



Republic of Yemen  
MINISTRY OF EDUCATION



# ENGLISH COURSE For YEMEN

Workbook 3

2013 . 1433



REPUBLIC OF YEMEN  
MINISTRY OF EDUCATION



# ENGLISH COURSE

**Work BOOK 3**

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## Unit 1

I.1

### A Choose presents for your family.

	Name	Present	Why? He/She likes ...
My brother:	_____	_____	_____
My sister:	_____	_____	_____
My aunt:	_____	_____	_____
My uncle:	_____	_____	_____
My cousin:	_____	_____	_____

### B Write a conversation.

- What can I buy for \_\_\_\_\_
- How old \_\_\_\_\_
- \_\_\_\_\_
- What \_\_\_\_\_
- \_\_\_\_\_
- How \_\_\_\_\_
- That's \_\_\_\_\_

### C Re-order the words below to make sentences. Then complete the table on the next page.

- 1 jewellery likes Yasmin.
- 2 doesn't like She reading.
- 3 plays football My brother on Thursdays.
- 4 have got in Yemen shops We very good.
- 5 Taha by plane and Amna to London went.

Who? (Subject)	(Verb)	What? (Object)	Where? How? When? (Adverbial)
<i>Yasmin</i>	<i>likes</i>	<i>jewellery.</i>	

## I.2

### A Language study – count and non-count nouns

- You can use **a/an**, **some** and **numbers** with count nouns and you can add 's' to them.  
Examples: *a book, some books, ten books*
- You cannot use **a/an** with non-count nouns and you cannot add 's' to them. You can use **some** or phrases like **a kilo of, a jar of**.  
Examples: *some tea, a cup of tea, half a kilo of tea*

### B Write phrases. Follow the examples.

1 apple: an apple, some apples, ten apples, a kilo of apples  
tomato: \_\_\_\_\_

2 sugar: some sugar, half a kilo of sugar

cheese: \_\_\_\_\_

3 milk: some milk, a carton of milk, a litre of milk

juice: \_\_\_\_\_

### C Read these shopping conversations aloud.



A: Can I have some apples, please?  
 B: Yes. How many do you want?  
 A: Ten, please.  
 B: Here you are. That's ..., please.  
 A: Here you are.  
 B: Thank you. Goodbye.  
 A: Goodbye.

A: I'd like some cheese, please.  
 B: How much would you like?  
 A: Half a kilo, please?  
 B: Here you are. That's ..., please.  
 A: Here you are.  
 B: Thank you. Goodbye.  
 A: Goodbye.

**D Now make your own conversations. Use these:**

B: I'm sorry. I haven't got any .... Anything else?  
 A: Yes, please. I'd like .... or No, thanks. That's all.

<b>1.3</b>	<b>A Read and draw lines.</b>		
13	fifteen	80	one hundred
14	thirteen	90	ninety
15	sixteen	100	eighty
16	fourteen	21	thirty-two
30	forty	32	forty-three
40	thirty	43	twenty-one
50	seventy	58	ninety-nine
60	fifty	99	fifty-eight
70	sixty	110	one hundred and ten

**B Answer these questions.**

Write the numbers in words.

1 How many days are there in a year?

\_\_\_\_\_

2 How many pupils are there in your class?

\_\_\_\_\_

3 How many pages are there in this book?

\_\_\_\_\_

4 How many pages are there in your Pupil's Book?

\_\_\_\_\_

5 How many pieces are there in a chess set?

\_\_\_\_\_

6 How many teachers are there in your school?

\_\_\_\_\_

7 What is 175 plus (+) 87? \_\_\_\_\_

8 What is 93 plus 45? \_\_\_\_\_

**C The present simple tense**

Complete these verb tables.

	<b>be</b>	<b>have got</b>	<b>do</b>	<b>can</b>	<b>walk</b>
I	<u>am</u>	<u>have got</u>	<u>do</u>	<u>can</u>	<u>walk</u>
You	_____	_____	_____	_____	_____
He/She/It	_____	_____	_____	_____	_____
We	_____	_____	_____	_____	_____
They	_____	_____	_____	_____	_____

**Note:** You use verbs 'do' and 'can' with other verbs.

**D Read and complete these statements about Ali.**

Use the correct parts of these verbs:

be have got drive can

Ali \_\_\_ nineteen. He \_\_\_\_\_ a car. He \_\_\_\_\_ to work every day. He \_\_\_\_\_ speak English very well.

**E Language study – negative statements**

1 Use **not** after verbs 'be' and 'can'.

Examples: I **am not** ('m not) angry.

My sister **cannot** (**can't**) swim.

2 Use **not** between 'have' and 'got'.

Example: I **have not got** (**haven't got**) a bicycle.

3 Use **do/does** + **not** before other verbs.

Examples: We **do not** (**don't**) go to school on Fridays.

My father **does not** (**doesn't**) go to work on Fridays.

**F Make the statements about Ali negative.**

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**A Read and write.**

Look at page 2 of your Pupil's Book.

What are their jobs?

1	_____	2	_____
3	_____	4	_____

**B Who needs these things for their job?**

- 1 nails, a hammer, wood \_\_\_\_\_
- 2 flour, water \_\_\_\_\_
- 3 food, a plane, a uniform \_\_\_\_\_
- 4 a ladder, brushes \_\_\_\_\_
- 5 a boat \_\_\_\_\_
- 6 books, a board, a classroom \_\_\_\_\_

**1.5**

**A What's my job?**

Write about a job in your copybook.

**B Language study – How to make questions**

**1 Questions that give the answer 'Yes' or 'No'**

**(a)** With verbs **be, can, have got**, put the correct part of *be, Have, Has* or *Can* at the beginning before the subject.

Examples: Are you fourteen?

Is your name Taha?

Can you swim?

Have you got a bicycle?

**(b)** With other verbs, use *Do/Does* at the beginning. Put the subject next.

Examples: Do you live in Sana'a?

Does your father walk to work?

**2 Questions that give information**

Use *Where, When, Who, What, How, Why* at the beginning.

Then follow the rules for Yes/No questions.

Examples: What is your name?

Where do you live?

When do you leave home in the morning?

How does your father go to work?

**C Complete these questions.**

- 1 ..... your brother at school?
- 2 ..... you play chess?
- 3 ..... A friend has a bicycle?
- 4 ..... do you go to bed?
- 5 ..... your friend live near you?
- 6 ..... you like vegetables?

**D Find out what your partner's job is.**

Write some Yes/No questions in your copybook. Then ask your questions.

Example: Do you work inside?

**E Find out six things about your partner. Write your questions. Then ask your partner and make notes of the answers.**

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

1.6

**A Read and answer the questions. Then ask your partner.**

Yes, I did. = ✓

No, I didn't. = ✗

**What did you do in the holidays?**

	You	Your partner
Did you go away?	<input type="checkbox"/>	<input type="checkbox"/>
go to the park?	<input type="checkbox"/>	<input type="checkbox"/>
go to any parties?	<input type="checkbox"/>	<input type="checkbox"/>
go shopping?	<input type="checkbox"/>	<input type="checkbox"/>
play games?	<input type="checkbox"/>	<input type="checkbox"/>
visit your friends?	<input type="checkbox"/>	<input type="checkbox"/>
listen to cassettes?	<input type="checkbox"/>	<input type="checkbox"/>
watch TV?	<input type="checkbox"/>	<input type="checkbox"/>
read any books?	<input type="checkbox"/>	<input type="checkbox"/>
help your mother?	<input type="checkbox"/>	<input type="checkbox"/>
go camping?	<input type="checkbox"/>	<input type="checkbox"/>
go on a picnic?	<input type="checkbox"/>	<input type="checkbox"/>
stay at home?	<input type="checkbox"/>	<input type="checkbox"/>

**B Did you and your partner do anything else? Write here.**

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**C Write about your holidays.**

*In the holidays I* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.7

**A Read and write the missing verbs.**

ate    bought    cut    cooked    made    said  
sat    took    was    went    were

Asma and her brother Fuad like helping their mother. Last Friday they \_\_\_\_\_ shopping in the market. First they \_\_\_\_\_ some meat and vegetables. Next they \_\_\_\_\_ the food home, \_\_\_\_\_ up the meat and vegetables and \_\_\_\_\_ them. They also \_\_\_\_\_ a salad. Then the family \_\_\_\_\_ down and \_\_\_\_\_ their dinner. Everybody \_\_\_\_\_ the food \_\_\_\_\_ very nice. Their father and mother \_\_\_\_\_ very happy.

**B Complete this table.**

Infinitive	Past tense	Infinitive	Past tense
help	_____	_____	sat
watch	_____	say	_____
_____	bought	cut	_____
make	_____	get	_____
go	_____	_____	saw
_____	ate	take	_____
do	_____	_____	stayed

**C Write sentences.**

Write three things you did yesterday. Use these phrases:

In the morning    In the afternoon    In the evening

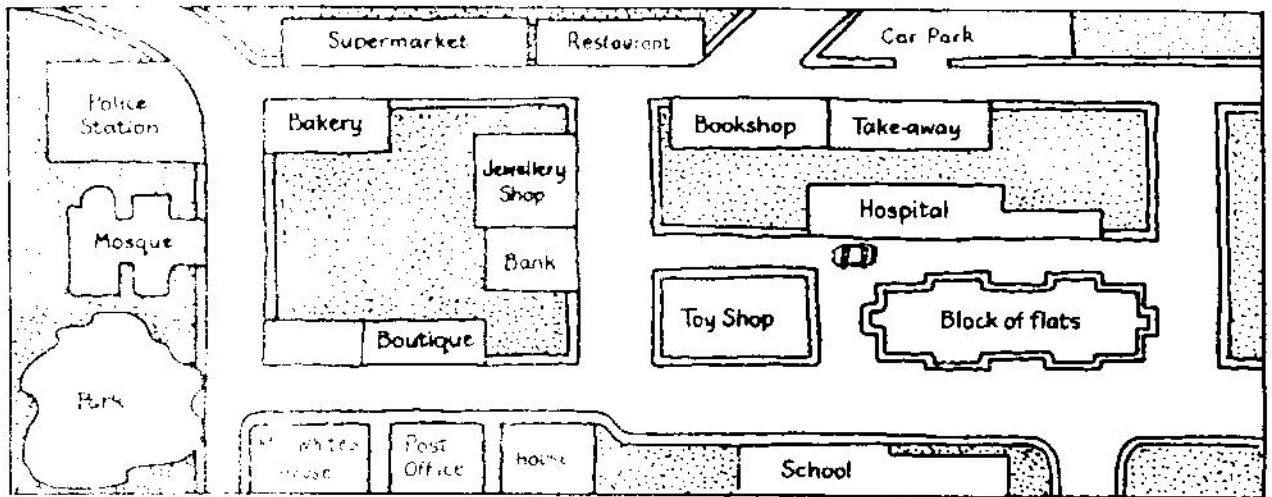
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1.8

**A Look, read and do.**



Yes = ✓    No = ✗

- 1 Mrs White lives in a house. \_\_\_\_\_
- 2 The mosque is between the park and the police station. \_\_\_\_\_
- 3 The restaurant is next to the bakery. \_\_\_\_\_
- 4 The bakery is opposite the school. \_\_\_\_\_
- 5 There's a car in front of the toy shop. \_\_\_\_\_

**B Read and answer the questions.**

Mrs White went shopping yesterday morning. She didn't have any money, so first she went to get some. Her little girl, Jane, is four years old today, so she wanted to buy her a birthday present. She looked at lots of toys, but she didn't like them. She was thirsty, so she had a cup of coffee. She needed food for Jane's party. First she bought some eggs and some tomatoes to make sandwiches. Then she bought some bread and some lovely cakes. After that she started to look for a present again and she found a big book and some paints. Then she went home.

- 1 Where did Mrs White go? Write the names of the places in the correct order.

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

- 2 What do these words look back to?

some = \_\_\_\_\_ her = \_\_\_\_\_ them = \_\_\_\_\_

1.9

**A Read Amna's postcard on page 4 of your Pupil's Book. Tick the true statements. Correct the false ones.**

- 1 There were lots of birds on the lake.
- 2 Amna went to a restaurant to buy some cakes for the birds.
- 3 They didn't feed the birds.
- 4 They went in a boat on the lake.
- 5 They sat on the ground.

**B Write the story.**

Use these words:

First   Next   After that   Then

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**C Read and join pairs of sentences.**

Use the correct joining word.

and   but   so   or

- 1 Mrs White was thirsty. She had a cup of coffee.

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- 2 He wanted to buy a present. He didn't have any money.

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- 3 Would you like a cup of tea? Would you like a cup of coffee?

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- 4 She had two eggs for breakfast. She had some cheese for breakfast.

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**1.10**

**A Language study** – Present simple tense and Present continuous tense

Study these examples:

**Present simple tense:** Mr Al Sabri and his family live in Yemen.

**Present continuous tense:** Now they are staying in London.

**Make a rule:**

The \_\_\_\_\_ tense is for things that are happening now.

The \_\_\_\_\_ tense is for things that happen every day.

**B Spelling** – verb + *ing*

**Complete the tables.**

walk	walking	write	writing
play	_____	drive	_____
read	_____	ride	_____
eat	_____	give	_____

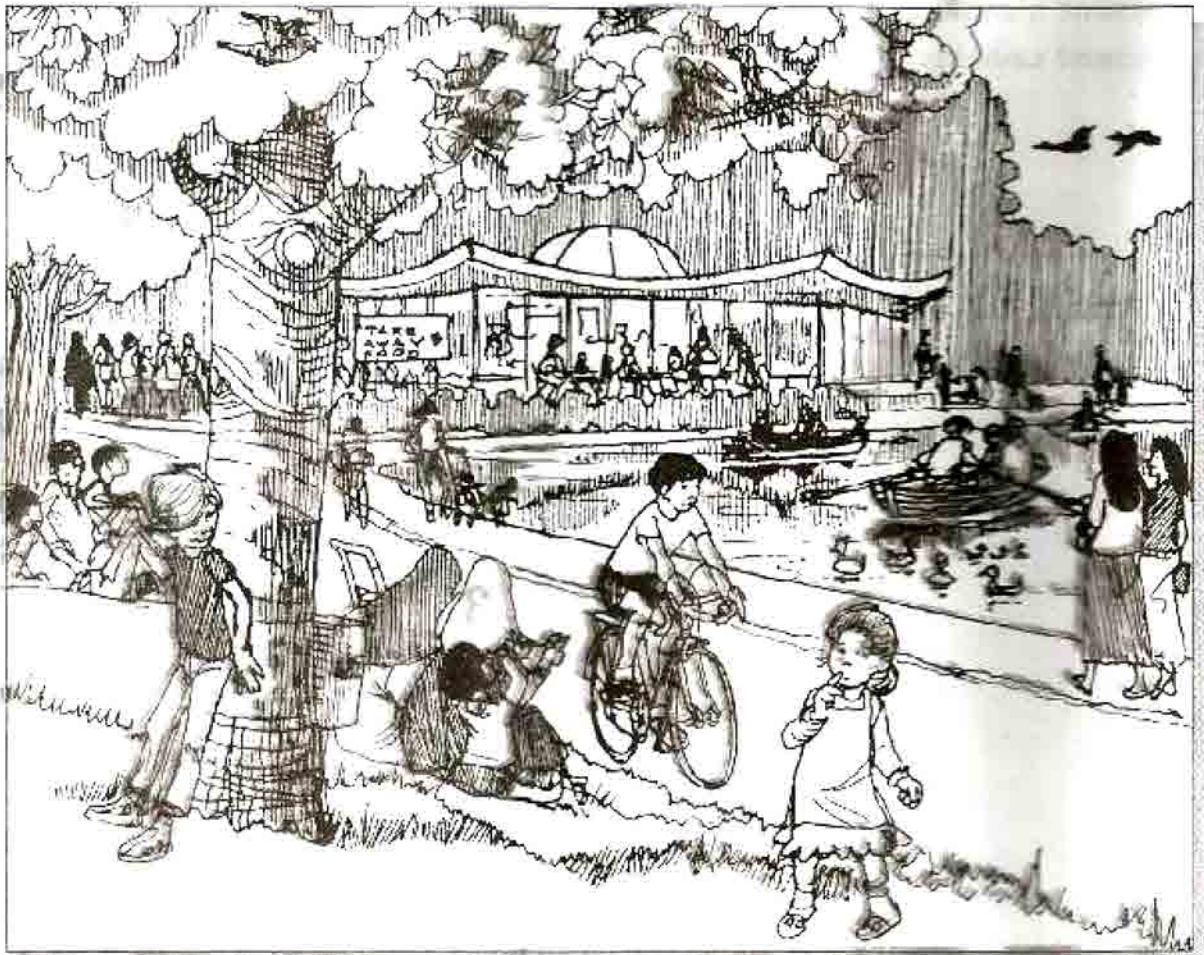
**Make a spelling rule:** Drop letter \_\_\_\_ when you add *ing*.

**C Complete this table.**

	swim	swimming	
get	_____	run	_____
hit	_____	stop	_____
sit	_____	shop	_____

**D** Talk and write about this picture.

Today Mr Al Sabri and his family are going for a walk in the park. What can you see in the park? What are the people and animals doing?



*Two girls are walking by the lake.*

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**A Whose presents are these? Read the sentences.**



- a) Ali likes music.
- b) Nadia likes jewellery.
- c) Ahmed is 12 years old.
- d) Faisal likes taking photographs.
- e) Mariam likes new clothes.

**Ask and answer like this:**

Whose ring is this?

It's Nadia's.

**B Write sentences.**

- |   |                             |   |       |
|---|-----------------------------|---|-------|
| 1 | <i>The ring is Nadia's.</i> | 2 | _____ |
| 3 | _____                       | 4 | _____ |
| 5 | _____                       | 6 | _____ |
| 7 | _____                       | 8 | _____ |

**C Read and complete these sentences.**

- 1 A: I haven't got any money.  
B: I have. You can have some of \_\_\_\_\_.
- 2 My bicycle is broken. Can I use \_\_\_\_\_?
- 3 Fatma and Mona forgot their pens. Their friends gave them \_\_\_\_\_.
- 4 When my sister lost her watch, my mother gave her \_\_\_\_\_.
- 5 My father hasn't got a car, so a friend takes him to work in \_\_\_\_\_.
- 6 My friend lives in a flat with a balcony. \_\_\_\_\_ hasn't got a balcony.

**A Read and answer the questions.**

Mr Al Sabri and his family are flying back to Yemen today.

1 What do you think Mr Al Sabri will do tomorrow?

I think \_\_\_\_\_

2 Do you think his wife will go out to work?

\_\_\_\_\_

3 Where will Taha and Amna go?

\_\_\_\_\_

4 Taha bought a pair of shorts. What will he do with them?

\_\_\_\_\_

5 What will Amna do with the earrings?

\_\_\_\_\_

**B Read these answers and write the questions.**

1 \_\_\_\_\_

I live in a house behind the supermarket.

2 \_\_\_\_\_

It's got six rooms.

3 \_\_\_\_\_

From my school? It's about 200 metres.

4 \_\_\_\_\_

After school yesterday? I went home and watched TV.

5 \_\_\_\_\_

At seven o'clock yesterday evening? I was eating dinner.

6 \_\_\_\_\_

At eleven o'clock tonight I will be in bed.

**C Now answer the questions about yourself.**

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

**D Punctuation**

Write the correct numbers in the boxes.

What's your brother's name, please?

- 1 Capital letter
- 2 Apostrophe
- 3 Comma
- 4 Question mark
- 5 Full stop

His name is Abdullah.

**Write this question and answer with the correct punctuation.**

is your sisters name amna  
no it isnt its nadia

\_\_\_\_\_  
\_\_\_\_\_

## Unit 2

2.2



### A Listen to Bill and Tom. Take notes.

Name: Tom \_\_\_\_\_

Age: \_\_\_\_\_

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Eyes: \_\_\_\_\_

Hair: \_\_\_\_\_

### B Work it out.

Is Tom tall, very tall,  
short or very short? \_\_\_\_\_

Is he slim or a bit fat? \_\_\_\_\_

### C Complete Bill's description of Tom.

Tom is \_\_\_\_\_ years old. He is \_\_\_\_\_  
centimetres and he weighs \_\_\_\_\_. He is \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_. His eyes are \_\_\_\_\_ and he has got  
\_\_\_\_\_.

### D Fill in the second column in Exercise A. Then write about yourself.

My name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.3

**A Write questions.**

Look at Exercise 2.2A and write Bill's questions.

**Questions**

**Answers**

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____



**B Listen and check.**

**C Find out about someone in the class. Ask the questions and write the answers.**

**D Use the answers to describe the pupil.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2.4**

**A Find the opposites in the box.**

hard-working \_\_\_\_\_

remembers \_\_\_\_\_

helpful \_\_\_\_\_

polite \_\_\_\_\_

tidy \_\_\_\_\_

good at \_\_\_\_\_

friendly \_\_\_\_\_

fat \_\_\_\_\_

tall \_\_\_\_\_

unhelpful bad at lazy forgets  
untidy unfriendly rude short slim

**B Ask and answer.**

Yes = ✓ No = ✗

	You	Your partner
Are you tidy?	<input type="checkbox"/>	<input type="checkbox"/>
Are you lazy?	<input type="checkbox"/>	<input type="checkbox"/>
Have you got a good memory?	<input type="checkbox"/>	<input type="checkbox"/>
Are you good at games?	<input type="checkbox"/>	<input type="checkbox"/>

**C Describe your character.**

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**D Describe your partner's character.**

---

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**2.5                    A     Read page 7 of your Pupil's Book and write notes.**

Name	Appearance	Character	Likes
Fatma	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Ali	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Hassan	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

**B     Use your notes in Exercise A to compare Ali and Hassan.**

Ali and Hassan are two of my friends, but they are very different. Ali is \_\_\_\_\_ and \_\_\_\_\_ , but Hassan is \_\_\_\_\_ . Ali has got \_\_\_\_\_ and he is \_\_\_\_\_ . Hassan

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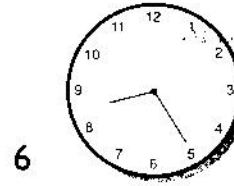
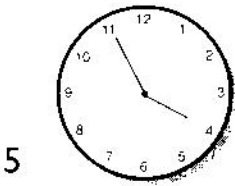
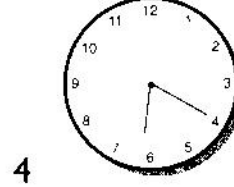
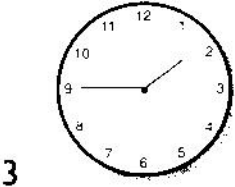
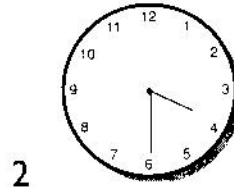
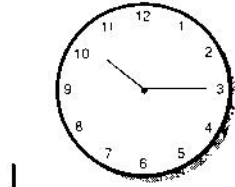
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2.7

**A Write the times.**



**B Answer these questions.**

1 What time is it now?

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2 What time did you get to school this morning?

---

3 What time will you get home?

---

4 What were you doing at half past nine last night?

---

5 How long does it take to get to school from your house?

---



**C Listen and tick the correct answers.**

- 1 The bus leaves at | ten to twelve.  
| twelve minutes to ten.  
| ten minutes past ten.
  
- 2 It takes | twenty | minutes to get to the bus station.  
| thirty  
| forty
  
- 3 They need to get to the bus station at | quarter past nine.  
| half past nine.  
| quarter to ten.
  
- 4 Fuad wants to get there at | 9.00.  
| 9.10.  
| 9.20.

**2.8**



**A Listen and tick the correct answers.**

- 1 On Saturday, Fuad is meeting | his father.  
| his mother.  
| Rashid.
  
- 2 On Sunday, he is playing football at | quarter to five.  
| five o'clock.  
| quarter past five.
  
- 3 On Monday, he is working | at school.  
| in the garden.  
| on the farm.
  
- 4 Fuad and Ali have an exam on | Tuesday.  
| Wednesday.  
| Thursday.

- 5 On Thursday, Fuad is learning how to | swim.  
| take photographs.  
| drive.
- 6 On Friday, he is going on a picnic in the | morning.  
| afternoon.  
| evening.

**B Check your answers. Look at page 10 of your Pupil's Book.**

**2.9 A Ask and answer. Pupil A**

What is Hamad doing on . . . ?

Day	Hamad	Salman
Sat.	_____	nothing
Sun.	_____	going shopping
Mon.	_____	nothing
Tue.	_____	visiting his father
Wed.	_____	playing football
Thur.	_____	nothing
Fri.	_____	visiting Ali

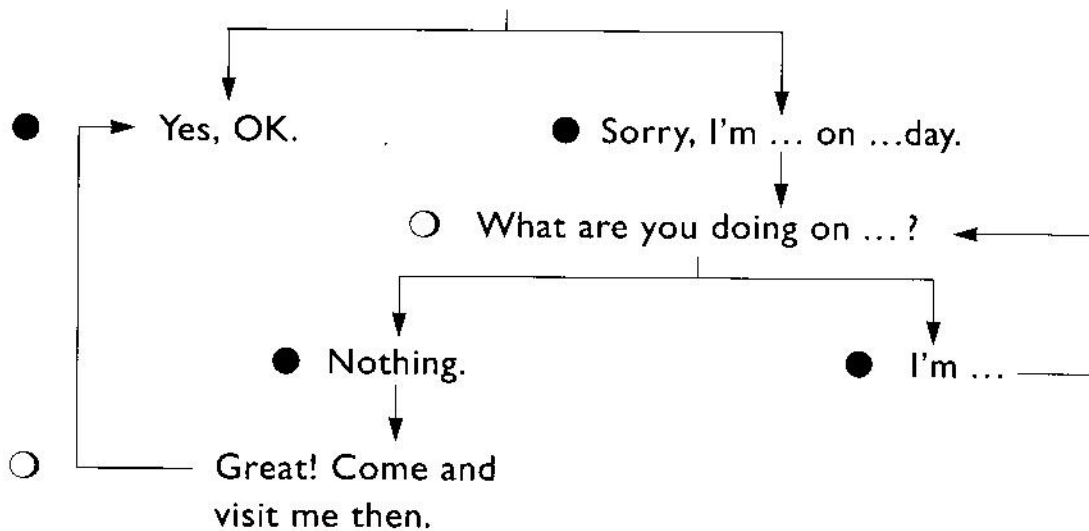
When can they meet? \_\_\_\_\_

**B What are you doing next week? Fill in your diary.**

Sat.	_____	Wed.	_____
	_____		_____
Sun.	_____	Thur.	_____
	_____		_____
Mon.	_____	Fri.	_____
	_____		_____
Tue.	_____		_____
	_____		_____

**C Read and talk. Use your diary.**

Would you like to visit me next ...day?



2.9

**A Ask and answer. Pupil B**

What is Salman doing on . . . ?

Day	Salman	Hamad
Sat.	_____	playing football
Sun.	_____	seeing the doctor
Mon.	_____	going fishing
Tue.	_____	nothing
Wed.	_____	helping in the shop
Thur.	_____	nothing
Fri.	_____	going swimming

When can they meet? \_\_\_\_\_

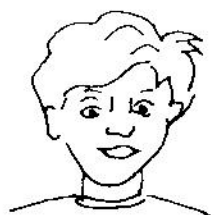
2.10

**A Read and talk.**



Can you

wash the dishes,  
mend that chair,  
take those posters down,  
put those pictures up,  
water the plants,  
put your clothes away,  
please?



I'm sorry, but

I've got to  
I have to

do my homework.  
go to school.  
write a letter.  
clean the car.



Oh, well. I'll do it myself.



**B Write two conversations.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C Use these words to complete the sentences.**

up   down   away   out

- 1 Put your books \_\_\_\_\_, please.
- 2 Put your hands \_\_\_\_\_, please.
- 3 Put your pens \_\_\_\_\_, please.
- 4 Take \_\_\_\_\_ your Workbooks, please.
- 5 Please take that picture \_\_\_\_\_ and put this one \_\_\_\_\_.

2.11

**A Read the text at the top of page 12 of your Pupil's Book and answer these questions.**

- 1 What are the girls going to grow?  
\_\_\_\_\_
- 2 Do they know how to make a garden?  
\_\_\_\_\_
- 3 How are they going to find out about gardening?  
\_\_\_\_\_



**B Who is going to bring what? Listen and draw lines.**

- |        |   |   |                |
|--------|---|---|----------------|
| Nadia  | ● | ● | a watering can |
| Mariam | ● | ● | a hoe          |
| Yasmin | ● | ● | a spade        |
| Aisha  | ● | ● | a fork         |
|        |   | ● | a hose         |

**C Use your answers in Exercise B to write sentences.**

- 1 Nadia is going to bring \_\_\_\_\_
- 2 Mariam \_\_\_\_\_
- 3 Yasmin \_\_\_\_\_
- 4 Aisha \_\_\_\_\_

**2.12**

**A Read the text about Gardening and find words that mean the following:**

- 1 the things you need to do a job \_\_\_\_\_
- 2 the ground you grow things in \_\_\_\_\_
- 3 food for plants \_\_\_\_\_
- 4 natural fertilizer \_\_\_\_\_
- 5 the opposite of 'natural' \_\_\_\_\_
- 6 the things plants grow from \_\_\_\_\_
- 7 things that kill plants \_\_\_\_\_

**B Answer these questions about the text.**

1 Which tools can you use for digging?

\_\_\_\_\_

2 What do fertilizers do?

\_\_\_\_\_

3 Why do you not use a hose to water seeds?

\_\_\_\_\_

4 What do you not want to grow in your garden?

\_\_\_\_\_

5 Which tool do you use to get rid of weeds?

\_\_\_\_\_

2.13

**A Write short answers to these questions about the first text on page 13 of your Pupil's Book.**

1 What is Hassan's favourite school subject? \_\_\_\_\_

2 Why? \_\_\_\_\_

3 What are his pastimes? \_\_\_\_\_

\_\_\_\_\_

4 Which animals can you see every day in Yemen?

\_\_\_\_\_

5 Are there any ibex in Yemen? \_\_\_\_\_

6 What does Hassan want to do? \_\_\_\_\_

\_\_\_\_\_

**B Answer these questions about the second text.**

1 What are Laila's favourite school subjects?

\_\_\_\_\_

2 What is she interested in? \_\_\_\_\_

3 What does she like doing? \_\_\_\_\_

4 Where will she have to go when she leaves school?

\_\_\_\_\_

**C Write short answers to these questions.**

1 What are your favourite school subjects? \_\_\_\_\_

2 What are you interested in? \_\_\_\_\_

3 Are you going to go to university? \_\_\_\_\_

4 What are you going to be? \_\_\_\_\_

5 Why? \_\_\_\_\_

**D Use your answers to write a paragraph about yourself.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2.14      **A**    Read the story on page 14 of your Pupil's Book.  
              Number the pictures in the correct order.



- B**    Tick the true statements about the story. Correct the false ones.

- 1    Khalid woke Hassan up.
- 2    Hassan was going to look for a black stork.
- 3    Khalid made some sandwiches.
- 4    They left the house at quarter past eight.
- 5    Khalid was carrying a paper bag.
- 6    The boys ate some food at 10.30.
- 7    They saw a falcon.
- 8    The bird was sitting on the ground.
- 9    It caught a gazelle.

2.15

**A Write short answers to these questions about the story on page 14 of your Pupil's Book.**

- 1 At what time did Khalid get up? \_\_\_\_\_
- 2 What did Hassan want to see? \_\_\_\_\_
- 3 What was in Khalid's bag? \_\_\_\_\_
- 4 Where do black storks live? \_\_\_\_\_
- 5 Why did the boys stop walking? \_\_\_\_\_  
\_\_\_\_\_
- 6 What bird did they see? \_\_\_\_\_
- 7 What did the bird have for lunch? \_\_\_\_\_
- 8 Did the boys see a black stork? \_\_\_\_\_

**B Find words in the story that mean the following:**

- |                        |                       |
|------------------------|-----------------------|
| 1 come home _____      | 2 try to find _____   |
| 3 answered _____       | 4 six months _____    |
| 5 10.30 _____          | 6 looking happy _____ |
| 7 very big stone _____ | 8 gave _____          |
| 9 talked quietly _____ |                       |

**C Read and complete this summary of the story.**

Hassan and his \_\_\_\_\_, Khalid, went to \_\_\_\_\_ a black stork in the mountains. Black storks \_\_\_\_\_ in Africa for six months and they spend the other six months in \_\_\_\_\_. The brothers \_\_\_\_\_ their house early in the morning. At ten thirty, they \_\_\_\_\_ to eat their \_\_\_\_\_. They sat down next to a \_\_\_\_\_. Suddenly they saw a \_\_\_\_\_ in the sky. It was carrying a \_\_\_\_\_. Hassan and Khalid \_\_\_\_\_ see a black stork.

## D Speech marks

These show what someone says.

↙ ↘  
'Get up, Khalid,' he said.

What else did Hassan say? Look at page 14 of your Pupil's Book and copy it.

---

### 2.16 A Write the nouns.

verb	noun	verb	noun
appear	_____	plant	_____
describe	_____	visit	_____
water	_____	weigh	_____

### B Write the past tense forms of these verbs.

infinitive	past tense	infinitive	past tense
bite	_____	reply	_____
shake	_____	answer	_____

### C Write the opposites of these words.

fair	_____	artificial	_____
friendly	_____	remember	_____
polite	_____	lazy	_____
fat	_____	helpful	_____
tidy	_____	young	_____

**D Read the definitions and write the words.**

- 1 A sick person in hospital. \_\_\_\_\_
- 2 You plant seeds in this. \_\_\_\_\_
- 3 They kill plants. \_\_\_\_\_
- 4 A very large stone. \_\_\_\_\_
- 5 To speak very quietly. \_\_\_\_\_
- 6 Forks, spades and hoes are garden ... \_\_\_\_\_
- 7 This animal has a trunk. \_\_\_\_\_
- 8 This animal has a mane. \_\_\_\_\_
- 9 Two things you can use to water a garden. \_\_\_\_\_ ,  
\_\_\_\_\_
- 10 Bowls, cups and glasses are ... \_\_\_\_\_

**E Language study – nouns and adjectives**

*Nouns* are the names of people, places and things.

*Adjectives* are words that describe nouns. You can put adjectives before nouns or after the verb *be*.

**Examples:** Hassan is a hard-working boy. Khalid is lazy.

↑                    ↑                    ↙                    ↘                    ↑

noun                adjective                noun                adjective

**Use six of these adjectives in sentences.**

polite	kind	black	tall	tidy	bad
yellow	quiet	happy	angry		
frightened	good	nice	big	small	



## Unit 3

3.1

**A Read the weather forecast on page 16 of your Pupil's Book and answer these questions about the weather in London tomorrow.**

1 Will it be dry in the morning?

---

2 Will it rain in the afternoon?

---

3 Will it be warm in the evening?

---

4 What will the temperature be in the evening?

---

**B Write about the weather in these cities tomorrow.**

1 In Kuala Lumpur it \_\_\_\_\_

2 In Paris \_\_\_\_\_

3 In Cairo \_\_\_\_\_

**C Write the weather forecast for your town tomorrow.**

---

---

---

3.2

**A Write the answers to the questions on page 17 of your Pupil's Book.**

---

---

---

---

---

---

**B Answer these questions about the part of Yemen you live in.**

1 What's the weather like in January?

---

2 What's the weather like in July?

---

3 What's the weather like in October?

---

4 In which months does it rain?

---

5 Which are your favourite months? Why?

---

---

**A Answer these questions about yourself.  
Circle the correct letter.**

A = Yes, always.    B = Yes, usually.    C = Yes, often.  
D = Yes, sometimes.    E = No, never.

Do you go camping at the weekend?	A	B	C	D	E
Do you go horse-riding at the weekend?	A	B	C	D	E
Do you phone friends in the evening?	A	B	C	D	E
Do you ever write letters?	A	B	C	D	E
Do you watch English films?	A	B	C	D	E
Do you listen to English programmes on the radio?	A	B	C	D	E

**B Write about yourself.**

---

---

---

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---

**3.4****A Draw lines from the numbers to the words.**

8th	tenth	13th	twenty-first
9th	twelfth	19th	thirteenth
10th	eighth	20th	thirtieth
11th	ninth	21st	nineteenth
12th	eleventh	30th	twentieth

**Look at the spelling of these:**

five – fifth

fifty – fiftieth

nine – ninth

twelve – twelfth

ninety – ninetieth

four – forty – fortieth

**B Read the rhyme on page 19 of your Pupil's Book. Complete this table.**

	Month	Number of days
<i>first</i>	Jan.	_____
_____	Feb.	_____
_____	Mar.	_____
_____	Apr.	_____
_____	May	_____
_____	Jun.	_____

	Month	Number of days
_____	Jul.	_____
_____	Aug.	_____
_____	Sept.	_____
_____	Oct.	_____
_____	Nov.	_____
_____	Dec.	_____

3.5  
📺

**A Listen and tick the correct answers.**

- |   |                         |      |                          |              |
|---|-------------------------|------|--------------------------|--------------|
| 1 | Jack's birthday is the  | 8th  | <input type="checkbox"/> | of March.    |
|   |                         | 18th | <input type="checkbox"/> |              |
|   |                         | 28th | <input type="checkbox"/> |              |
| 2 | Hamad's birthday is the | 1st  | <input type="checkbox"/> | of November. |
|   |                         | 21st | <input type="checkbox"/> |              |
|   |                         | 30th | <input type="checkbox"/> |              |
| 3 | Fatma's birthday is the | 2nd  | <input type="checkbox"/> | of July.     |
|   |                         | 12th | <input type="checkbox"/> |              |
|   |                         | 22nd | <input type="checkbox"/> |              |
| 4 | Kevin's birthday is the | 6th  | <input type="checkbox"/> | of February. |
|   |                         | 16th | <input type="checkbox"/> |              |
|   |                         | 26th | <input type="checkbox"/> |              |
| 5 | Susan's birthday is the | 9th  | <input type="checkbox"/> | of May.      |
|   |                         | 19th | <input type="checkbox"/> |              |
|   |                         | 29th | <input type="checkbox"/> |              |
| 6 | Yuki's birthday is the  | 3rd  | <input type="checkbox"/> | of August.   |
|   |                         | 13th | <input type="checkbox"/> |              |
|   |                         | 23rd | <input type="checkbox"/> |              |

**B Answer these questions.**

1 When is your birthday?

\_\_\_\_\_

2 When is your partner's birthday?

\_\_\_\_\_

### C Language study – dates

You can write a date like this: 2nd November    2 November  
2nd Nov.    2 Nov.

But you say it like this:

the second of November

#### Say these dates:

2nd March    23rd September    3 Jan.  
4th July    1st February    22 Dec.

You can write the day, month and year like this:

1st April, 1997    1 Apr. 1997  
1 April, 1997    1/4/97

But you say:

the first of April, nineteen ninety-seven

#### Say these dates:

6th June, 1994    23 November, 1996    7/2/97

### D Answer these questions.

1 What is the date today?

---

2 What date did you start school?

---

3 What is your date of birth?

---

.6  
.7

**A Read pages 20 and 21 of your Pupil's Book and write notes.**

<u>Name of country</u>	<u>Size of country</u>	<u>Size of population</u>	<u>What they grow</u>	<u>What they make/produce</u>
India	_____	_____	_____	_____
			_____	_____
Japan	_____	_____	_____	_____
			_____	_____
France	_____	_____	_____	_____
			_____	_____

**B Use your notes in Exercise A to write about the four countries.**

---

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---

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---

3.8

Language study – comparison of adjectives

Complete this table.

<b>Regular adjectives</b>	cold	colder	coldest
	warm	_____	_____
	small	_____	_____
	tall	_____	_____
	fast	_____	_____
	big	bigger	biggest
	hot	_____	_____
	fat	_____	_____
	slim	_____	_____
	large	larger	largest
	nice	_____	_____
	white	_____	_____
	dry	drier	driest
	sunny	_____	_____
	lazy	_____	_____
friendly	_____	_____	

Make a spelling rule about adjectives that end in y.

When you add er and est , y changes to \_\_\_\_ .

Learn these irregular adjectives:

good	–	better	–	best
bad	–	worse	–	worst



3.9

**A Use the information to compare Yemen and England.**

	Yemen	England
Area:	555,000 sq km	130,000 sq km
Population:	15,800,000	45 m
Temperature in July:	30°C	22°C

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

**B Complete this short description of Indonesia. Use the list of information.**

Area:	1,904,000 sq km	Population: 191,000,000
Weather:	warm and wet	
Agriculture:	coffee, tea, sugar, rice	
Industry:	wood products, oil, gas	
Places to visit:	volcanoes, beaches, rain forests, temples, museums	

Indonesia is a \_\_\_\_\_ country with a very \_\_\_\_\_ population. The weather is \_\_\_\_\_ and \_\_\_\_\_. This is good for \_\_\_\_\_ and many people are farmers. They \_\_\_\_\_ rice, \_\_\_\_\_. They \_\_\_\_\_ wood \_\_\_\_\_ and \_\_\_\_\_ oil and \_\_\_\_\_.

Indonesia is \_\_\_\_\_ for its volcanoes, beautiful \_\_\_\_\_ and huge \_\_\_\_\_ forests. \_\_\_\_\_ can go \_\_\_\_\_ in the forests and see all kinds of birds. They can also go \_\_\_\_\_ and sailing, or visit old \_\_\_\_\_ and interesting \_\_\_\_\_.

**C Think about the pupils in your class and complete these sentences.**

- 1 \_\_\_\_\_ is the tallest pupil in the class.
- 2 \_\_\_\_\_ is the shortest pupil.
- 3 \_\_\_\_\_ has got the longest hair.
- 4 \_\_\_\_\_ has got the biggest feet.
- 5 \_\_\_\_\_ is the slimmest.
- 6 \_\_\_\_\_ is the quietest.
- 7 \_\_\_\_\_ has got the tidiest Workbook.
- 8 \_\_\_\_\_ has got the best handwriting.


**How many did you get right?**

**3.10 A Write short answers.**

**My country**

What is the population? \_\_\_\_\_

What is the area? \_\_\_\_\_

What is the weather like? (summer and winter) \_\_\_\_\_

– on the coast: \_\_\_\_\_

– in the desert: \_\_\_\_\_

– in the mountains: \_\_\_\_\_

What do we produce? \_\_\_\_\_

What do we grow? \_\_\_\_\_

What can visitors do? \_\_\_\_\_

**B Write about your country.**

---

---

---

---

---

---

---

---

---

---

3.12

**A Read and answer.**

Yes = ✓

No = ✗

Have you ever

- seen a wild animal?
- climbed a mountain?
- been on a plane?
- visited a museum?
- eaten French food?

You

Your partner



**B Ask your partner.**

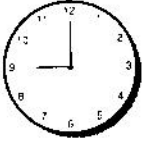
Have you ever ridden an elephant?

Yes, I have.

No, I haven't.

(have not.)

**C Write about the pictures.**



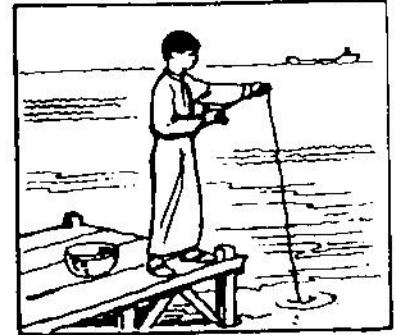
It is 9 o'clock.  
What are they doing?



*Badria is* \_\_\_\_\_



*Amna* \_\_\_\_\_



*Ali* \_\_\_\_\_

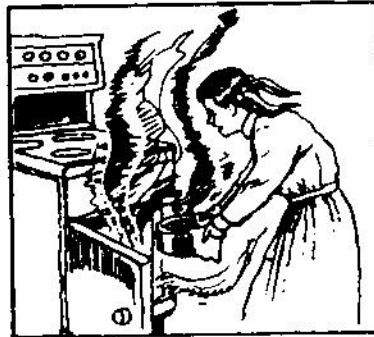


Now it is 1 o'clock.  
What can you see? What has happened?

Use these words: has caught has finished has burned



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

What can or cannot happen now?

Badria can \_\_\_\_\_

Amna cannot \_\_\_\_\_

Ali can \_\_\_\_\_

3.13

**A Language study – Present perfect tense and Past simple tense**

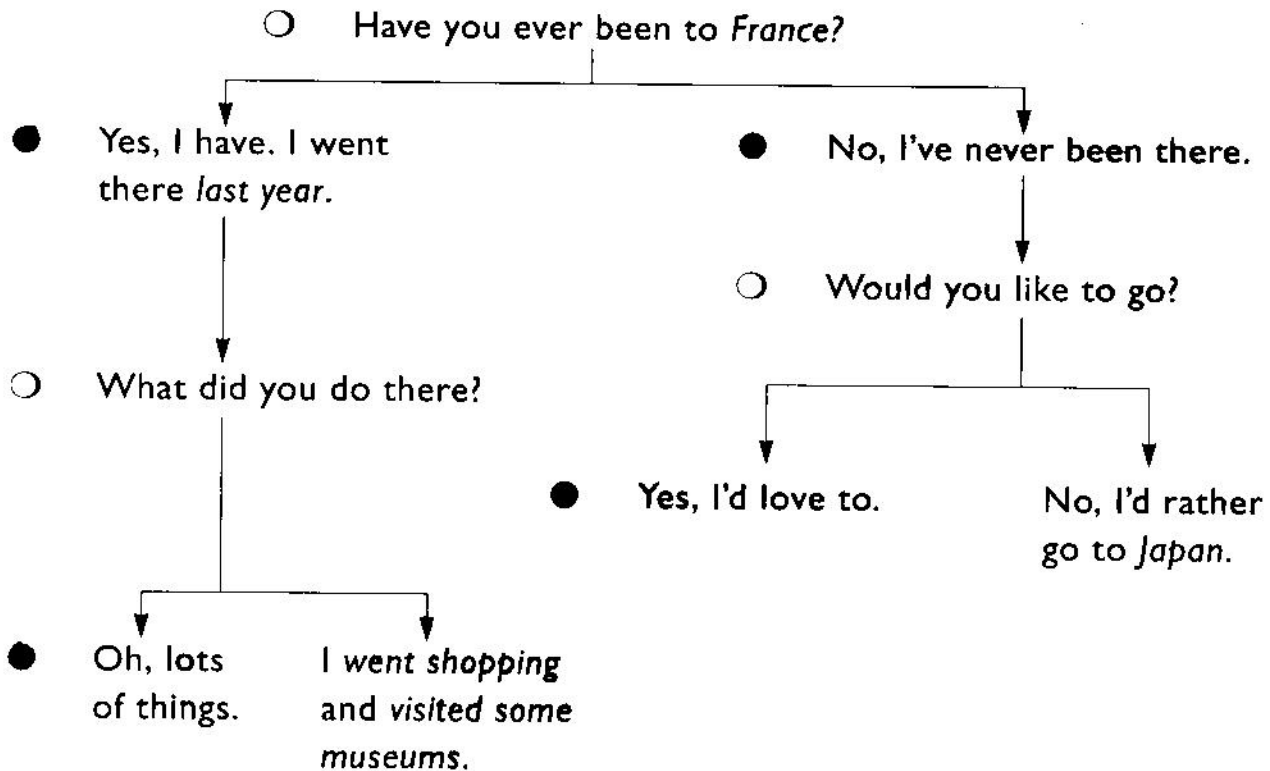
- **Have you ever been to France?** ← The question asks about any time in the past. The verb is in the **present perfect tense**.
- **Yes. I went there last year.** ← The answer gives a definite time in the past. The verb is in the **past simple tense**.

**We make the present perfect tense like this:**

have  
has + past participle



**B Read and talk.**



**C Language study – verb forms**

Complete this table.

	Infinitive	Past tense	Past participle	
<b>Regular verbs</b>	1 walk	walked	walked	Past tense and past participle are the same.
	2 wash	_____	_____	
	3 happen	_____	_____	
	4 burn	_____	_____	
	5 watch	_____	_____	
<b>Irregular verbs (1)</b>	6 make	made	made	
	7 meet	met	_____	
	8 buy	bought	_____	
	9 read	read	_____	
	10 find	_____	_____	

Use the correct words from the boxes below.

<b>Irregular verbs (2)</b>	11 do	_____	_____
	12 go	_____	_____
	13 be	_____	_____
	14 eat	_____	_____
	15 see	_____	_____
	16 ride	_____	_____
	17 drive	_____	_____
	18 forget	_____	_____
	19 begin	_____	_____
	20 run	_____	_____

**Past tense**

was/were    began    did    saw  
 forgot    rode    drove  
 went    ate    ran

**Past participle**

seen    done    ridden    begun  
 eaten    forgotten    driven  
 run    been    gone

3.14

**A** Read the story on page 24 of your Pupil's Book.  
Number the pictures in the correct order.



**B** Tick the true statements about the story. Correct the false ones.

- 1 Hassan took lots of photographs of animals.
- 2 The brothers went swimming in a pool.
- 3 There was a snake near the plastic bag.
- 4 Khalid did not see the snake.
- 5 The snake bit Khalid on the hand.
- 6 Khalid wanted Hassan to go and get help.
- 7 Hassan ran home very fast.
- 8 Hassan's parents were at home.

**3.15**

**A Answer these questions about the story on page 24 of your Pupil's Book.**

1 What did Hassan do after he had a drink of water?

---

2 How long did it take to walk to the dam?

---

3 What did the brothers do when they got to the dam?

---

4 Who saw the snake?

---

5 Where did the snake go?

---

6 How did Khalid feel? How do you know?

---

---

7 Where did Khalid need to go?

---

8 Why did Hassan have to leave Khalid?

---

9 What did Hassan find when he reached his house?

---



**B Find words in the story that mean the following:**

- 1 artificial \_\_\_\_\_
- 2 very big \_\_\_\_\_
- 3 clean \_\_\_\_\_
- 4 with clothes on \_\_\_\_\_
- 5 Be careful! \_\_\_\_\_
- 6 very frightened \_\_\_\_\_
- 7 opposite of 'moving' \_\_\_\_\_

**C Read and complete this summary of the story.**

Hassan \_\_\_\_\_ some photographs. Then he and \_\_\_\_\_ walked to the new \_\_\_\_\_. They went \_\_\_\_\_ in the lake. After \_\_\_\_\_ minutes, they got \_\_\_\_\_. They were ready to \_\_\_\_\_ on when \_\_\_\_\_ saw a \_\_\_\_\_. It \_\_\_\_\_ Khalid on the leg. Khalid was \_\_\_\_\_. Hassan told him to keep \_\_\_\_\_. He had to get \_\_\_\_\_. Hassan \_\_\_\_\_ home, but his \_\_\_\_\_ were not there.

3.16

**A Find 12 irregular past tense forms on page 24 of your Pupil's Book.**



## B Read and talk. Parent

1 Please help me. I've lost my little girl.

2

3 About half an hour ago.

4

5 In the market. I was buying some oranges. When I turned round, I couldn't see her.

6

7 She's only seven. She doesn't know how to get home.

8

9 She's quite slim and not very tall. She's got long black hair and brown eyes.

10

11 A red dress and white shoes and socks.

12



## B Read and talk. Policeman

1	
2	Oh, dear! When did you lose her?
3	
4	Where were you when you lost her?
5	
6	I see. Now, how old is she?
7	
8	What does she look like?
9	
10	What's she wearing?
11	
12	OK. Now, don't worry. We'll find her.

## Unit 4

4.1

**A** The letter on page 26 of your Pupil's Book has three main paragraphs. Read it quickly and find out what each paragraph is about. Use these phrases:

what Japan is like

Yuki and his house

things to do in Japan

Paragraph 1 is about \_\_\_\_\_

Paragraph 2 is about \_\_\_\_\_

Paragraph 3 is about \_\_\_\_\_

**B** Read the letter again and answer these questions. Write notes.

1 What do you know about Yuki?

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Nationality: \_\_\_\_\_

Town: \_\_\_\_\_

School: \_\_\_\_\_

Likes/interests: \_\_\_\_\_

2 What is Japan like?

Size: \_\_\_\_\_

Things that make it beautiful: \_\_\_\_\_

\_\_\_\_\_

Weather – in summer: \_\_\_\_\_

– in winter: \_\_\_\_\_

3 What can visitors do in Japan?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 4.2

### A Language study – linking ideas

Look at the letter on page 26 of your Pupil's Book. Find sentences with the following link words. Write the sentences.

- 1 and \_\_\_\_\_
- 2 but \_\_\_\_\_
- 3 because \_\_\_\_\_
- 4 or \_\_\_\_\_

### B Use each of the four link words above to complete the sentences below.

Use \_\_\_\_\_ to link two ideas of different kinds.

Use \_\_\_\_\_ to give the reason for something.

Use \_\_\_\_\_ in a list of things to choose from.

Use \_\_\_\_\_ to link two ideas of the same kind.



You can also use *or* to link two ideas of the same kind after **not**. For example:

I can't play baseball **or** swim.

I don't like tea **or** coffee.

### C More link words and phrases:

*when, so, so ... that, too ... to*

- *when* shows that events have a time link, in the past, present or future.
- *so, so ... that* and *too ... to* all show the result of something.

**Now complete these examples:**

- 1 \_\_\_\_\_ I saw Mary on Monday, she was very unhappy.
- 2 I am always worried \_\_\_\_\_ I have exams.
- 3 I want to be a doctor \_\_\_\_\_ I leave school.
- 4 Tom can't play football very well, \_\_\_\_\_ he isn't in the team.
- 5 Simon is \_\_\_\_\_ sick \_\_\_\_\_ come to the beach.
- 6 Simon is \_\_\_\_\_ sick \_\_\_\_\_ he can't come to the beach.

**D Use the link words in Exercises A to C to join each of these pairs of sentences.**

- 1 Sameera has been to England. She has never been to Scotland.

---

---

- 2 Ahmed is ill. He can't come to school.

---

- 3 I haven't got any sisters. I haven't got any brothers.

---

- 4 We were walking in the park. We saw Hameed.

---

- 5 Ali is untidy. He is very lazy.

---

- 6 Fuad was driving very fast. He had an accident.

---

---

- 7 I live very far away. I can't walk to school.

---

4.3

**Imagine Yuki is your pen-friend. Write a reply to his letter in your copybook. Follow these steps.**

<p>WRITING</p> <ol style="list-style-type: none"><li>1 Follow the plan of Yuki's letter. Look back at Exercise 4.1A.</li><li>2 What are you going to tell Yuki in each paragraph? Write notes.</li><li>3 Write a draft letter.</li><li>4 Check and correct spelling, punctuation and grammar.</li><li>5 Read your letter to your partner. Can you make it better?</li><li>6 Write your final copy. Remember to write your address and the date.</li></ol>
---

4.4

**A Read the short letter on page 27 of your Pupil's Book and answer these questions.**

1 Which country is Fuad going to visit?

---

2 When is he flying?

---

3 Who is taking him?

---

4 Where are they going to stay?

---

5 For how long will they be there?

---

6 Does Yuki live in Tokyo?

---

## B Language study – talking about the future

### going to + verb

We use this

a) when we are describing our plans for the future.

b) when we have a good reason now to believe that something will happen.

\_\_\_\_\_

\_\_\_\_\_

### present continuous tense

We use this when we have arranged to do something at a future time.

\_\_\_\_\_

\_\_\_\_\_

### will + verb

We use this most often to talk about the future. It is called the 'neutral' future.

\_\_\_\_\_

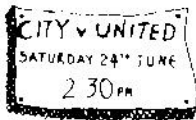
\_\_\_\_\_

Read page 27 of your Pupil's Book and find the verbs that refer to the future. Write them under the correct headings above.

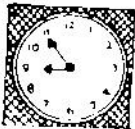
## C Which form of the verb is the best in these sentences?



1 (rain) It \_\_\_\_\_ soon.



2 (play) City \_\_\_\_\_ United on Saturday.



3 (be) In five minutes it \_\_\_\_\_ nine o'clock.



4 (be) I \_\_\_\_\_ a pilot when I leave school.



**4.5 A What is Yuki going to write in his letter to Fuad?**

Choose and tick column 1.

		<b>Think</b>	<b>Listen</b>
1	Fantastic!	<input type="checkbox"/>	<input type="checkbox"/>
	Terrible!	<input type="checkbox"/>	<input type="checkbox"/>
2	Don't stay in a hotel.	<input type="checkbox"/>	<input type="checkbox"/>
	Don't stay in Tokyo.	<input type="checkbox"/>	<input type="checkbox"/>
3	Come and stay at my house.	<input type="checkbox"/>	<input type="checkbox"/>
	Come and stay at my uncle's house.	<input type="checkbox"/>	<input type="checkbox"/>
4	We'll meet you at the airport.	<input type="checkbox"/>	<input type="checkbox"/>
	I'm sorry, but I can't meet you.	<input type="checkbox"/>	<input type="checkbox"/>
5	We can't show you anything in Japan.	<input type="checkbox"/>	<input type="checkbox"/>
	We'll show you everything in Japan.	<input type="checkbox"/>	<input type="checkbox"/>

**B Listen and check.**

What did Yuki write? Tick column 2.

**C Listen and tick the correct answers.**

Fuad wants to stay with Yuki in Japan. At first his father wants Fuad to stay in a hotel. What happens next?

1 Fuad says that he does not want to stay in a hotel because

his uncle will be out at work.

he will not see Japan.

it will not be interesting for him.

2 Fuad's uncle thinks that it will be better for Fuad

to stay with Yuki.

to stay in a hotel.

3 Finally Fuad's father says that Fuad  cannot stay with Yuki.

can stay with Yuki.

**4.6**

**A Read the timetable and answer these questions.**

- 1 What flight goes to Tokyo on Mondays? Flight \_\_\_\_\_
- 2 When does Flight IY 231 leave Sana'a? At \_\_\_\_\_
- 3 What time does the Tuesday flight leave? \_\_\_\_\_
- 4 When does Flight JL 710 arrive in Tokyo? \_\_\_\_\_
- 5 On what day does Flight IY 154 arrive in Tokyo? \_\_\_\_\_
- 6 Which flight is the fastest? \_\_\_\_\_

*Timetable*

	Flight number	Depart Sana'a	Arrive Tokyo
Mon.	IY 231	20.45	06.50
Tue.	JL 710	21.30	06.10
Wed.	IY 154	20.45	06.50

*Ticket*

From	Flight	Class	Date	Time
Sana'a	IY 154	Y	Aug. 11	20.45
Tokyo	IY 155	Y	Aug. 26	03.10

**B Now read Fuad's ticket and the timetable and answer these questions.**

- 1 On what day will Fuad arrive in Tokyo? \_\_\_\_\_
- 2 What time will he arrive? \_\_\_\_\_
- 3 What is his flight number? \_\_\_\_\_
- 4 How many days is he going to stay? \_\_\_\_\_
- 5 Will he arrive back in Sana'a on the same day he leaves Tokyo? \_\_\_\_\_

4.7  


**A Read and talk. (Pupil A)**

1	I hear that you're going to Japan. India.
2	
3	How long are you staying? going for?
4	
5	Great! Are you going to stay in a hotel? Fantastic!
6	
7	Oh, that'll be interesting. What are you going to do there? nice.
8	
9	You're very lucky. I'd love to go to Japan. India.
10	

**Now make different conversations.**

## 4.7

## A Read and talk. (Pupil B)



1

2 Yes. I'm leaving in | August.  
June.

3

4 For | two weeks.  
a month.

5

6 No, I'm staying with | my pen-friend's family.  
friends.

Yes, I am.

7

8 I want to | visit lots of different places.  
see everything.

9

10 Yes. I'm really looking forward to it.  
I can't wait to go.

**Now make different conversations.**

**B Complete Fuad's letter to Yuki.**

Tell Yuki: the day, date and time of your arrival.  
your flight number.

Dear Yuki,

Thank you for inviting me to stay with your  
uncle. I'm really looking forward to it. My uncle and I are

---

---

---

I hope to see you at the airport.

Best wishes,

Fuad

4.8

**A Number these sentences about travelling by air in the correct order.**

- Wait in the departure lounge.
- Check in.
- Board the plane.
- Buy a ticket.
- Fasten your seat belt.

**B Language study – the past perfect tense**

Which of these things happened first?

- (a) Fuad and his uncle went to the airport at half past seven on 11th August.
- (b) They had bought their tickets a week before.

'went' is the past simple tense; 'had bought' is the **past perfect tense**. This tense shows that one event happened earlier than another one.

**Rule:** To make the past perfect tense, use **had** + the past participle of a verb.

Find a sentence on page 28 of your Pupil's Book that has verbs in both the past perfect and the past simple. Write it here:

---

---

**C Complete these sentences with the correct forms of the verbs in brackets.**

- 1 We went to see Fahed yesterday, but he \_\_\_\_\_ out. (go)
- 2 When I got to school today, lessons \_\_\_\_\_. (start)
- 3 I was late because someone \_\_\_\_\_ my bicycle. (take)
- 4 The teacher was angry with Ali because he \_\_\_\_\_ his homework. (not do)

**4.9**

**A Find words in Yuki's description on page 29 of your Pupil's Book that mean the following:**

- 1 know \_\_\_\_\_
- 2 father and mother \_\_\_\_\_
- 3 a bit \_\_\_\_\_
- 4 fat \_\_\_\_\_
- 5 a Japanese dress \_\_\_\_\_

## B Language study – the future continuous tense

Study these examples and complete the rule below:

- 1 I **will be wearing** a T-shirt ...
- 2 Don't phone Ali between 7 and 8 o'clock tonight. He **will be doing** his homework.

**Rule:** To make the future continuous tense,  
use \_\_\_\_\_ + \_\_\_\_\_ + verb with \_\_\_\_\_ .

### Now answer these questions:

- 1 What will you be doing between 7 and 8 o'clock tonight?  
\_\_\_\_\_
- 2 What will you be doing between midnight and 6 o'clock tomorrow morning?  
\_\_\_\_\_

## C Write a description.

Imagine your pen-friend is coming to visit you. You and your parents are going to meet him or her at the airport. Write a description so that your friend will recognize you. Use your copybook. Follow these steps:

### WRITING

- 1 Write notes.
- 2 Write a draft.
- 3 Check and correct your draft.
- 4 Read your draft to your partner.
- 5 Write your final copy.

4.10

**A Read page 30 of your Pupil's Book and find words that mean the following:**

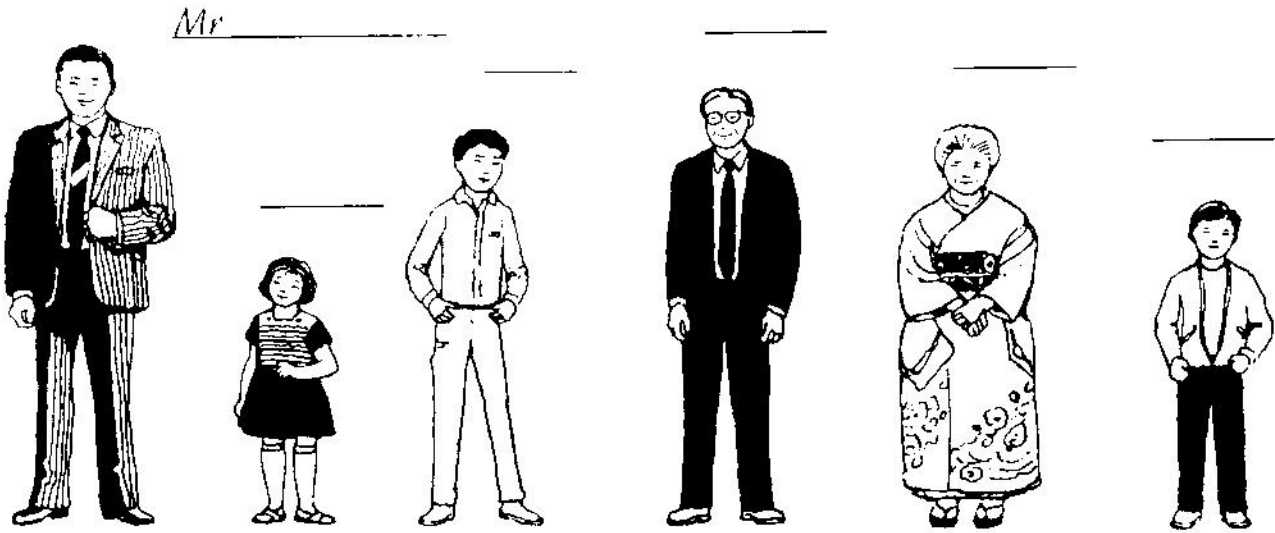
- 1 while they were driving from the airport to the house \_\_\_\_\_
- 2 saw \_\_\_\_\_
- 3 new to him \_\_\_\_\_
- 4 the opposite of 'modern' \_\_\_\_\_
- 5 names and notices \_\_\_\_\_
- 6 did not know the meaning of \_\_\_\_\_
- 7 the other people in (Yuki's family) \_\_\_\_\_
- 8 frightened by \_\_\_\_\_

**B Now answer these questions:**

- 1 What was the first strange thing Fuad noticed?  
\_\_\_\_\_
- 2 Who are these people?
  - a) Mr Mitsubishi *Yuki's* \_\_\_\_\_
  - b) Giro \_\_\_\_\_
  - c) Reiko \_\_\_\_\_
- 3 Who is
  - a) the tallest in Yuki's family? \_\_\_\_\_
  - b) the youngest in Yuki's family? \_\_\_\_\_



**C Label the pictures.**



**D Compare the people in Yuki's family.**

Use the correct forms of these adjectives to complete the sentences: *young, old, short, tall.*

- 1 Yuki is \_\_\_\_\_ than Giro but \_\_\_\_\_ than Reiko.
- 2 Mrs Ono is \_\_\_\_\_ than her husband.
- 3 Mr Mitsubishi \_\_\_\_\_ Mr Ono.
- 4 Reiko \_\_\_\_\_ person in the family.

4.11

**A Read pages 31 and 32 of your Pupil's Book and tick the true statements.**

- 1 People kneel on the floor when they eat.
- 2 People sometimes sit on the floor when they eat.
- 3 People sometimes eat with knives, forks and spoons.
- 4 People always cook fish.
- 5 People always cook meat.

Japan	Yemen
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**B Complete these sentences about Japan.**

Use *always*, *sometimes* or *never*.

- 1 People \_\_\_\_\_ kneel on the floor when they eat.
- 2 People \_\_\_\_\_ sit on the floor when they eat.
- 3 People \_\_\_\_\_ eat with chopsticks.
- 4 People \_\_\_\_\_ use knives, forks and spoons.
- 5 People \_\_\_\_\_ eat raw fish.

**C Use your answers in Exercise A and B to write about the differences between Japan and Yemen.**

- 1 In Japan people always \_\_\_\_\_ ,  
but in Yemen we \_\_\_\_\_
- 2 In Japan \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

**4.12 A Read and write.**

Read Fuad's postcard and answer the questions below.

	Fuad	Salman
1 Which country is he in?	_____	_____
2 What has he done there?	_____	_____
	_____	_____
3 What kind of food has he eaten?	_____	_____
4 What has he bought?	_____	_____

Dear Taha,

Japan is wonderful. Yuki's family have been really kind. They've taken me everywhere. I've visited Disneyland. It was great! I've also been to a traditional play. I couldn't understand a word, but it was interesting to see. Japanese food is delicious. I've even tried raw fish!

I've bought a new camera for you. I hope you like it.

See you soon.

Love,  
Fuad.

Taha al Sabri,  
PO Box 437,  
Sana'a,  
Yemen.



**B Listen and write.**

Now answer the same questions about Salman.

**4.13**

**Write a postcard in your copybook.**

A visitor is in Yemen on holiday. He is going to write a postcard to a friend. What will he write?

4.14

**A** Read the story on page 33 of your Pupil's Book.  
Number the pictures in the correct order.



**B** Tick the true statements about the story. Correct the false ones.

- 1 Mr Al Jaufi is Hassan's father.
- 2 Mr Al Jaufi had a four-wheel drive vehicle.
- 3 He took a rug from his house.
- 4 It took forty minutes to get to the dam.
- 5 Khalid was dead when they got there.
- 6 They used the rug to carry Khalid to the jeep.
- 7 They drove very fast all the way to the hospital.
- 8 Hassan's parents and a doctor were waiting.
- 9 The doctor came back after forty hours.
- 10 Khalid was all right.

4.15

**A Find words in the story that mean the following:**

- 1 ran very fast \_\_\_\_\_
- 2 hitting and making a loud noise \_\_\_\_\_
- 3 moving up and down \_\_\_\_\_
- 4 not flat \_\_\_\_\_
- 5 opposite of 'standing up' \_\_\_\_\_
- 6 not open \_\_\_\_\_
- 7 came into the room \_\_\_\_\_
- 8 looked happy \_\_\_\_\_

**B Answer these questions about the story.**

- 1 Why was Mr Al Jaufi a bit angry at first?  
\_\_\_\_\_
- 2 Why would his car not get to the dam?  
\_\_\_\_\_
- 3 Whose car did they use?  
\_\_\_\_\_
- 4 How did Hassan feel on the way to the hospital?  
\_\_\_\_\_
- 5 Was the doctor sure that Khalid would live?  
\_\_\_\_\_
- 6 What did he tell them to do?  
\_\_\_\_\_
- 7 How long did they have to wait?  
\_\_\_\_\_
- 8 How did Hassan know that Khalid was safe?  
\_\_\_\_\_

**4.16 A Find opposites in the box and write them.**

traditional \_\_\_\_\_ raw \_\_\_\_\_ thin \_\_\_\_\_ early \_\_\_\_\_  
at first \_\_\_\_\_ arrive \_\_\_\_\_ land \_\_\_\_\_

cooked	modern	late	plump
take off	finally	depart	

**B Write opposites of these words.**

up \_\_\_\_\_ short \_\_\_\_\_ new \_\_\_\_\_ small \_\_\_\_\_ dark \_\_\_\_\_  
pull \_\_\_\_\_ in \_\_\_\_\_ give \_\_\_\_\_ a lot \_\_\_\_\_ come \_\_\_\_\_  
always \_\_\_\_\_ far \_\_\_\_\_ nobody \_\_\_\_\_ slow \_\_\_\_\_

**C Complete this table.**

Verb	Noun	Verb	Noun
arrive	_____	describe	_____
_____	invitation	appear	_____

**D Work out the meanings of the underlined words. Write the signs.**

	Answer	Sign
<u>Add</u> 5 and 15.	20	_____
<u>Subtract</u> 5 from 15.	10	_____
<u>Multiply</u> 5 by 5.	25	_____
<u>Divide</u> 10 by 2.	5	_____

## Unit 5

5.1

**How can the things on page 35 of your Pupil's Book hurt children? Write sentences.**

- 1 Glass can cut them.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

5.2

**Complete these conversations about the posters on page 36 of your Pupil's Book.**

- 1  Never let children play with matches.  
 Why not?  
 They'll burn themselves.
- 2  Always keep medicine \_\_\_\_\_  
 Why?  
 \_\_\_\_\_
- 3  Always keep knives \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4  Never let \_\_\_\_\_ kitchen.  
 \_\_\_\_\_  
 \_\_\_\_\_

- 5 ○ \_\_\_\_\_ in pools alone.  
 ● \_\_\_\_\_  
 ○ \_\_\_\_\_
- 6 ○ Always keep plastic bags out of the reach of children.  
 ● \_\_\_\_\_  
 ○ \_\_\_\_\_

5.3

**A Language study – imperative sentences**

You use the imperative to give orders and warnings. The imperative is the *base form*, the *infinitive*, of a verb.

For example:

- |           |   |  |
|-----------|---|--|
| Orders    | - | ● <b>Go</b> over there.  |
|           | - | ● Khalid, <b>come</b> here. or <b>Come</b> here, Khalid.       |
|           | - | ● <b>Stand</b> up, please. — <i>This makes it more polite.</i> |
| A warning | ▶ | ● Always <b>keep</b> knives away from children.                |

**B Write imperative sentences with these verbs:**

give, look, show, listen, go, do

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### C Negative imperatives

To make a negative imperative, use **do not (don't)** or **Never** before the imperative. For example:

- Don't talk.
- Never do that again.

### D Being polite

Study these examples:

Help me, please.  
Can you help me, please?  
Could you help me, please? } — These are more polite.

### E What can you say in these situations.

1 You want someone to lend you a pencil.

---

2 Your partner is copying your work and you are angry.

---

3 You are drowning.

---

4 You are on holiday in England and you are lost.

---

5 You see a little boy using a big knife.

---

6 You are very thirsty. Your friend has a bottle of water.

---

5.4

**Write the words on the posters on page 36 of your Pupil's Book again. Use *should* and *shouldn't*.**

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

5.5



**A Listen and tick the correct answers.**

1 Peter has hurt   
has poisoned himself.   
has cut

2 Simon has hurt himself.   
has not hurt

3 Jill bought the dress.   
Jill's mother made the dress for her.   
Jill made the dress herself.

4 Simon's brother made the boat.   
Simon made the boat himself.   
Simon and his brother made the boat themselves.

**B Complete the table of pronouns.**

<b>Subject</b>	<b>Reflexive</b>
I	myself
you	_____
he	_____
she	_____
it	_____
we	_____
you ( <i>plural</i> )	_____
they	_____

**C What did they say? Complete the sentences.**

- 1 John: Have you hurt \_\_\_\_\_  
Peter: Yes, of course \_\_\_\_\_
- 2 Dave: Have you hurt \_\_\_\_\_  
Simon: No, I \_\_\_\_\_. But Peter's fallen off his bike and I'm sure he's hurt \_\_\_\_\_.
- 3 Jill: I didn't buy it. I made it \_\_\_\_\_.  
Anne: You made it \_\_\_\_\_! That's amazing.
- 4 Simon: We built it \_\_\_\_\_.  
John: You built a boat \_\_\_\_\_! Is it safe?  
Simon: Yes, of course it is.  
John: That's fantastic!

5.6

**A** Read the articles on page 38 of your Pupil's Book quickly to match them to the correct headlines. Write the headlines in the correct places below.

	Article 1	Article 2	Article 3
Headline:	_____	_____	_____
Person hurt:	_____	_____	_____
Cause of accident:	_____	_____	_____
Result of accident:	_____	_____	_____
Action:	_____	_____	_____

**B** Read the articles again and write notes of the main points on the lines above.

**C** Find words in the articles that mean the following:

- 1 luckily \_\_\_\_\_
- 2 very \_\_\_\_\_
- 3 a way of cooking meat \_\_\_\_\_
- 4 two things you see when there is a fire \_\_\_\_\_
- 5 what you need if there is a fire \_\_\_\_\_
- 6 not difficult \_\_\_\_\_
- 7 has not died \_\_\_\_\_
- 8 very, very soon after \_\_\_\_\_

**5.7**

**Use your notes in Exercise 5.6 to write summaries of the articles in not more than 30 words.**

**WRITING SUMMARIES**

- 1 First write a draft.
- 2 Read your draft. Are any important points missing?  
Are there any mistakes in spelling, punctuation or grammar?
- 3 Count the words. Can you make the summary better?
- 4 Write your corrected summary.

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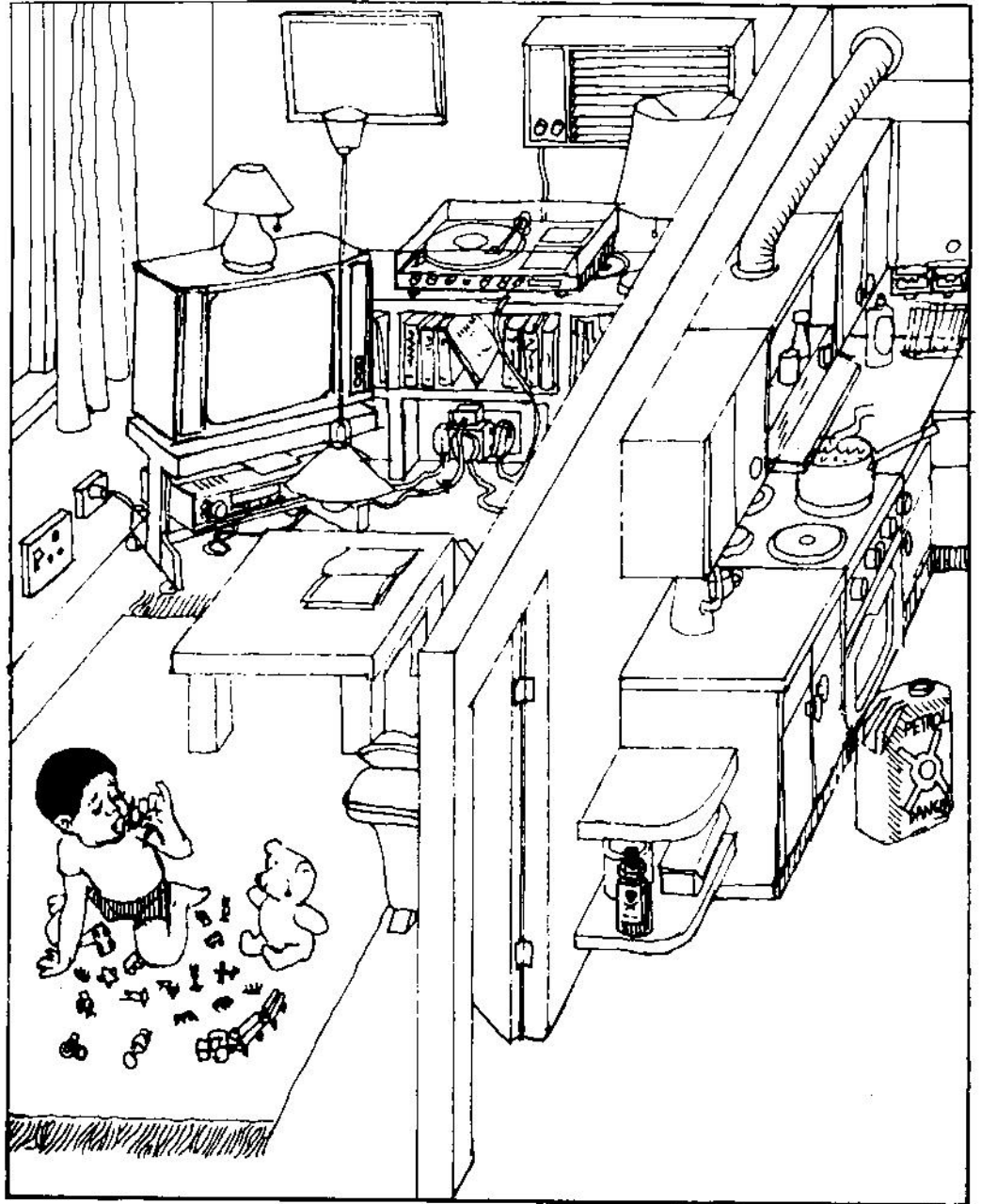
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5.8

**A** Look at these rooms in Mrs Wedad's house. How many dangerous things can you find? Put a circle round them.



**B** A safety officer is talking to Mrs Wedad. Listen and tick the things she says are dangerous.

**A Look, read and write.**

Look at the people on page 39 of your Pupil's Book. What rules should they follow? Write the number of the picture next to each rule.

- |    |   |                          |
|----|---|--------------------------|
| 1  | Never drive too fast.                               | <input type="checkbox"/> |
| 2  | Always keep your hands on the handlebars.           | <input type="checkbox"/> |
| 3  | Always hold a child's hand on a busy road.          | <input type="checkbox"/> |
| 4  | Always cycle on the left.                           | <input type="checkbox"/> |
| 5  | Never play in the road.                             | <input type="checkbox"/> |
| 6  | Never ride with two people on one bicycle.          | <input type="checkbox"/> |
| 7  | Always wear seat belts in a car.                    | <input type="checkbox"/> |
| 8  | Never let small children sit in the front of a car. | <input type="checkbox"/> |
| 9  | Always use a zebra crossing.                        | <input type="checkbox"/> |
| 10 | Never stand up in a car.                            | <input type="checkbox"/> |
| 11 | Never run across the road.                          | <input type="checkbox"/> |

**B Write about the picture.**

*There* \_\_\_\_\_

*The woman is not holding* \_\_\_\_\_

*Two boys* \_\_\_\_\_

*The man is not* \_\_\_\_\_

*Two girls* \_\_\_\_\_

5.10

**A Complete the table.**

Verb	Noun	Adjective
_____	safety	_____
-	_____	dangerous
cycle	_____	-
warn	_____	-
_____	poison	-
-	_____	electric
live	_____	-

**B You can use 'no', 'some', and 'every' to make some very useful words. Complete the tables.**

nobody	no-one	nowhere	nothing
_____	_____	_____	_____
_____	_____	_____	_____

**C Read these definitions and write the words.**

- 1 Two things doctors can give to sick people. \_\_\_\_\_
- 2 You use it to fry meat. \_\_\_\_\_
- 3 You need this to start a fire. \_\_\_\_\_
- 4 You can watch a football . . . \_\_\_\_\_
- 5 Has not died. \_\_\_\_\_
- 6 They put out fires. \_\_\_\_\_
- 7 These bags are stronger than paper ones. \_\_\_\_\_ bags
- 8 To put in your mouth and eat. \_\_\_\_\_
- 9 You put an electric plug into this. \_\_\_\_\_
- 10 Cyclists hold onto these. \_\_\_\_\_
- 11 Don't walk on the road. Walk on the . . . \_\_\_\_\_
- 12 Use this to cross the street. \_\_\_\_\_



**D Read and complete these sentences.**

- 1 It's very dark in here. Shall I \_\_\_\_\_ the light?
- 2 I'm tired. Will you do the \_\_\_\_\_ after dinner?
- 3 \_\_\_\_\_ away from my dog. It'll bite you.
- 4 The light bulb is broken. Please \_\_\_\_\_ it.
- 5 I couldn't finish my homework last night because all the lights \_\_\_\_\_

**5.12 A Language study – sentences with 'if': type I**

We use 'if' when we are talking about something that may happen at a time in the future. These sentences have two **clauses** – two linked ideas. Look at the tenses in each clause and complete the rule below.

Condition                  Result

If we **get** lost, we **will use** a compass.

**Rule:** In type I conditions, use the \_\_\_\_\_ tense in the 'if' clause and \_\_\_\_\_ + infinitive in the result clause.

We can also write the sentence with the result clause first. What difference can you see?

We **will use** a compass if we **get** lost.

**B Complete these sentences with the correct forms of the verbs in brackets.**

- 1 If I \_\_\_\_\_ hard, I \_\_\_\_\_ good marks. (work, get)
- 2 If you \_\_\_\_\_ to bed late, you \_\_\_\_\_ tired. (go, be)
- 3 My mother \_\_\_\_\_ a message if I \_\_\_\_\_ out. (take, be)
- 4 If we \_\_\_\_\_, we \_\_\_\_\_ late. (not hurry, be)
- 5 I \_\_\_\_\_ Ahmed to come to the party if he \_\_\_\_\_ me tonight. (ask, phone)

**C Make conversations.**

Fuad and Ahmed are going fishing. Fuad is worried.



What will we do if we get cold?

Don't worry. If we get cold, we'll put on our warm clothes.



**Use these phrases to ask more questions:**

get lost    get sick    the motor stops    the boat sinks

**Use these phrases to answer the questions:**

use the compass    use the oars  
take some medicine    swim

**D Write three questions and answers.**

1 ○ *What will we do if* \_\_\_\_\_

● *Don't worry. If* \_\_\_\_\_

2 ○ \_\_\_\_\_

● \_\_\_\_\_

3 ○ \_\_\_\_\_

● \_\_\_\_\_

**5.13 A Read and write notes.**

Pupil A: Read Peter's story on page 41 of your Pupil's Book.

Pupil B: Read Terry's story on page 42 of your Pupil's Book.

	<b>Peter's story</b>	<b>Terry's story</b>
1 How many people were in the boat?	_____	_____
2 When did they leave?	_____	_____
3 How long did they spend fishing?	_____	_____
4 How many fish did they catch?	_____	_____
5 What happened next?	_____	_____
6 How did they feel when they got home?	_____	_____

**B Ask, answer and write.**

Pupil A: Ask B about Terry's story and write B's answers.

Pupil B: Ask A about Peter's story and write A's answers.

**C Write a story.**

Pupil A: Use B's answers to write Terry's story.

Pupil B: Use A's answers to write Peter's story.

**D Read and check.**

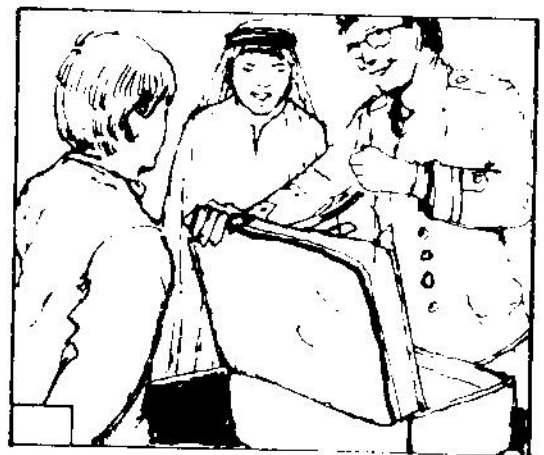
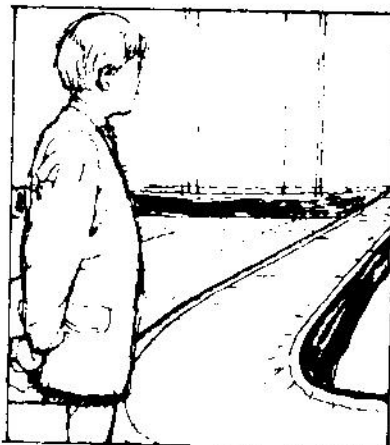
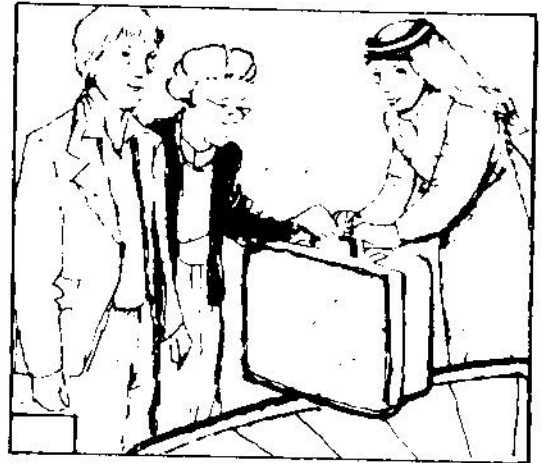
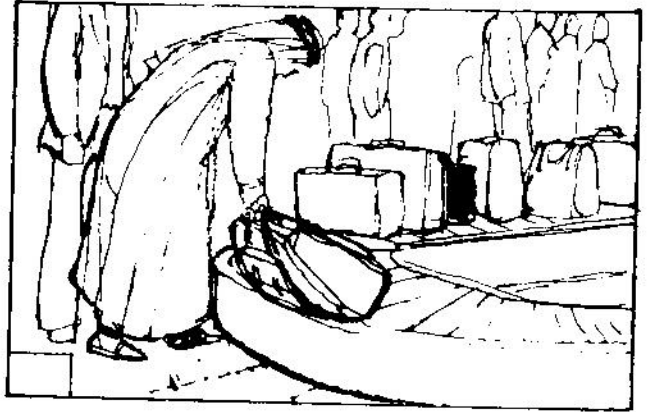
Pupil A: Read your story aloud to B.

Pupil B: Listen to A and look at the story on page 42 of your Pupil's Book.

**Then check B's story in the same way.**

5.14

A Read the story on pages 43 and 44 of your Pupil's Book and number the pictures in the correct order.



**B Tick the true statements about the story. Correct the false ones.**

- 1 On the plane Tariq knocked over his glass of orange juice.
- 2 The plane landed at Brisbane.
- 3 A man looked at their passports. He didn't speak English.
- 4 Tariq couldn't understand him.
- 5 Tariq's suitcase arrived first.
- 6 Tom didn't have to wait a long time for his suitcase.
- 7 When a blue suitcase arrived, Tom thought it was his.
- 8 An old lady said it was hers.
- 9 The customs officer asked the boys to open their cases.
- 10 Tom's clothes were inside his case

**5.15**

**A Write a summary of the story in your copybook. Use your answers in Exercise 5.14B.**

**B Find words in the story that mean the following.**

- 1 she works on planes \_\_\_\_\_
- 2 what you stand on in a room \_\_\_\_\_
- 3 something to rest food on – not a table \_\_\_\_\_
- 4 something you need to get into another country \_\_\_\_\_
- 5 something to carry clothes in \_\_\_\_\_
- 6 not so many \_\_\_\_\_
- 7 in the direction of \_\_\_\_\_
- 8 he or she checks what people are carrying in their suitcases \_\_\_\_\_



### A Read and talk – (Pupil A)

1	Oh, no! dear!	I don't believe it!	
2			
3	I've forgotten to bring any	money. food.	
4			
5	Great! Thanks very much. That's really	kind good	of you.
6			

**Now make different conversations.**

Here are some more ideas:

3	I've lost I can't find	my	passport. camera. diary.
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### B What would you say in these situations?

- 1 Your friend introduces you to another friend of your own age.
- 2 Your friend introduces you to his uncle and aunt.
- 3 You have walked on someone's foot.
- 4 Someone has walked on your foot.



### A Read and talk. (Pupil B)

1	
2	What's wrong? the matter?
3	
4	Never mind. I'll give you some.
5	
6	That's all right. We're friends, aren't we? OK.

### Now make different conversations.

Here are some more ideas:

4	Don't worry. You can use mine. I'll help you look for it.
---	--

### B What would you say in these situations?

- 1 You are in the street and you want to know the way to the Post Office.
- 2 You have two big suitcases and someone offers to help you carry them.
- 3 You are in the street. A lady is going to walk in front of a bicycle.
- 4 A friend says, 'I'm going to visit Indonesia.'

## Unit 6

6.1

**A What are they saying? Complete the sentences.**

1

I'd like to be a \_\_\_\_\_ because  
I want to help people who are ill.

2

\_\_\_\_\_

I want to serve my country.

3

\_\_\_\_\_

I want to help people with problems.

4

\_\_\_\_\_

I like children.

5

\_\_\_\_\_

I'm a good swimmer.

6

\_\_\_\_\_

I want to save lives.

**B Write these jobs in alphabetical order.**

doctor	dentist	nurse	fisherman	secretary
bus-driver	pilot	taxi-driver	teacher	
housewife	farmer	fireman	social worker	
	policeman	life-guard		



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## 6.2

### A Discussion

Read the questions below and talk about the jobs in Exercise 6.1B.

- 1 Which jobs are dangerous? Which ones are not dangerous?
- 2 For which jobs do you need to be  
patient?  
brave?  
strong?  
fit?
- 3 In which jobs do people earn a lot of money?
- 4 In which jobs do you have to work at night as well as in the daytime?
- 5 For which jobs do you have to study for a long time?

### B Read this description. Then describe two other jobs in the same way. Use your copybook.

A fireman's job is very dangerous. You have to be brave, strong and fit. You don't earn a lot of money. You sometimes have to work at night. You don't have to study for a long time and pass lots of exams. It is a good job because you can save lives.

6.3

**How helpful are you?**

Answer these questions about yourself.

Then ask your partner the same questions.

Write *often*, *sometimes* or *never*.

How often do you ...	You	Your partner
cook the dinner?	_____	_____
wash the dishes?	_____	_____
look after other children?	_____	_____
work in the garden?	_____	_____
clean the car?	_____	_____
help with the housework?	_____	_____
help people who are ill?	_____	_____
help others with their homework	_____	_____

How many times did you both answer ...	TOTAL	TOTAL
often?	_____	_____
sometimes?	_____	_____
never?	_____	_____

Give yourself and your partner marks.

often = 2                      sometimes = 1                      never = 0

0 – 4    You are not very helpful. Try to do more.

5 – 10    OK. But try to help more.

11 – 14    Well done! You are very helpful.

15 – 16    You are amazing!

**A Read Text A on page 47 of your Pupil's Book quickly and answer this question.**

What are the two paragraphs about? 1 \_\_\_\_\_  
2 \_\_\_\_\_

**B Read Text A again and answer these questions.**

- 1 Tell someone two ways to put out a small fire.  
\_\_\_\_\_
- 2 If oil is burning, what should you do?  
\_\_\_\_\_
- 3 Why should you close the windows? \_\_\_\_\_
- 4 Should you try to put out a serious fire yourself? \_\_\_\_\_
- 5 Who should you ask to help? \_\_\_\_\_

**C Find words in the text that mean the following:**

- 1 the opposite of 'start a fire' \_\_\_\_\_
- 2 to put on or over something \_\_\_\_\_
- 3 something you have on your bed \_\_\_\_\_
- 4 something you can use to cook with \_\_\_\_\_
- 5 something you need to put in a car – not oil \_\_\_\_\_
- 6 the opposite of 'to open' \_\_\_\_\_
- 7 near \_\_\_\_\_

**D Language study – instructions with ‘if’**

Study these two sentences. How are they different?

Instruction: If there **is** a small fire, **try to** put it out quickly.

Type I condition: If you **pour** water on burning oil, you **will make** the fire worse.

**Now study these instructions and complete the rule.**

If there is a **serious** fire, you **must call** the fire brigade.

If **fat** catches fire, you **mustn't pour** water on it.

To give instructions using ‘if’, use ‘if’ + present tense, then imperative  
or  
‘if’ + present tense, then \_\_\_\_\_ or \_\_\_\_\_ + infinitive.

**6.5**

**A Read Text B on page 47 of your Pupil’s Book. Tick the true statements. Correct the false ones.**

- 1 The text is about serious fires.
- 2 You should call **the** fire brigade.
- 3 You should **always** write down the car number.
- 4 If a person is hurt, move him or her to a safe place.
- 5 Keep the person cool.
- 6 Use a bandage to stop any bleeding.

**B Read Text C on page 47 of your Pupil’s Book. Tick the true statements. Correct the false ones.**

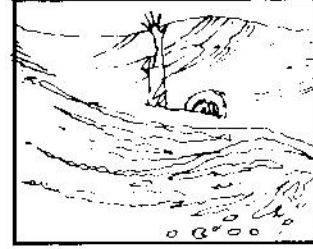
- 1 The text is about helping a drowning person.
- 2 Always go into **the water** to save a drowning person.
- 3 **Find** a telephone and call for help.
- 4 If you **are** a good swimmer, throw something to the person.
- 5 Tell **the** person to catch it.

6.6

Write about what to do in these emergencies.

First write a heading above each set of pictures. Then write instructions under each picture.

Road accidents



If you see a car accident,



If \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



If anyone \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

6.7

**A Read and think.**

Read these questions and tick the best answers.

1 What do you do **first** if somebody scalds their hand?

You	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a) Put their hand in cold water.
- b) Put a bandage over their hand.
- c) Call a doctor.

2 What do you do **first** if somebody gets an electric shock and is still touching the wire?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a) Pull them away from the wire.
- b) Turn off the electricity.
- c) Call for help.

3 What do you do **first** if somebody cuts their hand?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a) Wash the cut and put a bandage on it.
- b) Put some cream on it.
- c) Take them to hospital.

4 What do you do if fat catches fire in the kitchen?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a) Throw water on it.
- b) Open the window.
- c) Cover the fire with a blanket.

5 What do you do **first** if a small girl's dress catches fire?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a) Throw water on her.
- b) Cover her with a blanket.
- c) Call an ambulance.



**B Listen to the quiz and tick the correct answers.**

**C What is the correct thing to do in these situations?**

Choose the correct instructions from the list below.

Write the letters of the instructions.

- 1 Your mother is cooking in the kitchen and the fat catches fire. \_\_\_\_\_
- 2 The house next door is on fire. Everybody in the house is asleep. \_\_\_\_\_
- 3 There is a car accident outside your house. People in the car are hurt. \_\_\_\_\_
- 4 You see a boy fall off his bicycle. He is lying on the ground, not moving. \_\_\_\_\_
- 5 You see a car hit a man. He is lying on the ground. The car drives off. \_\_\_\_\_

Choose more than one instruction for each situation.

- a) Get to a telephone and call the police.
- b) Get to a telephone and call an ambulance.
- c) Get to a telephone and call the fire brigade.
- d) Close all doors and windows.
- e) Get everybody out of the house.
- f) Cover the fire with a blanket or cloth.
- g) Put water on the fire.
- h) Keep the person warm with a blanket.
- i) Get everybody out of the car.
- j) Write down the number of the car.
- k) Don't throw water on burning fat.
- l) Don't open the windows.
- m) Don't move anybody who is hurt.

## 6.8

### A Language study – sentences with more than one clause

You can join **simple** sentences with *and*, *but*, or like this:

We went shopping yesterday. We bought some food.

We went shopping yesterday and bought some food.

Some clauses cannot be sentences. They give you information about something else and you have to link the two ideas in one sentence. For example, these clauses don't make sense. Can you make them into sentences?

If I have time,

When I go to my friend's house,

Because I had to look after my little brother,

### B Can you complete this story?

Discuss it with your partner. You can use the ideas in the box below if you can't think of your own ideas.

I went shopping in town yesterday.

... When I was walking past a restaurant, ...	(What happened?)
... Before I went into the building, ...	(What did you tell him?)
... When I went into the kitchen, ...	(What did you see?)
... 'If I throw water over the pan,' I thought, ...	(What will happen?)
... The curtains were very old, ...	(What did you do?)

I told the man to call the fire brigade because my mother was ill  
it will make the fire worse a man ran out shouting 'Fire!'  
so I pulled them down and put them over the flames  
I saw a pan of burning oil

### C Write your story in your copybook.



6.9

**A Read page 48 of your Pupil's Book quickly and complete these sentences.**

1 \_\_\_\_\_ is going deaf. She cannot \_\_\_\_\_ very well.

2 \_\_\_\_\_ is a slow learner. He is not very \_\_\_\_\_

3 \_\_\_\_\_ is going blind. She cannot \_\_\_\_\_ very well.

4 \_\_\_\_\_ is disabled. He cannot \_\_\_\_\_

**B Now answer these questions.**

1 Who was hit by a car? \_\_\_\_\_

2 Who reads a lot? \_\_\_\_\_

3 Who wants to be a social worker? \_\_\_\_\_

4 Who is unhappy at school? \_\_\_\_\_

5 What do the other boys do to Mike?  
\_\_\_\_\_

6 What does Susan enjoy?  
\_\_\_\_\_

7 What does David want to do?  
\_\_\_\_\_

8 What is Jane's problem?  
\_\_\_\_\_  
\_\_\_\_\_

**C Discussion**

1 Do you know anyone who is deaf, blind or disabled?

2 Are there any special schools in Yemen for people who have problems like these?

6.10

**A Read page 49 of your Pupil's Book quickly and complete these sentences.**

- 1 Jill teaches \_\_\_\_\_ people.
- 2 Nick \_\_\_\_\_
- 3 Mandy \_\_\_\_\_
- 4 Alan \_\_\_\_\_

**B Answer these questions.**

- 1 How can blind people read? \_\_\_\_\_  
\_\_\_\_\_
- 2 How can deaf people know what others are saying?  
\_\_\_\_\_
- 3 a) How many pupils are there in Alan's class? \_\_\_\_\_  
b) Why? \_\_\_\_\_  
\_\_\_\_\_

**C Language study – adjective clauses**

Study these two sentences:

Jill teaches blind people.

Jill teaches people *who are blind*.

This is an adjective clause.

**Write the other three sentences in Exercise A with adjective clauses.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**To check your answers, look at the table on page 49.**

**A Write sentences.**

A social worker		travel on planes.
A doctor		have bad teeth.
An air-hostess	helps people who	cannot swim well.
A life-guard		are ill.
A dentist		have problems.

Write five sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

- B This paragraph has no punctuation marks. First read it and mark the end of each sentence with a full stop or a question mark. Use a pencil, not a pen.**

im salwa and i work at the red crescent school i teach people who are disabled would you like to help us if you are a good swimmer you can help us teach people how to swim swimming classes are on tuesdays and fridays can you ride horse-riding classes are on wednesdays and saturdays if you cant swim or ride you can still help you can take people for walks read to them or play games with them if you want to help phone me on 516891

- C Compare your answers with your partner's. Then write the other missing punctuation marks.**

**6.12 A Read and write notes.**

Pupil A: Read the text on page 50 of your Pupil's Book.

Pupil B: Read the text on page 51 of your Pupil's Book.

	<b>Page 50</b>	<b>Page 51</b>
1 What's the name of the school?	_____	_____
2 Where is it?	_____	_____
3 Who goes to it?	_____	_____
4 How many teachers are there?	_____	_____
5 How many pupils are there?	_____	_____
6 Do they learn ordinary subjects?	_____	_____
7 What else do the pupils learn?	_____	_____
		_____
8 Do they have any special equipment?	_____	_____
9 What do the pupils do when they leave?	_____	_____
	_____	_____

**B Ask, answer and write.**

Pupil A: Ask B about Birkdale School and write B's answers.

Pupil B: Ask A about Henshaw School and write A's answers.

**6.13 A Write about a special school.**

Pupil A: Use your answers in Exercise 6.12 to write about Birkdale School.

Pupil B: Use your answers in Exercise 6.12 to write about Henshaw School.

**B Read and check.**

Pupil A: Read your text aloud to B.

Pupil B: Listen to A and look at the text on page 51 of your Pupil's Book.

**Then check B's text in the same way.**

**6.14**

**A Tick the true statements about the story *Tom and Tariq – the suitcases*. Correct the false ones.**

- 1 Tom and Tariq met in Australia.
- 2 They are on holiday in Australia.
- 3 They are going to stay at the World Youth Camp.
- 4 Tariq could not understand the customs officer.
- 5 Tom lost his suitcase.
- 6 An old lady stole it.
- 7 The customs officer asked Tariq to open his suitcase.

**B Read the story on pages 52 and 53 of your Pupil's Book. Number these pictures in the correct order.**



**6.15                    A    Answer these questions about the story on pages 52 and 53 of your Pupil's Book.**

1 Why did Tom have to wear other boys' clothes on his first morning?

\_\_\_\_\_

2 Whose trousers, shirt and sweater did he wear?

\_\_\_\_\_

3 Who is bigger – Tom or Paul? How do you know?

\_\_\_\_\_

4 Who is smaller – David or Tom? How do you know?

\_\_\_\_\_

5 What did Tom and Tariq have to do in the morning?

\_\_\_\_\_

6 How many people were there for breakfast? \_\_\_\_\_

7 How many eggs did they use? \_\_\_\_\_

8 What else do you need to make scrambled eggs?

\_\_\_\_\_

9 Why did Tom drop the scrambled eggs? \_\_\_\_\_

\_\_\_\_\_

**B    Find words in the story to complete these sentences:**

1 You need a big \_\_\_\_\_ to cook seventy-five eggs in.

2 Tariq's eggs tasted very good. They were \_\_\_\_\_

3 You don't eat eggs out of the pan. You put them on \_\_\_\_\_

4 Will you do the \_\_\_\_\_ after breakfast, please?

5 You have got some egg on your face. Go and \_\_\_\_\_ it off.

6 My parents are very \_\_\_\_\_ of my sister because she is studying to become a doctor.

6.16

**A Find the correct clauses on the right to complete the clauses on the left.**

- |                                 |   |   |                              |
|---------------------------------|---|---|------------------------------|
| 1 I like people                 | ● | ● | that has the best food.      |
| 2 That's the restaurant         | ● | ● | that I gave you?             |
| 3 Always try to help people     | ● | ● | who are always happy.        |
| 4 Geography is the subject      | ● | ● | that came first in the race. |
| 5 That's not the camel          | ● | ● | that I get best marks in.    |
| 6 What's the name of the street | ● | ● | where you live?              |
| 7 Did you enjoy the book        | ● | ● | who have problems.           |

**B Read and write.**

- |                                   |                      |
|-----------------------------------|----------------------|
| 1 This person uses a hearing aid. | Someone who is _____ |
| 2 This person learns Braille.     | _____                |
| 3 This person uses a wheelchair.  | _____                |

**C Talk about the jobs in A. Use adjectives in B.**

**A**

life-guard	fireman
social worker	teacher

**B**

strong	kind	brave	clever
	patient	fit	

Example: To be a life-guard, you need to be fit and strong.

**D Syllables**



Word	Number of syllables
old	1
happy	2 happ-y
difficult	3 diff-i-cult
interesting	4 in-ter-est-ing

**How many syllables do these words have?**

- brown \_\_\_ yellow \_\_\_ Japanese \_\_\_ frightened \_\_\_ beautiful \_\_\_  
 exciting \_\_\_ famous \_\_\_ afraid \_\_\_ industrial \_\_\_ traditional \_\_\_

## Unit 7


7.1


**What do these signs mean? Write explanations.**


Use the words and phrases in the boxes.


men's toilets    information desk  
women's toilets    bank    restaurant  
telephones    letter box    buses


to the left    here  
to the right  
straight ahead

1  *This sign means that there are telephones to the left.*

2  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8  \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7.2 A Which of these messages have the boys on page 55 of your Pupil's Book got?

They have got message number \_\_\_\_\_.

1  
**To:** Mike Foley  
**From:** Faisal

URGENT  
Please telephone your  
father IMMEDIATELY.

2  
**To:** Terry Smith  
**From:** Rod

Welcome back. Sorry I can't  
meet you and Paul. I have  
to do an important job this  
morning. Meet me at the  
hotel at one o'clock.

3  
**To:** Adbullah Mahmoud  
**From:** Bill Brown

Please take a taxi to the  
Sheraton Hotel. The office  
will pay. Phone me this  
afternoon.

4  
**To:** Kevin and Susan Hills  
**From:** Mack

Stay at the airport. I'm coming  
to meet you. There's a good  
restaurant. I'll see you there at  
one o'clock.

5  
**To:** Peter Smith  
**From:** Jassim

There's a car for you in the  
car park - Green Toyota.  
Registration number 14219.  
Collect the keys from the  
information desk.

6  
**To:** Dave Miller  
**From:** Jim Attwood

Change of plan. Fly on to Abu  
Dhabi NOW. Please take first  
flight. This is IMPORTANT.

**B Now answer these questions about the messages. Write short answers.**

1 Who has to go to the Sheraton Hotel by taxi?

\_\_\_\_\_

2 When do Terry and Paul have to meet Rod?

\_\_\_\_\_

3 What does Mike have to do immediately?

\_\_\_\_\_

4 Where do the Hills have to go? \_\_\_\_\_

5 Why can't Rod meet Terry and Paul?

\_\_\_\_\_

6 How will Abdullah get to the Sheraton hotel? \_\_\_\_\_

7 Why does Peter have to go to the information desk?

\_\_\_\_\_

8 Where does Dave have to go? \_\_\_\_\_

**C Now write more questions about the messages in your copybook.**

Use *Who, When, Why, Where, How*. Write the answers too.

**D Ask and answer.**

Can your partner answer your questions correctly?

7.3

**A Put the events on page 56 of your Pupil's Book into the correct order. Write the letters next to the numbers.**

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

**B Now write notes about each event. For example:**

*1 A Saturday, Fuad posts letter to Tom.*

**C Use your notes to write a paragraph about how Fuad's letter gets to Tom.**

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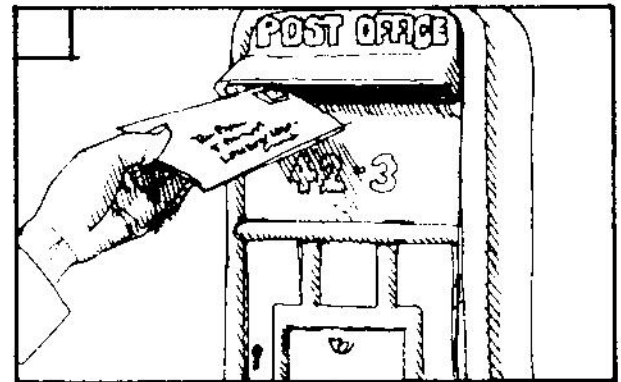
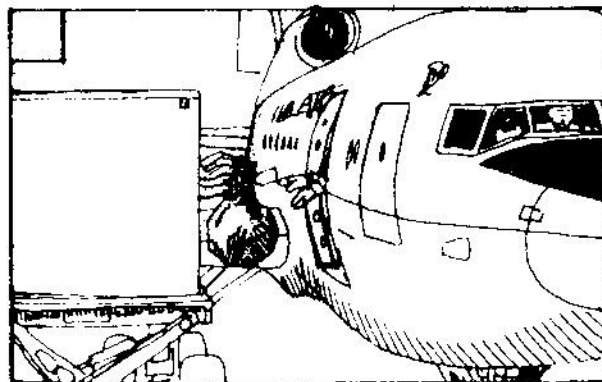
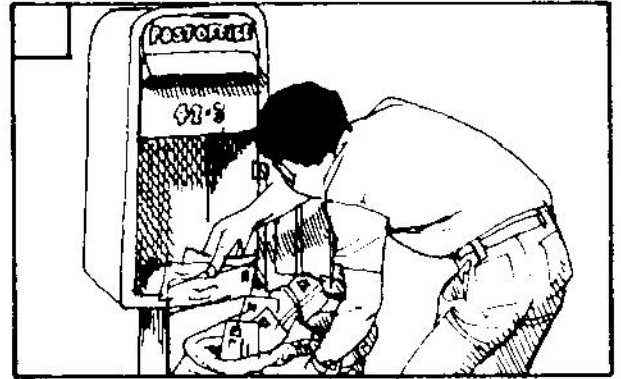
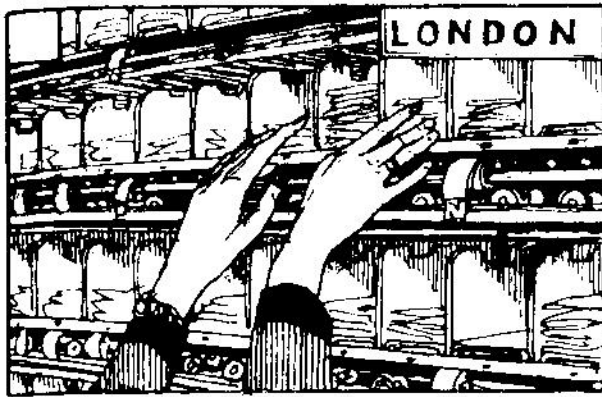
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7.4

A How do letters get from one country to another?  
Number the pictures in the correct order.



**B Language study – present simple passive**

What happens to a letter after someone puts it into a letter box? Study these sentences:

<b>Subject</b>	<b>Object</b>
----------------	---------------

1 Someone collects it from the post box.

2 It is collected from the post box.

The second sentence has a **passive structure**: the object becomes the subject; we don't know who collects the letter.

**Rule:** To make the present simple passive, use the present simple tense of *be* + *past participle* of a verb.

**C Write these sentences in the passive.**

1 People buy thousands of books every day.

Thousands \_\_\_\_\_

2 Someone cleans our classroom every morning.

Our \_\_\_\_\_

3 People don't deliver letters to houses in Yemen.

Letters \_\_\_\_\_

4 People make bread from flour, water and salt.

Bread \_\_\_\_\_

**7.5**

**A Describe how letters are sent. Write about the pictures in Exercise 7.4. Use your copybook.**



**B Listen and address the envelope.**

Draw a box for the stamp in the correct place.

**C Match the words to the lines on the envelope.**

Country      Town      Street      Post code      Name

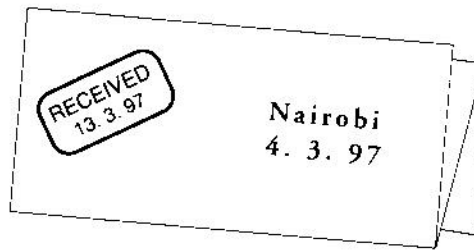
**D Write these names and addresses on the envelopes.**

17 North Street      OX2 9DP  
England      Mr K Lear      Oxford

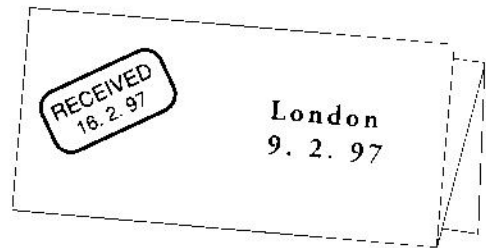
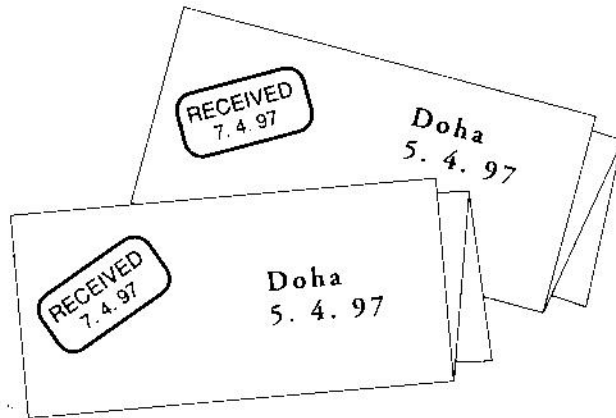
Oman      Mr Fuad Mohammed  
Muscat      P O Box 4111

7.6

**A Write about these letters.**



For example: This letter was written in Nairobi on 4 March 1997 and (it) was received in Yemen on 13 March 1997.



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**B Language study – past simple passive.**

Look at the example sentence in Exercise A. It has two verbs in the past simple passive. What are they?

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**Complete the rule:**

**Rule:** To make the past simple passive, use the \_\_\_\_\_ tense of \_\_\_\_\_ + the \_\_\_\_\_ participle of a \_\_\_\_\_.

**C Write these sentences in the passive.**

- 1 They built a new hospital last year. \_\_\_\_\_
- 2 They pulled down old buildings. \_\_\_\_\_
- 3 They saved the old mosque. \_\_\_\_\_
- 4 They chose the best builders for the hospital. \_\_\_\_\_

**7.7 A Make notes of the important information in the texts on pages 59 and 60 of your Pupil's Book.**

First complete columns 1 and 2 in this table.

Date	Name	Kinds of message and how they were sent
670	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
1984	_____	_____
_____	_____	_____

Next write notes about each of the ways of sending messages. Say what kind of message can be sent. For example: spoken    written    drawings    photos



**B Complete these sentences to explain the words in bold.**

- 1 A **century** is a \_\_\_\_\_
- 2 A **post** is \_\_\_\_\_
- 3 A **cable** is \_\_\_\_\_
- 4 A **messenger** is someone who \_\_\_\_\_
- 5 A **rest house** is a place where \_\_\_\_\_
- 6 A **pigeon** is a bird that \_\_\_\_\_
- 7 An **invention** is something \_\_\_\_\_

**C Discuss these questions:**

Which way of sending messages is

the fastest?
the slowest?
the easiest?
the best?
the oldest?

**7.8**

**A Ask and answer.**

○ What happened in	the tenth century? 1876? the 1930s? 1984? 670? the 1980s?
--------------------	--

● The telephone The first messenger service Pigeons The telex Arabsat Fax machines	was invented. were used to send messages. were started. first used.
---	--

**B Write about sending messages in the Arab world.**

In 670 the first \_\_\_\_\_

It was called \_\_\_\_\_

In the tenth century \_\_\_\_\_

The telephone \_\_\_\_\_

In the 1930s \_\_\_\_\_

In the 1980s \_\_\_\_\_

**A Mike and Ed work for an oil company. They are in a plane on their way to the oil field at Black Mountain. Listen and tick the correct statements.**

- 1 They are sixty kilometres from Black Mountain.
- 2 The time is two o'clock.
- 3 They will arrive at 3.30.
- 4 They are flying over the sea.
- 5 The pilot had put petrol in the plane.
- 6 They come down in the forest.
- 7 The pilot tries to call the police.
- 8 The radio is broken.

**B Read the conversation on page 61 of your Pupil's Book and check your answers.**

**7.10**

**Language study – using adjectives to compare things**

Study this sentence, then complete the table below.

It is **the shortest** way, but **the most difficult**.

short	shorter	the _____
long	_____	_____
easy	easier	the _____
tidy	_____	_____
difficult	more difficult	the _____
dangerous	_____	_____
certain	_____	_____
beautiful	_____	_____
careful	_____	_____
interesting	_____	_____
careless	_____	_____
fantastic	_____	_____
modern	_____	_____

**When do you add ‘er’ or ‘est’? When do you add ‘more’ or ‘most’? Read and complete these rules:**

**Rules:**

- Adjectives with \_\_\_\_\_ syllable, add er/est. For example: \_\_\_\_\_
- Adjectives with \_\_\_\_\_ syllables and ending in y, add er/est and y changes to i. For example: \_\_\_\_\_
- Other adjectives, add \_\_\_\_\_

**Write some sentences using adjectives with ‘more’ and ‘most’. For example:**

I think the next test will be more difficult than the last one.  
 I think Cairo is the most beautiful city in the world.



**A Three schoolboys are talking about the crash. Listen to their conversation and answer this question.**

How far are these from the crash?

the airport \_\_\_\_\_ the radio station \_\_\_\_\_

the petrol station \_\_\_\_\_



**B What would the boys do if they were Mike and Ed? Listen again and join the parts of the sentences.**

- |       |   |                                       |   |   |  |
|-------|---|---------------------------------------|---|---|--|
| _____ | 1 | If I had a tent and food,             | ● | ● | I'd make a fire.                         |
| _____ | 2 | If I had some rope and<br>a knife,    | ● | ● | I'd stay there and wait.                 |
| _____ | 3 | If I had some matches,                | ● | ● | I'd walk to the radio station.           |
| _____ | 4 | If I had a compass,                   | ● | ● | I'd make a boat.                         |
| _____ | 5 | If the forest wasn't<br>so dangerous, | ● | ● | I'd try to get to the petrol<br>station. |

**C Read the conversation on page 63 of your Pupil's Book and check your answers. Write the name of the boy who made each statement.**

**D Read the conversation again and complete these sentences.**

Ahmed: If I made a boat, \_\_\_\_\_

Ahmed: If the people at the airport saw the smoke, they \_\_\_\_\_

Fuad: If you made a fire, perhaps \_\_\_\_\_

Talal: If I went to the radio station, \_\_\_\_\_



**E Listen to Ed and Mike. Who made the correct suggestion?**

Fuad                      Ahmed                      Talal

**7.12                      A Language study – sentences with 'if': type 2**

Study these two sentences and answer the questions below.

**Condition**

**Result**

John: If we **take** some matches to the beach, we **will make** a fire and cook our lunch.

Ali: If I **had** some matches, I **would make** a fire.

Do you think John is going to take some matches? \_\_\_\_\_

Will he make a fire? \_\_\_\_\_

Do you think Ali has got any matches? \_\_\_\_\_

Can he make a fire? \_\_\_\_\_

**Complete this explanation:**

**Rule:** Type 1 conditions are likely to happen, so the results are likely to happen. Use the \_\_\_\_\_ tense in the 'If' clause and \_\_\_\_\_ infinitive in the result clause.

Type 2 conditions are not real or are not likely to happen, so the results are not likely to happen. Use the \_\_\_\_\_ tense in the 'If' clause and \_\_\_\_\_ + infinitive in the result clause.

**B Complete these sentences. Use the correct forms of the verbs in brackets.**

- 1 If I burned myself, I \_\_\_\_\_ to hospital. (go)
- 2 If I \_\_\_\_\_ Braille, I would help blind people. (know)
- 3 If it \_\_\_\_\_ more in Kuwait, they would produce more food there. (rain)
- 4 If I had a pen-friend, I \_\_\_\_\_ a lot of letters. (write)
- 5 If I \_\_\_\_\_ a lot of homework, I would visit my friends this evening. (not have)

**C Write sentences that are true for you.**

- 1 If I had a plane ticket, \_\_\_\_\_
  - 2 \_\_\_\_\_ I would help you.
  - 3 If I lived in London, \_\_\_\_\_
  - 4 If my friends were ill, \_\_\_\_\_
- \_\_\_\_\_

7.13

**A Read the story on page 64 of your Pupil's Book and number the pictures in the correct order.**



**B Tick the true statements about the story. Correct the false ones.**

- 1 The boys at the WYC were swimming.
- 2 Tom fell and hurt himself.
- 3 A goat knocked Jim down and he broke his leg.
- 4 Two boys tied two sticks to Jim's leg.
- 5 Tariq and Tom went off in a tractor to get help.
- 6 They stopped at the first house and asked for help.

**7 14 A Answer these questions about the story on page 64 of your Pupil's Book.**

1 Find two details that tell you that Jim Cooper could climb very well.

---

2 Why do you think Chuck and David tied two sticks to Jim's leg?

---

3 Why did Jim want someone to go to the nearest farm?

---

4 Why do you think the boys were surprised when Tom said he could read a map and use a compass?

---

5 Who do you think they will send the message to?

---

6 What do you think they will say in their message? \_\_\_\_\_

---

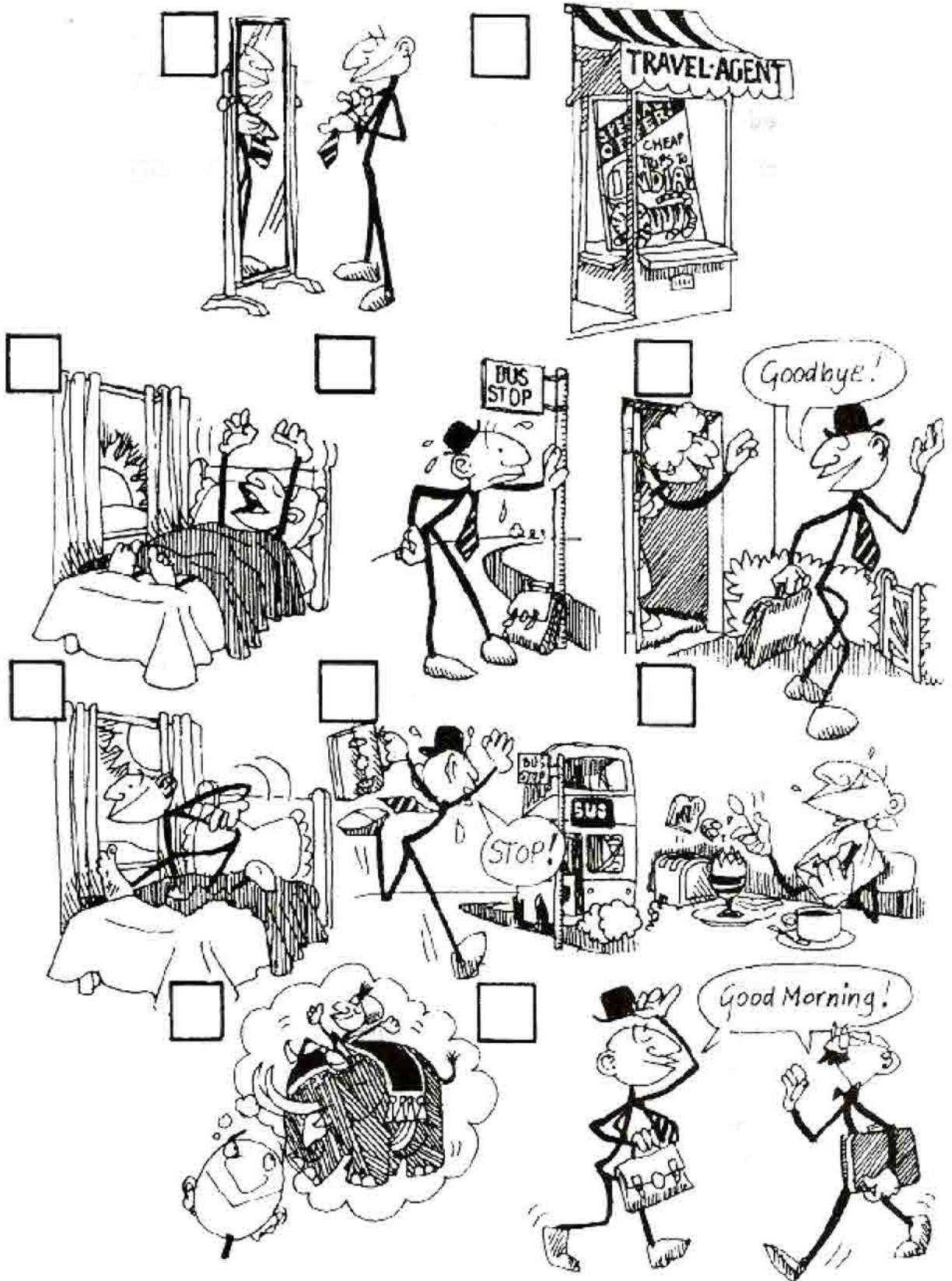
**B Write a summary of the story in your copybook.**



7.15



A Listen to a story and number the pictures in the correct order.





**B Read and complete the story. Choose verbs from the box below. Use the correct forms.**

When John opened his eyes this morning, the sun was shining brightly. He \_\_\_\_\_ great. He \_\_\_\_\_ out of bed and quickly \_\_\_\_\_ dressed. Then he \_\_\_\_\_ breakfast. After that he \_\_\_\_\_ 'Goodbye' to his wife and \_\_\_\_\_ slowly to the bus stop. On the way he \_\_\_\_\_ at everybody he \_\_\_\_\_. 'Good morning. Lovely day!' he \_\_\_\_\_.

Suddenly in a shop window he \_\_\_\_\_:

*Have your next holiday in India!*

'India! I've always \_\_\_\_\_ to go there,' John \_\_\_\_\_ and he \_\_\_\_\_ to dream about elephants and tigers. He \_\_\_\_\_ all about his bus. When he turned round, the bus was just \_\_\_\_\_ away from the bus stop. He \_\_\_\_\_ after it shouting, but the driver \_\_\_\_\_ not \_\_\_\_\_.

'Oh, dear. Now I'll be late for work,' \_\_\_\_\_ John sadly. 'Some days begin better than they finish.'

say	smile	feel	stop	jump
run	want	think	meet	forget
read	start	walk	have	do
see	move	get	begin	eat

7.16

**A Language study – adverbs of manner**

**Make adverbs from these adjectives. Complete the tables.**

dangerous	dangerously	angry	angrily	beautiful	beautifully
slow	_____	happy	_____	careful	_____
quick	_____	tidy	_____		
nice	_____	lazy	_____		
quiet	_____	noisy	_____		
bright	_____	hungry	_____		
sudden	_____				

**Now make a rule:** To make an adverb of manner, add \_\_\_\_\_ to the adjective.

	<b>Adjective</b>	<b>Adverb</b>
<b>Look at these irregular adverbs:</b>	hard	hard
	fast	fast
	good	well

**B Choose adverbs from Exercise A to complete these sentences.**

- 1 My brother always drives \_\_\_\_\_
- 2 The policeman shouted \_\_\_\_\_
- 3 Mona sings \_\_\_\_\_
- 4 The bus stopped \_\_\_\_\_
- 5 Fuad ate his dinner \_\_\_\_\_

## Unit 8

.1

**Read page 66 of your Pupil's Book and answer these questions. Write short answers.**

- 1 Find these:
  - a) the longest race in the Olympic Games  
\_\_\_\_\_
  - b) the shortest race in the Olympic Games  
\_\_\_\_\_
  - c) the biggest ocean in the world \_\_\_\_\_
  - d) the highest mountain in the world  
\_\_\_\_\_
  - e) the longest jump ever \_\_\_\_\_
- 2 How often do the Olympic Games take place?  
\_\_\_\_\_
- 3 Where were the Games in 1992?  
\_\_\_\_\_
- 4 Who won the 5,000 metres? \_\_\_\_\_
- 5 When did Hillary and Norkay climb Everest?  
\_\_\_\_\_
- 6 Find words that mean the following:
  - a) happen \_\_\_\_\_
  - b) a very large sea \_\_\_\_\_
  - c) no man or woman \_\_\_\_\_
  - d) a very long race \_\_\_\_\_

**A Read this conversation with your partner.**



I'm going to climb Mount Everest.



You must be joking!



Why?

Don't you know? It's the highest mountain in the world.



**B Make more conversations with these sentences.**

- run in a marathon.
- race against Linford Christie.
- sail across the Pacific.
- jump against Mike Powell.

**C Write a conversation.**

Ben: \_\_\_\_\_

\_\_\_\_\_

You: \_\_\_\_\_

Ben: \_\_\_\_\_

You: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.3



Read and say this with your partner.

Jane: I can play volleyball better than you can.  
I can play volleyball better than you.

Mary: No, you can't.

Jane: Yes, I can.

Mary: No, you can't.

Jane: Yes, I can.

Mary: No, you can't. No, you can't. No, you can't.

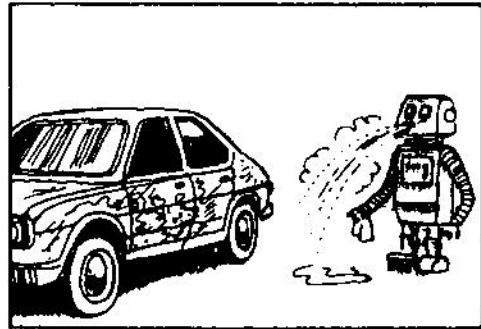
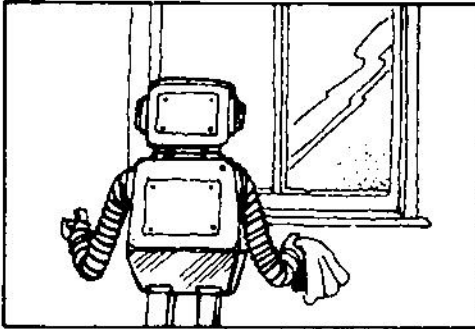
Now use some of these phrases:

play basketball      play chess      cook

swim faster      jump higher      jump farther

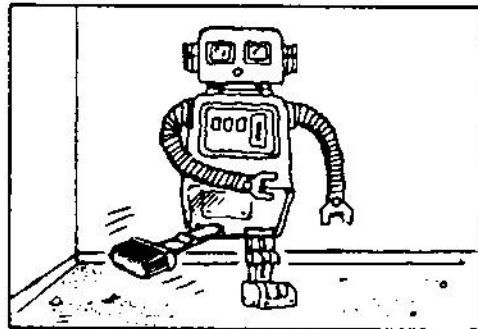
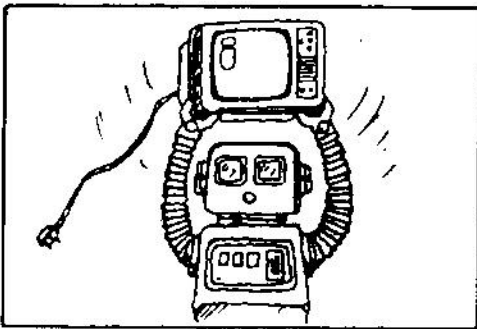
8.4 A Write about the pictures.

What is the robot going to do?



It's going to \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**B Read and write.**

Find the correct answers in the box below.

What are you going to do in the holidays?

\_\_\_\_\_

Are you going away?

\_\_\_\_\_

What will the weather be like?

\_\_\_\_\_

What will you do every day?

\_\_\_\_\_

\_\_\_\_\_

Would you like to go away?

\_\_\_\_\_

No, I'm staying in Yemen.

I don't know.

No, I'd rather stay at home.

I'll go swimming sometimes and

It will be very hot.

do things with my friends.

**C Now ask your partner these questions. Make notes of his or her answers.**

---

---

---

---

---

**8.5 A Read these sentences about Hassan. He had a very unlucky day yesterday. Lots of things went wrong. Use 'when' to join each pair of sentences.**

1 (a) The school bus left. (b) Hassan arrived at the bus stop.

---

2 (a) The first period started. (b) He got to school.

---

3 (a) Ali went out. (b) Hassan went to visit him.

---

4 (a) His favourite film finished. (b) He switched on the TV.

---

5 (a) The take-away closed. (b) He went to buy a burger.

---

**B Now answer these questions.**

1 How many people had you talked to by the time you got to school today? Who were they?

*By the time I got to school today, I had*

---

---

---

2 What had you learned to do before you were eight years old? Write two things.

---

---

---

- 3 What had you done by eight o'clock this morning? Write two things.

---

---

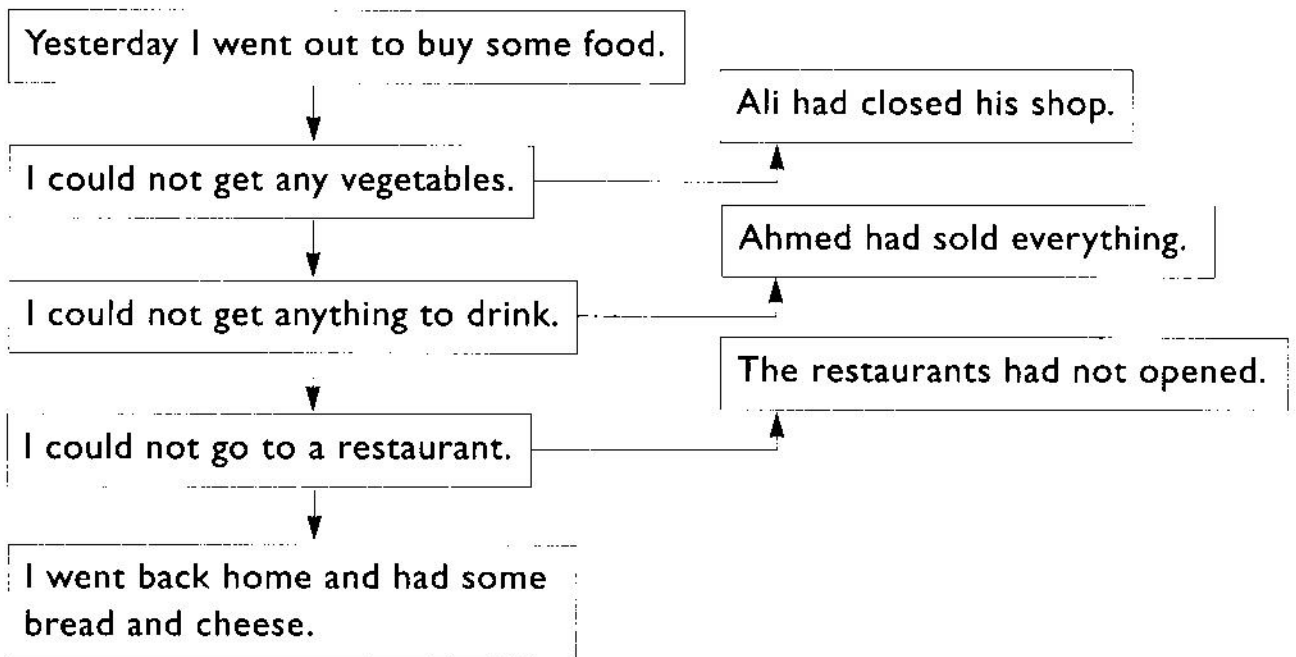
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8.6

- A** Read this story. The sentences on the left tell you what happened. The sentences on the right tell you the reasons. Join the sentences together using 'because'.

**What happened? (past simple)**

**Why? (past perfect)**





**B Now read this story. This time you write the reasons.**

**What happened?**

**Why?**

Yesterday Rashid went to the supermarket on his bicycle.

He came out of the shop twenty minutes later.

He started walking home.

He finally got to his house.

He could not get in.

He sat in the garden feeling very angry.

Suddenly his brother arrived, riding Rashid's bicycle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

He \_\_\_\_\_

\_\_\_\_\_

**C Write the story as a paragraph. You will need some of these words to join the sentences together:**

When      because      but      so

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.7

**A Can you complete this story?**

Discuss it with your partner. You can use the ideas in the box below if you can't think of your own ideas.

I went for a walk along the beach yesterday afternoon.

... It was so hot that ...

(What happened?)

... I didn't have anything to drink with me, ...

(What did you do?)

... When I was walking back along the beach, ...

(What did you see?)

... 'If I walk near the tent,' I thought, ...

(What will happen?)

... When I reached it, ...

(What did you find?)

there was no-one there so I decided to go home  
I soon began to feel very thirsty I saw a tent  
'perhaps they'll give me something to drink.'

**B Write your story in your copybook. Then read it aloud to your partner. Whose is more interesting?**

8.8

**A Read the story on page 69 of your Pupil's Book and number the pictures in the correct order.**





**B Tick the true statements about the story. Correct the false ones.**

- 1 Tom and Tariq were in a plane.
- 2 They were looking for Jim and the other boys.
- 3 Tom and Tariq started to pick Jim up.
- 4 Dick told them not to do this.
- 5 Tom and Tariq made something to carry Jim on.
- 6 Then they lifted Jim onto it very carefully.
- 7 The boys went with Jim to the hospital.
- 8 Tariq was given a medal for what he had done.
- 9 Tom was not given a medal.
- 10 Tom fell into the pool.

**8.9 A Find words in the story on page 69 of your Pupil's Book that mean the following:**

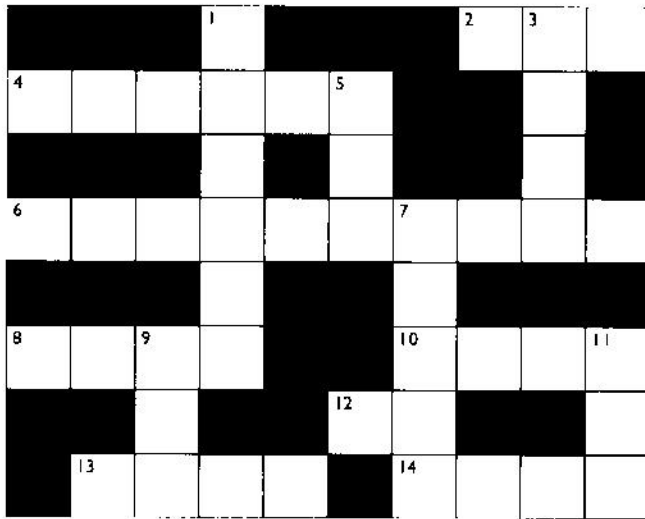
- 1 It is given to someone who wins a race. \_\_\_\_\_
- 2 You do this with your hand when you say goodbye. \_\_\_\_\_
- 3 All countries have these. \_\_\_\_\_
- 4 It is used to carry people who are hurt. \_\_\_\_\_
- 5 To put something on so that it doesn't fall off. \_\_\_\_\_
- 6 What you can say to someone who has won a race. \_\_\_\_\_

**B Write a summary of the story on PB69. Use your copybook.**

8.10

**A Read and write.**

A crossword puzzle



Across

- 2 The opposite of *happy*.
- 4 A colour.
- 6 Japan is an ... country.
- 8 He does not like doing homework. He is ... .
- 10 In India they ... rice, tea and cotton.
- 12 ... , dear!
- 13 The opposite of *hot*.
- 14 It is larger than a village.

Down

- 1 You cannot see the sun when the sky is ... .
- 3 The ... of England is 130,000 sq km.
- 5 You get ... when it rains.
- 7 The opposite of *wrong*.
- 9 You can see wild animals there.
- 11 Who will ... the prize?

**B Choose adjectives from the box to go with the nouns below.**

interesting	angry	hard-working	lovely	strong	tall	lazy	sad
young	fast	new	beautiful	big	forgetful	nice	huge
dangerous	right	wrong	quiet	long	worried	important	best

car	answer	holiday	story	building
man	country	animal	street	necklace
dress	pupil	woman	hair	food

Can you use your phrases in sentences?

## Unit 1

a lot  
add  
aloud  
balcony  
before  
beginning  
below  
between  
by (*prep*)  
children  
complete  
conversation  
correct  
draw  
drop (*v*)  
eighteen  
eighty  
example  
false  
fifteen

fifty  
forty  
fourteen  
hide  
hundred  
information  
language study  
like this  
line  
litre  
missing  
nineteen  
ninety  
notes  
order (*in* ~)  
page  
part  
partner  
plus (+)  
PO Box

postcard  
pupil  
question  
re-order  
rule  
seventeen  
seventy  
sixteen  
sixty  
spelling  
stay  
table (= *chart*)  
thirteen  
thirty  
tick  
true  
twenty  
twenty-one (etc)  
use

## Unit 2

a bit  
Africa  
age  
appear  
appearance  
Arabic  
arrange  
artificial  
bad at  
because  
better

bit (*bite*, ~)  
centimetre  
character  
check  
chemistry  
column  
compare  
dark  
definition  
describe  
description

dig  
dishes  
enough  
exam  
exercise  
fair (*hair*)  
fat (*adj*)  
fertilizer  
fill in  
finish  
fix

## Unit 2

flower	motor-bike	someone
fork (garden ~)	myself	soon
friendly	neck	spade
gardening	natural	stone
gazelle	nothing	stork
good at	nut	stripe
hand (v)	opposites	study (v)
hard (adv)	parents	subject (school ~)
hard-working	past (adv)	summary
height	past (n)	tail
helpful	patient (n)	text
history	photography	the following
hoe	physics	tidy
horn	plan (n, v)	tiger
hose	plant (n, v)	tool
How long ...?	plastic	top
hump	polite	unfriendly
I'd love to	poster	unhelpful
ibex	quarter	untidy
interested in	quietly	visitor
kill	quite	water (v)
land (n)	remember	watering can
leaf, leaves	reply, replied	weed (n)
left (= remaining)	right (= correct)	weekend
lesson	rock	weigh
Let me ...	rude	weight
light (brown)	second (n)	whisper
mane	seed	wonderful
mean (v)	shake, shook	young
memory	slim	zoologist
mend	smile	
metre	soil	

## Unit 3

agricultural	except	month
agriculture	famous (for)	more
always	February	move on (= <i>continue</i> )
April	film	museum
area	fishermen	national
August	flat ( <i>adj</i> )	never
been	forgotten	nobody
beg	(forget, forgot, ~)	November
begin, began, begun	France	October
burn	fun	often
calendar	gas	oil
change (v)	get dressed	Oman
circle	gone (go, went, ~)	pick up
city, cities	huge	point (v)
clear ( <i>adj</i> )	I'd rather	population
cloudy	important	produce (v)
coast	India	product
cold	industrial	programme
comparison	industry	Qatar
cool	interesting	rest (= <i>others</i> )
cotton	January	ridden (ride, rode ~)
country/ies	Japan	sailing
dam	July	seen (see, saw, ~)
date (calendar ~)	June	September
date of birth	large	size
December	letter (of the alphabet)	snow (n, v)
degrees Celsius	letter (to a friend)	Spain
die	Look out!	square kilometres
distance	lose, lost, lost	still (= <i>continuing</i> )
done (do, did, ~)	mainly	still (= <i>not moving</i> )
driven (drive, drove, ~)	man-made	stood (stand, stood, ~)
dry	March	store (= <i>shop</i> )
eaten (eat, ate, ~)	May	summer
eighth (+ all ordinals)	met (meet, met, ~)	sunny
end	million	temperature
ever	modern	terrified



### Unit 3

than	usually	windy
traditional	warm	winter
turn round	wet	world
umbrella	wide open	worst (bad, worse, ~)

### Unit 4

a few	event	lounge
a little	fantastic	lucky
above	fasten	midnight
afraid of	final	must
angrily	finally	nationality
arrival	flight	neighbour
arrive	for example	news
as well as	fork	noise
asleep	four-wheel drive	notice (v)
at first	front door	of course
at last	heading	pen-friend
baseball match	hope (to)	person
believe	hotel	play (n)
best wishes	How do you do?	plump
board (v)	imagine	race (v)
call (n)	introduce	raw
check in	invitation	reach (= arrive at)
choose	invite	Really?
chopsticks	Japanese	reason
closed	journey	recognize
copy (n)	judo	refer to
dead	kind (n)	reply (n)
delicious	kneel	result
depart	knew (know, ~)	rough
departure	knife, knives	rug
difference	label	same
different from	lying (lie, lay)	sauce
Disneyland	lift (v)	seat belt
draft	link (n, v)	Secondary
each	look forward to	seem (like)

## Unit 4

several  
spoon  
step (n)  
steward  
strange  
suit (n)

take off  
taste  
team  
temple  
thin  
ticket

timetable  
Tokyo  
travel  
understand  
welcome  
worried

## Unit 5

action  
advice  
afterwards  
alive  
amazing  
article (newspaper ~)  
Australia  
badly  
Bahrain  
blow  
boiling (water)  
breathe  
broken (glass)  
built (build, ~, ~)  
bulb (light ~)  
busy  
call (= phone)  
careless  
cause  
compass  
count  
customs officer  
cycle (v)  
cyclist  
danger  
drop (n)  
drown  
electric  
electricity

everyone  
everywhere  
extremely  
fallen (fall, fell, ~)  
fewer  
fire brigade  
fireman  
fishing grounds  
flame  
fortunately  
free  
full of  
grey-haired  
handlebars  
headline  
heavy  
herself  
himself  
hire  
hurt  
immediately  
itself  
keep away from  
lady  
let (= allow)  
life jacket  
life, lives  
match (v)  
matches

may  
medicine  
mistake  
motor (= engine)  
nearly  
no-one  
nowhere  
oar  
oil  
order (n)  
ourselves  
out of the reach of  
pan  
passport  
pavement  
petrol  
pills  
plug  
poison  
pour  
put out (a fire)  
return (v)  
ring, rang, rung  
row (v)  
safe  
safety  
safety officer  
save  
scald

## Unit 5

scissors	spoke (speak, ~, spoken)	warning (n)
shock	storm	wash up
should	suitcase	went out (the light ~)
silly	swallow	Would you mind vb +ing
simple	switch (n)	wrong
situation	switch on/off	yourselves
smoke	themselves	youth (camp)
socket	tray	zebra crossing
somewhere	type (= kind)	

## Unit 6

all right (= OK)	eye	salt
Arab	fat (n)	sense (make ~)
bandage	finger	serious
basketball	fit	serve
blanket	hearing aid	set (n)
bleeding (n)	housework	sign-language
blind	I hope so.	social worker
Braille	instruction	special
brave	join	stick (n)
bush	learner	stole (steal, ~, stolen)
clever	life-guard	strong
close (v)	lifebelt	swimmer
cloth	lip-reading	teach
computer	miss (= doesn't touch)	the police
cover (v)	most	total
cream	mouth	train (v)
deaf	ordinary	training
difficult	patient (adj)	unhappy
disabled	pepper	university
discussion	perfect	volleyball
dot (n)	plate	washing-up
earn	problem	wheelchair
emergency	proud of	whole
enjoy	quiz	wipe
equipment	recorder	

## Unit 7

Abu Dhabi	field (oil ~)	replace
address ( <i>n, v</i> )	forest	rescue ( <i>n, v</i> )
aerial	frighten ( <i>v</i> )	route
Albarid	grown (grow, grew, ~)	sack ( <i>n</i> )
Arab world	helicopter	satellite
Arabsat	Hold on!	scream
brightly	information desk	service
century	invent	slip ( <i>v</i> )
certain (more /most ~)	invention	sort ( <i>v</i> )
collect	key (car ~)	stamp ( <i>n</i> )
company (oil ~)	likely	straight ahead
copy ( <i>v</i> )	line (telephone ~)	stream ( <i>n</i> )
correctly	loud, louder, loudest	suggestion
could	lovely	surprised
crash	machine	Syria
deliver	main	thick
details	messenger	thousands
directions (give ~)	pay	tidier, tidiest
discuss	petrol station	to the left/right
dusty	pigeon	toilet
easier, easiest	Post code	urgent
Egypt	postbox	useful
envelope	postman	without
explanation	radio station	work (= operate)
farther	receive	written (write, wrote, ~)
fax (machine)	registration number	

## Unit 8

against	flag	robot
Atlantic	high jump	round-the-world
called (= named)	Marathon	running shoes
carefully	medal	sold (sell, sold, ~)
changing room	might	stretcher
cheer	ocean	unlucky
crossword puzzle	Olympic Games	wave
event (sports ~)	Pacific	win/won
Everest	pin ( <i>n, v</i> )	You must be joking
facts	point (= mark)	
farthest	press ( <i>v</i> )	