

# Lift Off!

3



## LESSON 1 Who's who?

### 1 Look, read and write.

Ibrahim    Uncle-Jim    Omar    Penny    Reema



Dave Watson

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



Ranya

Look! It's Ranya.  
No it isn't. It's Reema.



Fahad

Look! It's Fahad.  
No it isn't. It's Ibrahim.



Nina

Look! It's Nina.  
No it isn't. It's Penny.



Yasser

Look! It's Yasser.  
No it isn't. It's Omar.

### 2 Match.



Look! It's Yasser. f

a He's Polish.



Look! It's Lucy. e

b She's Saudi.



Look! It's Ranya. b

c She's Italian.



Look! It's Nina. d

d She's English.



Look! It's Jack. a

e She's English.



Look! It's Elena. c

f He's Saudi.

First name	Surname	Nationality
Omar	Saad	Saudi
Elena	Rossi	Italian
Ibrahim	Saad	Saudi
Penny	Watson	English

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 lives in England. He is one of Fred's best friends.
- Dave Watson is an English teacher at the International Language School in Riyadh. His wife is Penny, his son is Fred and his daughter is Nina.
- Rakan and Yasser are students in Dave Watson's class.
- Ranya is Saudi. She teaches English to children.
- Lucy goes to school with Nina and Elena.

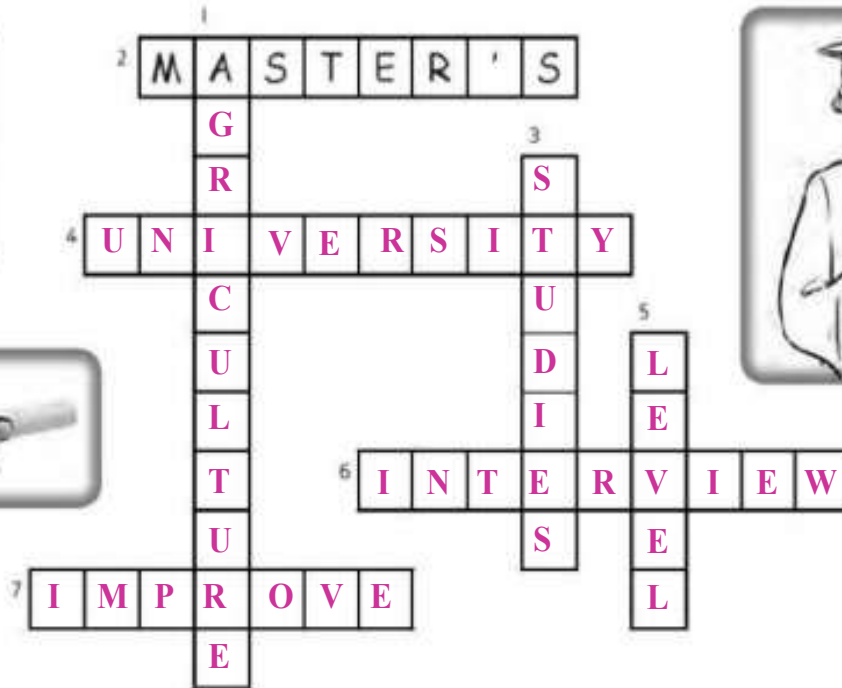
#### 5 Find the odd word.

- 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

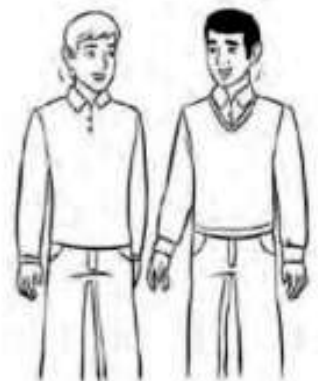
1 Answer the questions and complete the word puzzle.



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

2 Answer the questions. Write sentences.

- 1 Who's Claudio? He's a new student.
- 2 Where does Claudio come from? He comes from Como in Italy.
- 3 What does Claudio do in Italy? He works in his father's hotel.
- 4 Why does he need English? He needs English for his job.
- 5 What did Fahad study at university? He studied agriculture.
- 6 Why does he need to improve his English? Because he wants to take a Master's Degree in Britain.





Mark 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"/> _____ at _____     |
| 2 He <u>knows</u> lots of English.                          | <input checked="" type="checkbox"/> _____              |
| 3 Yesterday I <u>walked</u> to school.                      | <input checked="" type="checkbox"/> _____              |
| 4 <u>Do</u> they eat breakfast every day?                   | <input checked="" type="checkbox"/> _____              |
| 5 He's <u>go</u> to stay at his friend's house on Saturday. | <input checked="" type="checkbox"/> <u>going</u> _____ |
| 6 They haven't got <u>some</u> milk.                        | <input checked="" type="checkbox"/> <u>any</u> _____   |
| 7 I <u>need</u> to study for my exam.                       | <input checked="" 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, isn't it? \_\_\_\_\_  
Yes, it is. \_\_\_\_\_



These kebabs are delicious, aren't they? \_\_\_\_\_  
Yes, they are. \_\_\_\_\_



It's raining, isn't it? \_\_\_\_\_  
Yes, it is. \_\_\_\_\_



She's hungry, isn't she? \_\_\_\_\_  
Yes, she is. \_\_\_\_\_



We're in the same class next term, aren't we? \_\_\_\_\_  
Yes, we are. \_\_\_\_\_

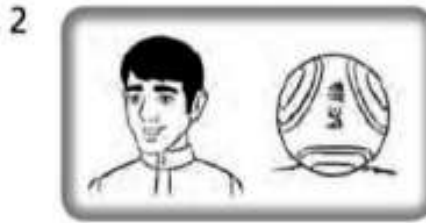
## LESSON 3 Whose is it?

### 1 Choose and write.

mine yours his hers ours theirs



It's mine.



It's his.



They're yours.



They're ours.



It's hers.



It's theirs.

### 2 Write questions or answers.

Ranya Yasser Fred Ibrahim Omar Nina



Whose are the chickens?

They're Yasser's.



Whose is the whiteboard?

It's Ranya's.



Whose is the car?

It's Ibrahim's.



Whose is the dictionary?

It's Nina's.



Whose are the trainers?

They're Fred's.



Whose are the trousers?

They're Omar's.

Write 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> watched (watch) a DVD and then we <sup>3</sup> had (have) lunch. In the afternoon, it <sup>4</sup> was (be) hot and sunny so we <sup>5</sup> walked (walk) to the beach near my house. We <sup>6</sup> played (play) football on the sand and then we <sup>7</sup> bought (buy) some ice creams. Suddenly, we <sup>8</sup> heard (hear) my father's voice! We <sup>9</sup> were (be) late for dinner! We <sup>10</sup> thought (think) it was 5 o'clock but my dad <sup>11</sup> said (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 checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Young parrots can learn long sentences.                | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 4 Parrots learn best at the start of the day.            | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 5 There aren't many different kinds of parrots.          | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 6 Parrots stop eating if you change their meal times.    | T <input type="checkbox"/>            | F <input checked="" 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> speaking bird  
 But <sup>3</sup> Nina didn't know  
 So Nina <sup>4</sup> had a big surprise  
 When the parrot said <sup>5</sup> Hello!





## 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 parks.
- 3 You can learn amazing things at the Science Museum.
- 4 When you ride on the London Eye, you can see wonderful views.
- 5 Read about places to visit in a tourist brochure.
- 6 The Tower of London is a very old castle.

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

- 1 I'd like to go to Science Museum  
because I can learn amazing things there.
- 2 I'd like to go to Tower of London  
because It's a very old castle.

### 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 read a book.
- 3 forget I forgot my umbrella, so I got wet in the rain.
- 4 see She was surprised when she saw a colourful bird in the tree.
- 5 eat I can't eat the cake! I ate too much dinner!
- 6 take He took his cousin to the zoo on Saturday.
- 7 go First, we went to the monkeys' cage.

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

- a She fell asleep on the train. 4
- b Elena said: 'I forgot to write my homework essay.' 7
- c They walked around the city and went to lots of interesting places. 2
- d Nina was very tired. 3
- e Nina and her family went to London at the weekend. 1
- f On Monday, Nina went back to school. 5
- g She saw Lucy and Elena. 6
- h Nina said: 'So did I'. 8

**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

- 1 bird                      word
- 2 bought                      taught
- 3 hand                      sand
- 4 wear                      hair
- 5 know                      go

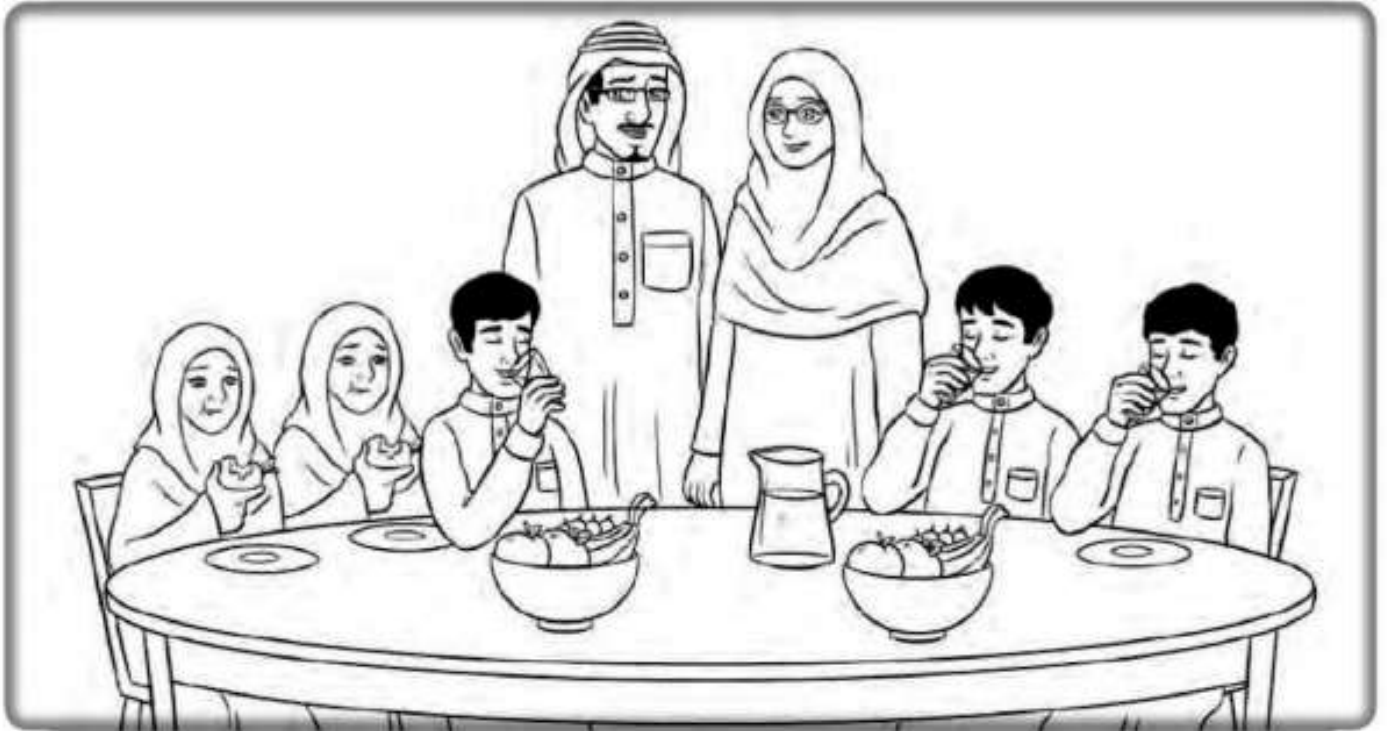


**6 Write words that sound the same but have different spellings and meanings.**

- 1 sea   see
- 2 right   write
- 3 be   bee
- 4 our   hour
- 5 too   two
- 6 where   wear

## 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 A country or a house next to yours is your neighbours.
- 3 We can use the word buildings to talk about places like houses, castles and hospitals.
- 4 It's the building where bakers cook bread and cakes. It's a bakery.
- 5 What does the wind do? It b blows.
- 6 What does a fire do? It b burns.



these sentences in the simple past tense.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1 They're destroying the forests. | <u>They destroyed the forests.</u> |
| 2 It's catching fire.             | <u>It caught fire.</u>             |
| 3 He's putting it out.            | <u>He put it out.</u>              |
| 4 The wind's blowing.             | <u>The wind blew.</u>              |
| 5 The baby's waking up.           | <u>The baby woke up.</u>           |
| 6 They're running away!           | <u>They ran away.</u>              |
| 7 I'm beginning to understand.    | <u>I began to understand.</u>      |

4 **Underline the best words.**

- The Great Fire of London destroyed (Lots of/some) buildings.
- A baker forgot to put (the fire/his oven) out.
- The (baker/bakery) caught fire.
- The (wind/rain) blew the fire to other buildings.
- (Lots of/No) Londoners died in the Great Fire of London.
- The buildings in Riyadh are (old and modern/all modern).
- 'Rawdha' means the place where you can find beautiful (beaches/gardens).
- Riyadh is in the (north/centre) of Saudi Arabia.

5 **Say the words and write them in the correct column.**



did	dead
him	lend
<u>wind</u>	<u>vet</u>
<u>fish</u>	<u>egg</u>
<u>chip</u>	<u>ten</u>
<u>in</u>	<u>send</u>

<del>him</del>	<del>lend</del>	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> Leave the classroom quietly.
- 2 <sup>2</sup> Walk quickly to the nearest fire exit. Don't <sup>3</sup> run.
- 3 <sup>4</sup> Wait in the playground.
- 4 When the teacher <sup>5</sup> calls your name, <sup>6</sup> answer 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 calmly.



Her mark was 20/20. She answered everything correctly.

### 3 What are the missing letters?

1 fire rules   2 fire drill   3 don't panic   4 fire exit





## LESSON 1 *Read this, Nina*

### 1 Find five different kinds of people.

- |   |                |                       |
|---|----------------|-----------------------|
| 1 | mnaolipec      | <u>policeman</u>      |
| 2 | roperter       | <u>reporter</u>       |
| 3 | hosp sisasatnt | <u>shop assistant</u> |
| 4 | ruglbar        | <u>burglar</u>        |
| 5 | gnaarme        | <u>manager</u>        |

### 2 Match the words and definitions.

- |   |                                       |          |   |             |
|---|---------------------------------------|----------|---|-------------|
| 1 | go into a building without permission | <b>f</b> | a | a burglar   |
| 2 | unusual                               | <b>e</b> | b | a mystery   |
| 3 | something we can't explain            | <b>b</b> | c | investigate |
| 4 | a hand-held light                     | <b>g</b> | d | imagine     |
| 5 | look for answers – the police do it!  | <b>c</b> | e | strange     |
| 6 | think / see something in your head    | <b>d</b> | f | break into  |
| 7 | a person who breaks into a building   | <b>a</b> | g | a torch     |



### 3 Answer the questions.



- |   |   |                       |
|---|---|-----------------------|
| 1 | Who's investigating the break-in?         | <u>The police.</u>    |
| 2 | Who's a waiter at The Pizza House?        | <u>Enrico Rossi.</u>  |
| 3 | Who went into Styles at 10.00?            | <u>Barbara Baran.</u> |
| 4 | Who phoned the police the first time?     | <u>Enrico Rossi.</u>  |
| 5 | Who phoned the police the second time?    | <u>Barbara Baran.</u> |
| 6 | Who read the newspaper at breakfast time? | <u>Penny.</u>         |

the phone conversation between Barbara and the policeman.  
Find and correct eight more mistakes.

**Police**

**Policeman:** Oxford ~~from~~ Station. Can I help you?

**Barbara:** Yes. My name's Mrs. Baran, Barbara Baran.

**Policeman:** Yes, Mrs. Baran?

**Barbara:** The break-in ... ~~I wrote~~ <sup>read</sup> 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~~ <sup>Calm</sup> down, Mrs. Baran. Are you saying **you** brake into Styles?

**Barbara:** No, of course not. ~~Live~~ <sup>work</sup> there.

**Policeman:** You work there?

**Barbara:** Yes. And I went ~~to a restaurant~~ <sup>home</sup> at 5.30 yesterday and left my ~~coat~~ <sup>bag</sup> in the shop. So I went back later and got it. I'm so sorry.

**Policeman:** You went into the shop at ~~12.00~~ <sup>10.00</sup> because you wanted to get your bag?

**Barbara:** Yes, yes.

**Policeman:** Could you come to the ~~shop~~ <sup>Station</sup>, please, Mrs. Baran? We need to take a ~~photo~~ <sup>statement</sup>.

**Barbara:** Yes, of course. Right away.



**5 Write the words in the correct order and punctuate. Then ask questions using Which?**

1 like I T-shirt the

I like the T-shirt.

Which T-shirt?

2 book interesting weekend I an last read

I read an interesting book last weekend.

Which book?

3 very university a went to I good

I went to a very good university.

Which university?

4 new he learned three words

He learned three new words.

Which words?

## LESSON 2 *Why are you late, Yasser?*

### 1 Write these sentences in the negative.

- |   |   |
|---|---|
| 1 She had chips for breakfast.          | <u>She didn't have chips for breakfast.</u>         |
| 2 The goats ate the grass.              | <u>The goats didn't eat the grass.</u>              |
| 3 We took our passports to the airport. | <u>We didn't take our passports to the airport.</u> |
| 4 She did her homework.                 | <u>She didn't do her homework.</u>                  |

### 2 Correct the sentences about Yasser and his cousin.



- |                                    |   |
|------------------------------------|---|
| 1 Yasser overate.                  | <u>He didn't overeat. He overslept.</u>                         |
| 2 His cousin fell down a mountain. | <u>He didn't fall down a mountain. He fell down the stairs.</u> |
| 3 He hurt the cat.                 | <u>His cousin didn't hurt the cat. He hurt himself.</u>         |
| 4 He went to the doctor's.         | <u>He didn't go to the doctor's. He went to hospital.</u>       |

### 3 Match the questions and answers.

- |  |                            |                                       |
|--|----------------------------|---------------------------------------|
| 1 Why was he hot?                      | <input type="checkbox"/> c | a Because we wanted to see the views. |
| 2 Why did the birds fly away?          | <input type="checkbox"/> e | b Because it's very cold outside.     |
| 3 Why are you doing revision?          | <input type="checkbox"/> d | c Because he ran to school!           |
| 4 Why did you go on the London Eye?    | <input type="checkbox"/> a | d Because I'm going to have a test.   |
| 5 Why are you wearing your woolly hat? | <input type="checkbox"/> b | e Because they were scared.           |



Write the sentences.






- 1 a I'm sorry I didn't write to you. I'm sorry I didn't write to you.
- b That's OK. It doesn't matter. That's OK. It doesn't matter.
- 2 a I'm very sorry I'm late. I'm very sorry I'm late.
- b That's alright. That's alright.

5 Look at the pictures and write apologies. Write negatives when you see X.

cut    read    ~~break~~    burn    forget    break

- 1  I'm sorry I broke the watch.
- 2  I'm sorry I forgot the map.
- 3  I'm sorry I burnt the cake.
- 4  X I'm sorry I didn't cut the grass.
- 5  I'm sorry I broke the cup.
- 6  X I'm sorry I didn't read the book.

6 Write sentences about the people. Use the simple past tense.

- 1  She hurt her head.
- 2  He hurt his leg.
- 3  He broke his leg.
- 4  He burnt his hand.
- 5  She cut her hand.

## LESSON 3 *Poor Uncle Jim*

### 1 Write the words.

- 1 bulcemaan It takes you to hospital. ambulance
- 2 gtereisn elewh The driver of a car holds this. steering wheel
- 3 cratfif gthsli Sometimes they are red and sometimes green! traffic lights
- 4 andbaeg You can use this when you cut yourself. bandage

### 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> Thank you for your e-mail yesterday. <sup>3</sup> I'm sorry  
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> hope you and your family are <sup>5</sup> well.  
<sup>6</sup> Love,  
Amy



Dear Amy,  
Please <sup>7</sup> don't apologise. I'm <sup>8</sup> sorry you're  
not well. I hope the doctor gives you some medicine. Headaches are  
<sup>9</sup> awful!  
We're all well here and everyone sends you their  
<sup>10</sup> best wishes.  
I hope <sup>11</sup> you get better soon!  
Love,  
Sue

**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 checked="" type="checkbox"/> |
| 3 Suddenly, Lenny had an accident.                    | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 4 He broke his arm.                                   | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 5 He called Alex's name quietly.                      | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 6 Then Alex came and called an ambulance.             | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 7 Alex didn't visit Lenny in hospital.                | T <input type="checkbox"/>            | F <input checked="" 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.  
He didn't break his arm. He broke his leg.
- Lenny went home.  
He didn't go home. He went to hospital.

**4 Say the words and underline the stress.**

- 1 newspaper    2 accident    3 hospital  
 4 awful    5 serious    6 police

apologise  
ambulance





## 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 was having a picnic.
- 3 Two girls were walking through the gate.
- 4 A small boy was riding a bike.
- 5 An older boy was reading a book.
- 6 A woman was painting.
- 7 A bird was eating 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? I was having my breakfast.

2 What were you doing at 3 o'clock yesterday afternoon?

I was doing my homework.

3 What were you doing at 8 o'clock yesterday evening?

I was writing in my class.

4 What were you doing at 10 o'clock last Thursday morning?

\_\_\_\_\_

### 3 Punctuate the questions.

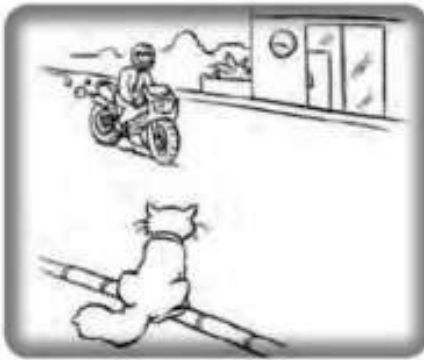
whatwasYasserdoingat10clockonthursdaymorning

What was Yasser doing at 10 o'clock on Thursday morning?

whatwerethestudentsstudyingat10.30

What were the students studying at 10:30?

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> was walking along Green Street. A man <sup>3</sup> was riding a motorbike along the road. A cat <sup>4</sup> was sitting on a garden wall. Suddenly, the cat <sup>5</sup> ran in front of the motorbike. The man <sup>6</sup> turned the bike quickly and <sup>7</sup> hit a garden wall. He <sup>8</sup> didn't hurt himself but he <sup>9</sup> destroyed 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> escaped from the zoo on Monday 5<sup>th</sup> July.

She was last seen running

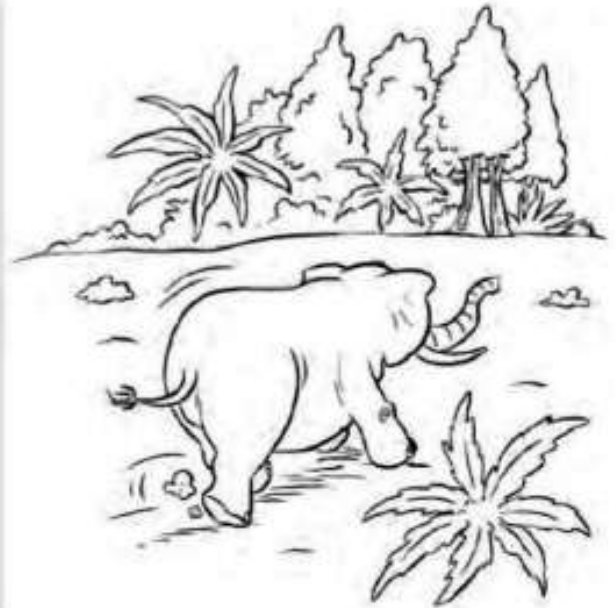
<sup>3</sup> towards the forest.

Don't go near the elephant.

<sup>4</sup> Phone the police.

There is a £500 <sup>5</sup> reward for

<sup>6</sup> information.



### 2 Complete the sentences about Davey. Use *could* or *couldn't*.

bring    fly    see    catch    ~~escape~~

- The window was open. Davey could escape.
- The parrot could fly out of the window.
- Penny couldn't catch Davey.
- When Nina came home, she couldn't see Davey.
- The woman who caught Davey said she could bring him to Nina's house.

### 3 Write questions.

- Davey / escape                      Could Davey escape?
- Penny / catch / Davey              Could Penny catch Davey?
- Nina / see / Davey                    Could Nina see Davey?
- you / do / your homework yesterday    Could you do your homework yesterday?



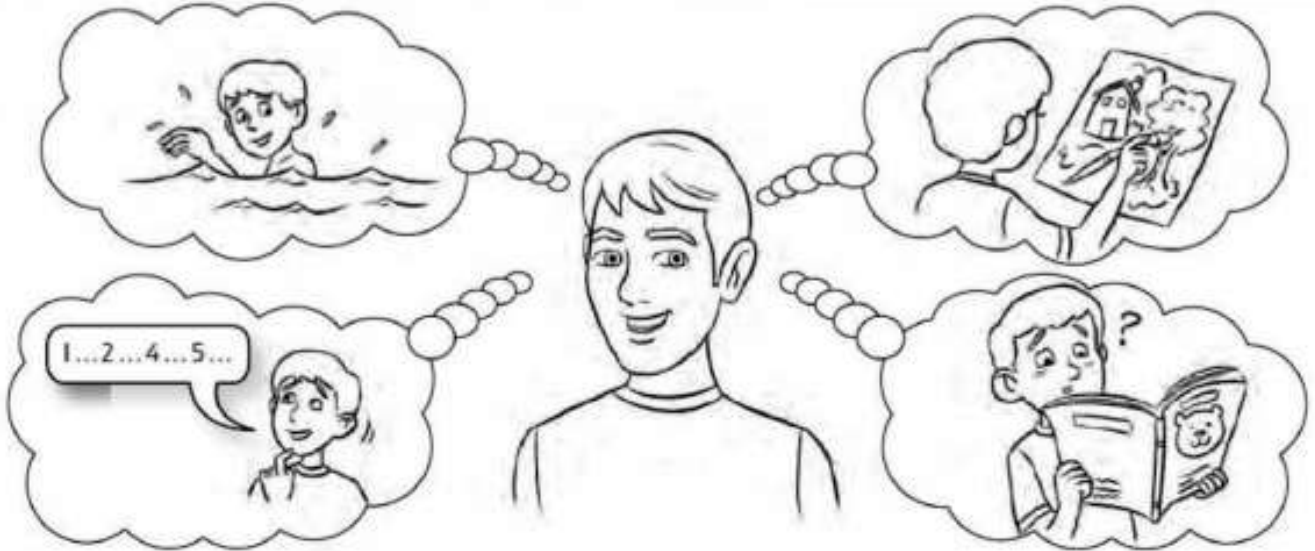


## LESSON 3 *When I was ten*

### 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 He could paint when he was three.  
 3 He couldn't count when he was three.    4 He couldn't read when he was three.

b) Write questions and short answers about Charlie when he was three.

- 1 Could he swim? Yes, he could.    2 Could he paint? Yes, he could.  
 3 Could he count? No, he couldn't.    4 Could he read? No, he couldn't.

### 2 Label the pictures.



lete 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 diary.
- 3 The *Mary Celeste* was a ship.
- 4 A captain has the most important job on a ship.
- 5 When a ship has an accident, people can escape in a lifeboat.

**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 nobody.
- 3 When they shouted to the *Mary Celeste*, they didn't hear anybody answer.
- 4 When they went on the ship, they didn't find anybody.
- 5 Nobody 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 checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Traffic doesn't cause any change in the climate.          | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 4 We're cutting down too many trees.                        | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 5 The world is getting colder.                              | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 6 We can all help to stop the climate change.               | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 7 We need more carbon dioxide above the Earth.              | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 8 Too much carbon dioxide above the earth causes a problem. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 9 Carbon dioxide is a gas.                                  | T <input checked="" 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 cutting down too many trees.
- 3 We're throwing away too much rubbish.
- 4 We're driving too many cars.
- 5 We're using too much electricity.

**sentences with *too much* / *too many*.**

Use these words.

**cars / the cities**

**homework / the evenings**

**people / the boat**

**rain / Oxford**



There's too much rain in Oxford.



There are too many people in the boat.



There's too much homework in the evenings. There are too many cars in the cities.



**4 Match the two halves of the sentences.**

- |                               |                            |  |
|-------------------------------|----------------------------|--|
| 1 The Earth's climate becomes | <input type="checkbox"/> c | a too much rubbish.                                    |
| 2 There is carbon dioxide     | <input type="checkbox"/> d | b cannot escape when there is too much carbon dioxide. |
| 3 The sun heats               | <input type="checkbox"/> e | c hotter when heat cannot escape.                      |
| 4 The heat from the Earth     | <input type="checkbox"/> b | d above the Earth.                                     |
| 5 Our lifestyles              | <input type="checkbox"/> f | e the Earth.   |
| 6 We use                      | <input type="checkbox"/> g | f are causing changes to the climate.                  |
| 7 We throw away               | <input type="checkbox"/> a | 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~~ <sup>too many</sup> journeys on planes and in cars. We're using ~~too many electricities~~ <sup>too much electricity</sup> and we're ~~throwing in~~ <sup>throwing away</sup> too much rubbish! Another problem is that we use ~~too many~~ <sup>too much</sup> paper and then we cut down ~~too much grass~~ <sup>too many trees</sup> 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 | ⇒ | <u>wool</u>   |
| 3 oil         | ⇒ | <u>petrol</u> | 4 milk  | ⇒ | <u>cheese</u> |
| 5 trees       | ⇒ | <u>wood</u>   | 6 wood  | ⇒ | <u>paper</u>  |
| 7 potatoes    | ⇒ | <u>chips</u>  | 8 gas   | ⇒ | <u>heat</u>   |



Write a verb and write sentences with *should/ shouldn't*.

play   sail   go   eat   touch   go



He should go to bed.



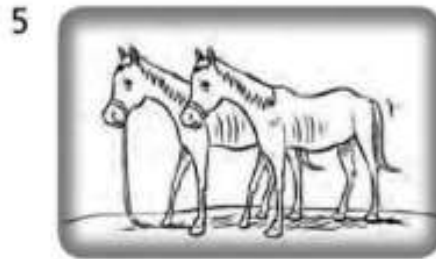
They shouldn't play football near the house.



She should go to the doctor.



They shouldn't sail in bad weather.



They should eat more.



She shouldn't touch very hot plates.

**4 Complete with fewer/less.**

- 1 In the year 3000 there's going to be less oil.
- 2 Can we use less paper at school?
- 3 We should cut down fewer trees.
- 4 I know fewer English words than my teacher.
- 5 It's a good idea to use less electricity.
- 6 We should throw away less rubbish.
- 7 A baby has fewer 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? CO
- 3 What should we recycle? Paper plastic and glass
- 4 What do trees take in? CO
- 5 What produces light in most houses? electricity

## LESSON 3 *Spaceship Earth*

1 Match the pictures and words.



b



e



f



a



d



c

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 ...
walk or cycle when we can.	waste energy
turn taps off	always drive cars
use plastic bags again	throw away plastic bags
keep our air clean	burn so much coal

**line 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? Have you got \_\_\_\_\_ 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>

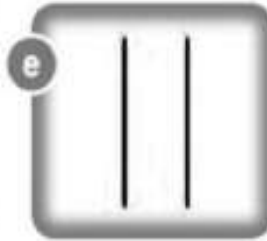
- 1 We should think before we drive because cars use valuable petrol. When we drive, petrol produces CO and this is bad for the climate.
- 2 We should keep our air clean because it's very important to us and to all animals and plants.



## LESSON 1 *Old places*

### 1 Match.

- 1 desert c
- 2 archeologist f
- 3 parallel lines e
- 4 bird of prey b
- 5 standing stones a
- 6 activities programme d



### 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,

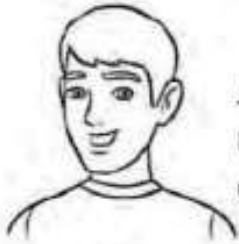
Fahad

### 3 Complete the sentences about the standing stones of Al-Rajajil.

Some archeologists think the stones were probably a m e etin g place. Possibly they were also a t rad e centre or a r eli g iou s centre.

## e-books are they going to buy?

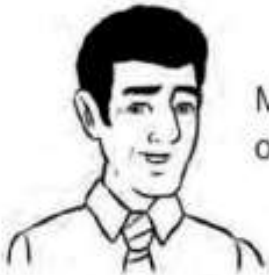
Read about the people then complete the sentences with the correct e-books.



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's possibly going to buy Farm Animals.
- b John's probably going to buy Animals of the Forest.
- 2 a Andy's possibly going to buy Birds of the World.
- b Andy's probably going to buy Hawks.
- 3 a Mr. Taylor's possibly going to buy Mountain Walks.
- b Mr. Taylor's probably going to buy Short Forest Walks.
- 4 a Mrs. Taylor's possibly going to buy Explore London.
- b Mrs. Taylor's probably going to buy Explore English Villages.



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

1 Complete the sentences with **to ...**. Use the pictures to help you.



- 1 They're going to the sea to sail a boat.
- 2 She's going to the library to borrow a book.
- 3 She's going to the supermarket to buy some tomatoes.
- 4 They're going to the park to fly a kite.
- 5 He's going to London to see the London Eye.

2 Write the beginnings of the sentences.

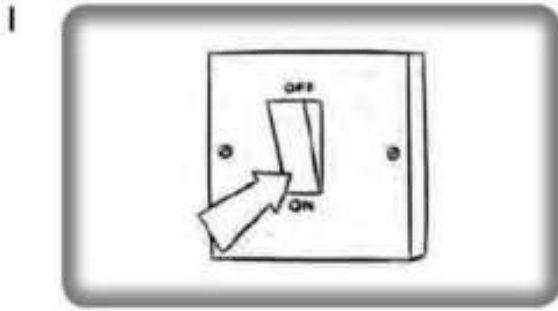
Davey flew out of the window    People go to Stonehenge  
 We cut down trees    ~~Fahad's studying in Bournemouth~~  
 Nina went to London    You can take medicine

- 1 Fahad's studying in Bournemouth to improve his English.
- 2 People go to Stonehenge to see the standing stones.
- 3 We cut down trees to make paper.
- 4 Davey flew out of the window to escape.
- 5 Nina went to London to go sightseeing.
- 6 You can take medicine to help you get better.

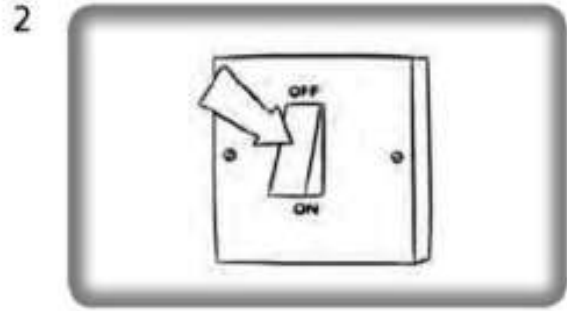


3 Complete the sentences. Use these words.

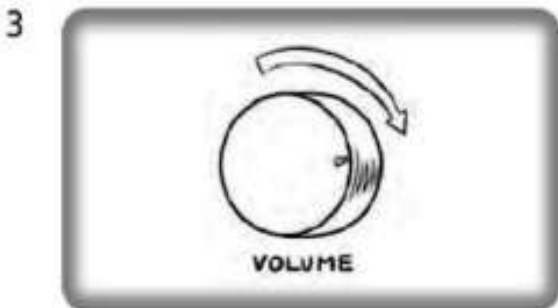
down off on up



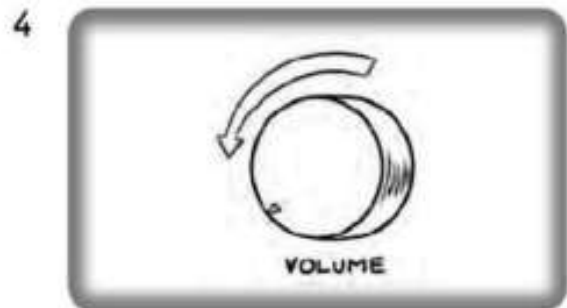
Turn the light on.



Turn the light off.



Turn the radio up.



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?

- |   |   |
|---|---|
| <p><b>c</b></p> <p><b>e</b></p> <p><b>f</b></p> <p><b>a</b></p> <p><b>d</b></p> <p><b>b</b></p> | <p>a In the school magazine.</p> <p>b Possibly.</p> <p>c To save energy.</p> <p>d To ask her a favour.</p> <p>e To stop climate change.</p> <p>f People's favourite places.</p> |
|---|---|

## 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 type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 2 Taif is too cold.                           | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 3 Taif is a good place to buy things!         | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 4 There aren't many parks in and around Taif. | T <input type="checkbox"/>            | F <input checked="" 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 checked="" type="checkbox"/> |
| 3 Most tourists visit Zakopane in school term time.           | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 4 The local food is wonderful.                                | T <input checked="" 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 checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 3 Florence a quiet city.                          | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 4 Florence is a very busy city.                   | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |





## 2) 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> went (go) for a walk in the forest. We were walking through some tall green trees when suddenly, the wind <sup>3</sup> blew (blow) my cap off. I immediately <sup>4</sup> ran (run) after it, <sup>5</sup> caught (catch) it and <sup>6</sup> put (put) it back on my head.

Then the wind blew my cap off a second time! The cap <sup>7</sup> flew (fly) high up into the air. I ran after it and <sup>8</sup> came (come) to a river. Then I <sup>9</sup> saw (see) my cap sailing slowly down the river! The next day, we went to a market and I <sup>10</sup> bought (buy) a new cap. I <sup>11</sup> thought (think) the new cap was smarter than the old one so I was very happy!



## 4 Write questions in the simple past. Use these words to help you.

~~When ...? (×1)~~

What ...? (×4)

Where ...? (×1)

How many ...? (×1)

- 1 When did you go? I went in July.
- 2 Where did you go? I went to Taif.
- 3 What did you see? I saw beautiful parks and flowers, and traditional buildings.
- 4 What did you eat? I ate delicious Arabic dishes.
- 5 What was your favourite activity? My favourite activity was visiting the souks.
- 6 How many photos did you take? I took 50 photos!
- 7 What did you buy? I bought lots of local honey!




Last year I had a holiday in Saudi.





## LESSON 1 *The three banks*

1 Where should the rubbish go? Write the words in the correct banks.

		
<b>Glass Only</b>	<b>Plastic Only</b>	<b>Paper Only</b>
plastic bag _____ <u>Bottle bank</u> _____ bottle/glass	<u>Plastic bank</u> _____ plastic bag/pen _____	<u>Paper bank</u> – _____ newspaper/ _____ notebook



2 **Underline the correct words.**

Charlie asked Mr. Norris about the <sup>1</sup>(bins/pens) in the playground. Mr. Norris 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. Mr. Norris 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.

**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 What are the bottles made of? They're made of glass.
- 3 What's the coat made of? It's made of wool.
- 4 What are the bowls made of? They're made of plastic.
- 5 What's the desk made of? It's made of wood.
- 6 What are the boots made of? They're made of leather.

**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? Black leather.
- 3 What's your desk made of? Brown wood.

**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 window.
- 3 They're made of leather. You can wear them on your feet in the mountains.  
They're (walking) boots.
- 4 It's usually made of wood. You can sit on it.  
It's a chair.

**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. centre
- 3 Then, they break the bottles into large pieces. small
- 4 They cool the glass. heat
- 5 When it is very cold, they can use it to make new bottles. hot

## 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* (X) and these words.

recycle   scissors   ~~turn off~~   rubbish   TV   use  
 turn off   tap   drive   turn off   light



You should turn off the light.



You should recycle rubbish.



You should turn off the TV.



You shouldn't use scissors.



You should turn off the tap.



You shouldn't drive.



**lete 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> matters worse!  
 Learn these <sup>3</sup> words and don't forget  
 To do what's in this <sup>4</sup> verse.  
  
 Don't <sup>5</sup> throw away your plastic bags.  
 Use them one more time,  
 Or put them in the plastic <sup>6</sup> bank  
 And don't forget this <sup>7</sup> rhyme.  
  
<sup>8</sup> Turn off the taps, turn off the lights,  
 Save <sup>9</sup> electricity,  
 You shouldn't waste, you should <sup>10</sup> conserve,  
 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 | <u>What's a washing machine for?</u> |
| 2 for/whats/a/whiteboard      | <u>What's a whiteboard for?</u>      |
| 3 a/map/for/whats             | <u>What's a map for?</u>             |
| 4 cage/whats/a/for            | <u>What's a cage for?</u>            |

**b) Order and punctuate the answers.**

- |                                       |  |
|---------------------------------------|--|
| a for/its/writing/on                  | <u>It's for writing on.</u>                  |
| b or/birds/keeping/its/for/animals/in | <u>It's for keeping birds or animals in.</u> |
| c washing/for/its/clothes             | <u>It's for washing clothes.</u>             |
| d for/a/journey/its/planning          | <u>It's for planning a journey.</u>          |

**c) Match the questions and answers. 1 c 2 a 3 d 4 b**

## 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.

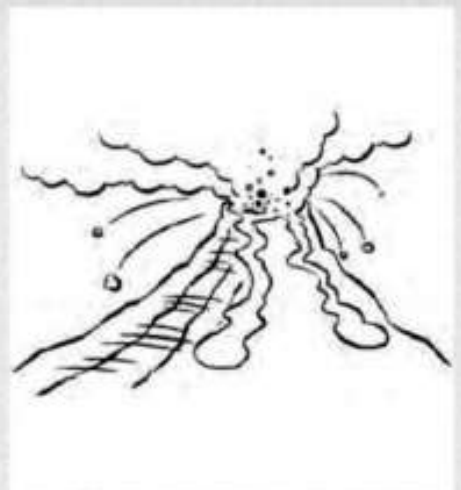
### 3 Complete.

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> 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  
rose an enormous  
dioxide fell into the sky and formed a small cloud.  
million  
Between 15 and 30 thousand tonnes went up into the air.  
sun  
The heat from the fire couldn't get through this cloud  
cooler  
and the world's climate got hotter. In America, there  
floods drought  
were droughts and in Africa there was a flood.



**Order the sentences.**

Last year, Ibrahim learned to drive. Order the sentences.



- a He took a test. 3
- b He drove his new car! 6
- c He had driving lessons for six months. 2
- d Ibrahim phoned a driving school and booked some lessons. 1
- e It was OK! He got top marks for everything! 4
- f He bought a new car. 5

**6 Complete the paragraph about Tony.**

Use these words.

finally then next after that ~~first~~

First Tony phoned a driving school and booked some lessons. T hen he had driving lessons for six months. N ext he took a test. He got top marks for everything! After that he bought a new car. Finally, 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 (onto/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



Look at that cloud.  
It looks like a rabbit!



Is that a potato? It  
looks like a stone!



Look at her house. It  
looks like a castle!



That cat's enormous!  
It looks like a tiger!



It looks like a very  
small horse! but it's a fish!



It looks like a flower!  
but it lives under water!

**Order 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, put a teabag into a cup.
- 2 Then, pour very hot water into the cup.
- 3 Next, leave it for three minutes.
- 4 After that, take the teabag out.
- 5 Finally, pour some milk into the tea, but not too much!

**5 Find the words and label the pictures.**

- 1 paml
- 2 lope
- 3 saev
- 4 batrib
- 5 ckud
- 6 dil
- 7 onurgd



lid
ground
pole
rabbit



lamp
Vase
duck

## LESSON 2 Stonehenge



### 1 Match the questions and answers.

- |   |   |                                    |
|---|---|------------------------------------|
| 1 Where is Stonehenge?                            | 4 | a Their tools were very primitive. |
| 2 When did early Britons build it?                | 1 | b In southern England.             |
| 3 Is it in the mountains?                         | 7 | c We may never know.               |
| 4 What was amazing about the builders?            | 6 | d More than 7 metres.              |
| 5 How much do the stones weigh?                   | 2 | e About 4,000 years ago.           |
| 6 How high are the largest stones?                | 8 | f On midsummer's day.              |
| 7 How and why did they build it?                  | 5 | g Up to about 50 tonnes.           |
| 8 When does the sun rise above one of the stones? | 3 | h No, it's on a plain.             |

### 2 Complete the opposites.

- |           |                  |           |                   |
|-----------|------------------|-----------|-------------------|
| 1 east    | we <u>s</u> t    | 5 agree   | d <u>isa</u> gree |
| 2 build   | d <u>e</u> stroy | 6 go down | r <u>i</u> se     |
| 3 smaller | l <u>a</u> rger  | 7 longest | sh <u>o</u> rtest |
| 4 ancient | mo <u>d</u> ern  |           |                   |

### 3 Order and punctuate the sentences about Stonehenge.

1 circle/stonehenge/is/famous/stones/of/a

Stonehenge is a famous circle of stones.

2 flat/windy/plain/it/on/stands/a

It stands on a flat, windy plain.

3 people/here/stars/planets/maybe/studied/the/and

Maybe people studied the planets and stars here.

4 an/people/observatory/think/some/it/was

Some people think it was an observatory.



with these sentences. Write **So ...** or **Neither ...**

- |   |                        |
|---|------------------------|
| 1 She doesn't like fish. (I)                  | <u>Neither do I.</u>   |
| 2 Dad's going to London at the weekend! (Mum) | <u>So is Mum.</u>      |
| 3 Fred loves Kapsa. (Nina)                    | <u>So does Nina.</u>   |
| 4 Charlie went to the zoo. (Fred)             | <u>So did Fred.</u>    |
| 5 They aren't English. (we)                   | <u>Neither are we.</u> |
| 6 He loves cheese. (I)                        | <u>So do I.</u>        |

**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 <u>may travel by train.</u>                | 2 He <u>may travel</u> by car.                               |
| 3 The hotel <u>may be expensive.</u>            | 4 The hotel <u>may be quiet.</u>                             |
| 5 There <u>may be a lot of traffic</u> outside. | 6 He <u>may go to the Heritage Centre</u> in his spare time. |

## LESSON 3 *Holiday time*

### 1 Match.

- |   |          |          |   |           |
|---|----------|----------|---|-----------|
| 1 | swimming | <b>b</b> | a | office    |
| 2 | post     | <b>a</b> | b | pool      |
| 3 | fitness  | <b>e</b> | c | bar       |
| 4 | snack    | <b>c</b> | d | equipment |
| 5 | sports   | <b>d</b> | e | centre    |

### 2 Re-write these sentences. Use a preposition.

- 1 Look at the bird. It's on the car.  
Look at the bird on the car.
- 2 That's my horse. It's in the field.  
That's my horse in the field.
- 3 Whose is the bag? It's on the ground.  
Whose is the bag on the ground?
- 4 That's my brother. He's in the dark blue coat.  
That's my brother in the dark blue coat.

### 3 Re-write these sentences. Use an *-ing* verb.

- 1 Who's the girl? She's talking to Elena.  
Who's the girl talking to Elena?
- 2 Who's the man? He's coming downstairs.  
Who's the man coming downstairs?
- 3 I know the student. She's sitting at her desk.  
I know the student sitting at her desk.
- 4 Look at the motorbike! It's going the wrong way.  
Look at the motorbike going the wrong way!

**and complete the conversation.**

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

**Charlie:** *Which boy, Charlie?*

**Fred:** ~~The boy~~ The one *with the dark hair.*

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

**Fred:** ~~The boy~~ The one *in the red shirt. The boy* <sup>3</sup> The one *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.

2 Which boy is your brother?  
The one in the black T-shirt. or  
The one wearing the black T-shirt.



3 Which book is yours?  
The one on the chair.

4 Which is your favourite rabbit?  
The one eating grass/the grass.



5 Which goat is yours?  
The one behind the tree.

6 Which girl is your sister?  
The one in the long jacket. or  
The one wearing the long jacket.



**6 Write.**

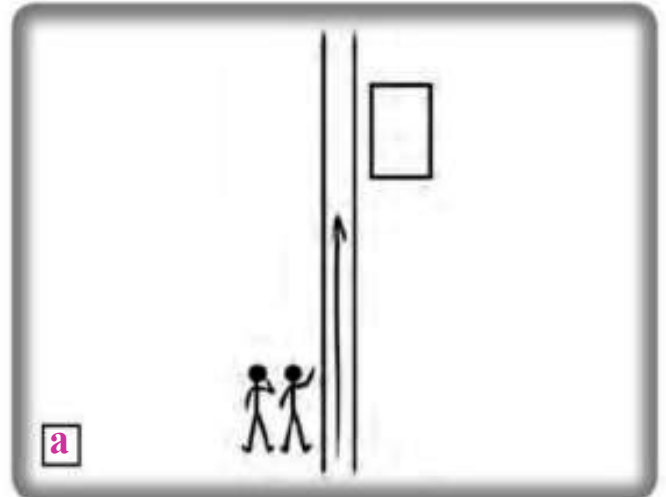
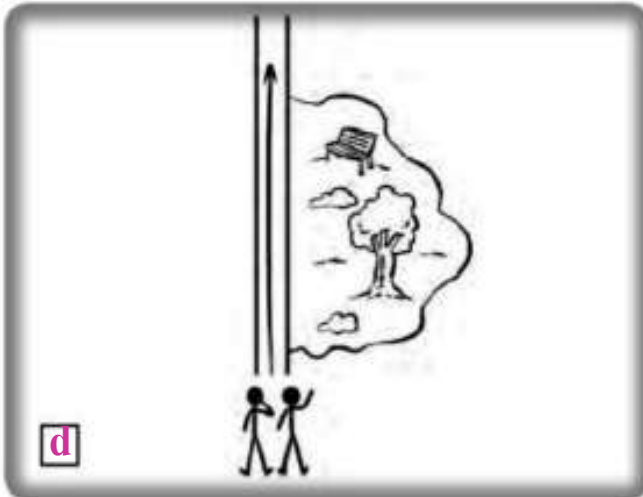
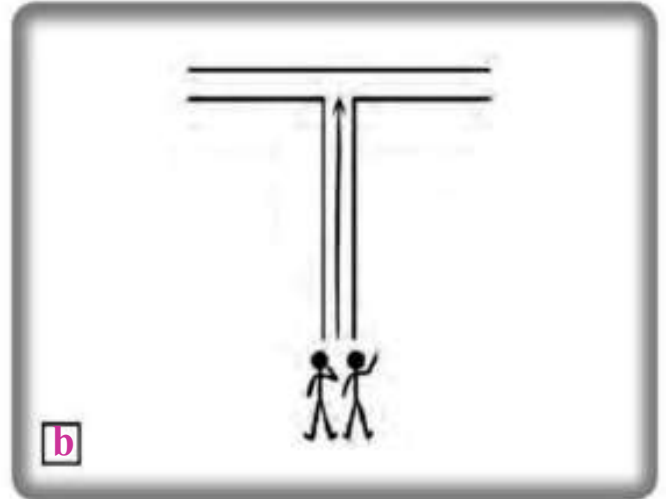
**Write two more places where you can buy food and sit down and eat it.**

café      snack bar      restaurant



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

1 Read the directions and write the correct letters in 1 to 4.



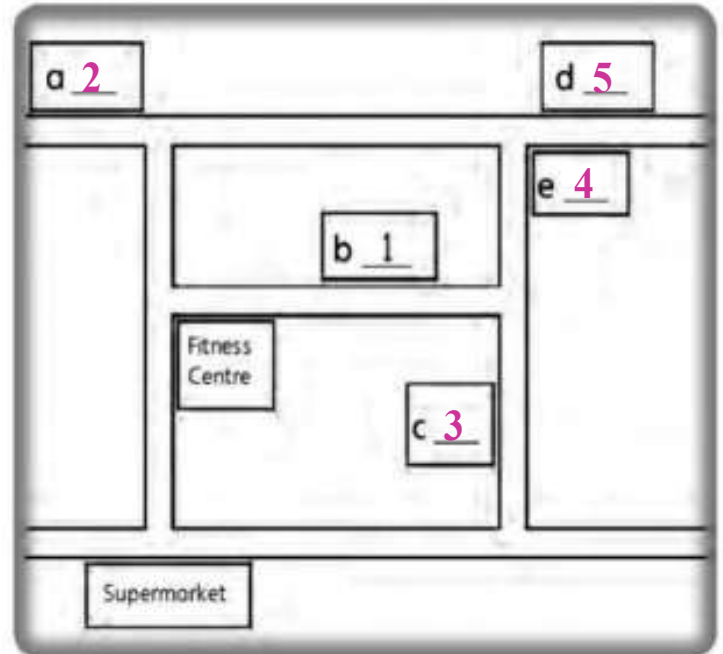
- a Go straight on. You can see it on the other side of the road.
- b Walk to the end of the street.
- c Go along this road and turn left at the Post Office.
- d Go past the park on your right.

2 **Underline the correct words.**

- 1 Walk (to/at) the end of the street.
- 2 Come out (of/off) the gates and turn left.
- 3 Walk along the (way/street) and turn right at the baker's.
- 4 Excuse me, can you help (me/I)?
- 5 It's (at/on) the right.

### er the buildings I 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?

I'm writing to tell <sup>you</sup> <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 ✗ <sup>it</sup>.

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 ✗ <sup>us</sup> because we forgot to take our mobiles! We left <sup>5</sup>them ✗ <sup>they</sup> 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 ✗ <sup>us</sup> the way. After that, it was no problem to find <sup>9</sup>her ✗ <sup>it</sup>.

Write and tell <sup>10</sup>I ✗ <sup>me</sup> your news! Tell Ranya that I miss <sup>11</sup>her ✓.

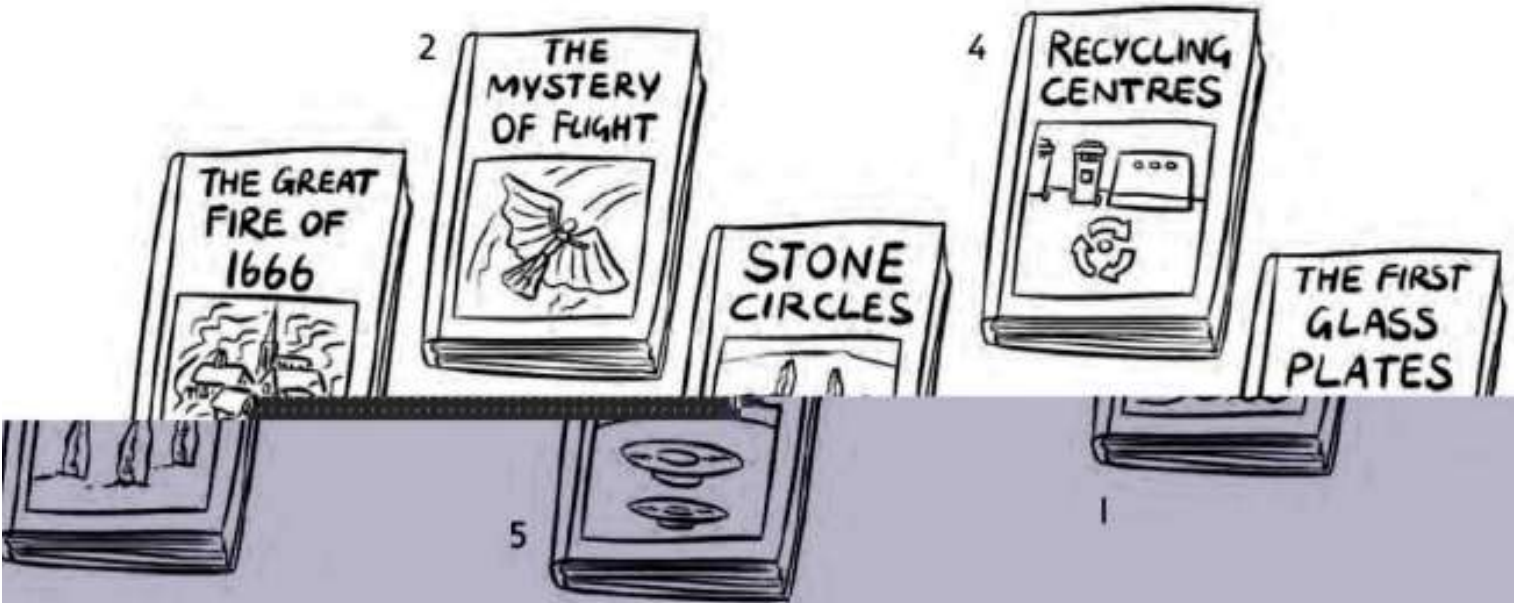
Your friend, Nina

## 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 checked="" type="checkbox"/> |
| 3 Light from a bright object goes through the hole from outside. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 4 Then we can see the image on the floor.                        | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 5 The image is upside down.                                      | T <input checked="" type="checkbox"/> | F <input type="checkbox"/>            |
| 6 Ibn al-Haytham invented photographic plates.                   | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |
| 7 Europeans didn't know about the Book of Optics.                | T <input type="checkbox"/>            | F <input checked="" type="checkbox"/> |

### 2 Read the e-book titles 1 to 5 and answer the questions: *No, it's ...*



aphy    climate change    ancient monuments

birds    London    phot

\_\_\_\_\_ No, it's about London.

\_\_\_\_\_ No, it's about birds.

\_\_\_\_\_ No, it's about ancient monuments.

\_\_\_\_\_ No, it's about climate change.

\_\_\_\_\_ No, it's about photography.

Book 1 Is it about Riyadh?

Book 2 Is it about planes?

Book 3 Is it about maths?

Book 4 Is it about sport?

Book 5 Is it about kitchen equipm



**line the best words.**

- 1 Be careful! The bottle's (topside/upside) 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.                           | _____ ray _____   |
| Yes, possibly. I _____ do it!                      | _____ may _____   |
| 3 Optics is the science of ...                     | _____ light _____ |
| It's also the science of ...                       | _____ sight _____ |
| 4 The camera obscura had a hole which was very ... | _____ small _____ |
| The hole was in a ...                              | _____ wall _____  |

**5 Where's the stress? Write the words in the correct columns.**

● ●  
Europe

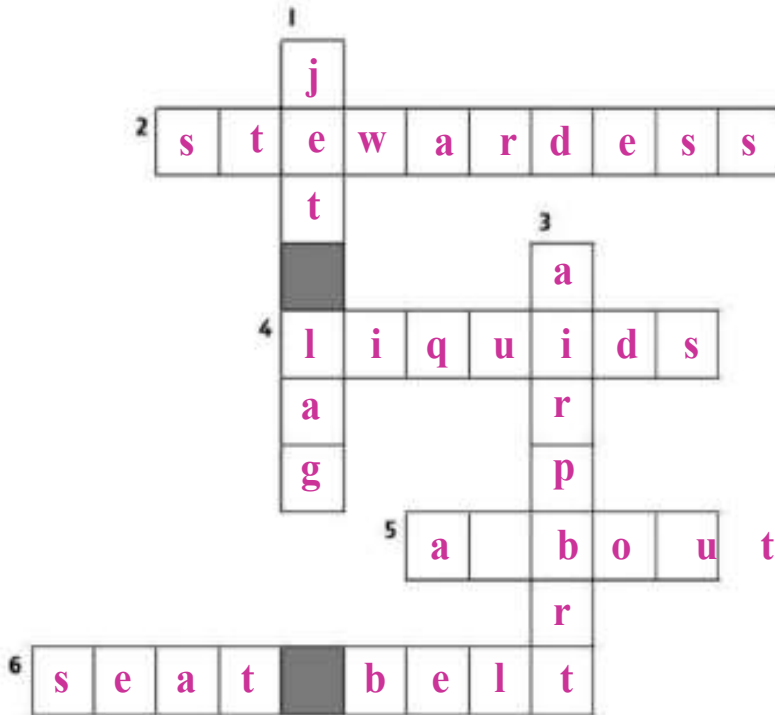
● ● ● ●  
European

~~Europe~~   ~~European~~   mystery   mysterious   Italy   Italian  
image   imagine   photograph   photographer

A ● ●	B ● ● ●	C ● ● ●	D ● ● ● ●	E ● ● ● ●
Europe	mystery	imagine	mysterious	European
image	Italy		Italian	
	photograph		photographer	

## 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. **jet lag**
- 2 She brings you food and drink on a plane. **stewardess**
- 3 The place where you get on a plane. **airport**
- 4 Water, juice, tea and coffee are all **liquids**.
- 5 You should walk **about** on the plane to get exercise.
- 6 Wear a **seat** **belt** 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.

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  
Should you have lots of drinks? Yes, you should.
- 3 loudly/your/should/you/shout/to/friends  
Should you shout loudly to your friends? No, you shouldn't.

4 Write **C** under the things you can count (countable). Write **U** under the things you can't count (uncountable).

1		2		3		4		5	
	oil		petrol		bees		rice		photographs
	<u>U</u>		<u>U</u>		<u>C</u>		<u>U</u>		<u>C</u>

5 Complete the sentences. Write two possible words.

- |   |                   |
|---|-------------------|
| 1 Is there <u>any</u> / <u>much</u> oil left in the world?        | any/much/many     |
| 2 My uncle's got <u>Some</u> / <u>lots of</u> bees in his garden. | any/some/lots of  |
| 3 There's <u>some</u> / <u>lots of</u> rice in the kitchen.       | some/many/lots of |
| 4 I didn't take <u>many</u> / <u>any</u> photographs.             | much/many/any     |
| 5 Are there <u>many</u> / <u>any</u> 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 because she wants to live in Spain.
- 3 He should visit Al-Rajajil because he's interested in ancient monuments.
- 4 You shouldn't waste energy because you want to help stop climate change.



## 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. ✗

There's a woman in a big/large hat.

4 There's an apple on the hat. ✗

There's a bird on the hat.

5 There's a bag on the ground. ✓

6 There's a boy sitting on a chair. ✗

There's a boy sitting on the ground.

7 There's a woman talking to a boy. ✗

There's a woman talking to a girl.

8 There are three birds in the sky. ✓

**line 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. newspaper
- 3 You can use them for cutting things. They have two holes! scissors
- 4 It flies in the sky. It's not a bird or a plane. kite
- 5 It's usually made of wood. It's got four legs and can have a square top. table

**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> didn't fall (*not fall*) for many months. One evening, a tired baker <sup>3</sup> went (*go*) to sleep and <sup>4</sup> forgot (*forget*) to put his oven out.

Suddenly, the bakery <sup>5</sup> caught (*catch*) fire! Then the wind quickly <sup>6</sup> blew (*blow*) the fire to other buildings. Londoners <sup>7</sup> woke up (*wake up*) and they <sup>8</sup> were (*be*) very scared. They <sup>9</sup> ran (*run*) away from their houses to escape. Nobody <sup>10</sup> died (*die*) in the fire!

## 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

Crewman

burglar

baker

photographer

captain

Buildings

police station

snack bar

bakery

science museum

language school

fitness centre

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 left at about 1.15.

3 Who did you see outside the restaurant?

I saw a friend.

4 What was he wearing?

He was wearing a dark blue jacket and jeans.

5 What was the weather like? (rain)

It was raining.

6 Where did you go next?

We went to a supermarket.

7 What did you buy? We bought lots of food and some newspapers.





the pictures.



oven



torch



ambulance



finger



glasses



coal

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 them.
- 3 She's a new student. I don't know her.
- 4 We're going to the fitness centre. Why don't you come with us?
- 5 Sorry, I didn't hear you. Did you ask me a question?
- 6 I don't want this plastic plate. Could you put it 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 wood (It comes from trees.)
- 3 for four (It's a number.)
- 4 see sea (It's huge and it's made of water!)
- 5 blew blue (It's a colour.)
- 6 know no (It's the opposite of 'yes'.)

## LESSON 3 Omar's good news

1 Find six ways that people may hurt parts of their bodies. ➡ ⬇

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 | cut    | _____ |
| 3 | hit  | _____ | 4 | break  | _____ |
| 5 | burn | _____ | 6 | bruise | _____ |

2 Complete the phrasal verbs.


back   ~~up~~   down   off   away   on   up   up

- I woke up late today!
- Sit down at the table.
- You look hot. Take off your jacket.
- Could you pick up your bag please? It's on the ground.
- Don't go away! Come back! I need to speak to you!
- Stand up quickly and go outside.
- Nina, could you turn on the lamp. It's getting dark.
- Don't throw away the bottles, we should recycle them.

**So ... Fred or Neither ... Fred.**

- |   |                          |
|---|--------------------------|
| 1 Nina likes pineapples.                            | _____ So does Fred.      |
| 2 Nina doesn't like maths very much.                | _____ Neither does Fred. |
| 3 Nina went to bed early last night.                | _____ So did Fred.       |
| 4 Penny enjoys reading about mysteries.             | _____ So does Fred.      |
| 5 Nina was surprised nobody died in the Great Fire. | _____ So was Fred.       |
| 6 Fahad's doing his homework.                       | _____ So is Fred.        |
| 7 He can't do all of the exercises!                 | _____ Neither can Fred.  |

**4 How much can you remember? Complete the sentences.**

- |  |   |                                     |
|--|---|-------------------------------------|
| 1 Who was Davey?   |  | He was a <u>parrot</u> .            |
| 2 What was the <i>Mary Celeste</i> ?                                     |   | It was a <u>ship</u> .              |
| 3 What happened in London in 1666?                                       |   | There was a <u>fire</u> .           |
| 4 Why did Barbara Baran go into Styles after it was shut?                |   | To get her <u>bag</u> .             |
| 5 What happened in 1991?   |   | Mount Pinatubo <u>erupted</u> .     |
| 6 What was opposite the white wall in the camera obscura?                |   | A small <u>hole</u> .               |
| 7 Who did the crewmen find when they went onto the <i>Mary Celeste</i> ? |   | Somebody or nobody? <u>Nobody</u> . |
| 8 Is carbon dioxide a gas or a liquid?                                   |   | It's a <u>gas</u> .                 |

**5 Complete the final words in your workbook!**

- What can you say to your friends to wish them a happy holiday?  
**E n j o y y o u r h o l i d a y !**
- Well done! It's the end of the book!  
**C o n g r a t u l a t i o n s !**



## Aa

accident	حادثة
activity	نشاط
agriculture	زراعة
ambulance	سيارة الإسعاف
amount	مبلغ
anybody	أحد
around	حول
ash	رماد
award (v)	يمنح

## Bb

baker	خباز
bakery	مخبز
bandage	ضمادة
bank (as a financial institute)	مصرف (بنك)
bee	نحلة
bin	سلة مهملات
bird of prey	طير جرح
blond	اشقر
blow (v) (as in blown away by the wind)	يطير
break (a leg)	يكسر (ساقا)
break-in (n)	القتحام
Briton	بريطاني
bruise	كدمة
building (n)	مبنى

bumpy	وعر
burglar	سارق - لص
burn (v)	يحترق

## Cc

café	مقهى
calmly	بهدوء
captain (sea captain)	قبطان
catch (fire)	اشتعل
clean (v)	ينظف
clearly	بوضوح
climate	مناخ
close (adj)	قريب
CO <sub>2</sub>	ثاني أكسيد الكربون
coal	فحم
conserve	يصون
cool	منعش
crewman	أحد أفراد طاقم طائرة أو باخرة
crowded	مزدحم

## Dd

dark	داكن
definitely	تحديداً
description	وصف
desert (n)	صحراء
destroy	دمر
development	تنمية

Director of Studies

disappear

drill (fire drill)

drought

duck (n)

## Ee

Earth

electricity

Embassy

energy (heat, light etc.) طاقة (حرارة وضوء... إلخ)

enjoy

equipment

erupt

escape

essay

establish

exit (n)

expert

explain

## Ff

fault (n)

feed (v)

finally

fire (n)

flat (adj)

flood

يوميات

اتجاه

مدير الدراسات

اختفى

تدريب

جفاف

بطة

أرض

كهرباء

سفارة

طاقة (حرارة وضوء... إلخ)

تمتع

معدات

ينفجر - ينور

بهرب

مقال

يؤسس

مخرج

خبير

يشرح

خطأ

يطعم

أخيراً

حريق

مستو

فيضان

fridge

funny (odd)

## Gg

gas

glass (uncount)

glasses (spectacles)

gold

ground (n)

## Hh

halfway through

Hawk Conservancy

headline

heat

heat (v)

honey

huge

hurt (v)

## Ii

image

immediate

intelligent

inventor

investigate

## Jj

Japan

jet lag

ثلاجة

صعب

غاز

زجاج

نظارة

ذهب

أرض

عند منتصف

مجلس المحافظة على الصقور

عنوان

حرارة

يسخن

عسل

ضخم

يجرح

صورة

فوري

ذكي

مخترع

يبحث، يحقق

اليابان

حالة عدم توازن يصيب الشخص عند سفره

knock (n) (as a blow or strike to the face)

## 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) شؤون

midsummer منتصف الصيف

mobile (phone) جوال

Mount جبل

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 ببغاء

pet shop دكان الحيوانات الأليفة

petrol نفط

pick up (pick up an object) يلتقط

planet كوكب

plastic لدائن بلاستيك

plate (photographic plate) لوحة

pole عمود

police station قسم الشرطة

position موضع

pour (v) as in pour milk يصب - يسكب

prehistoric قبل التاريخ

publish ينشر

## Rr

rabbit أرنب

ray (of light) شعاع

recycle إعادة صنع الأشياء أو التدوير



rewara

rhyme (v)

rot (v)

rubbish

## Ss

scissors

serious (as in serious illness)

ship

shout (n)

shout (v)

sight

ski

ski (v)

snack

spaceship

spare time

statement (police statement)

steering wheel

stewardess

strange

studio (radio studio)

surname

## Tt

tap (n)

temple

tonne

ديني  
مراسل صحفي

مكالمة

يقفي

يتعفن

قمامة

مقص

خطير

سفينة

صرخة، صيحة

يصرخ

بصر، رؤية

زلاجة

يتزلج

وجبة خفيفة

سفينة فضائية

وقت الفراغ، وقت الراحة

تقرير

عجلة القيادة

مضيفة

غريب

ستوديو

اسم العائلة، لقب

صنبور

معبد

طن

torch

towards

trade

traditional

trouble (in trouble)

turn off

type

## Uu

ultra-(modern)

university

upside down

## Vv

valuable

verse

verse

visa

volcano

## Ww

waste (v)

way

web page

weigh

worship

wound up (excited)

yard (as in garden with a fence)

مصباح يدوي

تحو، اتجاه

تجارة

تقليدي

مشكلة، محنة

يطفى

نوع

فائق

جامعة

رأساً على عقب

نفس

بيت شعر

آية

قائيرة

بركان

أضاع، يبد

طريقة أو درب

صفحة على شبكة الإنترنت

يزن

عبادة

منغمس

فناء