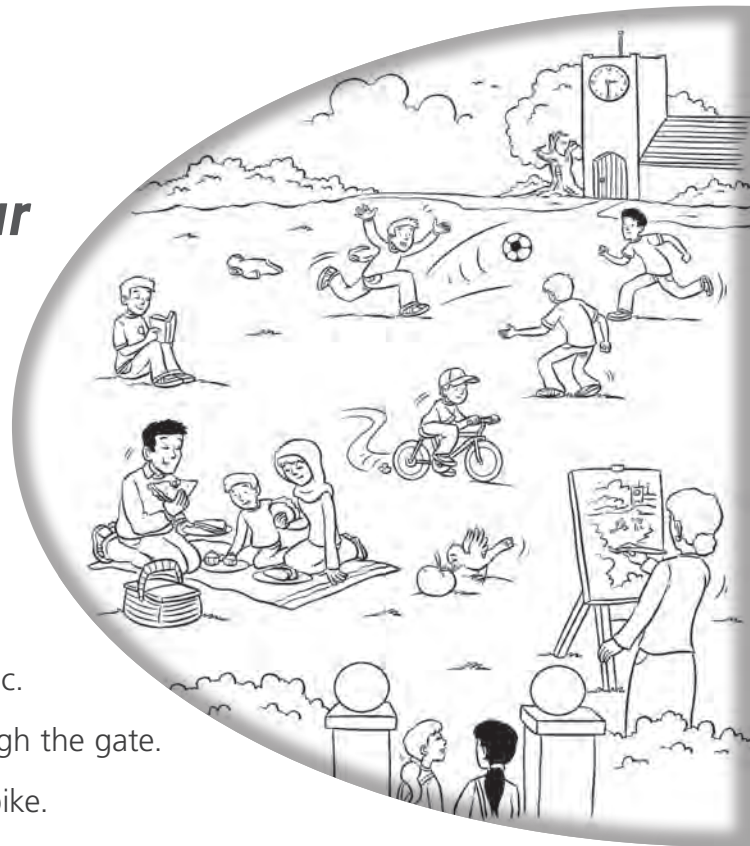
**4 Say the words and underline the stress.**

- 1 newspaper    2 accident    3 hospital  
 4 awful        5 serious    6 police





## LESSON 1 *I was driving my car*



### 1 Look at the picture and complete the sentences.

What was happening at half past three on Saturday afternoon?

- 1 Some boys were playing football.
- 2 A family \_\_\_\_\_ a picnic.
- 3 Two girls \_\_\_\_\_ through the gate.
- 4 A small boy \_\_\_\_\_ a bike.
- 5 An older boy \_\_\_\_\_ a book.
- 6 A woman \_\_\_\_\_.
- 7 A bird \_\_\_\_\_ an apple.

### 2 Answer the questions.

What were you doing at 7:00 o'clock this morning? I was walking to school.

- 1 What were you doing at 6:30 o'clock this morning? \_\_\_\_\_
- 2 What were you doing at 3 o'clock yesterday afternoon?  
\_\_\_\_\_
- 3 What were you doing at 8 o'clock yesterday evening?  
\_\_\_\_\_
- 4 What were you doing at 10 o'clock last Thursday morning?  
\_\_\_\_\_

### 3 Punctuate the questions.

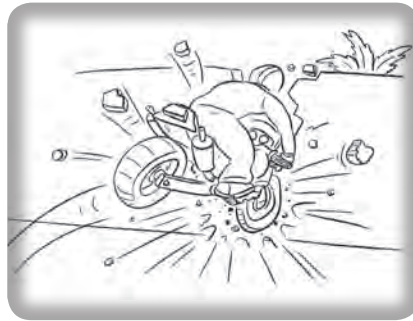
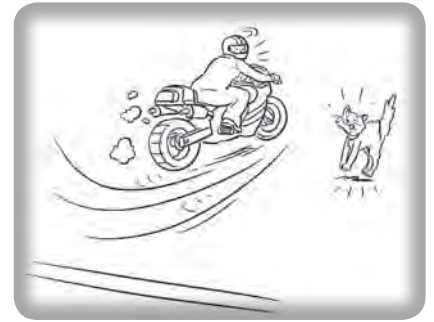
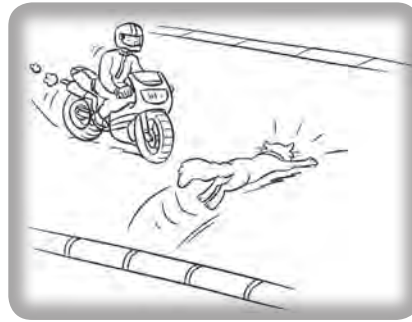
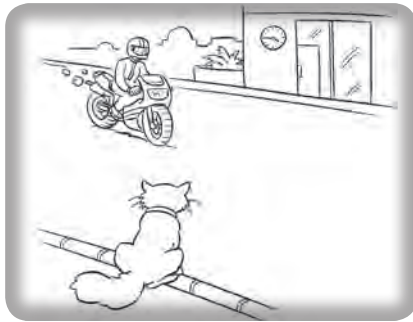
whatwasYasserdoingat11oclockonthursdaymorning

\_\_\_\_\_

whatwerethestudentsstudyingat10:30

\_\_\_\_\_

4 Imagine you were walking down a street when you saw this accident. Look at the pictures and complete your statement.



was sitting    didn't hurt himself    ran in front of    destroyed  
 was riding    turned    hit    ~~was~~    was walking

It <sup>1</sup> was a quarter to four on Friday afternoon and I <sup>2</sup> \_\_\_\_\_ along Green Street. A man <sup>3</sup> \_\_\_\_\_ a motorbike along the road. A cat <sup>4</sup> \_\_\_\_\_ on a garden wall. Suddenly, the cat <sup>5</sup> \_\_\_\_\_ the motorbike. The man <sup>6</sup> \_\_\_\_\_ the bike quickly and <sup>7</sup> \_\_\_\_\_ a garden wall. He <sup>8</sup> \_\_\_\_\_ but he <sup>9</sup> \_\_\_\_\_ the garden wall in the accident.

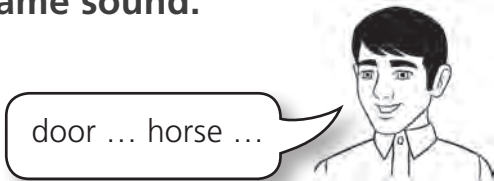
5 Say and find four more words with the same sound.

boat    call    know    goat    look  
 snow    road    horse    home



6 Say and find four more words with the same sound.

door    horse    stood    but    floor  
 wore    word    saw    taught



## LESSON 2 *Where's Davey?*

### 1 Complete the notice.

Use these words.

Phone    escaped    reward    towards    ~~lost~~    information

#### <sup>1</sup> Lost elephant!

A large grey elephant, <sup>2</sup> \_\_\_\_\_

from the zoo on Monday 5<sup>th</sup> July.

She was last seen running

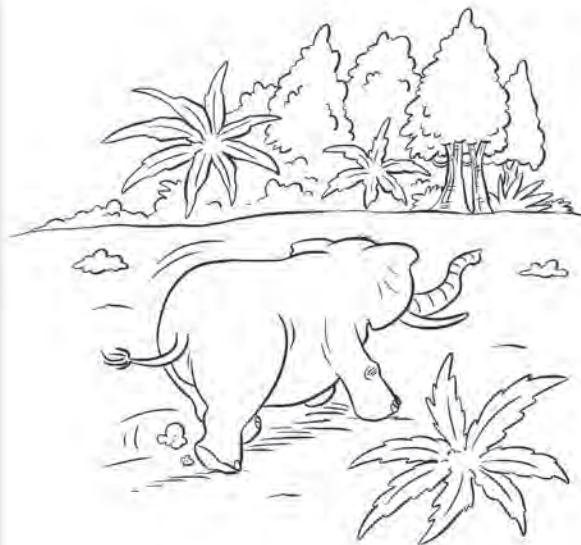
<sup>3</sup> \_\_\_\_\_ the forest.

Don't go near the elephant.

<sup>4</sup> \_\_\_\_\_ the police.

There is a £500 <sup>5</sup> \_\_\_\_\_ for

<sup>6</sup> \_\_\_\_\_.



### 2 Complete the sentences about Davey. Use *could* or *couldn't*.

bring    fly    see    catch    ~~escape~~

1 The window was open. Davey could escape.

2 The parrot \_\_\_\_\_ out of the window.

3 Penny \_\_\_\_\_ Davey.

4 When Nina came home, she \_\_\_\_\_ Davey.

5 The woman who caught Davey said she \_\_\_\_\_ him to Nina's house.

### 3 Write questions.

1 Davey / escape

Could Davey escape?

2 Penny / catch / Davey

\_\_\_\_\_

3 Nina / see / Davey

\_\_\_\_\_

4 you / do / your homework yesterday

\_\_\_\_\_



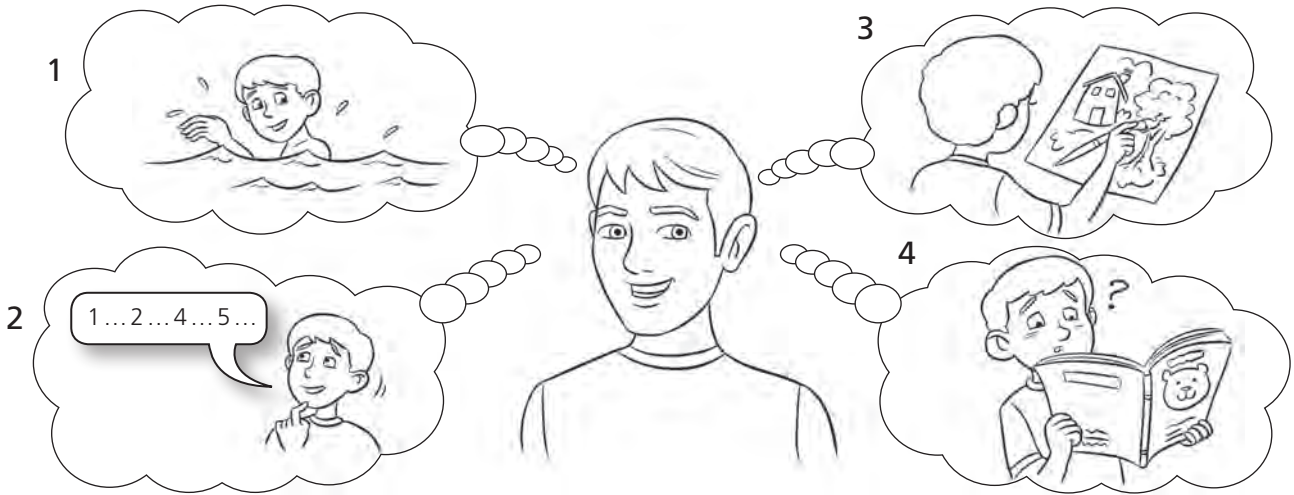


## LESSON 3 *When I was ten*

### 1 Write.

a) Write sentences about Charlie when he was three.

He could ...    He couldn't ...



1 He could swim when he was three.    2 \_\_\_\_\_  
 3 \_\_\_\_\_    4 \_\_\_\_\_

b) Write questions and short answers about Charlie when he was three.

1 Could he swim? Yes, he could.    2 \_\_\_\_\_  
 3 \_\_\_\_\_    4 \_\_\_\_\_

### 2 Label the pictures.



**3 Complete the sentences. All the words are from Exercise 2.**

- 1 You can fly a kite in the sky.
- 2 You can write about your day in a \_\_\_\_\_.
- 3 The *Mary Celeste* was a \_\_\_\_\_.
- 4 A \_\_\_\_\_ has the most important job on a ship.
- 5 When a ship has an accident, people can escape in a \_\_\_\_\_.

**4 Complete with *anybody/nobody*.**

- 1 The captain and seven crewmen were sailing on the *Mary Celeste*.  
Nobody saw them alive again.
- 2 The crewmen on the other ship watched the *Mary Celeste* for two hours but they saw \_\_\_\_\_.
- 3 When they shouted to the *Mary Celeste*, they didn't hear \_\_\_\_\_ answer.
- 4 When they went on the ship, they didn't find \_\_\_\_\_.
- 5 \_\_\_\_\_ knows what happened.

**5 Underline the best words about the *Mary Celeste*.**

- 1 The *Mary Celeste* was a (*lifeboat/boat/ship*).
- 2 She began her journey in (*New York/Gibraltar/Italy*).
- 3 The captain wrote in his (*book/diary/newspaper*).
- 4 When the other ship saw the *Mary Celeste*, she was (*running/driving/sailing*) towards Gibraltar.
- 5 On the *Mary Celeste*, they (*found one person/found some people/didn't find any people*).
- 6 What happened is a (*story/mystery/newspaper article*).





## LESSON 1 *You're all correct!*



### 1 Tick (✓) true (T) or false (F).

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 The climate is changing.                                  | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 The way people live can change the climate.               | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Traffic doesn't cause any change in the climate.          | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 We're cutting down too many trees.                        | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 5 The world is getting colder.                              | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 6 We can all help to stop the climate change.               | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 7 We need more carbon dioxide above the Earth.              | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 8 Too much carbon dioxide above the earth causes a problem. | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 9 Carbon dioxide is a gas.                                  | T <input type="checkbox"/>            | F <input type="checkbox"/> |

### 2 Complete the climate change quiz.

electricity
driving
~~planes~~
rubbish
cutting down

- 1 We're flying too many planes .
- 2 We're \_\_\_\_\_ too many trees.
- 3 We're throwing away too much \_\_\_\_\_ .
- 4 We're \_\_\_\_\_ too many cars.
- 5 We're using too much \_\_\_\_\_ .

**3 Write sentences with *too much* / *too many*.**

Use these words.

**cars / the cities**

**homework / the evenings**

**people / the boat**

**rain / Oxford**

1



There's too much rain in Oxford.

2



3



4



**4 Match the two halves of the sentences.**

- |                               |                                     |  |
|-------------------------------|-------------------------------------|--|
| 1 The Earth's climate becomes | <input checked="" type="checkbox"/> | a too much rubbish.                                    |
| 2 There is carbon dioxide     | <input type="checkbox"/>            | b cannot escape when there is too much carbon dioxide. |
| 3 The sun heats               | <input type="checkbox"/>            | c hotter when heat cannot escape.                      |
| 4 The heat from the Earth     | <input type="checkbox"/>            | d above the Earth.                                     |
| 5 Our lifestyles              | <input type="checkbox"/>            | e the Earth.   |
| 6 We use                      | <input type="checkbox"/>            | f are causing changes to the climate.                  |
| 7 We throw away               | <input type="checkbox"/>            | g too much electricity.                                |

**5 Find and correct seven more mistakes.**

Our lifestyles are causing changes to the ~~moon~~<sup>Earth</sup>. We can all help to slow down climate change.

We make too much journeys on planes and in cars. We're using too many electricities and we're throwing in too much rubbish! Another problem is that we use too many paper and then we cut down too much grass to make more!

## LESSON 2 *We should use less electricity*

### 1 Underline the correct word.



Trees are amazing because they take in <sup>1</sup>(CO<sub>2</sub>/oil) but when we <sup>2</sup>(knock/cut) down trees, CO<sub>2</sub> <sup>3</sup>(escapes/comes in). Then, there is more CO<sub>2</sub> <sup>4</sup>(above/below) the Earth. We use <sup>5</sup>(oil/wood) from the trees to make paper. People all over the world use paper every day and often <sup>6</sup>(run/throw) it away. Then we <sup>7</sup>(need/don't need) to cut down more trees. To help with this problem, it's a good idea to <sup>8</sup>(throw away/recycle) paper.

### 2 Choose and write.

paper   ~~light~~   wood   petrol   heat   wool   cheese   chips

- |               |   |                    |         |   |       |
|---------------|---|--------------------|---------|---|-------|
| 1 electricity | ⇒ | <u>light</u> _____ | 2 sheep | ⇒ | _____ |
| 3 oil         | ⇒ | _____              | 4 milk  | ⇒ | _____ |
| 5 trees       | ⇒ | _____              | 6 wood  | ⇒ | _____ |
| 7 potatoes    | ⇒ | _____              | 8 gas   | ⇒ | _____ |



**3 Choose a verb and write sentences with *should* / *shouldn't*.**

play   sail   ~~go~~   eat   touch   go



He should go  
to bed.



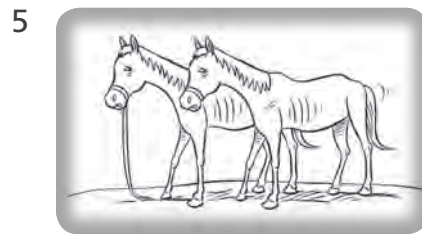
They \_\_\_\_\_  
football near the house.



She \_\_\_\_\_  
to the doctor.



They \_\_\_\_\_  
in bad weather.



They \_\_\_\_\_  
more.



She \_\_\_\_\_  
very hot plates.

**4 Complete with *fewer* / *less*.**

- 1 In the year 3000 there's going to be less oil.
- 2 Can we use \_\_\_\_\_ paper at school?
- 3 We should cut down \_\_\_\_\_ trees.
- 4 I know \_\_\_\_\_ English words than my teacher.
- 5 It's a good idea to use \_\_\_\_\_ electricity.
- 6 We should throw away \_\_\_\_\_ rubbish.
- 7 A baby has \_\_\_\_\_ teeth than an older boy or girl!

**5 Answer the questions.**

- 1 What do we make petrol from? Oil.
- 2 What does petrol produce when we drive cars? \_\_\_\_\_.
- 3 What should we recycle? \_\_\_\_\_ and \_\_\_\_\_.
- 4 What do trees take in? \_\_\_\_\_.
- 5 What produces light in most houses? \_\_\_\_\_.

## LESSON 3 *Spaceship Earth*

1 Match the pictures and words.



b



a tap

b spaceship

c radio

d studio

e coal

f plastic bag

2 Write the endings of the sentences in the correct columns.

... waste energy.    ~~... walk or cycle when we can.~~    ... always drive cars.  
 ... turn taps off.    ... use plastic bags again.    ... keep our air clean.  
 ... throw away plastic bags.    ... burn so much coal.

We should ...	We shouldn't ...
<u>walk or cycle when we can.</u>	
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**3 Underline the correct word.**

- 1 There's a phone call for you, Fred. \_\_\_\_\_ wants to talk to you.  
a everyone                      b no one                      c someone
- 2 Did you say \_\_\_\_\_? I couldn't hear you.  
a something                      b nothing                      c everything
- 3 They're all having a picnic in the park. There's \_\_\_\_\_ at home.  
a everyone                      b no one                      c someone
- 4 'Now, \_\_\_\_\_. Sit quietly and listen to the CD.'  
a everyone                      b no one                      c someone
- 5 'Are you ready to go to school? Do you have \_\_\_\_\_ you need?'  
a something                      b nothing                      c everything
- 6 'I'm hungry, Mum. Can I have \_\_\_\_\_ to eat, please?'  
a something                      b nothing                      c everything

**4 Underline the odd words.**

- 1 animal    bird    plane    plant
- 2 oil    carbon dioxide    coal    petrol
- 3 car    walk    cycle    drive
- 4 radio    TV    table    washing machine
- 5 paper    glass    petrol    plastic
- 6 rubbish    electricity    spaceship    energy

**5 Complete the sentences.**

~~petrol~~    important    plants    bad    clean    CO<sub>2</sub>

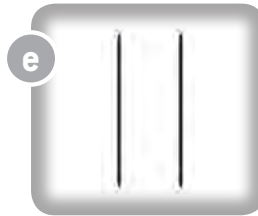
- 1 We should think before we drive because cars use valuable petrol. When we drive, petrol produces \_\_\_\_\_ and this is \_\_\_\_\_ for the climate.
- 2 We should keep our air \_\_\_\_\_ because it's very \_\_\_\_\_ to us and to all animals and \_\_\_\_\_.



## LESSON 1 *Old places*

### 1 Match.

- 1 desert
- 2 archaeologist
- 3 parallel lines
- 4 bird of prey
- 5 standing stones
- 6 activities programme



### 2 Fahad is writing an e-mail to Omar. Read and underline the correct words.



Hi Omar,

I'm writing my e-mail in English because I want to improve!  
*(I'm having/I have)* a great time here in Bournemouth.  
 Julian gave me *(a diary/an activities programme)* today.  
 I'm *(probably/possibly)* going to visit Stonehenge. It looks really amazing – with  
 prehistoric *(standing/sitting)* stones. They're like the stones of Al-Rajajil but there are  
*(less/fewer)* at Stonehenge.

I also want to go to a *(palace/place)* called The Hawk Conservancy because I'm very  
 interested in birds of *(flying/prey)*. I'm possibly going to London – I *(know/don't know)*.  
 I'd like to go to the zoo in London, but I *(need/don't need)* to go shopping!

Best wishes to you and your family,  
 Fahad

### 3 Complete the sentences about the standing stones of Al-Rajajil.

Some archaeologists think the stones were probably a m \_ \_ \_ \_ \_ g place. Possibly they were  
 also a t \_ \_ \_ e centre or a r \_ \_ \_ g \_ \_ \_ s centre.

**4 Which books are they going to buy?**

Read about the people then complete the sentences with the correct books.



John's interested in all animals. He usually reads about **wild** animals because these are his favourite.



Andy knows a lot about birds but he would like to know more about birds of prey.



Mr. Taylor likes walking but he's getting old and sometimes he gets tired.

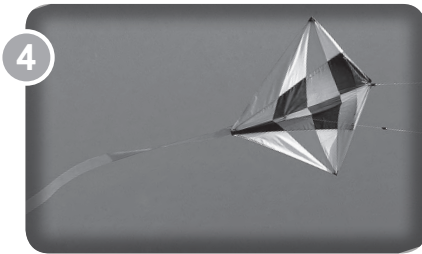
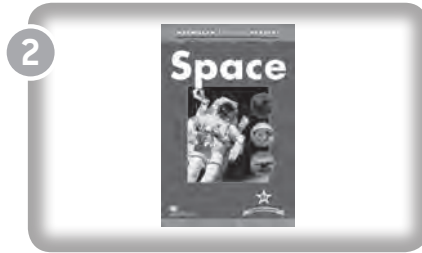


Mrs. Taylor's hobby is sightseeing. She's interested in large cities and small villages but she doesn't like a lot of traffic.

- 1 a John might buy Farm Animals  
 b but he's probably going to buy \_\_\_\_\_.
- 2 a Andy might buy \_\_\_\_\_  
 b but he's probably going to buy \_\_\_\_\_.
- 3 a Mr. Taylor may buy \_\_\_\_\_  
 b but he's probably going to buy \_\_\_\_\_.
- 4 a Mrs. Taylor may buy \_\_\_\_\_  
 b but she's probably going to buy \_\_\_\_\_.

## LESSON 2 *I'm turning off the lights*

1 Complete the sentences with *because*. Use the pictures to help you.



- 1 They're going to the sea because they want to sail a boat.
- 2 She's going to the library \_\_\_\_\_
- 3 She's going to the supermarket \_\_\_\_\_
- 4 They're going to the park \_\_\_\_\_
- 5 He's going to London \_\_\_\_\_

2 Write the beginnings of the sentences.

Davey is flying out of the window so    People go to Stonehenge so  
 We cut down trees so    ~~Fahad's studying in Bournemouth so~~  
 Nina is going to London so    You should take medicine so

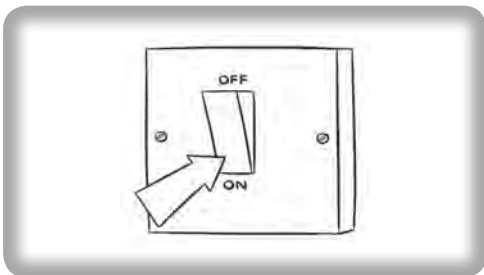
- 1 Fahad's studying in Bournemouth so he can improve his English.
- 2 \_\_\_\_\_ they can see the standing stones.
- 3 \_\_\_\_\_ we can make paper.
- 4 \_\_\_\_\_ he can escape.
- 5 \_\_\_\_\_ she can go sightseeing.
- 6 \_\_\_\_\_ you can get better.



**3 Complete the sentences. Use these words.**

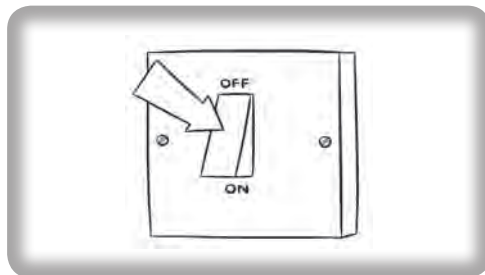
down off on up

1



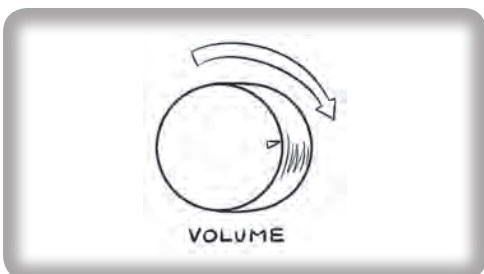
Turn the light on.

2



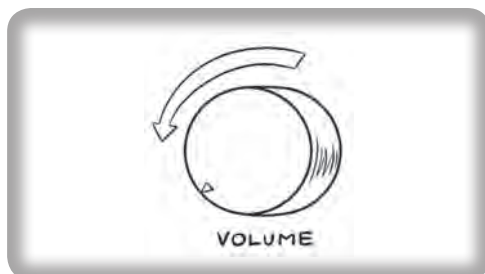
Turn the light off.

3



Turn the radio up.

4



Turn the radio down.

**4 Underline the correct verbs.**

When Jack came home from school, he was very tired. He <sup>1</sup>(put on/took off) his jacket, <sup>2</sup>(picked up/put down) a book and sat down in a chair to read. Then his eyes started to close so he <sup>3</sup>(picked up/put down) the book and <sup>4</sup>(came/went) to sleep! Someone knocked on the door but Jack didn't hear and the person <sup>5</sup>(went/came) away.



When Jack <sup>6</sup>(woke up/got up), he didn't know the time. He <sup>7</sup>(sat down/stood up), then he <sup>8</sup>(put on/took off) his coat, opened the front door and <sup>9</sup>(went out/came in). It was dark! It was very late! He <sup>10</sup>(went away/came back in), took off his coat and <sup>11</sup>(went to bed/got up)!

**5 Match the questions and answers.**

- 1 Why does Nina turn off the lights?
- 2 Why does Nina want to save energy?
- 3 What's Nina's school project going to be about?
- 4 Where is the school going to publish the project?
- 5 Why does Nina e-mail Reema?
- 6 Is Nina going to visit her dad in December?

- a In the school magazine.
- b Possibly.
- c To save energy.
- d To ask her a favour.
- e To stop climate change.
- f People's favourite places.

LESSON 3 *Favourite places*

- 1 Read the sentences about Taif, Zakopane and Florence.  
Tick (✓) true (T) or false (F).

## Taif

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 Taif has some modern buildings.             | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Taif is too cold.                           | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Taif is a good place to buy things!         | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 There aren't many parks in and around Taif. | T <input type="checkbox"/>            | F <input type="checkbox"/> |



## Zakopane

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 People from the nearby mountains don't wear modern clothes. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 Zakopane is boring.   | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Most tourists visit Zakopane in school term time.           | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 The local food is wonderful.                                | T <input type="checkbox"/>            | F <input type="checkbox"/> |

## Florence

- |   |                                       |                            |
|---|---------------------------------------|----------------------------|
| 1 Florence is in Europe.                          | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 There are many important buildings in Florence. | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 3 Florence a quiet city.                          | T <input type="checkbox"/>            | F <input type="checkbox"/> |
| 4 Florence is a very busy city.                   | T <input type="checkbox"/>            | F <input type="checkbox"/> |



**2 Tick (✓) the place/places.**

	Taif	Zakopane	Florence
1	✓		✓
2			
3			
4			
5			

- 1 Tick two places where there are markets.
- 2 Tick a place that's good for bees.
- 3 Tick a place where you can see lots of paintings.
- 4 Tick a place where you can do a cold sport in the mountains.
- 5 Tick two places that are in Europe.

**3 Write the verbs in the simple past tense.**

Last year, my family and I <sup>1</sup> had (have) a holiday in Poland. One windy day we <sup>2</sup> \_\_\_\_\_ (go) for a walk in the forest. We were walking through some tall green trees when suddenly, the wind <sup>3</sup> \_\_\_\_\_ (blow) my cap off. I immediately <sup>4</sup> \_\_\_\_\_ (run) after it, <sup>5</sup> \_\_\_\_\_ (catch) it and <sup>6</sup> \_\_\_\_\_ (put) it back on my head.

Then the wind blew my cap off a second time! The cap <sup>7</sup> \_\_\_\_\_ (fly) high up into the air. I ran after it and <sup>8</sup> \_\_\_\_\_ (come) to a river. Then I <sup>9</sup> \_\_\_\_\_ (see) my cap sailing slowly down the river!

The next day, we went to a market and I <sup>10</sup> \_\_\_\_\_ (buy) a new cap. I <sup>11</sup> \_\_\_\_\_ (think) the new cap was smarter than the old one so I was very happy!



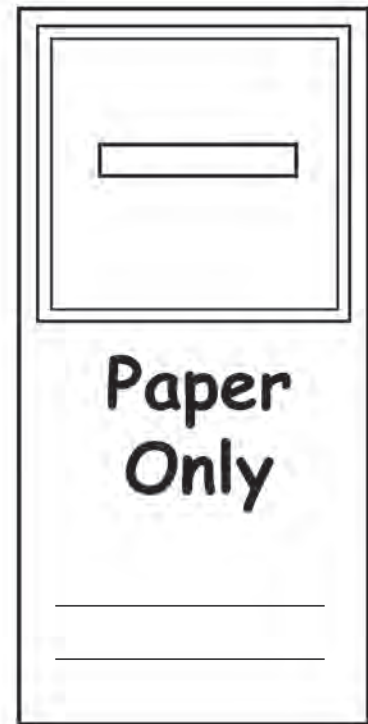
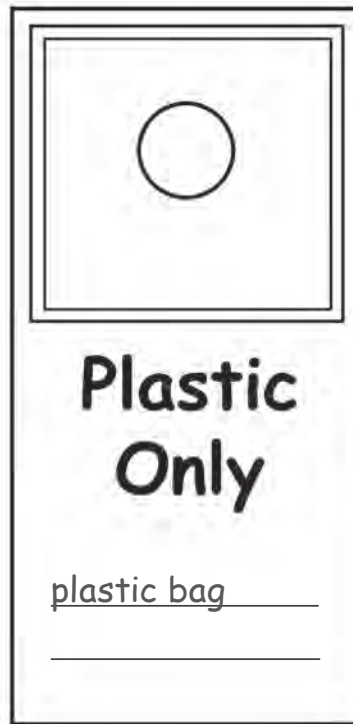
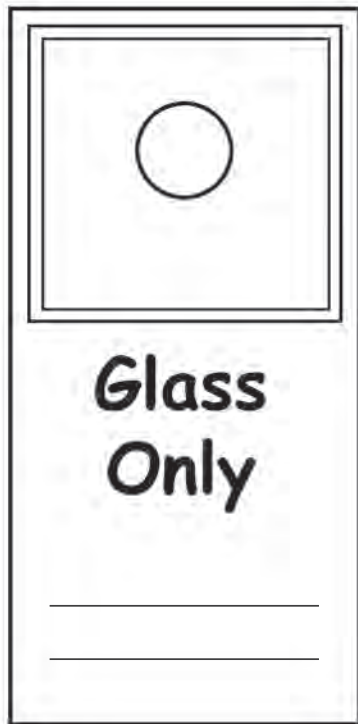
**4 Write questions about these places. Write answers with Yes, I have or No, I've never been.**

- |                   |                                     |                             |
|-------------------|-------------------------------------|-----------------------------|
| 1 (Italy)         | <u>Have you ever been to Italy?</u> | <u>No, I've never been.</u> |
| 2 (Lake District) | _____                               | _____                       |
| 3 (Taif)          | _____                               | _____                       |
| 4 (London)        | _____                               | _____                       |
| 5 (Cairo)         | _____                               | _____                       |
| 6 (Australia)     | _____                               | _____                       |



LESSON 1 *The three banks*

1 Where should the rubbish go? Write the words in the correct banks.



2 **Underline** the correct words.

Yasser asked Dave about the <sup>1</sup>(bins/pens) in the playground. Dave said they were for <sup>2</sup>(recycling/ cycling). The bins were banks for paper, bottles and <sup>3</sup>(leather/plastic). There <sup>4</sup>(was/wasn't) a bin for things made of wood because wood rots <sup>5</sup>(immediately/naturally) and <sup>6</sup>(comes back/ disappears) in a few years. Dave said it was important for teachers to put things into the <sup>7</sup>(wrong/correct) bins. Then the <sup>8</sup>(bins/rubbish) can be recycled.

**3 What's it made of? Write questions and answers.**

paper	glass	wool	plastic	wood	leather
1 bag	2 bottles	3 coat	4 bowls	5 desk	6 boots

1 What's the bag made of? It's made of paper.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**4 Write short answers about your things. Write colours too.**

1 What's your pen made of? Blue and white plastic.

2 What are your shoes made of? \_\_\_\_\_

3 What's your desk made of? \_\_\_\_\_

**5 Do the quiz. Write the answers.**

1 It's made of plastic. It's round. You can listen to it.

It's a CD.

2 It's made of glass. It's sometimes square. You can see through it.

It's a \_\_\_\_\_.

3 They're made of leather. You can wear them on your feet in the mountains.

They're \_\_\_\_\_.

4 It's usually made of wood. You can sit on it.

It's a \_\_\_\_\_.

**6 Read about recycling bottles. Find and correct one mistake in each sentence.**

1 First we put bottles into the bottle ~~bowl~~. bank

2 When it's full they take the bottles to a recycling shop. \_\_\_\_\_

3 Then, they break the bottles into large pieces. \_\_\_\_\_

4 They cool the glass. \_\_\_\_\_

5 When it is very cold, they can use it to make new bottles. \_\_\_\_\_

## LESSON 2 What's it for?

**1** Read about Barbara Baran's day. Underline four things which are good for the planet and cross out two more things which are bad.

Mrs. Baran had a busy morning. She had a lot to do. First, ~~she put all the lights on~~ in the house. Then, she threw some old bottles in the rubbish bin and put some old magazines in the recycling bin. Next, she washed the clothes. It was a sunny day so she put the clothes out in the garden to dry. She forgot about Jack's sweater so she washed it quickly and put it in the tumble dryer. Suddenly, she remembered that she needed to go shopping so she wrote a list on the other side of an old piece of paper. Then, she put on her coat and walked to the shops.

**2** Write some advice for these people.

Use *should* (✓) or *shouldn't* (✗) and these words.

recycle    scissors    ~~turn off~~    rubbish    TV    use  
 turn off    tap    drive    turn off    light



You should turn off  
the light.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



### 3 Complete the poem. Don't look at the Student's Book!

Be careful with our <sup>1</sup> Planet Earth.  
 Don't make <sup>2</sup> \_\_\_\_\_ worse!  
 Learn these <sup>3</sup> \_\_\_\_\_ and don't forget  
 To do what's in this <sup>4</sup> \_\_\_\_\_.

Don't <sup>5</sup> \_\_\_\_\_ your plastic bags.  
 Use them one more time,  
 Or put them in the plastic <sup>6</sup> \_\_\_\_\_  
 And don't forget this <sup>7</sup> \_\_\_\_\_.

<sup>8</sup> \_\_\_\_\_ the taps, turn off the lights,  
 Save <sup>9</sup> \_\_\_\_\_,  
 You shouldn't waste, you should <sup>10</sup> \_\_\_\_\_,  
 So say these words with me.

throw away  
 words  
 electricity  
 Turn off  
 verse  
 rhyme  
 matters  
 bank  
 conserve  
 Planet

Now you can use the Student's Book to check!

### 4 Write.

#### a) Order and punctuate the questions.

- 1 a/washing machine/whats/for
- 2 for/whats/a/whiteboard
- 3 a/map/for/whats
- 4 cage/whats/a/for

What's a washing machine for?

---



---



---

#### b) Order and punctuate the answers.

- a for/its/writing/on
- b or/birds/keeping/its/for/animals/in
- c washing/for/its/clothes
- d for/a/journey/its/planning

It's for writing on.

---



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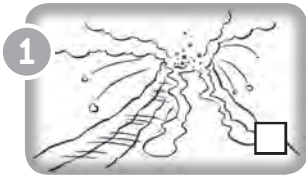
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#### c) Match the questions and answers.

1 c    2        3        4

## LESSON 3 *Mount Pinatubo*

### 1 Match.



- a flood
- b drought
- c volcano

### 2 Underline the correct word / words.

- 1 Air is (a kind of gas/like water).
- 2 When a fire burns something, it produces (coal/ash).

### 3 Complete.

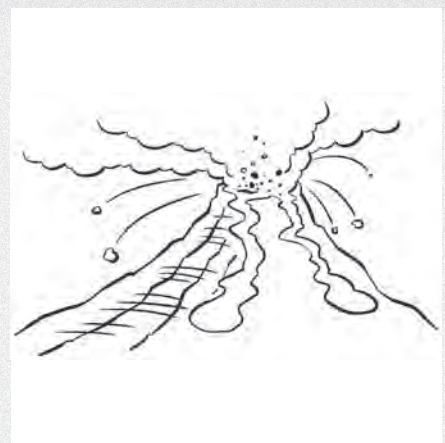
gas   ~~volcano~~   floods   heat   air   erupted  
 serious   drought   around   cloud   cooler

Mount Pinatubo is a <sup>1</sup> volcano. In 1991 it <sup>2</sup> erupted. Between 15 and 30 million tonnes of a <sup>3</sup> gas called sulphur dioxide went up into the <sup>4</sup> air and formed an enormous <sup>5</sup> cloud. It travelled <sup>6</sup> around the world and caused <sup>7</sup> serious climate change. The sun's <sup>8</sup> heat couldn't get through the cloud and the climate got <sup>9</sup> cooler. In America, the rains caused <sup>10</sup> floods. In Africa, it was the opposite. There was a serious <sup>11</sup> drought.

### 4 Read this newspaper article about Mount Pinatubo. Find seven more mistakes and correct them.

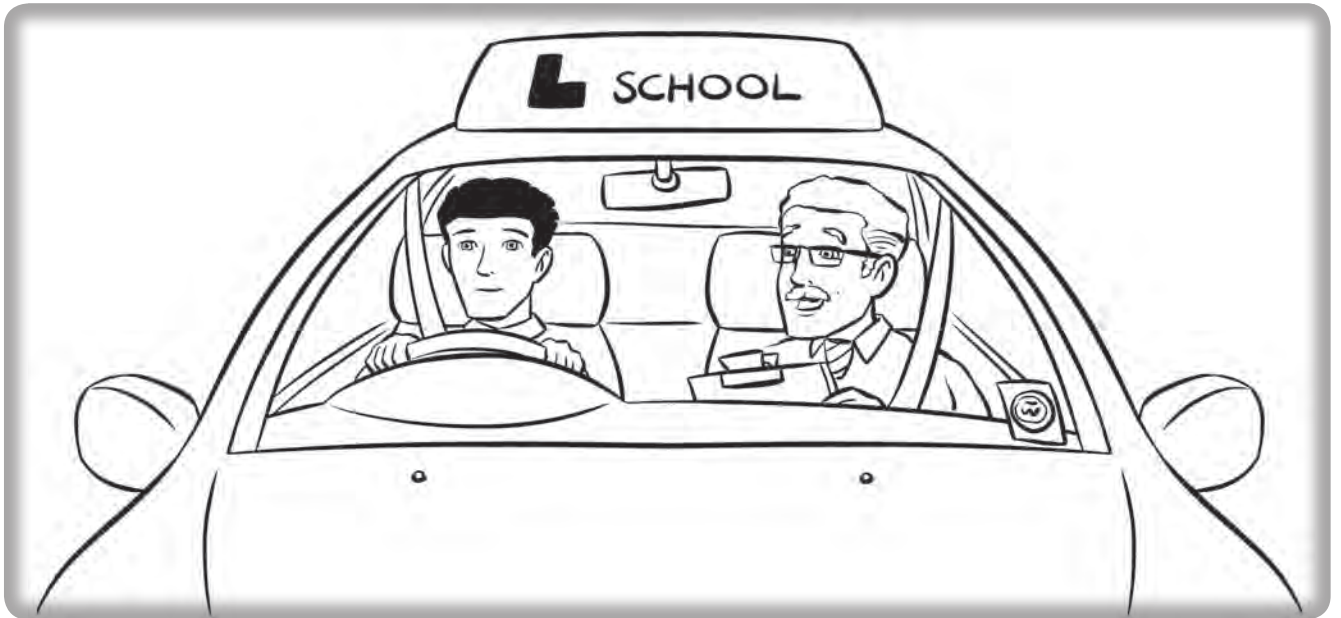
#### Mount

~~River~~ Pinatubo erupted in 1991. A gas called sulphur dioxide fell into the sky and formed a small cloud. Between 15 and 30 thousand tonnes went up into the air. The heat from the fire couldn't get through this cloud and the world's climate got hotter. In America, there were droughts and in Africa there was a flood.



### 5 Number the sentences.

Last year, Ibrahim learned to drive. Order the sentences.



- |   |  |                                     |
|---|--|-------------------------------------|
| a | He took a test.  | <input type="checkbox"/>            |
| b | He drove his new car!                                    | <input type="checkbox"/>            |
| c | He had driving lessons for six months.                   | <input type="checkbox"/>            |
| d | Ibrahim phoned a driving school and booked some lessons. | <input checked="" type="checkbox"/> |
| e | It was OK! He got top marks for everything!              | <input type="checkbox"/>            |
| f | He bought a new car.                                     | <input type="checkbox"/>            |

### 6 Complete the paragraph about Ibrahim.

Use these words.

**finally   then   next   after that   ~~first~~**

First Ibrahim phoned a driving school and booked some lessons. T\_\_\_\_\_ he had driving lessons for six months. N\_\_\_\_\_ he took a test. He got top marks for everything! \_\_\_\_\_ he bought a new car. \_\_\_\_\_, he drove his new car!

### 7 Underline the word that doesn't rhyme.

- 1 said   bed   sad   head
- 2 take   broke   make   break
- 3 food   could   wood   good
- 4 met   pet   hit   get
- 5 caught   taught   bought   hurt

LESSON 1 *It looks like a lamp*1 **Underline the correct words.**

- 1 Lucy had a present (for/*from*) her grandma.
- 2 She bought it on the way (*home from*/to) school.
- 3 It (*was*/looked) like a spaceship.
- 4 Lucy's grandma likes feeding (*wild birds*/birds in a cage).
- 5 She can watch the birds feeding (*when she's not busy*/all the time).
- 6 You put lids (*on to*/under) things like bird feeders and bottles.

2 **What does it look like? Write or complete the sentences.**

a very small horse   flower   castle   ~~rabbit~~   stone   tiger

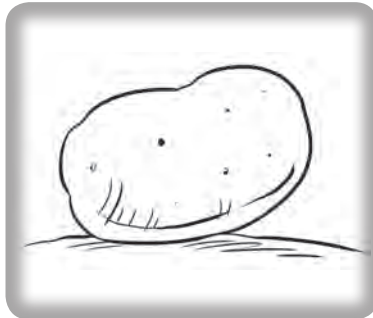
1



Look at that cloud.

It looks like a rabbit!

2



Is that a potato? \_\_\_\_\_

\_\_\_\_\_!

3



Look at her house. \_\_\_\_\_

\_\_\_\_\_!

4



That cat's enormous! \_\_\_\_\_

\_\_\_\_\_!

5



\_\_\_\_\_

\_\_\_\_\_ but it's a fish!

6



\_\_\_\_\_

but it lives under water!



**3 Number the pictures.**

Lucy's grandmother likes drinking tea.  
She always makes it her special way!  
Read her instructions and number the  
pictures in the correct order.



- |  |                                     |
|--|-------------------------------------|
| 1 Put a teabag into a cup.                       | 2 Pour very hot water into the cup. |
| 3 Leave it for three minutes.                    | 4 Take the teabag out.              |
| 5 Pour some milk into the tea, but not too much! |                                     |

**4 Write Lucy's grandma's instructions again. Use these words:**

Finally   ~~First~~   Next   After that   Then

- 1 First \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**5 Find the words and label the pictures.**

- 1 paml
- 2 lope
- 3 saev
- 4 batrib
- 5 ckud
- 6 dil
- 7 onurgd



\_\_\_\_\_ lamp \_\_\_\_\_ \_\_\_\_\_

LESSON 2 *Stonehenge*

## 1 Match the questions and answers.

- |   |                                     |                                    |
|---|-------------------------------------|------------------------------------|
| 1 Where is Stonehenge?                            | <input checked="" type="checkbox"/> | a Their tools were very primitive. |
| 2 When did early Britons build it?                | <input type="checkbox"/>            | b In southern England.             |
| 3 Is it in the mountains?                         | <input type="checkbox"/>            | c We may never know.               |
| 4 What was amazing about the builders?            | <input type="checkbox"/>            | d More than 7 metres.              |
| 5 How much do the stones weigh?                   | <input type="checkbox"/>            | e About 4,000 years ago.           |
| 6 How high are the largest stones?                | <input type="checkbox"/>            | f On midsummer's day.              |
| 7 How and why did they build it?                  | <input type="checkbox"/>            | g Up to about 50 tonnes.           |
| 8 When does the sun rise above one of the stones? | <input type="checkbox"/>            | h No, it's on a plain.             |

## 2 Complete the opposites.

- |           |                       |           |               |
|-----------|-----------------------|-----------|---------------|
| 1 east    | w <u>e</u> s <u>t</u> | 5 agree   | d_ _ _ gree   |
| 2 build   | d_ str_ y             | 6 go down | r_ se         |
| 3 smaller | l_ _ _ _ r            | 7 longest | sh_ _ _ _ _ _ |
| 4 ancient | m_ d_ _ n             |           |               |

## 3 Order and punctuate the sentences about Stonehenge.

1 circle/stonehenge/is/famous/stones/of/a

---

2 flat/windy/plain/it/on/stands/a

---

3 people/here/stars/planets/maybe/studied/the/and

---

4 an/people/observatory/think/some/it/was

---

**4 Agree with these sentences. Write *So ...* or *Neither ...***

- 1 She doesn't like fish. (I)
- 2 Dad's going to London at the weekend! (Mum)
- 3 Fred loves Kapsa. (Nina)
- 4 Charlie went to the zoo. (Fred)
- 5 They aren't English. (we)
- 6 He loves cheese. (I)

Neither do I.

So is Mum.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5 Read the conversation between A and B. Write sentences using *may + verb*.**

**A:** *I'm working in Dammam next week.*

**B:** *Really? How are you travelling there?*

**A:** *Possibly by train, possibly by car.*

**B:** *Are you staying in a hotel?*

**A:** *Yes, in a very comfortable hotel near the centre. It's very good but I don't know if it's expensive.*

**B:** *Is it a quiet hotel?*

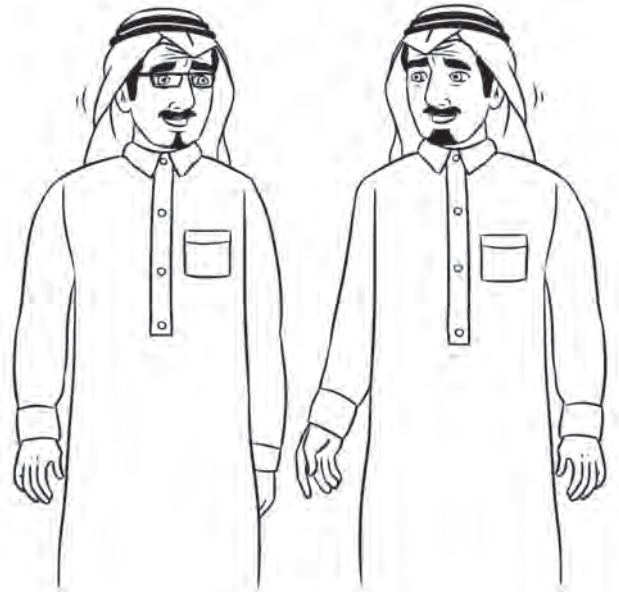
**A:** *I don't really know. There's possibly a lot of traffic outside!*

**B:** *What are you going to do in your spare time?*

**A:** *I'm going to walk along the Corniche and I'm going to the National Museum and maybe the Heritage Centre.*

**B:** *Well, I hope you enjoy your week!*

**A:** *Thank you.*



- 1 He may travel by train.
- 2 He \_\_\_\_\_ by car.
- 3 The hotel \_\_\_\_\_.
- 4 The hotel \_\_\_\_\_.
- 5 There \_\_\_\_\_ outside.
- 6 He \_\_\_\_\_ in his spare time.

## LESSON 3 *Holiday time*

### 1 Match.

- |            |                                     |             |
|------------|-------------------------------------|-------------|
| 1 swimming | <input checked="" type="checkbox"/> | a office    |
| 2 post     | <input type="checkbox"/>            | b pool      |
| 3 fitness  | <input type="checkbox"/>            | c bar       |
| 4 snack    | <input type="checkbox"/>            | d equipment |
| 5 sports   | <input type="checkbox"/>            | e centre    |

### 2 Re-write these sentences. Use a preposition.

- Look at the bird. It's on the car.  
Look at the bird on the car.
- That's my horse. It's in the field.  
\_\_\_\_\_
- Whose is the bag? It's on the ground.  
\_\_\_\_\_
- That's my brother. He's in the dark blue coat.  
\_\_\_\_\_

### 3 Re-write these sentences. Use an *-ing* verb.

- Who's the girl? She's talking to Elena.  
Who's the girl talking to Elena?
- Who's the man? He's coming downstairs.  
\_\_\_\_\_
- I know the student. She's sitting at her desk.  
\_\_\_\_\_
- Look at the motorbike! It's going the wrong way.  
\_\_\_\_\_



**4 Read and complete the conversation.**

**Fred:** *Who's that boy over there?*

**Charlie:** *Which boy?*

**Fred:** ~~The boy~~<sup>1</sup> The one with the dark hair.

**Charlie:** *There are two boys with dark hair.*

**Fred:** ~~The boy~~<sup>2</sup> \_\_\_\_\_ in the red shirt. ~~The boy~~<sup>3</sup> \_\_\_\_\_ standing next to the table.

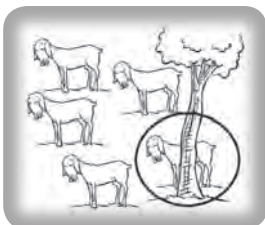
**5 Read the conversations and answer the questions. Use: *The one + preposition* or *The one + -ing verb*.**



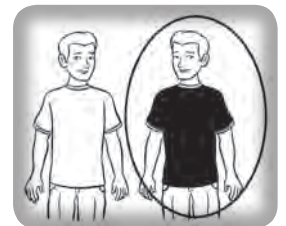
1 Which girl knows the way?  
The one holding the map.



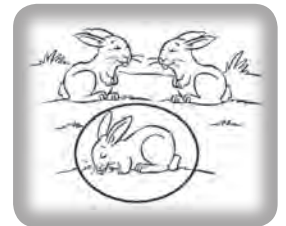
3 Which book is yours?  
\_\_\_\_\_



5 Which goat is yours?  
\_\_\_\_\_



2 Which boy is your brother?  
The one in the black T-shirt. or  
The one wearing the black T-shirt.



4 Which is your favourite rabbit?  
\_\_\_\_\_



6 Which girl is your sister?  
\_\_\_\_\_ or  
\_\_\_\_\_

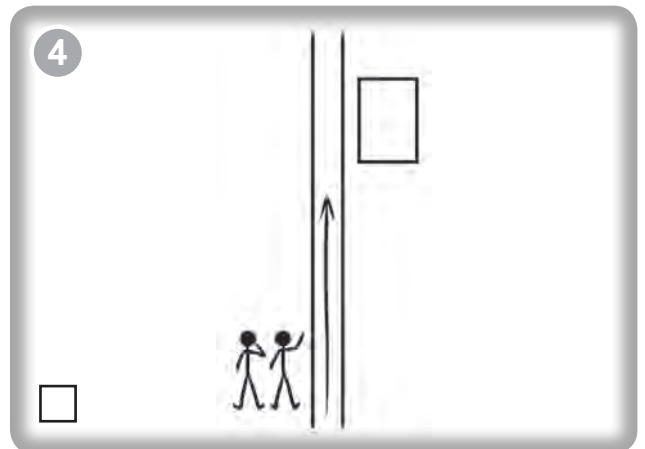
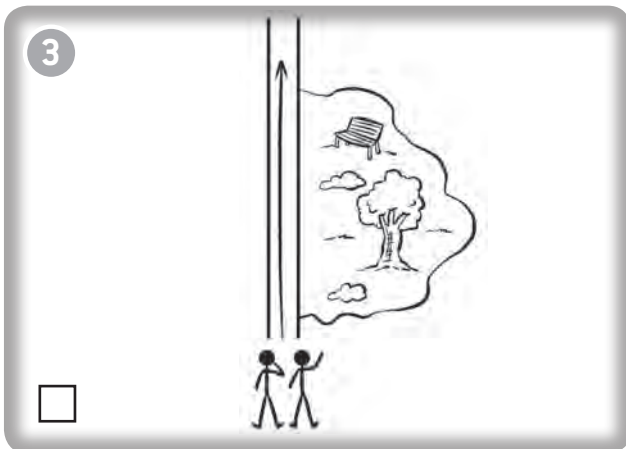
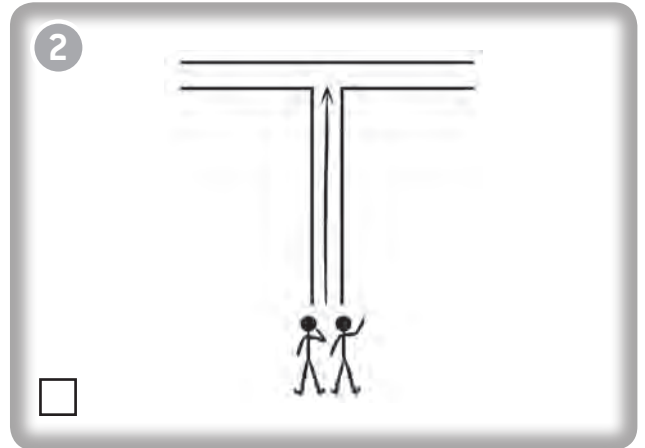
**6 Write.**

**Write two more places where you can buy food and sit down and eat it.**

café \_\_\_\_\_

## LESSON 1 *Let's ask him the way.*

1 Read the directions and write the correct letters in 1 to 4.



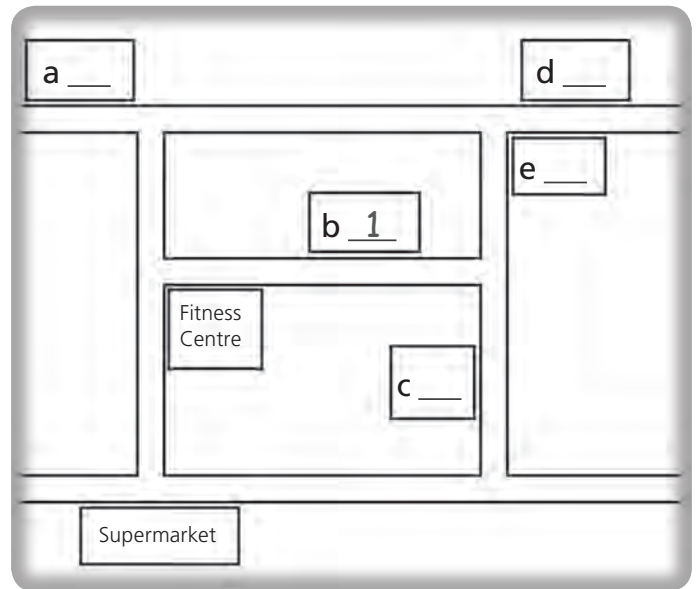
- Go straight on. You can see it on the other side of the road.
- Walk to the end of the street.
- Go along this road and turn left at the Post Office.
- Go past the park on your right.

2 **Underline** the correct words.

- Walk (to/at) the end of the street.
- Come out (of/off) the gates and turn left.
- Walk along the (way/street) and turn right at the baker's.
- Excuse me, can you help (me/I)?
- It's (at/on) the right.

### 3 Number the buildings 1 to 5.

- 1 Come out of the supermarket, go straight on and turn right at the Fitness Centre. It's on the left.
- 2 Come out of the supermarket and walk past the Fitness Centre to the end of the street. Turn left and it's on the right.
- 3 Come out of the supermarket and turn right. Then turn left. It's on the left.
- 4 Come out of the supermarket, go straight on and turn right at the Fitness Centre. Go to the end of the street and turn left. It's on the right.
- 5 Come out of the supermarket and turn right. Then turn left and walk to the end of the street. Turn right and it's on the left.



### 4 Read Nina's e-mail to Reema. ✓ or ✗ the pronouns. Correct the mistakes.

Hi Reema,

How are you?

you

I'm writing to tell <sup>1</sup>your  about my trip to London today. Mum, Fred and I went to the Royal Embassy of Saudi Arabia. We walked for a long time but we couldn't find <sup>2</sup>him .

We had a map but when mum looked at <sup>3</sup>it  she said it was no good and we got lost!

We couldn't call Uncle Jim to help <sup>4</sup>we  because we forgot to take our mobiles! We left <sup>5</sup>they  on the kitchen table!

We saw a policeman and so we asked <sup>6</sup>him  to help <sup>7</sup>us . He said the Embassy was very close and told <sup>8</sup>ours  the way. After that, it was no problem to find <sup>9</sup>her .

Write and tell <sup>10</sup>I  your news! Tell Ranya that I miss <sup>11</sup>her .

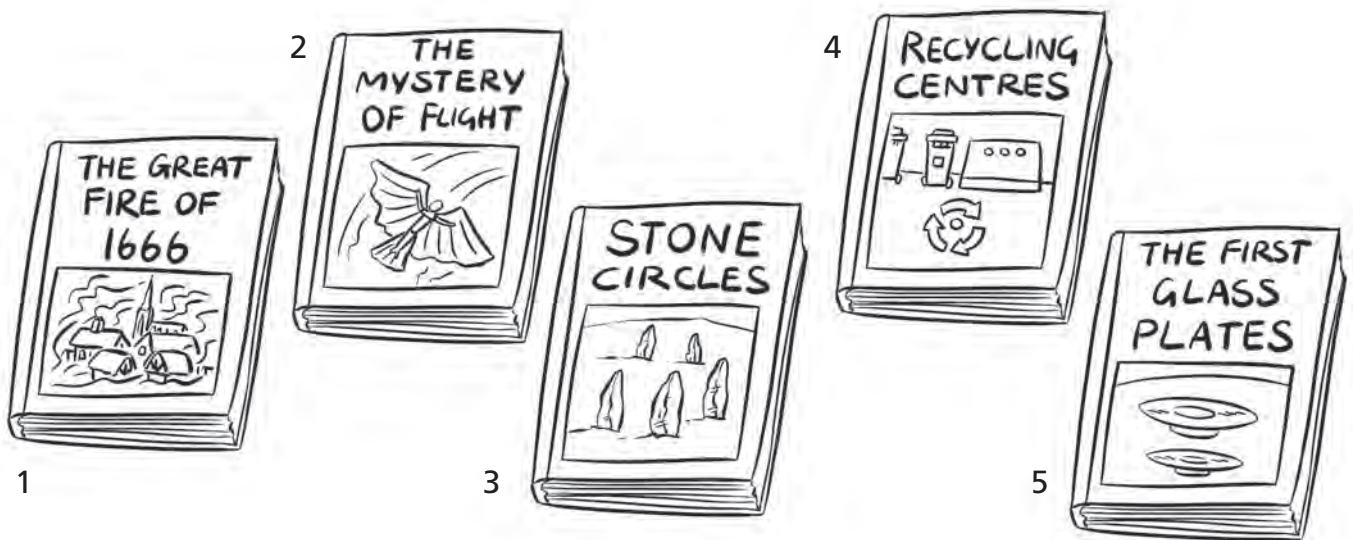
Your friend, Nina

## LESSON 2 *The father of optics*

### 1 Tick (✓) true (T) or false (F).

- |  |                            |                                       |
|--|----------------------------|---------------------------------------|
| 1 The camera obscura is a small camera.                          | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 The camera obscura has a dark wall opposite a small hole.      | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Light from a bright object goes through the hole from outside. | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 4 Then we can see the image on the floor.                        | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 5 The image is upside down.                                      | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 6 Ibn al-Haytham invented photographic plates.                   | T <input type="checkbox"/> | F <input type="checkbox"/>            |
| 7 Europeans didn't know about the Book of Optics.                | T <input type="checkbox"/> | F <input type="checkbox"/>            |

### 2 Read the book titles 1 to 5 and answer the questions: *No, it's ...*



birds   ~~London~~   photography   climate change   ancient monuments

- Book 1 Is it about Riyadh? No, it's about London.
- Book 2 Is it about planes? \_\_\_\_\_
- Book 3 Is it about maths? \_\_\_\_\_
- Book 4 Is it about sport? \_\_\_\_\_
- Book 5 Is it about kitchen equipment? \_\_\_\_\_



**3 Underline the best words.**

- 1 Be careful! The bottle's (*topside/underline*) down.
- 2 Dark is the opposite of (*light/white*).
- 3 (*Rays/Lines*) of light come from the sun.
- 4 A picture is (*a monitor/an image*).
- 5 Old cameras used glass (*bowls/plates*) to record images.
- 6 You can read lots of information on a web (*page/cam*).
- 7 Ibn al-Haytham (*discovered/invented*) the camera obscura.

**4 Find the answers and write two words that rhyme.**

wall ~~park~~ sight ray small ~~dark~~ may light

- 1 You can play football here. park  
The opposite of light is ... dark
- 2 It comes from the sun. \_\_\_\_\_  
Yes, possibly. I \_\_\_\_\_ do it! \_\_\_\_\_
- 3 Optics is the science of ... \_\_\_\_\_  
It's also the science of ... \_\_\_\_\_
- 4 The camera obscura had a hole which was very ... \_\_\_\_\_  
The hole was in a ... \_\_\_\_\_

**5 Where's the stress? Write the words in the correct columns.**

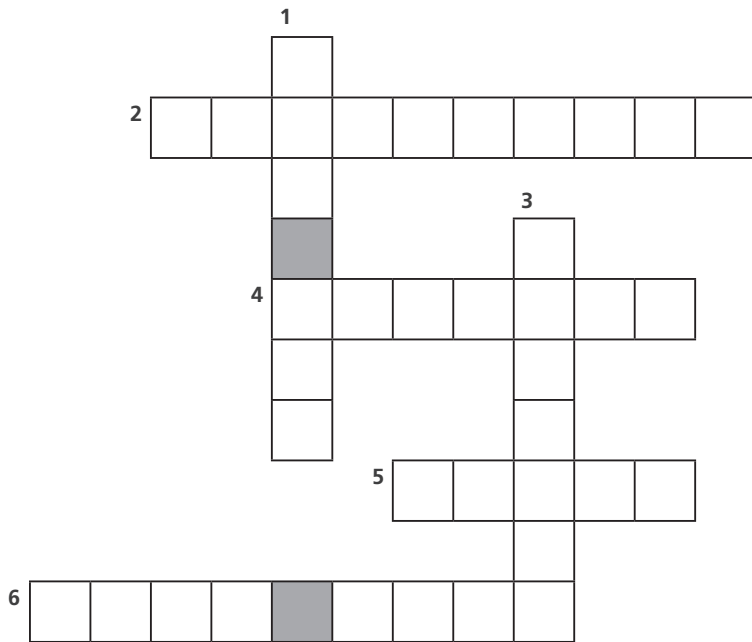
• • Europe                      • • • • European

~~Europe~~ ~~European~~ mystery mysterious Italy Italian  
image imagine photograph photographer

A • •	B • • •	C • • •	D • • • •	E • • • •
Europe				European
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

LESSON 3 *In the air*

- 1 Answer the questions and complete the word puzzle.  
All the words are about going on a plane.



- 1 People may get this when they don't sleep or drink much on a long flight.
- 2 She brings you food and drink on a plane.
- 3 The place where you get on a plane.
- 4 Water, juice, tea and coffee are all \_\_\_\_\_.
- 5 You should walk \_\_\_\_\_ on the plane to get exercise.
- 6 Wear a \_\_\_\_\_ when you are sitting down.


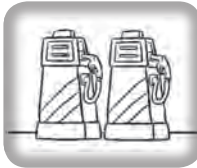



- 2 What do you say to someone who's going to fly on a plane?  
**Underline the best word.**

Enjoy your (*trip/flight/meal/day*).

**3 Order and punctuate the questions about flying on a plane. Then write the answers.**

- 1 you/should/about/plane/walk/on/a  
Should you walk about on a plane? Yes, you should.
- 2 of/drinks/you/should/have/lots  
 \_\_\_\_\_
- 3 loudly/your/should/you/shout/to/friends  
 \_\_\_\_\_

**4 Write C under the things you can count (countable). Write U under the things you can't count (uncountable).**

- 1  oil  
U
- 2  petrol  
 \_\_\_\_\_
- 3  bees  
 \_\_\_\_\_
- 4  rice  
 \_\_\_\_\_
- 5  photographs  
 \_\_\_\_\_

**5 Complete the sentences. Write two possible words.**

- 1 Is there any / much oil left in the world?      any/much/many
- 2 My uncle has \_\_\_\_\_ / \_\_\_\_\_ bees in his garden.      any/some/lots of
- 3 There's \_\_\_\_\_ / \_\_\_\_\_ rice in the kitchen.      some/many/lots of
- 4 I didn't take \_\_\_\_\_ / \_\_\_\_\_ photographs.      much/many/any
- 5 Are there \_\_\_\_\_ / \_\_\_\_\_ parrots in the zoo?      many/much/any

**6 Match the advice with the reasons. Use *because* ...**

... she wants to live in Spain.      ... you want to help stop climate change.  
 ... he's interested in ancient monuments.      ~~... birds need food.~~

- 1 You should put a bird feeder in the garden because birds need food.
- 2 She should study Spanish \_\_\_\_\_.
- 3 He should visit Al-Rajajil \_\_\_\_\_.
- 4 You shouldn't waste energy \_\_\_\_\_.

LESSON 1 *Welcome back!*

1 Look at the picture and ✓ or ✗ the sentences. Correct the mistakes.



1 There's a boy running towards the stones.

There's a boy walking towards the stones.

2 There's a man taking photos.

3 There's a woman in a small hat.

4 There's an apple on the hat.

5 There's a bag on the ground.

6 There's a boy sitting on a chair.

7 There's a woman talking to a boy.

8 There are three birds in the sky.



**2 Underline the odd word.**

- 1 tiger elephant horse hawk zebra  
 2 quietly quickly calm correctly loudly  
 3 ambulance boat motorbike building plane  
 4 wood glass plastic wool tree  
 5 ancient old prehistoric primitive modern  
 6 he me her them us

**3 Write the answers to the quiz.**

- 1 It's bright. It's for helping you to see. lamp  
 2 It's made of paper. You can read news in it. \_\_\_\_\_  
 3 You can use them for cutting things. They have two holes! \_\_\_\_\_  
 4 It flies in the sky. It's not a bird or a plane. \_\_\_\_\_  
 5 It's usually made of wood. It has four legs and can have a square top. \_\_\_\_\_

**4 Write the verbs in the simple past.**

In 1666, London <sup>1</sup> had (*have*) a very hot dry summer. The rain <sup>2</sup> \_\_\_\_\_ (*not fall*) for many months. One evening, a tired baker <sup>3</sup> \_\_\_\_\_ (*go*) to sleep and <sup>4</sup> \_\_\_\_\_ (*forget*) to put his oven out.

Suddenly, the bakery <sup>5</sup> \_\_\_\_\_ (*catch*) fire! Then the wind quickly <sup>6</sup> \_\_\_\_\_ (*blow*) the fire to other buildings. Londoners <sup>7</sup> \_\_\_\_\_ (*wake up*) and they <sup>8</sup> \_\_\_\_\_ (*be*) very scared. They <sup>9</sup> \_\_\_\_\_ (*run*) away from their houses to escape. Nobody <sup>10</sup> \_\_\_\_\_ (*die*) in the fire!

**5 Underline the correct verb.**

- 1 Smile Nina! (*I take/I'm taking*) a picture.  
 2 Don't speak, please. Omar (*does/is doing*) a test.  
 3 What time (*do you usually get/are you usually getting*) up?  
 4 Leave the classroom, please. The fire bell (*rings/is ringing*).  
 5 Charlie and Fred sometimes (*walk/are walking*) to school.  
 6 Dave Watson (*works/is working*) in Saudi Arabia at the moment.

## LESSON 2 *He's taking an exam*

1 Write the words in the correct columns.

~~waiter~~   ~~police station~~   snack bar   crewman  
 bakery   burglar   science museum   language school  
 baker   photographer   fitness centre   captain

**People**

waiter

---



---



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**Buildings**

police station

---



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2 Complete the verbs. A policeman is interviewing a burglar.

1 What were you doing at 12 o'clock?  
 I was eating lunch in a restaurant.

2 What time did you leave?  
 I \_\_\_\_\_ at about 1:15.

3 Who did you see outside the restaurant?  
 I \_\_\_\_\_ a friend.

4 What was he wearing?  
 \_\_\_\_\_ a dark blue jacket and jeans.

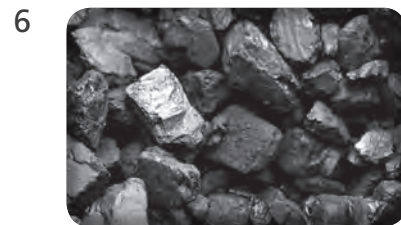
5 What was the weather like? (rain)  
 It \_\_\_\_\_.

6 Where did you go next?  
 We \_\_\_\_\_ to a supermarket.

7 What did you buy? We \_\_\_\_\_ lots of food and some newspapers.



**3 Label the pictures.**



**4 Complete the sentences. Choose from these pronouns.**

**me you him her it us them**

- 1 It's mine. Could you pass it to me please?
- 2 I need to ask Omar and Reema. I'm going to e-mail \_\_\_\_\_.
- 3 She's a new student. I don't know \_\_\_\_\_.
- 4 We're going to the fitness centre. Why don't you come with \_\_\_\_\_?
- 5 Sorry, I didn't hear you. Did you ask \_\_\_\_\_ a question?
- 6 I don't want this plastic plate. Could you put \_\_\_\_\_ in the recycling bin please?

**5 Write a word that sounds the same as the first word but has a different meaning. Read the clues to help you.**

- 1 to                    two (It's a number.)
- 2 would              \_\_\_\_\_ (It comes from trees.)
- 3 for                   \_\_\_\_\_ (It's a number.)
- 4 see                  \_\_\_\_\_ (It's huge and it's made of water!)
- 5 blew                 \_\_\_\_\_ (It's a colour.)
- 6 know                \_\_\_\_\_ (It's the opposite of 'yes'.)

## LESSON 3 *Omar's good news*

1 Find six ways that people may hurt parts of their bodies. *قو*

C	H	U	R	T	A	B
U	I	L	O	P	Y	R
T	T	B	R	A	K	E
M	B	U	R	N	N	A
B	R	U	I	S	E	K

- 1 hurt \_\_\_\_\_ 2 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 5 \_\_\_\_\_ 6 \_\_\_\_\_

2 Complete the phrasal verbs.

back ~~up~~ down off away on up up

- I woke up late today!
- Sit \_\_\_\_\_ at the table.
- You look hot. Take \_\_\_\_\_ your jacket.
- Could you pick \_\_\_\_\_ your bag please? It's on the ground.
- Don't go away! Come \_\_\_\_\_! I need to speak to you!
- Stand \_\_\_\_\_ quickly and go outside.
- Nina, could you turn \_\_\_\_\_ the lamp. It's getting dark.
- Don't throw \_\_\_\_\_ the bottles, we should recycle them.



### 3 Write *So ... Fred* or *Neither ... Fred*.

- 1 Nina likes pineapples.
- 2 Nina doesn't like maths very much.
- 3 Nina went to bed early last night.
- 4 Penny enjoys reading about mysteries.
- 5 Nina was surprised nobody died in the Great Fire.
- 6 Fahad's doing his homework.
- 7 He can't do all of the exercises!

So does Fred.

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### 4 How much can you remember? Complete the sentences.

- 1 Who was Davey?



He was a parrot.

- 2 What was the *Mary Celeste*?

It was a \_\_\_\_\_.

- 3 What happened in London in 1666?

There was a \_\_\_\_\_.

- 4 Why did Barbara Baran go into Styles after it was shut?

To get her \_\_\_\_\_.

- 5 What happened in 1991?

Mount Pinatubo \_\_\_\_\_.

- 6 What was opposite the white wall in the camera obscura?

A small \_\_\_\_\_.

- 7 Who did the crewmen find when they went onto the *Mary Celeste*?

Somebody or nobody? \_\_\_\_\_.

- 8 Is carbon dioxide a gas or a liquid?

It's a \_\_\_\_\_.

### 5 Complete the final words in your workbook!

- 1 What can you say to your friends to wish them a happy holiday?

E \_ \_ \_ y y \_ \_ r h o l i d a y !

- 2 Well done! It's the end of the book!

C \_ n g r \_ t u l \_ t \_ o n s !

# Dictionary

## Aa

accident	حادث
activity	نشاط
agriculture	زراعة
ambulance	سيارة الإسعاف
amount	كمية/ مقدار / مبلغ
anybody	أحدهم
around	حول
ash	رماد
award (v)	يمنح

## Bb

baker	خباز
bakery	مخبز
bandage	ضمادة
bank (for recycling)	مصرف (بنك)
bee	تحلة
bin	سلة مهملات
bird of prey	طير جارح
blond	اشقر
blow (v)	يطير
break (a leg)	يكسر (ساقا)
break-in (n)	اقتحام
Briton	بريطاني
bruise	كدمة
building (n)	مبنى

bumpy	وعر
burglar	سارق - لص
burn (v)	يحترق

## Cc

café	مقهى
calmly	بهدوء
captain (sea captain)	قبطان
carbon dioxide CO <sub>2</sub>	ثاني أكسيد الكربون
catch (bird)	يمسك
catch (fire)	اشتعل
clean (v)	ينظف
clearly	بوضوح
climate	مناخ
close (adj)	قريب
coal	فحم
conserve	يضمون
cool	منعش
crewman	أحد أفراد طاقم طائرة أو باخرة
crowded	مزدحم

## Dd

dark	داكن
definitely	تحديداً
description	وصف
desert (n)	صحراء
destroy	دمر

development	تتمية	flood	فيضان
diary	يوميات	fridge	ثلاجة
direction	اتجاه	funny (odd)	عجيب
Director of Studies	مدير الدراسات	<b>Gg</b>	
disappear	اختفى	gas	غاز
drill (fire drill)	تدريب	glass (uncount)	زجاج
drought	جفاف	glasses (spectacles)	نظارة
duck (n)	بطة	gold	ذهب
<b>Ee</b>		ground (n)	أرض
Earth	أرض	<b>Hh</b>	
electricity	كهرباء	halfway through	عند منتصف
Embassy	سفارة	Hawk Conservancy	مجلس المحافظة على الصقور
energy (heat, light etc.)	طاقة (حرارة وضوء... إلخ)	headline	عنوان
enjoy	تمتع	heat	حرارة
equipment	معدات	heat (v)	يسخن
erupt	ينفجر - يثور	honey	عسل
escape (v)	يهرب	huge	ضخم
essay	مقال	hurt (v)	يجرح
establish	يؤسس	<b>li</b>	
exit (n)	مخرج	image	صورة
expert	خبير	immediately	فوراً
explain	يشرح	intelligent	ذكي
<b>Ff</b>		inventor	مخترع
fault (n)	خطأ	investigate	يبحث، يحقق
feed (v)	يطعم	<b>Jj</b>	
finally	أخيراً	Japan	اليابان
fire (n)	حريق	jet lag	حالة عدم توازن تصيب الشخص عند سفره
flat (adj)	مستو		

**Kk**

kid	طفل
kite (fly a)	طائرة ورقية
knock (n) (blow)	ضربة أو لكمة عنيفة

**Ll**

lamp	مصباح
lamp	مصباح
level (of English)	مستوى
lid	غطاء
lifeboat	قارب النجاة
lifestyle	أسلوب المعيشة
limited	محدود
liquid	سائل
Londoner	لندني

**Mm**

made of	مصنوع من
major (adj)	رئيسي
man-made	من صنع البشر
Master's Degree	درجة الماجستير
matters (n)	شئون
midsummer	منتصف الصيف
mobile (phone)	جوال
mount	يركب
mysterious	غامض
mystery	لغز

**Nn**

naturally	بالطبع
nobody	شخص نكرة، لا أحد

**Oo**

observatory	مرصد فلكي
oil	زيت
open-topped (bus)	حافلة مكشوفة
optics	علم البصريات
oven	فرن
oversleep	يستغرق في النوم

**Pp**

palace	قصر
panic (v)	يصاب بذعر
parallel	متواز
parrot	بيغاء
pet shop	دكان الحيوانات الأليفة
petrol	نقط
pick up (an object)	يلتقط
planet	كوكب
plastic	لدائن بلاستيك
plate (photographic plate)	لوحة
pole	عمود
police station	قسم الشرطة
position	موضع
pour	يصب - يسكب
prehistoric	قبل التاريخ
publish	ينشر

**Rr**

rabbit	أرنب
ray (of light)	شعاع
recycle	إعادة صنع الأشياء أو التدوير



religious	ديني	torch	مصباح يدوي
reporter	مراسل صحفي	towards	تحو، اتجاه
reward (n)	مكافأة	trade (n)	تجارة
rhyme (v)	يقفي	traditional	تقليدي
rot (v)	يتعفن	trouble (in trouble)	مشكلة، محنة
rubbish	قمامة	turn off	يطفي
		type (n)	نوع

## Ss

scissors	مقص
serious (as in serious illness)	خطير
ship	سفينة
shout (v)	يصرخ
sightseeing	بصر، رؤية
ski (v)	يتزلج
snack (n)	وجبة خفيفة
spaceship	سفينة فضائية
spare time	وقت الفراغ، وقت الراحة
statement (police statement)	تقرير
steering wheel	عجلة القيادة
stewardess	مضيفة
strange	غريب
studio (radio studio)	ستوديو
surname	اسم العائلة، لقب

## Tt

tap (n)	صنبور
tonne	طن

## Uu

university	جامعة
upside down	رأساً على عقب

## Vv

valuable	نفيس
verse	شعر
visa	تأشيرة
volcano	بركان

## Ww

waste (v)	أضاع، يبد
way	طريقة أو درب
web page	صفحة على شبكة الإنترنت
weigh	يزن
wound up (excited)	منغمس

<b>Listening skills for Second Intermediate Grade 8:</b>	<i>Included in Lift Off 3</i>
Differentiate between the pronunciation of similar sounds in English	X
Recognise various intonation patterns	X
Understand directions relating to how to get from one place to another	X
Understand enough to be able to meet needs of a concrete kind	X
Understand information in short messages and announcements which are delivered slowly and clearly	X
Understand the main idea and/or basic information in short monologues or dialogues	X
<b>Speaking skills for Second Intermediate Grade 8:</b>	
Ask for repetition and clarification to fill in gaps in understanding	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get simple information	X
Give and follow simple instructions and directions	X
Handle very short social exchanges: greetings and farewells; introductions; giving thanks, responding to news	X
Link ideas with <i>and, then, but, because</i>	X
Manage simple, routine exchanges; ask and answer questions and exchange ideas and information on familiar topics	X
Produce a short series of sentences: <ul style="list-style-type: none"> <li>• to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.</li> <li>• to express opinion on a familiar subject</li> <li>• to make and respond to invitations, suggestions and apologies</li> <li>• to discuss plans and make arrangements</li> <li>• to agree and disagree with others</li> </ul>	X
Use formulaic language in order to communicate limited information in simple everyday situations	X
Use simple phrases to satisfy needs of a concrete type	X
<b>Reading skills for Second Intermediate Grade 8:</b>	
Find specific predictable information in simple, everyday material, such as advertisements, menu etc.	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand specific information in short, simple texts or familiar topics	X
Understand text cohesion (personal pronouns used as reference items)	X
Understand the main idea in short simple texts on familiar topics	X
<b>Writing skills for Second Intermediate Grade 8:</b>	
deal with certain aspects of writing (punctuation, purpose, syntax, paragraphing)	X
Give personal information (name, age etc.)	X
Write about everyday aspects of their environment (people, animals, places, living conditions, etc.)	X
Write short simple descriptions of people, activities and events	X

Write short simple informal letters and e-mails (giving news, thanking, apologizing, inviting, accepting or refusing an invitation, describing experiences)	X
Write short simple notes and messages conveying simple information related to matters of immediate need	X
Write simple phrases and sentences linked with simple connectors such as <i>and, but, because</i>	X
<b>Grammar coverage for Second Intermediate Grade 8:</b>	
Adverbs of manner	X
Comparative and superlative forms	
Conditionals (Zero conditional, Type 1)	
Conjunctions	X
Countable and uncountable nouns – <i>some / any / no – much / many / a lot of / lots of – a few / a little – How much / How many</i>	X
Future <i>will</i> (Affirmative – Negative – Questions – Short answers); Time expressions; Present Progressive with future meaning; Future <i>going to</i>	X
Intensifiers	X
<i>like/love/enjoy/hate/can't stand + ing</i>	
Modals: <i>can, could, should, may, might, must / have to</i>	X
Object personal pronouns	X
Past Progressive (Affirmative – Negative – Questions – Short answers) – Time clauses	X
Past Simple – regular and irregular verbs – time expressions	X
Possessive case – Possessive pronouns	X
Prepositions of time, place and movement	X
Present Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	X
Present Progressive – Stative verbs	X
Present simple - Time expressions – Adverbs of frequency	X
relative pronouns ( <i>who, which, that</i> )	
Revision of question words ( <i>Who, Whose, What, Where, Why, How, When</i> )	X
<i>So/Neither</i>	X
<i>too-enough</i>	
<i>would like/want + to</i>	X
<b>Functions for Second Intermediate Grade 8:</b>	
ask about and identify location / ask for and give directions	X
ask and answer about number and quantity	X
ask for and give advice – make suggestions	X
describe / define people and things	X
describe the manner of an activity or degree of intensity	X

discuss a range of topics	X
discuss future plans	
distinguish between current activities and habitual actions	X
express ability in the past	X
express emotions	
express obligation, lack of obligation and prohibition	
express opinion / agreement, disagreement – find things in common	X
express possession	X
express possibility in the present or future	X
express preference / like / dislike / desire	X
invite and accept or refuse an invitation – thank and apologise	X
link past and present time	X
make comparisons	
make predictions, promises, on-the-spot decisions and requests	X
make requests / ask for, give and refuse permission	X
offer (help, etc.) / accept and refuse offers	X
refer to conditions and their results	
talk about, write about habitual actions in the past and understand the sequence of past events / experiences	X
talk and write about current activities and temporary states	X
talk and write about habitual actions, routines and permanent situations	X





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