



**Republic of Yemen**  
**MINISTRY OF EDUCATION**



# ENGLISH COURSE

## Work book 6

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# Unit 1

1.1 A Look at PB page 1. Match the words to the top pictures and write the numbers in the boxes.

- A  B  C  D  E  F   
G  H  I  J  K  L   
M  N  O  P  Q  R

B Complete these sentences. Use the words below.

rectangular	scales	straight	plastic	fur	round
paper	curved	metal	feathers	hair	glass

## Shapes

- 1 Aisha's hair is long, \_\_\_\_\_ and black.
- 2 A *djambia* has a \_\_\_\_\_ blade.
- 3 Many team sports use a \_\_\_\_\_ ball.
- 4 If you look around a room, you will see many \_\_\_\_\_ objects, for example, doors, windows, tables, books and shelves.

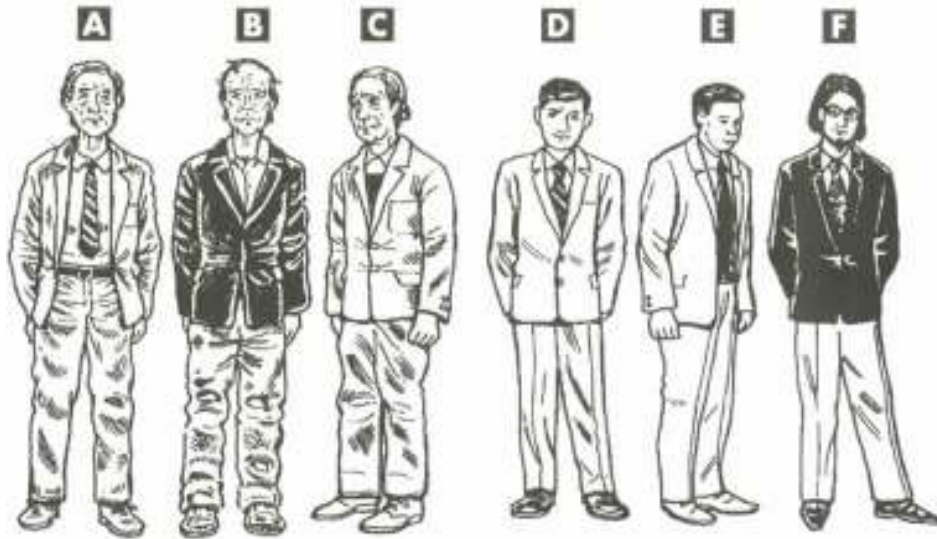
## Animal coverings

- 5 You have to remove the \_\_\_\_\_ of a fish before you cook it.
- 6 We can study the \_\_\_\_\_ of birds to understand how they fly.
- 7 Some animals, such as cats, are covered in \_\_\_\_\_, while other animals, such as camels, are covered in \_\_\_\_\_.

## Made of

- 8 Windows are usually made of wood and \_\_\_\_\_, but sometimes \_\_\_\_\_ or plastic is used instead of wood.
- 9 Newspapers, magazines and books are all made of \_\_\_\_\_.
- 10 You should be careful when leaving things made of \_\_\_\_\_ in a hot car. Objects such as music cassettes can be easily damaged.

**A Listen to descriptions of two men. Choose the picture that best matches each description.**



1 \_\_\_\_\_

2 \_\_\_\_\_

**B Complete the description of the first man as you remember it. You do not have to use the exact words.**

He had \_\_\_\_\_

His eyes \_\_\_\_\_

He wore \_\_\_\_\_

His trousers \_\_\_\_\_

On his feet \_\_\_\_\_

**C Work with your partner. Discuss how you could make your descriptions more like the one you heard. Re-write the description in your copybook.**

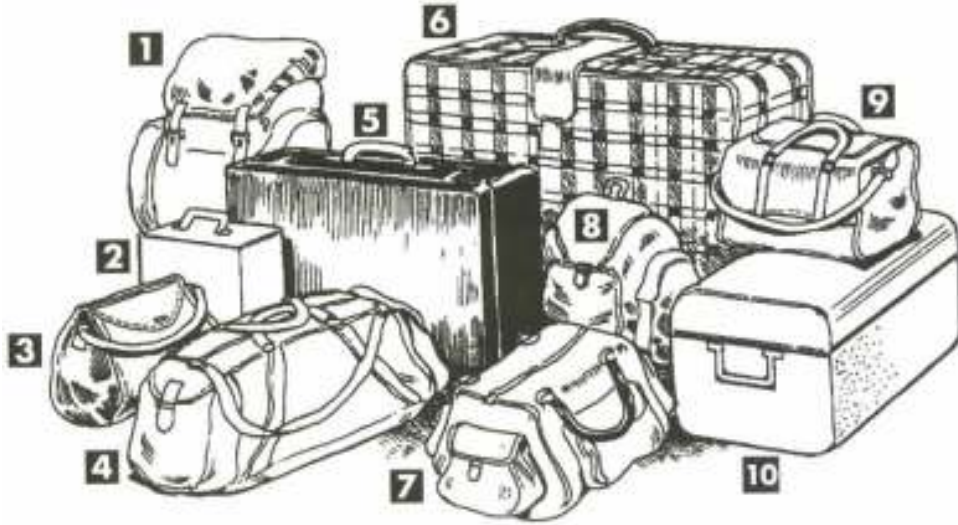
**D Listen to these descriptions. Tick the correct answer.**

- 1 a) motor bike  b) car  c) bicycle  d) horse
- 2 a) bird  b) plane  c) car  d) kite
- 3 a) tomato  b) orange  c) banana  d) potato
- 4 a) fish  b) zebra  c) tiger  d) cat
- 5 a) table  b) book  c) newspaper  d) pen

**E** Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.

1.3

**A** Read conversation 1 on PB page 2. Which pieces of luggage belong to the passenger?



\_\_\_\_\_

**B** Read conversation 2 on PB page 2. Which girl is Kate?



\_\_\_\_\_

**C** What do you say in these situations?

- 1 Somebody is upset and is speaking loudly. \_\_\_\_\_
- 2 Somebody thinks something bad is going to happen but you think they are wrong. \_\_\_\_\_
- 3 Somebody tells you some bad news. \_\_\_\_\_

**D Think of a vegetable, a fruit or an animal. Ask your partner to guess what you are thinking of. Your partner should ask questions like these:**

Can you eat it? Is it a vegetable? What colour is it?  
Does it have feathers? Can you find it in Yemen?

**1.4 A Read the article on PB page 3 again. Then answer these questions.**

- 1 In which country or countries can you find tigers? \_\_\_\_\_
- 2 What animals are in the same family as the dog? \_\_\_\_\_  
\_\_\_\_\_
- 3 When was Rama born? \_\_\_\_\_
- 4 What kind of animal was Rama's father? \_\_\_\_\_
- 5 Which is bigger, a camel or a llama? \_\_\_\_\_
- 6 Which part of Rama is valuable? \_\_\_\_\_
- 7 Why was it possible to crossbreed a lion and a tiger?  
\_\_\_\_\_
- 8 Why do llamas have heavy wool coats?  
\_\_\_\_\_
- 9 Why would it be difficult for camels to live where llamas come from?  
\_\_\_\_\_
- 10 In what way is the cama like a camel?  
\_\_\_\_\_

**B Describe the cama to your partner using the following plan.**

Begin by describing its colour and covering. Then describe the head, body, legs and tail. The description does not have to be complete, but should describe interesting things about the animal, such as the size and shape of its tail.

**Choose another animal and describe it to your partner. Do not give the name. Can he or she guess which animal you are describing?**

1.5

**A Read this paragraph about three sisters. Then complete the sentences.**

Aisha is 16 years old. She has two sisters, Noura and Huda. Noura is 17 and Huda is 11. Noura is 1.78 metres and so is Aisha.

Noura is the \_\_\_\_\_ of the three. Although Aisha is \_\_\_\_\_ than Noura, she is as \_\_\_\_\_ her sister. Since she is only 11, Huda is the \_\_\_\_\_ of the three.

**B Write these sentences another way. Use words from the box.**

most	like	same	not	as
------	------	------	-----	----

- 1 Bill's car is white and Richard's is blue.  
Richard's car is \_\_\_\_\_ colour \_\_\_\_\_.
- 2 Two brothers, Ahmed and Hassan, got 90% in their English exam.  
\_\_\_\_\_, Ahmed got 90% in the examination.
- 3 My pen was not expensive, but my friend has a very expensive one.  
My pen was \_\_\_\_\_.
- 4 There are three classes in year 1. Class A has 30 pupils, class B has 35 pupils and class C has 33 pupils.  
Class B has \_\_\_\_\_.

**C Complete the sentences using *however* or *although*.**

- 1 Football is a very popular game, \_\_\_\_\_ not everybody enjoys it.
- 2 \_\_\_\_\_ I like fishing, I don't catch a lot of fish.
- 3 The factory manager gets very angry sometimes. \_\_\_\_\_, he is very good at his job.
- 4 The book wasn't very interesting. I read it from start to finish, \_\_\_\_\_.

1.6

**A Look at PB page 5. Match the words to the pictures. Write the numbers in the boxes.**

- |   |   |                          |   |                          |   |                          |   |                          |
|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | A | <input type="checkbox"/> | B | <input type="checkbox"/> | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 2 | A | <input type="checkbox"/> | B | <input type="checkbox"/> | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
|   | E | <input type="checkbox"/> | F | <input type="checkbox"/> | G | <input type="checkbox"/> | H | <input type="checkbox"/> |

**B Complete these sentences.**

- 1 A \_\_\_\_\_ is smaller than a river.
- 2 You will find a \_\_\_\_\_ between two hills.
- 3 You cannot see far on a \_\_\_\_\_ day.
- 4 You cannot grow crops in a \_\_\_\_\_.
- 5 \_\_\_\_\_ weather helps crops to grow.
- 6 A \_\_\_\_\_ is bigger than a hill.

**C Complete the paragraph using words from the box.**

drink	valley	looked	hot	walk	beach	boats
stream	cold	coastline	fishing	sunny	climbed	

It was a \_\_\_\_\_ afternoon, so Tom decided to go for a \_\_\_\_\_ in the countryside. He lived beside the sea in a \_\_\_\_\_ between two hills. He \_\_\_\_\_ the smaller of the two hills and, when he got to the top, he stopped and \_\_\_\_\_ around him. In the distance, he could see the \_\_\_\_\_. There were some people lying on the \_\_\_\_\_ in the sun. He could see three \_\_\_\_\_ in the water. Maybe the people in them were \_\_\_\_\_. After his climb, Tom was \_\_\_\_\_. He saw a small \_\_\_\_\_ and decided to sit next to it and have a \_\_\_\_\_. The water was nice and \_\_\_\_\_. He lay back in the warm grass thinking. 'What a nice way to spend an afternoon.'

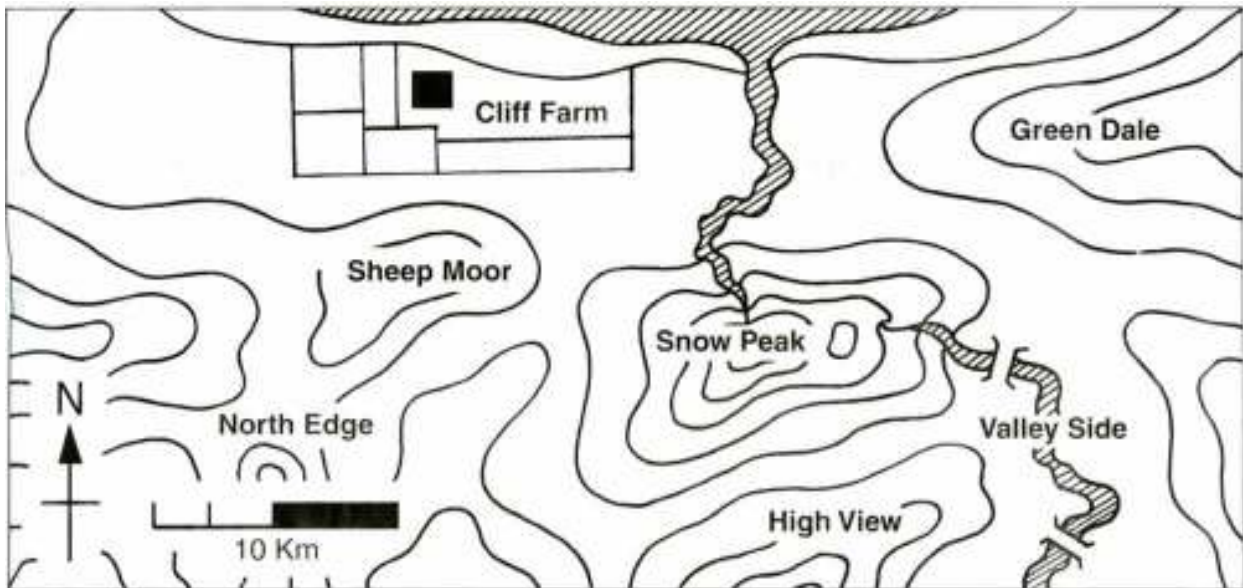
**1.7 A Listen to the conversation once and tick the correct information.**

- 1 Mike and Andy are  
a) in a boat  b) in a field  c) on a mountain.
- 2 Andy is  
a) hurt  b) angry  c) happy.
- 3 The weather is  
a) sunny  b) misty  c) wet.
- 4 It is  
a) early morning  b) early evening  c) night-time.

- 5 At the end of the conversation, Andy and Mike are  
a) happy  b) worried  c) amazed.

**B Listen again and look at the map. Answer the questions by marking the positions on the map.**

- 1 Where did Andy and Mike cross the river together?
- 2 Where did Andy leave Mike?
- 3 Where did Andy fall?
- 4 Where are they now?



**C Describe to your partner the location of Andy and Mike exactly. Use some of the following words and phrases.**

near ... north of ... / south of ...  
on the east side of ... about ... kilometres from ...

**D Role play a telephone conversation with your partner.**

**Pupil A** Imagine you are stuck on Snow Peak. You have a mobile phone. Decide where you are. Call Snow Peak Rescue. Describe your location.

**Pupil B** Your work for Snow Peak Rescue. You get a call from someone stuck on the mountain. It's getting dark, so you have to find exactly where he/she is.

**E Work in pairs. Think of a place in the countryside and describe its location. Your partner tries to guess where it is.**



**A Read the text on PB page 6. Find words that mean the following:**

- 1 not being at work *para 1* \_\_\_\_\_
- 2 a road near the sea *para 1* \_\_\_\_\_
- 3 eating grass *para 1* \_\_\_\_\_
- 4 a machine used by a farmer *para 1* \_\_\_\_\_
- 5 turning over the soil *para 1* \_\_\_\_\_
- 6 most important or biggest *para 2* \_\_\_\_\_
- 7 the highest part of a mountain *para 3* \_\_\_\_\_
- 8 see with difficulty *para 3* \_\_\_\_\_

**B Read the text again and write short answers to these questions.**

- 1 Where did the writer spend his holiday? \_\_\_\_\_
- 2 Which road did he take when he began his drive? \_\_\_\_\_
- 3 In which direction was the sea? \_\_\_\_\_
- 4 What was nearer the writer, the farmer or the cows? \_\_\_\_\_
- 5 What were the birds looking for? \_\_\_\_\_
- 6 When did the writer see the river? \_\_\_\_\_
- 7 What happened to the river? \_\_\_\_\_  
\_\_\_\_\_
- 8 Where did the road end? \_\_\_\_\_
- 9 Was the peak above or below the place where the road ended?  
\_\_\_\_\_
- 10 Why did the writer climb down from the peak? \_\_\_\_\_  
\_\_\_\_\_
- 11 What was the weather like when he started eating his sandwiches?  
\_\_\_\_\_
- 12 What suddenly happened to the weather? \_\_\_\_\_  
\_\_\_\_\_

**A Use the information you know about 'A drive in the countryside' to answer these questions.**

1 Why do you think the writer decided to go for a drive?

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2 Why do you think he chose to drive into the hills and mountains?

---

3 Do you think the car went faster or slower as he drove on past the river?

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4 When the writer described the view from the mountain peak, did he describe what was closer or further away from him first?

---

5 How do you know he drank from the stream?

---

6 Why did he leave the mountain before he finished eating?

---

**B Complete these sentences.**

1 The opposite of left is \_\_\_\_\_.

2 We use kilometres to measure \_\_\_\_\_.

3 A farmer often uses a \_\_\_\_\_ to break up the soil.

4 A mountain is \_\_\_\_\_ than a hill.

5 If a number of streams meet or come together, they become a \_\_\_\_\_.

6 Between two hills you will always find a \_\_\_\_\_.

7 A place where very little or nothing grows is called a \_\_\_\_\_.

8 If the weather is \_\_\_\_\_, it is not easy to see where you are going.

- C** Written descriptions should be organized with the reader in mind. In the text on PB page 6, the writer started with things at a distance. Another way is to start writing about things which are nearby. Re-order this paragraph to make a description going from near to far.

I sat in the car and looked around me. A little bit further away, to my left, a man was waiting for a bus. In the distance were some hills, the tops of them covered in mist. Just in front of me, a family of four were having a picnic. Opposite him, to my right, three men were sitting, drinking coffee. Further away, two women were walking down the road.

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**1.10**      **A**    **Make phrases with the adjectives in the correct order.**

1 hair      black/long/beautiful

2 table      long/metal/green

3 house      Yemen/amazing/300-year-old

4 man      fat/English/heavy

5 boat      dark green/wooden/lovely

6 trousers      old/horrible/wool

7 child      happy/Indian/eight-year-old

8 window      glass/big/rectangular

---



**B Re-write these sentences to change the information focus.**

1 He felt very happy looking at the wonderful view.

\_\_\_\_\_

2 There were many boats on the water.

\_\_\_\_\_

3 After eating his dinner, he went to look his cows.

\_\_\_\_\_

4 In the distance were some high mountains.

\_\_\_\_\_

5 The cold, clear stream ran down the valley.

\_\_\_\_\_

**C Join these sentences using the *-ing* form of the verb.**

1 The birds followed the plough. They were looking for something to eat.

\_\_\_\_\_

2 The men felt happy. They were lying in the sun after work.

\_\_\_\_\_

3 Rashid swam in the sea near his house. He was enjoying the cool water.

\_\_\_\_\_

**1.11 A Re-read the first paragraph on PB page 8 and write short answers to these questions.**

1 Why does Jane look out of the window every morning? \_\_\_\_\_

\_\_\_\_\_

2 What was the weather like this time? \_\_\_\_\_

3 Is the wood near to Jane's window? \_\_\_\_\_

4 What do you find in a wood? \_\_\_\_\_

5 How many cows could Jane see in the field? \_\_\_\_\_

6 What was in the field next to the cows? \_\_\_\_\_

7 What can Jane see which is not in the picture? \_\_\_\_\_

8 Why do you think Jane was suddenly hungry? \_\_\_\_\_

\_\_\_\_\_

## B Word work

- 1 What do you have at a window to stop people looking in? \_\_\_\_\_
- 2 What is a *wall of mist*? \_\_\_\_\_  
\_\_\_\_\_
- 3 What do you think *chewing the cud* means? \_\_\_\_\_
- 4 What does the word *suckle* mean? \_\_\_\_\_
- 5 Choose the closest in meaning to 'cackling':  
a) sleeping  b) making a noise  c) running
- 6 A chicken's claw is on its  
a) tail  b) head  c) feet.
- 7 A chicken's beak is its  
a) mouth  b) feet  c) wings.

1.12

## A Write a description in your copybook.

- 1 Describe a scene you know. It could be the view from your classroom window, from your house, or a favourite place that you are familiar with.
- 2 Remember to write your description in a particular order. You can begin with what is in the distance and finish with what is closest to you, or you can do it the other way around.
- 3 At the same time as you follow the pattern in 2, describe what is on your right and on your left. It does not matter in which order you do this.
- 4 Includes descriptions of people, animals, cars, motor bikes, fields and other things you can see or are likely to see.
- 5 Do not forget to describe the colours of things in the view.

# Unit 2

2.1 A Complete these sentences with suitable words from the box. They are taken from PB page 9.

commence	scruffy	diligent	artefacts	recklessly
telescope	painkillers	hopeless	darken	unwell

- 1 In the market are many jewellers and potters, selling their \_\_\_\_\_.
- 2 'Let the ceremony \_\_\_\_\_!' said the old man, and the music started.
- 3 If you want to get better marks, you must be more \_\_\_\_\_.
- 4 The sailor put his \_\_\_\_\_ to his eye and looked at the ships on the horizon.
- 5 I have a headache. Can I have some \_\_\_\_\_, please?
- 6 Why doesn't he wear better clothes? He's quite rich, but he always looks \_\_\_\_\_.

B Work out the meaning of the underlined words. First, write what kind of clue helps you.

- 1 'Too many crimes go unpunished,' says Police Chief.  
Clue: \_\_\_\_\_  
Meaning: \_\_\_\_\_
- 2 The firemen were exhausted after fighting the fire. 'I'm extremely tired,' one said. 'I just want to sleep.'  
Clue: \_\_\_\_\_  
Meaning: \_\_\_\_\_
- 3 'Don't be silly. Try to behave in a sensible way,' the teacher said.  
Clue: \_\_\_\_\_  
Meaning: \_\_\_\_\_
- 4 We've just bought a microwave to save time cooking.  
Clue: \_\_\_\_\_  
Meaning: \_\_\_\_\_
- 5 In his book, Hussein wrote about his many exploits, such as sailing around the North Pole and flying in a balloon.  
Clue: \_\_\_\_\_  
Meaning: \_\_\_\_\_

6 Many trees and bushes are evergreens, that is to say they have leaves all year round.

Clue: \_\_\_\_\_

Meaning: \_\_\_\_\_

7 Mona's writing is very easy to read because she writes very neatly.

Clue: \_\_\_\_\_

Meaning: \_\_\_\_\_

**2.2 A Write answers to the questions on PB page 10.**

1 a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_ f) \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

**B In which articles do you think you will find the following sentences? Write the headlines.**

1 'I nearly died,' the tourist said. 'But I feel great now.'

\_\_\_\_\_

2 The couple met at Primary School.

\_\_\_\_\_

3 'It's frightening,' he continued. 'It's happening so quickly.'

\_\_\_\_\_

4 The ring-road is to be widened.

\_\_\_\_\_

5 It held back a 500m-long reservoir that contained 300 litres of water

\_\_\_\_\_

6 A man was later arrested for careless driving.

\_\_\_\_\_

7 None of the 159 passengers and crew survived.

\_\_\_\_\_

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

- 1 fall down \_\_\_\_\_ 2 start working \_\_\_\_\_  
3 the early part of a person's life \_\_\_\_\_ 4 get back to normal health \_\_\_\_\_  
5 uncommon \_\_\_\_\_ 6 watch carefully \_\_\_\_\_

**2.3 A You are going to hear three interviews connected with stories on PB page 10. Write the headlines of the stories.**

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

**B Listen again and answer these questions.**

- 1**
- a) Where was the witness at the time of the accident?  
\_\_\_\_\_
- b) Did the witness see the accident?  
\_\_\_\_\_
- c) How many cars were there in the accident? \_\_\_\_\_
- d) How did you know it was very foggy?  
\_\_\_\_\_  
\_\_\_\_\_
- e) How did the witness know that the passenger in the black car was hurt?  
\_\_\_\_\_
- f) The witness thinks that the accident was the fault of the driver of the yellow car. What does she think he was doing wrong?  
\_\_\_\_\_  
\_\_\_\_\_
- g) Is she a good witness?  
\_\_\_\_\_



2 a) How long was he in hospital? \_\_\_\_\_

b) What was he doing when he collapsed?  
\_\_\_\_\_

c) Why did he collapse?  
\_\_\_\_\_

d) What had his wife said before they went walking?  
\_\_\_\_\_

e) Who called the ambulance?  
\_\_\_\_\_

f) What did the doctor say he needed?  
\_\_\_\_\_

g) Do you think they have a good relationship? Why? Why not?  
\_\_\_\_\_

3 a) Who is Robin Crow? \_\_\_\_\_

b) How long has he had this hobby? \_\_\_\_\_

c) Where does the black stork usually live?  
\_\_\_\_\_

d) Why is it in Britain?  
\_\_\_\_\_

e) When was the last time it was seen in Britain?  
\_\_\_\_\_

f) How would you describe Robin Crow? \_\_\_\_\_

**C Choose one of the stories and use your answers to write a short report in your copybook.**

**2.4 A These are words from the first text on PB page 11. Choose the best meaning.**

1 *nightmare* a) a bad night's sleep  b) a frightening dream  c) a pleasant dream

2 *awful* a) very long  b) very bad  c) very good

3 *calm down* a) talk more clearly  b) stop being excited  c) stop being sad

**A Answer these questions about Don's dream.**

- 1 Who was in the fields? \_\_\_\_\_
- 2 Who was driving the tractor? \_\_\_\_\_
- 3 Who was holding a gun? \_\_\_\_\_
- 4 Why didn't they run away? \_\_\_\_\_
- 5 Which words or phrases tell you that the dream was unpleasant?  
\_\_\_\_\_

**C These are words from the second text on PB page 11. Choose the best meaning.**

- 1 *brilliant*  
a) very dark  d) very cold  c) very good
- 2 *lost my hold on*  
a) could no longer hold  b) held tighter  c) pulled out

**D Answer these questions about Debbie's dream.**

- 1 What was she flying in at the beginning of her dream? \_\_\_\_\_
- 2 How did she fly over the mountains? \_\_\_\_\_
- 3 How high did she fly? \_\_\_\_\_
- 4 Which words or phrases tell you that the dream was very pleasant?  
\_\_\_\_\_  
\_\_\_\_\_

**2.5 A Write the correct form of the verb in brackets.**

- 1 My cousin (to be) \_\_\_\_\_ to be married next month.
- 2 When I (to wake up) \_\_\_\_\_ yesterday, my mother (to work) \_\_\_\_\_  
in the kitchen and my little brother (to play) \_\_\_\_\_ outside.
- 3 When we saw our father's new car (to come) \_\_\_\_\_ along the road, we all  
(to run) \_\_\_\_\_ to meet him.
- 4 These apples (to buy) were \_\_\_\_\_ yesterday, so they should be fresh.
- 5 At the wedding, the men (to dance) \_\_\_\_\_ outside, when it (to start)  
\_\_\_\_\_ to rain.

- 6 A new road (to build) \_\_\_\_\_ to the village soon and then it will be easier to get to town.
- 7 Quick! Go and check in the kitchen! I can smell something (to burn) \_\_\_\_\_.
- 8 The new hospital (to open) \_\_\_\_\_ by the Prime Minister last week.

**B Rewrite these sentences with the correct punctuation.**

- 1 I heard somebody shouting don said  
then I saw two men running towards us

---

---

- 2 who were they Jim asked and what were they doing

---

---

**C Write these headlines as complete sentences.**

- 1 Victim of Road Accident Dies

---

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- 2 220 Dead in Air Crash: No Survivors

---

---

- 3 Thick Fog to Clear by Afternoon, Then Sun

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- 4 New Cars Sign of Wealth

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2.6

**A Match the pictures and definitions on PB page 13.  
Write the letters in the boxes.**

- |   |                          |   |                          |   |                          |   |                          |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> |

**B Develop your vocabulary. Explain the underlined words.**

- 1 The radio station was flooded with telephone calls.
- 2 Recently there has been a crime epidemic in the capital.
- 3 The news of the Princess's death spread around the country like a forest fire.
- 4 In the mornings the headteacher rushes around the school like a hurricane.

**C Answer these questions using words from the box in your answers.**

shortage      molten      sections
------------------------------------

- 1 What happens if you heat metal to a very high temperature? \_\_\_\_\_  
\_\_\_\_\_
- 2 How is an orange divided? \_\_\_\_\_  
\_\_\_\_\_
- 3 You see long queues of cars at petrol stations. Why do you think this is? \_\_\_\_\_  
\_\_\_\_\_

**2.7 A What is each paragraph of the text on PB page 14 about? Write the paragraph number next to each of these headings.**

- What is happening now
- What happened during the storm
- A summary of the disaster
- More recent events

**B Find the answers to these questions as quickly as you can.**

- 1 What were the two main effects of the hurricane?  
\_\_\_\_\_
- 2 What two things caused the damage?  
\_\_\_\_\_
- 3 Why can the rescue teams only do little for most of the people?  
\_\_\_\_\_  
\_\_\_\_\_

## C Vocabulary.

### Paragraph 1

- 1 Find a phrase that means *since anybody can remember*. \_\_\_\_\_
- 2 Find a word that means the opposite of *town*. \_\_\_\_\_
- 3 Find a word that means *having nowhere to live*. \_\_\_\_\_

### Paragraph 2

Find these words and tick the best meaning.

- 4 *tore* a) pulled  b) cooled  c) destroyed
- 5 *plantations* a) land covered with cattle  b) land planted with trees or crop   
c) shops selling bananas
- 6 *flattened* a) broken  b) blown down to the ground  c) badly damaged
- 7 *landslide* a) flash flood  b) earthquake  c) earth slipping down a mountain
- 8 *swept* a) moved quickly  b) covered  c) moved very slowly

### Paragraph 3

- 9 Which sentence means the following: *People could at last see how much had been destroyed*? \_\_\_\_\_

## D What do these numbers refer to?

- 1 three-quarters \_\_\_\_\_
- 2 10,000 \_\_\_\_\_
- 3 240 kph \_\_\_\_\_
- 4 thousands \_\_\_\_\_  
\_\_\_\_\_
- 5 five metres \_\_\_\_\_

## E Talk about the disaster.

- 1 Describe the damage in the towns.
- 2 Describe the damage in the countryside.
- 3 'Crowds of people stood around silently.' Why were they silent?
- 4 How do you think the people in the rescue teams felt?



**A Listen and write the name of each disaster.**

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_

**B The two people below are going to listen to the News on the radio. Imagine you are one of them; your partner is the other one. Listen to the headlines. Which item of news (the first, second or third) will you be most interested in? Note it down.**

1 Cliff Jones is 34. He lives in Cardiff. At the moment, he does not have a job. He has worked in a car factory in the past.

\_\_\_\_\_

2 John Trim is a businessman. He is about to fly to the Far East on a business trip. He plans to visit Manila, the capital of the Philippines.

\_\_\_\_\_

**C Pupil 1: If you are Cliff Jones, listen and answer these questions. Write notes.**

1 When will Izuko start building their new car factory? \_\_\_\_\_

\_\_\_\_\_

2 Where exactly will it be built? \_\_\_\_\_

3 When will the factory open? \_\_\_\_\_

4 a) How many jobs will there be at first? \_\_\_\_\_

b) After four years? \_\_\_\_\_

**Use your notes to answer this question.**

Will Cliff ask for a job at this factory? Give a reason.

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

**Pupil 2: If you are John Trim, listen and answer these questions. Write notes.**

1 Why did many people leave Manila yesterday? \_\_\_\_\_

\_\_\_\_\_

2 a) How many people have been killed in the north? \_\_\_\_\_

b) Injured? \_\_\_\_\_

3 Why do you think that the number of deaths and injuries is so high?

---

---

4 How many homes have been destroyed? \_\_\_\_\_

**Use your notes to answer this question.**

Will John still go to Manila on business? Give a reason.

---

---

**D Listen to the other news item and answer as many questions as you can. Write notes.**

1 Where have the remains of the Globe Theatre been found?

---

2 How far underground are the remains? \_\_\_\_\_

3 Which famous person acted in the Globe? \_\_\_\_\_

4 When was the theatre built? \_\_\_\_\_

5 What destroyed the theatre in 1613? \_\_\_\_\_

6 Do we know what shape the theatre was? \_\_\_\_\_

**2.9 A Read the notes below.**

**There are two types of question.**

Wh- questions

*Wh-* questions start with a question word: *who, where, which, what, when, why, how*.

We answer a *Wh-* question with a piece of information.

We usually say *Wh-* questions with falling intonation. ( ↓ )



### Yes/No questions

Yes/No questions start with the verb *to be* or an auxiliary verb.

- Examples:** Are you happy?  
Do you want a cup of tea?  
Can you tell me the time, please?

They produce the answer *Yes* or *No*.

We usually say *Yes/No* questions with rising intonation. (↑)

**Practise asking both types of question. Your voice rises or falls on on word in the question. You will see (↓) or (↑) before the words where this happens. Say each question.**

- 1 Who's your best (↓) friend?
- 2 Where does your best friend (↓) live?
- 3 What does your best friend like (↓) doing?
- 4 Does your best friend like (↑) sailing?
- 5 Does your best friend live (↑) nearby?
- 6 Does your best friend have a (↑) boat?

**B You are a reporter. You want to find information about someone for your newspaper. Match the information (A to E) to the questions (1 to 5), and write the correct letter in each box.**

- A His occupation  
B His favourite hobby  
C Frequency of visits to restaurants  
D His age  
E His address
- 1 Does he live in this village?  (↑)(↓)
  - 2 Does he eat out often?  (↑)(↓)
  - 3 How old is he?  (↑)(↓)
  - 4 What does he do?  (↑)(↓)
  - 5 What does he like doing best?  (↑)(↓)

**Say the questions above. Does your voice rise or fall? Circle the correct arrow.**



**C Work in pairs. Interview your partner about his/her family and note his/her answers in the table.**

	My Partner
Name:	
Age:	
Address:	
Kind of house:	
Father's name:	
Father's occupation:	
Mother's name:	
Mother's occupation:	
Number of brothers:	
His/their occupation (s):	
Number of sisters:	
Her/their occupation (s):	
Other information:	

2.10

**A Complete these sentences with the correct tense of the verb in brackets.**

- 1 Over the years there (to be) \_\_\_\_\_ many disastrous volcanic eruptions.
- 2 The worst (to take place) \_\_\_\_\_ in Krakatoa in 1883.
- 3 Over 36,000 people (to lose) \_\_\_\_\_ their lives.
- 4 A large passenger plane (to crash) \_\_\_\_\_ in the mountains.
- 5 So far rescue teams (to find) \_\_\_\_\_ no survivors.
- 6 The plane (to take off) \_\_\_\_\_ from London two days ago.
- 7 The pilot (to contact) \_\_\_\_\_ Jeddah airport one hour before the plane (to crash) \_\_\_\_\_.
- 8 Several people (to die) \_\_\_\_\_ recently as a result of traffic accidents.
- 9 Last Thursday two small children (to be) \_\_\_\_\_ killed by a speeding car.



- 10 Only yesterday morning a lorry (to go) \_\_\_\_\_ out of control and (to drive) \_\_\_\_\_ into a crowded market place, killing six people and injuring over 20.

**B Look at these sentences. Think about whether the second sentence in each pair gives *additional* or *necessary* information. Then join each pair to make single sentences.**

- 1 The bus has had an accident. I come to school on it.  
\_\_\_\_\_
- 2 The Great Fire of London happened in 1666. Thousands of buildings were destroyed in it.  
\_\_\_\_\_
- 3 The man has mysteriously disappeared. I was talking to him yesterday.  
\_\_\_\_\_
- 4 The American earthquake killed over 25,000 people. I have to write about it in the next lesson.  
\_\_\_\_\_
- 5 The flood of 1953 is still the worst in living memory for the people of The Netherlands. New dams were built after it.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C Complete these sentences with a suitable adverb or adverbial phrase in answer to the questions.**

- 1 (When?) \_\_\_\_\_ (Where?) \_\_\_\_\_ a terrible famine killed thousands of people.
- 2 After the heavy rain, water rushed down the wadi (How?) \_\_\_\_\_ and demolished tens of houses (Where?) \_\_\_\_\_.
- 3 During the drought (Where?) \_\_\_\_\_ people queued (How?) \_\_\_\_\_ (How long?) \_\_\_\_\_ for just a litre of water.

4 (Where?) \_\_\_\_\_ (When?) \_\_\_\_\_ a forest fire destroyed over 100 hectares of woodland in (How long?) \_\_\_\_\_.

**2.11 A Answer these questions as fast as you can.**

- 1 How many newsflashes are there on the page? \_\_\_\_\_
- 2 When did the first arrive? \_\_\_\_\_
- 3 When did the most recent arrive? \_\_\_\_\_
- 4 At what times did these newsflashes arrive:
  - a) the one in which Spivak is first mentioned? \_\_\_\_\_
  - b) the one about the risk of epidemic? \_\_\_\_\_
  - c) the one about Gorbachov? \_\_\_\_\_
  - d) the one about an earlier earthquake? \_\_\_\_\_
  - e) the one in which somebody said that tents and blankets were needed? \_\_\_\_\_
  - f) the one in which flats are mentioned? \_\_\_\_\_

**B Work with words.**

- 1 Find words or phrases that mean the following:
  - a) finding the size of something \_\_\_\_\_
  - b) system of units for describing the size of something \_\_\_\_\_
  - c) take responsibility for \_\_\_\_\_
  - d) trying to do something \_\_\_\_\_
  - e) doing something without tools or equipment \_\_\_\_\_
  - f) every fifth \_\_\_\_\_
- 2 Find the names of two diseases.  
\_\_\_\_\_



3 Number these phrases in order of strength. Begin with the weakest.

- considerable damage
- total damage
- serious damage
- slight damage
- great damage

4 The blocks of flats fell down *like a pack of cards*. What does this tell you? Tick the correct answer.

- a) They did not fall down but resisted the earthquake.
- b) They all fell down one after the other.
- c) Only a few fell down.

Find out what a pack of cards is.

**C Answer these questions.**

- 1 Which town was completely flattened? \_\_\_\_\_
- 2 What is Leninakan? \_\_\_\_\_
- 3 Where was the President when the earthquake hit? \_\_\_\_\_
- 4 Why is there a risk of epidemic? \_\_\_\_\_  
\_\_\_\_\_

2.12

**A Look again at your answers to activity 2.7A and at the newspaper report on PB page 14. Which tenses were used in each paragraph?**

Begin with the summary. \_\_\_\_\_

Describe the disaster itself. \_\_\_\_\_

Describe the effects of the disaster. \_\_\_\_\_

Describe what is happening now. \_\_\_\_\_

**B Imagine reports written with these different headlines. Think about how each headline would make each report different.**

- President to Return
- Thousands Homeless in Leninakan
- Epidemic Risk 'Great'
- No Equipment for Rescue Workers

**C Write your own report. Choose one of the headlines from activity B before you start.**

- Include things that people actually said . Look at the texts on PB page 10 and study the punctuation used when writing down what people say.
- Think about which pictures you would use.
- Remember to check your report before you write it out neatly.



# Unit 3

3.1

**A Say these words. The stressed syllables are underlined.**

career      require      qualification

apply      application      applicant

attend      advantage      vacancy

**B To 'apply' for a job means to ask for a job officially. Find other words in the adverbs on PB page 17 formed from this word.**

---

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

**Underlined words**

- 1 unfilled jobs \_\_\_\_\_
- 2 managed \_\_\_\_\_
- 3 amount of money as pay \_\_\_\_\_
- 4 saying you can have \_\_\_\_\_
- 5 ready, prepared \_\_\_\_\_
- 6 something that puts you ahead of other people \_\_\_\_\_
- 7 things that show you have had the right training \_\_\_\_\_
- 8 what you have to do \_\_\_\_\_

**Other words**

- 9 doing and finding out about something \_\_\_\_\_
- 10 organization and office work \_\_\_\_\_
- 11 the world around us \_\_\_\_\_
- 12 knowing about \_\_\_\_\_
- 13 disabled people \_\_\_\_\_
- 14 written permission to drive \_\_\_\_\_
- 15 help given to an injured person before the doctor comes \_\_\_\_\_
- 16 the science of selling \_\_\_\_\_

**D In your copybook, make phrases using the verbs in Box 1 and the nouns in Box 2.**

Box 1 - verbs			
apply for	follow	run	send for
offer	require	attend	interview
	receive		

Box 2 - nouns			
position	career	office	vacancy
salary	application form	qualifications	
	interview	applicant	

**E Now make sentences with these phrases.**

**Example:**

follow/career. *He followed a career in business.*

**3.2 A A reporter asks four people this question: 'Do you think your job is worthwhile?' Listen and match the jobs and statements by writing the letters in the answer boxes.**

A teacher      B fire-fighter      C businessman      D nurse

- We also save people's houses and their places of work.
- We work very long hours and they don't pay us much.
- I help to build the future of the country.
- People think we just make money for ourselves.

**B Listen again and make notes of some of the other things the speakers say to show that their jobs are worthwhile. Then discuss these questions.**

Do you agree that these jobs are worthwhile?  
Which one do you think is the most worthwhile?  
Is the job that you want to do worthwhile?

**C Two women, Mary and Susan, meet while waiting to pick up their children from a school swimming competition. Susan asks Mary a lot of questions about her job. Listen to their conversation. What does Mary answer to the questions? Write *Yes* or *No*.**

- 1 Do you work in an office? \_\_\_\_\_
- 2 Do you work with other people? \_\_\_\_\_
- 3 Do you make something? \_\_\_\_\_
- 4 Do you give a service? \_\_\_\_\_
- 5 Are you anything to do with medicine  
- doctors, hospitals, and so on? \_\_\_\_\_
- 6 Do you meet the public? \_\_\_\_\_
- 7 Do you work in a shop? \_\_\_\_\_



- 8 Do you wear special clothing in your job?  
Or a uniform? \_\_\_\_\_
- 9 And is your job dangerous? \_\_\_\_\_
- 10 You're a police officer. \_\_\_\_\_

**D Listen again and answer these questions.**

- 1 What does Susan do?  
\_\_\_\_\_
- 2 What will happen when Mary answers 'No' five times?  
\_\_\_\_\_
- 3 What does Mary do?  
\_\_\_\_\_
- 4 Does Susan think Mary's job is unusual? How do you know?  
\_\_\_\_\_

**3.3 A Read the descriptions of people on PB page 18 and fill in this table.**

<b>Ambition</b>	<b>Best subjects</b>	<b>Interests/ activities</b>	<b>Character</b>
<b>Patrick</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>Andrew</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>Clare</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>Diana</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>Justin</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>Fareeda</b>			
_____	_____	_____	_____
_____	_____	_____	_____



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

- 1 to be liked by other people \_\_\_\_\_
- 2 works well, without wasting time or energy \_\_\_\_\_
- 3 very, very good \_\_\_\_\_
- 4 spare-time interests \_\_\_\_\_
- 5 to organize and perform a play \_\_\_\_\_
- 6 to be successful in a test \_\_\_\_\_

**3.4 A Look at the conversation and phrases on PB page 19. Find words or phrases that mean the following:**

- 1 somebody who gives advice \_\_\_\_\_
- 2 somebody in their last year at school \_\_\_\_\_
- 3 I don't know \_\_\_\_\_
- 4 very bad \_\_\_\_\_
- 5 in the time just before now \_\_\_\_\_
- 6 that's all that I can think of \_\_\_\_\_
- 7 in your position (two phrases) \_\_\_\_\_  
\_\_\_\_\_
- 8 to refuse \_\_\_\_\_

**B Answer these questions.**

- 1 What does the school-leaver want to do after leaving school?  
\_\_\_\_\_
- 2 What has he been thinking about?  
\_\_\_\_\_
- 3 Why doesn't he want to do the same job as his mother?  
\_\_\_\_\_
- 4 Has he had any work experience? Where?  
\_\_\_\_\_

**3.5 A Read these sentences and underline the more suitable form of the verb.**

- 1 She *has never visited/has never been visiting* India in her life.

- 2 ● Why haven't you tidied your room?  
○ *I have done/have been doing* my homework.
- 3 We *have known/have been knowing* him for a long time.
- 4 Why *haven't they arrived/haven't they been arriving*?
- 5 *I have gone/have been going* out a lot recently. That's why I'm tired.
- 6 We *have walked/have been walking* for three hours now. Can we stop for a rest?

**B Write the verbs in brackets in the more suitable form of the Present perfect.**

- 1 Well done, Fareeda! You (to get) \_\_\_\_\_ much better marks in the last two months.
- 2 The drought is terrible. It (to rain) \_\_\_\_\_ for the last five years.
- 3 I (to be; never) \_\_\_\_\_ to Great Britain. I hope to go one day.
- 4 In his life my father (to visit) \_\_\_\_\_ many different countries. He often tells us about them.
- 5 The manager (to listen) \_\_\_\_\_ to your new song twice and, to be honest, he doesn't like it.
- 6 Tell Faisal to come and help. He (to listen) \_\_\_\_\_ to his cassettes for long enough now.
- 7 I (to know) \_\_\_\_\_ my best friend for almost fourteen years.
- 8 I (to work) \_\_\_\_\_ at the computer for ten hours non-stop. It's no wonder my eyes hurt.

**C In the sentence below, cross out the incorrect forms of the verbs. Note that in some sentences both forms are correct.**

- 1 Would you like *staying/to stay* at home or would you prefer *going/to go* for a walk along the corniche?
- 2 I hate to *work/working* in the evenings so I start *work/to work* very early in the morning.
- 3 I would hate *being/to be* in his shoes when his father starts to *look/looking* at his homework.
- 4 Ali's father continues *to live/living* in the town although the rest of the family would prefer *living/to live* in the country.

**A Complete these sentences about jobs.****Example:**

Somebody who manages projects is a *project manager*.

- 1 Somebody who builds houses is \_\_\_\_\_.
- 2 Somebody who makes furniture is \_\_\_\_\_.
- 3 Somebody who drives buses is \_\_\_\_\_.
- 4 Somebody who plays football is \_\_\_\_\_.
- 5 Somebody who has just left or is about to leave school is \_\_\_\_\_.
- 6 Somebody who grows coffee is \_\_\_\_\_.
- 7 Somebody who tames lions is \_\_\_\_\_.
- 8 Somebody who walks along tightropes is \_\_\_\_\_.

**Think about jobs 7 and 8. Where might you see people doing these things?**

**B Write sentences like the one below using the words in brackets.****Example:**

*If you want to be a shopkeeper, you must be friendly. You must show friendliness.*

- 1 (good student; diligent and conscientious)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 (policeman; polite and confident)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 (designer; able and computer literate)  
 \_\_\_\_\_  
 \_\_\_\_\_

**C Use your own words to complete these sentences about the qualities you need in the following jobs.**

- 1 To be a good tourist guide you should be able to \_\_\_\_\_, be willing to \_\_\_\_\_ and be good at \_\_\_\_\_.
- 2 To be a good teacher you should be able to \_\_\_\_\_, be willing to \_\_\_\_\_ and be good at \_\_\_\_\_.
- 3 To be a good doctor you must be able to \_\_\_\_\_, be willing to \_\_\_\_\_ and be good at \_\_\_\_\_.

**3.7 A Listen and underline the stressed syllables.**

ambitious    successful    available    selected    inadequate

**B Listen to the following questions related to job applications. Underline the words or syllables where the voice falls or rises and draw arrows (↑ or ↓) to show the direction.**

- 1 What qualifications do I need?
- 2 What is the training like?
- 3 Is the job here, or do I have to leave home?

**C Listen to some people talking about jobs. Answer these questions.**

- 1 Which of these are you listening to? Tick your answer.  
a) Job descriptions  b) Job advertisements  c) Job interviews
- 2 The people are talking about the following organizations. Number them in the order you heard them.  

<input type="checkbox"/> Police	<input type="checkbox"/> World Aid Organization
<input type="checkbox"/> Television company	<input type="checkbox"/> Gate-Restaurant
<input type="checkbox"/> Zoo	<input type="checkbox"/> Sunrise Travel Agency

**D Listen again and fill in the table below. The first one has been done for you.**

**M = Male F- Female**

	<b>Vacancy</b>	<b>M/F</b>	<b>Quals.</b>	<b>Age</b>	<b>Contact</b>
1	Teaching Work in clinic	Both	Good Health	Under 20	P.O.Box 791
2					
3					
4					
5					
6					

**E In your copybooks, use your notes from activity D to summarize the advertisements like this:**

The World Aid Organization has vacancies for ...  
 Applicants must ...  
 Applicants should ...

**3.8 A Answer these questions about the advertisement on PB page 22.**

- 1 What kind of work would applicants have to do in this job?
- 2 \_\_\_\_\_  
Should a Primary School teacher apply for this job? Why? Why not?
- 3 \_\_\_\_\_  
Why should applicants have a driving license?
- 4 \_\_\_\_\_  
Should somebody who is 24 apply? Why? Why not?
- 5 \_\_\_\_\_  
Should applicants telephone to ask for an application? Why? Why not?



**A With a partner, say the words.****Pupil A:** Say one word from each of the pairs below.**Pupil B:** Close your book. Write the word you hear in your copybook.**Pupil A:** Check the six words in your partner's copybook.

1 get gate 2 sell sail 3 tell tail

4 sheep ship 5 feet fit 6 scheme skim

**Change roles.****Now say these words to each other.**

ambitious successful available selected inadequate

**B Ask these questions. Remember, your voice falls on this arrow (↓) and rises on this arrow (↑).**

- 1 What will I have to (↓) do in this job?
- 2 What qualifications do I (↓) need?
- 3 What is the (↓) training like?
- 4 Do I have to take an exam (↑) nation?
- 5 Is the job (↑) here, or do I have to leave (↓) home?
- 6 What (↓) prospects are there?
- 7 When can I (↓) start?

**C The Sunrise Travel Agency wants to employ a clerk. The employer is interviewing an applicant for the job. Read all the sentences in the interview below silently. Then make conversations.****Pupil A:** Take the part of the applicant. Choose the first of each of the things the applicant says.**Pupil B:** Take the part of the employer. Listen to the applicant carefully and choose a correct reply.Applicant: { What will I have to do in this job?  
When can I start?Employer: { You must be available next week.  
Help people book their holidays.Applicant: { What qualifications do I need?  
What is the training like?

- Employer: { You will learn how to book plane tickets and how to use a computer.  
You don't need any. We will teach you everything.
- Applicant: { Do I have to take an examination?  
Is the job here, or do I have to leave home?
- Employer: { No. But we will look at your work after three months.  
Later you will have the chance to work abroad.
- Applicant: { What prospects are there?  
How much will I earn?
- Employer: { Initially you will get £800 a month.  
Oh, this is a job with a future because more and more people  
are going on holiday nowadays.

**Change roles. The new applicant should choose the second options.**

**Listen to the model conversations to check your own.**

**D Ask and answer questions about another job. One of you takes the part of the applicant, the other the employer.**

3.10

**A Use the words in the boxes to complete these sentences. First choose the correct preposition from Box A. Then choose a suitable phrase from Box B. Use each phrase once only. Write any verb in the correct form.**

Box A			
to	for	in	of

Box B			
a quick reply	to show you some of my work	the job advertised	to get a higher salary
animal care	to work abroad	the Far East	to shout at animals

- 1 I would like to apply \_\_\_\_\_.
- 2 I am very interested \_\_\_\_\_.
- 3 I have had 3 years' training \_\_\_\_\_.
- 4 Like you, I do not believe \_\_\_\_\_.
- 5 I speak fluent Chinese and Japanese because I have had a lot of experience \_\_\_\_\_.
- 6 I would be very happy to have the chance \_\_\_\_\_  
\_\_\_\_\_



- 7 I am also looking forward \_\_\_\_\_
- 8 I would be grateful \_\_\_\_\_.

**B Look at the pairs of sentences below. Decide whether the connections between them is one of *addition* or *consequence*.**

- 1 He was lazy and could not speak a foreign language.  
He was not given the job in the Ministry.
- 2 Ali applied for a lot of jobs in Sana'a.  
He applied for a lot of positions abroad.
- 3 Fatma is diligent and computer literate.  
She has excellent communication skills.  
She is brilliant at dealing with problems.
- 4 Mahmoud always got good marks in Science.  
He wanted to become a doctor.

**C Join the pairs of sentences in as many ways as you can.**

3.11

**A Look at PB page 24. Match the numbers and letters.**

- |   |                          |   |                          |   |                          |   |                          |    |                          |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|----|--------------------------|
| 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5  | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> |

**B Find words on PB page 24 that mean the following:**

- 1 design (of a text) \_\_\_\_\_
- 2 business-like, not friendly \_\_\_\_\_
- 3 the name of the first words used when meeting or writing to someone  
\_\_\_\_\_
- 4 a way of talking politely to a man \_\_\_\_\_
- 5 a way of talking politely to a woman \_\_\_\_\_
- 6 one phrase to end a letter \_\_\_\_\_

**Look at the letters on PB page 22 to check your answers.**

3.12

**A Write a letter of application in response to the advertisement on PB page 24.**

# Unit 4

4.1

**A Look at PB page 25. Match the words and the pictures.**

A  B  C  D  E  F  G  H   
I  J  K  L  M  N  O  P

**B Fill in the gaps in these sentences. Choose the right word from the box.**

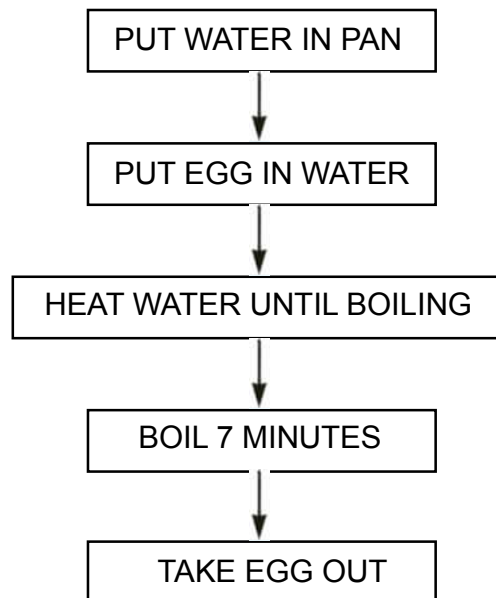
boil	grill	grate	squeeze	peel	knife
------	-------	-------	---------	------	-------

- 1 You have to \_\_\_\_\_ a mango before you can eat it.
- 2 When you \_\_\_\_\_ cheese, you get long, thin pieces.
- 3 You need a \_\_\_\_\_ to chop vegetables.
- 4 You have to \_\_\_\_\_ water before you can make tea.
- 5 To \_\_\_\_\_ meat, you place it under the heat.
- 6 When you \_\_\_\_\_ an orange, you get orange juice.

4.2

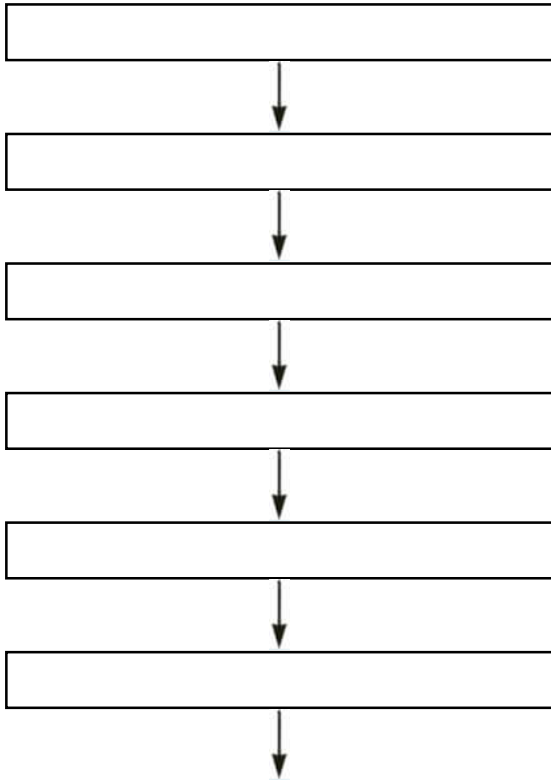
**A A flow chart is a simple way of showing information. Look at the text and flow chart below, both showing how to cook a hard-boiled egg. Compare how they give the instructions.**

First put some water in a pan. Next put the egg in the water. Heat the water until it is boiling. Then boil for seven minutes. After that, take the egg out of the water.

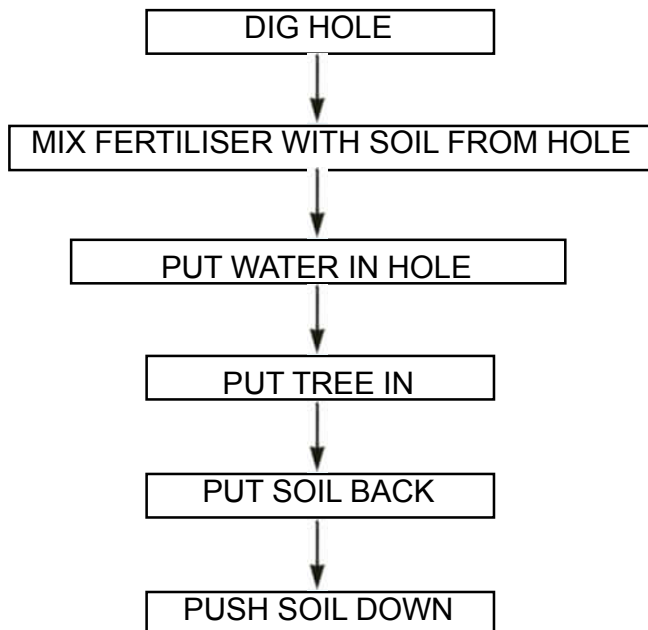


**B Complete the flow chart using the information in the text.**

First choose which programme you want to record. Next put a cassette in the video. Then choose the correct TV channel. After that, check the time the programme begins. Then set the timer on the video. Finally, push the record button.



**C The flow chart below tells you how to plant a small tree. Use the information to write a paragraph in your copybooks. Don't forget to use sequence words like *first*, *next*, *then*, *after that* and *finally*. You can use some of them more than once.**



**A Read PB page 26 and write short answers to these questions.**

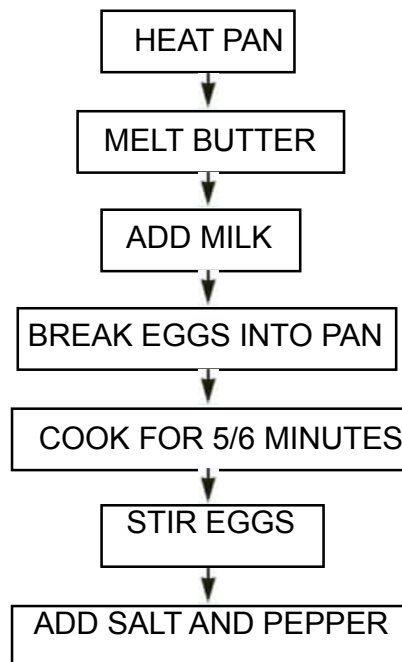
- 1 What are ingredients? \_\_\_\_\_
- 2 When does James' mother prepare her ingredients? \_\_\_\_\_  
\_\_\_\_\_
- 3 What does she do to the tomatoes? \_\_\_\_\_
- 4 What does she do to the cloves of garlic? \_\_\_\_\_
- 5 How many spices does she use? \_\_\_\_\_
- 6 What does she fry the ingredients in? \_\_\_\_\_
- 7 Which ingredients go in first? \_\_\_\_\_
- 8 What goes in next? \_\_\_\_\_
- 9 The word 'simmer' means  
a) fry  b) boil gently  c) grill.
- 10 For how long does she fry the pieces of fish? \_\_\_\_\_  
\_\_\_\_\_

**B Look at these sentences and guess the meaning of *heat*, *melt* and *stir*.**

- 1 When you heat ice, it melts and changes to water.
- 2 When you heat food quickly, you should stir it to stop it burning. You can stir the food with a wooden spoon.

**C Use the flow chart to tell your partner how to cook scrambled eggs.**

**Ingredients:** eggs (3 for each person), butter, milk, salt and pepper.



- 4.4 **A Use the information on PB page 27 to fill in this table. The first part has been done for you as an example.**

Zone	1	2	3	4	5
Height in metres	<i>0 to 300</i>				
Climate	<i>tropical</i>				
Vegetation	<i>dates</i> <i>cotton</i> <i>vegetables</i> <i>grain</i>				

- B Discuss with your partner similar information about Southern Yemen. Think about these things:**
- the name of one or more of the zones
  - the climate
  - the vegetation
- C Use the information you have discussed to write five sentences in your copybook about Southern Yemen.**

- 4.5 **A Look at the table you completed in the last lesson. Use the information to test your partner. Ask questions like these:**

How high are the Eastern mountain slopes?  
Where does cotton grow?  
Where will you find a subtropical climate?

- B Make conversations. Listen to what your partner says and choose the right thing to say.**

**Pupil A - You begin.**

- 1 Can you cook?
- 3 { Would you like to learn?  
Who taught you?
- 5 { What do you cook?  
Why not?
- 7 { What do you do if you're by yourself?  
What's your favourite?
- 9 { Do you catch your own fish?  
You can't go every day.

**Pupil B - Your partner begins.**

- 2 { Yes, I can.  
    { No, I can't.
- 4 { No, not really.  
    { My aunt.
- 6 { I don't have to.  
    { Lots of things. Fish, lamb, rice, vegetables.
- 8 { I go to a restaurant.  
    { Fish. I love fish.
- 10 { No. I haven't got a boat.  
    { Why not?

**C Prepare some notes in your copybooks on the zone you live in. Be ready to tell the rest of the class about it if you are asked.**

4.6

**A Give instructions for making coffee. Use sequence words and phrases.**

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**B Your supervisor is telling you how to make the sauce for frozen pizzas produced at your factory. You are going to write the process in an instruction manual. Use the Present passive, as your focus is on the ingredients.**

First you fry the onions and garlic.  
Then you add the spices.  
Next you add the tomatoes.  
After that, you cover the mixture.  
Finally you simmer for fifteen minutes.

*First the onions and garlic are fried. Then ...*

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**C Re-write your instructions for making coffee in the same way.**

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**D Put each verb in brackets into the correct tense.**

**Example:**

While the mixture *is boiling* (boil) gently, you *fry* (fry) the pieces of fish.

- 1 While you \_\_\_\_\_ ( wait) for the water to boil, you \_\_\_\_\_ (put) the coffee in the pot.
- 2 While the oven \_\_\_\_\_ (heat) up, you \_\_\_\_\_ (prepare) the ingredients.
- 3 You \_\_\_\_\_ (make) the sauce while the food \_\_\_\_\_ (cook).
- 4 You \_\_\_\_\_ (stir) the soup while it \_\_\_\_\_ (simmer).

4.7

**A Number the main points of the text in order.**

- Making compound words
- Using prefixes and suffixes
- Taking words from other languages
- Changing parts of speech

**B Read the text carefully and find:**

**Paragraphs 1 and 2:** six languages \_\_\_\_\_

ten borrowed words \_\_\_\_\_

**Paragraph 3:** three prefixes \_\_\_\_\_ two suffixes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Paragraph 5:** a noun which can be a verb \_\_\_\_\_  
 an adjective which can be a noun \_\_\_\_\_  
 a preposition which can be a verb \_\_\_\_\_

**C Find and underline the prefixes and suffixes in these words.**

reporter	unusual
enjoyment	retake
impolite	unbelievable

**D Which of the following words are compounds? Circle them.**

beautiful    armchair    rename    housework    magnificent

**E Look at the word in italics in each sentence below. Is it a verb or a noun?**

- a) Sharp knives can *cut* you. \_\_\_\_\_
- b) The *cut* on his arm was bleeding badly. \_\_\_\_\_
- c) Ali decided to go for a *ride* on his bicycle. \_\_\_\_\_
- d) The horse was too wild to ride. \_\_\_\_\_
- e) You can lead a horse to water but you can't make it *drink*. \_\_\_\_\_
- f) I'd like a soft *drink*, please. \_\_\_\_\_

**F Complete the tables below.**

Verb	Noun	Noun	Adjective
greet		electricity	
move			shady
	collection	necessity	
advertise		dirt	
	enjoyment	care	
	explanation		successful
	discovery	darkness	
suggest			long



**A Look at the text on PB page 30 and write short answers to these questions.**

- 1 What was Aisha interested in? \_\_\_\_\_
- 2 What did she know about diving? \_\_\_\_\_  
\_\_\_\_\_
- 3 What did this make her believe? \_\_\_\_\_  
\_\_\_\_\_
- 4 How many things did she need to do her experiment? \_\_\_\_\_
- 5 Why did she make holes in the plastic bottle? \_\_\_\_\_  
\_\_\_\_\_
- 6 Where was the longest jet of water? \_\_\_\_\_
- 7 Was Aisha's hypothesis correct? \_\_\_\_\_

**B Read this short text. Then fill in the sheet below.**

Galileo was a scientist. One of his experiments is very famous. It was an investigation into the speed of falling objects. He believed that the heavier an object was, the quicker it would fall. In 1584 he climbed to the top of the Tower of Pisa, carrying two metal balls. One ball was heavier than the other. He dropped the two balls at the same time and both balls hit the ground together.

<b>Name:</b>	_____
<b>Date:</b>	_____
<b>TITLE:</b>	_____
<b>HYPOTHESIS:</b>	_____
<b>MATERIALS:</b>	_____ _____
<b>PROCEDURE:</b>	_____ _____ _____
<b>DATA:</b>	_____
<b>CONCLUSION:</b>	_____ _____

**4.9 A Here is some information about another experiment. Write each piece of information in the correct place in the table.**

- Put the toy boat in the jug ...
- 13.12.1999
- A large jug, a bowl, a small toy boat, a pair of scales, some stones.
- Aisha Yousif
- An investigation into water displacement.
- Floating objects displace their own weight in water.
- The data confirms the hypothesis.
- When the stones were put in the boat, some water from the jug overflowed into the bowl.
- When you get into the bath, the level of the water rises.
- Why do metal ships float?

<b>Name:</b>	<i>Aisha Yousif</i>
<b>Date:</b>	
<b>TITLE:</b>	
<b>QUESTION:</b>	
<b>RESEARCH:</b>	
<b>HYPOTHESIS:</b>	
<b>MATERIALS:</b>	
<b>PROCEDURE:</b>	
<b>DATA:</b>	
<b>CONCLUSION:</b>	

**B Here is the procedure in full. Number the sentences in a logical order.**

- Put the jug in the bowl.
- Fill the jug with water right up to the top.
- Fill the toy boat with stones.
- Put the toy boat in the jug.
- Take the jug out of the bowl.
- Weigh the bowl with the water.
- Empty the water out and weigh the bowl again.
- Weigh the stones.

**C In your copybooks, draw and label a diagram of the experiment.**

**D Here is the data from the experiment. Complete the information with a suitable word in each space.**

When the stones \_\_\_\_\_ put in the boat, some water from the \_\_\_\_\_ overflowed into the \_\_\_\_\_. The bowl \_\_\_\_\_ 50 grams with the water and 40 grams without, \_\_\_\_\_ the water weighed 10 grams. The stones also weighed 10 \_\_\_\_\_.

**E Listen to the conversation and tick the correct boxes.**

- 1 Ahmed did the experiment
  - a) to prove Galileo's hypothesis
  - b) to disprove Galileo's hypothesis
  - c) because he had to.
- 2 He used
  - a) two metal balls  b) an orange ball and paper
  - c) an orange and a paper ball.
- 3 Saleh agreed with Ahmed that to prove Galileo's hypothesis
  - a) the objects should be the same weight
  - b) the objects should be different weights
  - c) the size and weight do not matter.
- 4 When the paper ball hit the ground he knew he would not
  - a) see it  b) hear it  c) know it.
- 5 To help him, he got his
  - a) brother  b) cousin  c) sister.
- 6 As the balls fell, she
  - a) watched  b) listened  c) shouted to Ahmed.
- 7 The paper ball hit the ground
  - a) at the same time as the orange  b) after the orange
  - c) before the orange.
- 8 Which of the following did Saleh conclude was not quite right?
  - a) the hypothesis  b) the procedure  c) the materials



4.10

**A Write sentences using *have* or *get*. Use the correct tense.**

1 You need somebody to help you with your homework. (*have*)

*Have somebody* \_\_\_\_\_

2 You need the garage to fix your car. (*get*)

\_\_\_\_\_

3 You need your daughter to do your shopping for you. (*have*)

\_\_\_\_\_

4 You need advice about your career. (*get*)

\_\_\_\_\_

**B Write these sentences in another way.**

1 If a fish gets hungry, it will be easier to catch.

\_\_\_\_\_

2 If food gets cheaper, you can buy more.

\_\_\_\_\_

3 If you read well, you will enjoy reading more.

\_\_\_\_\_

4 If it gets colder, you'll need warmer clothes.

\_\_\_\_\_

**C Each of the words below can be a noun or a verb. Write one sentence of each part of speech.**

**Example:**

1 heat *If you heat metal, it expands. I don't like heat.*

2 fish \_\_\_\_\_

3 cut \_\_\_\_\_

4 saw \_\_\_\_\_

5 milk \_\_\_\_\_

6 fly \_\_\_\_\_

**D Read the pairs of sentences.**

- 1 What part of speech is the word in italics in each sentence?
  - a) I *like* chocolate and so does my brother. ( \_\_\_\_\_ ) He is *like* me in many ways. ( \_\_\_\_\_ )
  - b) *Since* he's late, let's start without him. ( \_\_\_\_\_ ) We have been waiting for him *since* 10 o'clock. ( \_\_\_\_\_ ).
  - c) My sister is *well* and I am as *well*. ( \_\_\_\_\_ ) ( \_\_\_\_\_ )
  - d) I *left* the town and turned *left* at the first junction. ( \_\_\_\_\_ ) ( \_\_\_\_\_ )
- 2 Think of another word or phrases for the word in italics in each case.

4.11

**A Read the text on PB page 32. Find words or expressions that are the opposite of those below.**

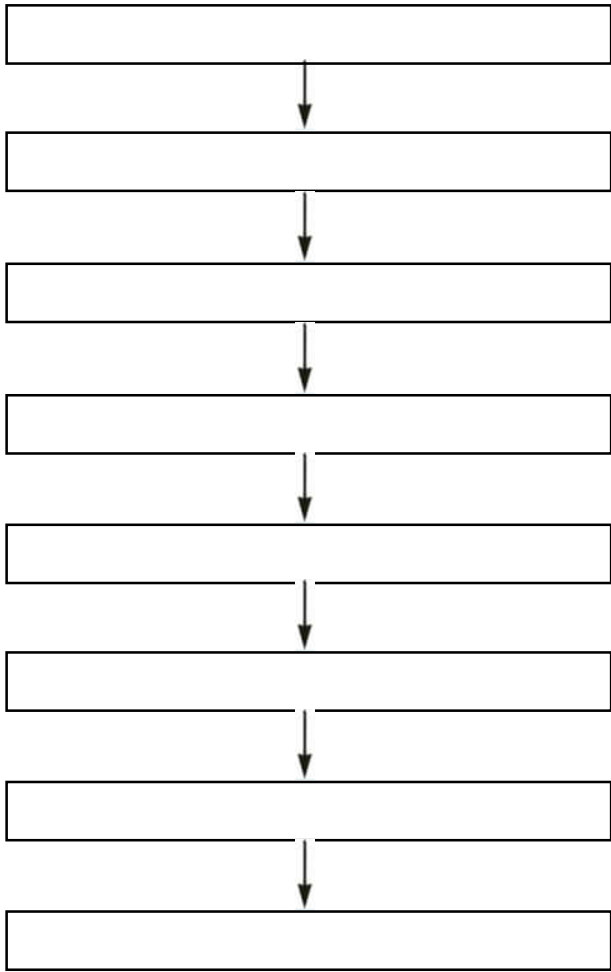
- 1 sell \_\_\_\_\_
- 2 taken from \_\_\_\_\_
- 3 a few \_\_\_\_\_
- 4 more and more \_\_\_\_\_
- 5 slowly \_\_\_\_\_
- 6 departure from \_\_\_\_\_
- 7 freezing \_\_\_\_\_
- 8 fresh water \_\_\_\_\_

**B Re-read the text and write short answers to these questions.**

- 1 How long after harvesting are frozen peas processed? \_\_\_\_\_
- 2 What happens to the peas that are sent to market? \_\_\_\_\_  
\_\_\_\_\_
- 3 What happens to the harder peas at the processing factory? \_\_\_\_\_  
\_\_\_\_\_
- 4 What are used to clean the peas when they arrive? \_\_\_\_\_
- 5 What do you call a place where large amounts of frozen food are kept? \_\_\_\_\_  
\_\_\_\_\_
- 6 What kind of trucks are used to transport frozen food? \_\_\_\_\_  
\_\_\_\_\_

**C** Look at the expressions in the box below. Use them to fill in the flow chart in the correct order.

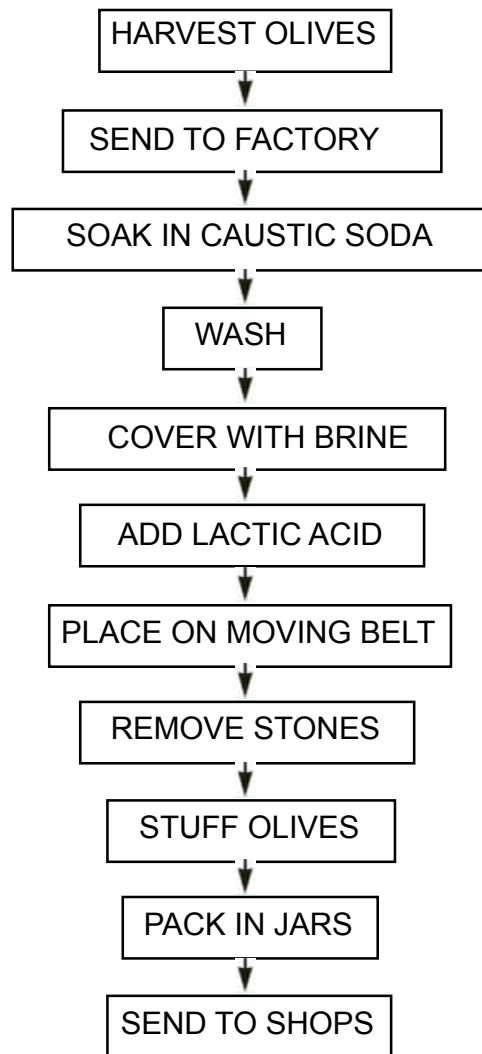
pass through brine   wash again   blanch   quick-freeze  
choose peas   clean by fans   cool   wash



4.12

**A** Read this short text about olives. Then look at the flow chart on the next page describing the process of producing stuffed olives for sale in the shops.

Olives are small black or green fruit. In the middle of an olive is a seed called a 'stone'. Sometimes the stones are taken out and red pepper paste is put into the holes that are left. This is called 'stuffing' the olive.



**Match each of these words from the flow chart with its meaning.**

- |           |  |
|-----------|--|
| 1 harvest | a) long thin strip of rubber               |
| 2 soak    | b) put                                     |
| 3 place   | c) put in liquid for a long period of time |
| 4 belt    | d) put in tightly                          |
| 5 remove  | e) small glass bottles                     |
| 6 pack    | f) take from the trees                     |
| 7 jars    | g) take out                                |

**B Use the information in the flow chart to write a description of the process. Use the Present passive. Do not forget to use sequence words and phrases.**



# Unit 5

5.1 **A** Look at PB page 33. Write the words next to the correct numbers.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_

**B** Mark the sentences on PB page 33 true or false. Write T or F.

- A  B  C  D  E  F  G  H  I

**C** Correct the six false sentences.

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



**D Put the words in the box below into sets.**

4-wheel-drive   accelerator   airport   democracy   desertification  
erosion   forestation   helicopter   hill   ignition   key   monarchy  
parliament   petrol   plain   plane   president   republic  
steering-wheel   to land   to take off

**Cars**

**Politics**

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

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

**Flying**

**Environment**

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

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

**5.2**

**A Complete these sentences about the objects.**

- Object 1 must be a \_\_\_\_\_. I'm absolutely sure.
- Object 2 \_\_\_\_\_ be a shower. I'm not sure.
- I thought Object 3 was a \_\_\_\_\_ and I was right.
- Object 4 \_\_\_\_\_ be a \_\_\_\_\_. It's obvious.
- Object 5 \_\_\_\_\_ be a pair of glasses, but it is difficult to see.
- Object 6 \_\_\_\_\_ be a \_\_\_\_\_. Anyone can see that.

**B Complete these sentences with the correct form of the verb in brackets.**

- If there (be) \_\_\_\_\_ no more rain in Yemen, many people (die) \_\_\_\_\_ of thirst.
- If all the planes (stop) \_\_\_\_\_ flying, hotels (have) \_\_\_\_\_ fewer customers.



- 3 If all the plants (stop) \_\_\_\_\_ growing, birds (make) \_\_\_\_\_ their nests on the ground.
- 4 If there (be) \_\_\_\_\_ no more electricity, we have (have to) \_\_\_\_\_ to use oil lamps.

**C Write two sentences of your own.**

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**5.3 A Listen and write the names of the places.**

**Where are they?**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**B Listen to a woman talking about a special day in her life. Are the statements below true or false? Write T or F.**

- 1 Elizabeth became Queen on 2nd June, 1953.
- 2 The ceremony was in London.
- 3 Other kings and queens were at the ceremony.
- 4 The Queen rode through London in a white coach.
- 5 The soldiers were wearing swords.
- 6 People had waited along time to see the Queen.
- 7 The Queen got wet.
- 8 The speaker was at the ceremony.
- 9 The speaker lived in London.
- 10 The speaker got a present.
- 11 There was a picture of the King on the present.
- 12 The speaker liked the music best.

**C Listen again and correct the false sentences.**

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**D Some answers are not given directly. Listen again carefully and think about the information. Then write short answers to these questions.**

1 How long was Elizabeth Queen before she was crowned?

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2 What could the Queen hear as she rode through London?

---

3 How do you know that a lot of people were interested in seeing the Queen ride past?

---

4 Do you think the speaker got wet?

---

5 Do you think she saw the ceremony in colour or in black and white?

---

6 How old is the speaker now?

---

7 What is the name of the ceremony at which a king or queen is crowned?

---

**A Complete these sentences with suitable words.****What is it?**

- 1 It \_\_\_\_\_ be an elephant but it \_\_\_\_\_ be a cigarette or a cup of coffee. It \_\_\_\_\_ also be \_\_\_\_\_.
- 2 It \_\_\_\_\_ be a boat but it \_\_\_\_\_ be a bottle or a piece of wood. It \_\_\_\_\_ also be \_\_\_\_\_.

**Where are they?**

- 1 He \_\_\_\_\_ be in a rowing boat, but he \_\_\_\_\_ be in a motor boat. He \_\_\_\_\_ also be on a \_\_\_\_\_.
- 2 He or she \_\_\_\_\_ be in a shop, but they \_\_\_\_\_ be in a classroom or a meeting hall. They \_\_\_\_\_ also be in a \_\_\_\_\_.

**B Complete these sentences with suitable words.****Who says the following in their job?**

- 1 Number 1 \_\_\_\_\_ be a doctor. He or she \_\_\_\_\_ be \_\_\_\_\_.
- 2 Number 2 \_\_\_\_\_ be a policeman. He or she \_\_\_\_\_ be \_\_\_\_\_.
- 3 Number 3 \_\_\_\_\_ be a cook. He or she \_\_\_\_\_ be \_\_\_\_\_.
- 4 Number 4 \_\_\_\_\_ be a nurse. He or she \_\_\_\_\_ be \_\_\_\_\_.
- 5 Number 5 \_\_\_\_\_ be a zoo-keeper. He or she \_\_\_\_\_ be \_\_\_\_\_.

**What objects might say something like this?**

- 1 *Number 1 must* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**C Discuss these questions.**

**What do these people feel? Why?**

- 1 What might he be waiting for? What could have happened? How would you feel if you were in his shoes?
- 2 What could she have heard? What might have happened?

**D Find words or phrases that mean the following:**

- 1 look very carefully at \_\_\_\_\_
- 2 stay \_\_\_\_\_
- 3 hit with your foot \_\_\_\_\_
- 4 puzzle \_\_\_\_\_
- 5 walk with slow, regular steps \_\_\_\_\_
- 6 talk in a friendly way about non-important things \_\_\_\_\_

**5.5 A Re-write the underlined sentences using suitable modal verbs.**

- 1 I am absolutely certain that you are Khaled's brother. He has told us so much about you.  
\_\_\_\_\_
- 2 If I lived in the town, I would be able to visit my friends more often.  
\_\_\_\_\_
- 3 It is possible that I am wrong. I'm not sure.  
\_\_\_\_\_
- 4 It is impossible that it is so late. We've only just started.  
\_\_\_\_\_
- 5 I do not have the ability to see without glasses.  
\_\_\_\_\_
- 6 You are not allowed to speak in a public library.  
\_\_\_\_\_
- 7 Yesterday was Monday, so I'm sure that today is Tuesday.  
\_\_\_\_\_
- 8 I wish that I had the ability to fly like a bird.  
\_\_\_\_\_

9 It is possible that it will rain tomorrow. I'm not sure.

\_\_\_\_\_

10 It is absolutely impossible that you are Khaled's brother. You're nothing like him.

\_\_\_\_\_

**B Write the verbs in brackets in the correct form.**

- 1 When Ali saw the teacher (come) \_\_\_\_\_ along the corridor, he ran back into the classroom.
- 2 In the mornings, after prayer, I always watch the sun (rise) \_\_\_\_\_ above the mountains and then have breakfast.
- 3 One day last year I saw a plane (crash) \_\_\_\_\_ into the ground and even from a distance of ten kilometres I could hear the petrol (explode) \_\_\_\_\_.
- 4 Eye-witnesses felt the ground (shake) \_\_\_\_\_ beneath their feet and saw blocks of flats (collapse) \_\_\_\_\_ like packs of cards.
- 5 In the terrible famine in Africa you could see people (die) \_\_\_\_\_ of hunger in the streets and hear people (cry) \_\_\_\_\_ in pain.

5.6

**A Read the story on PB page 37 as quickly as you can. Are the following sentences true or false? Write T or F.**

- 1 The *Mary Celeste* was found on December 5th, 1872.
- 2 Captain Morehouse was the captain of the *Mary Celeste*.
- 3 The *Mary Celeste* was found in the Pacific Ocean.
- 4 She did not answer the *Dei Gratia's* signals.
- 5 Captain Morehouse could see some people on the deck.
- 6 The Captain and two sailors rowed across to the other ship.
- 7 There was nobody on the ship.
- 8 All the cabins were untidy.
- 9 They did not find anything unusual.
- 10 After some enquiries, the mystery was solved.

**B Answer these questions.**

1 What were the sailing conditions like on the morning of December 5th, 1872?

---

2 How do you know that Morehouse still could not see the other ship clearly two hours after the sailor had seen her?

---

3 What was strange about the ship Morehouse saw?

---

4 What did Morehouse order a sailor to do?

---

5 How did Morehouse know that the *Mary Celeste* was steering herself?

---

6 Who went aboard the *Mary Celeste*?

---

7 a) What food did they find?

---

b) What did this tell Morehouse?

---

8 a) What valuable things were on the ship?

---

b) What did this tell Morehouse?

---

9 a) What made Morehouse think that the crew of the *Mary Celeste* may have killed the captain?

---

b) What made it unlikely that the crew had done this?

---

10 What other mysterious thing did they see?

---

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

- 1 journey at sea \_\_\_\_\_
- 2 something impossible to explain \_\_\_\_\_
- 3 how clearly things can be seen \_\_\_\_\_
- 4 away from each other \_\_\_\_\_
- 5 saw \_\_\_\_\_
- 6 see something \_\_\_\_\_
- 7 without people \_\_\_\_\_
- 8 he felt very frightened \_\_\_\_\_
- 9 sudden fear \_\_\_\_\_
- 10 coloured \_\_\_\_\_
- 11 sailors refused to obey their captain's orders \_\_\_\_\_
- 12 sailing uncontrolled \_\_\_\_\_

5.7

**A Link these suggestions and the reasons to make sentences.**

**Suggestions**

The sailors must have mutinied ...

The sailors cannot have mutinied ...

**Reasons**

... because the Captain found a blood-stained sword.

... because there was no sign of trouble.

... because the boats were still hanging in their correct places.

... because all the gold and jewellery were still on the boat.

... because sailors often disobeyed their captain.

**B Look again at the explanations on PB page 38. Discuss your reasons for delivering or not believing any of the explanations.**

**Here are some facts to help you.**

- The captain wrote nothing in the ship's diary. Everything was tidy.
- There was a half-eaten meal on the table.
- Nobody had taken the gold.
- There was no damage.



**Talk about them like this:**

- The captain would have written something in the ship's diary.
- Everything would have been untidy.
- Nobody would have left a meal half-eaten.
- Somebody would have taken the gold.
- There would have been some damage.

**C Which explanation do you think is best? Write four sentences to explain why.**

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**5.8 A Listen to the story of the *Mary Celeste* as told by a man called 'Fosdyke', and tick the correct boxes.**

- 1 He is speaking in the year 1872.   
He is speaking in the year 1912.
- 2 There were 12 people on the ship.   
There were 8 people on the ship.
- 3 Most of the sailors were washing the deck.   
All the sailors were washing the deck.
- 4 The Captain had his breakfast before the sailors.   
The Captain had his breakfast after the sailors.
- 5 The Captain's wife was at the sewing-machine.   
The Captain's daughter was at the sewing-machine.
- 6 The platform at the bow of the ship was for Fosdyke.   
The platform of the bow of the ship was for the Captain's daughter.
- 7 One of the sailors tried to swim around the ship.   
The Captain tried to swim around the ship.
- 8 Everybody climbed onto the platform to watch the sailor.   
Everybody climbed onto the platform to jump into the sea.
- 9 The man in the water screamed when another sailor jumped in.   
The man in the water screamed when sharks attacked and killed him.



- 10 Everybody fell into the sea when the platform broke.   
everybody jumped off the platform to help the men in the sea.
- 11 Fosdyke climbed back on the *Mary Celeste*.   
The *Mary Celeste* sailed on with nobody abroad.
- 12 Nobody on the small island believe Fosdyke.   
Nobody in England believed Fosdyke.

**B When Fosdyke got back to England, he was asked a lot of questions. Below are some of the answers he gave. Write the questions.**

- 1 \_\_\_\_\_  
Only myself. I was the only passenger.
- 2 \_\_\_\_\_  
He built it at the bow of the ship.
- 3 \_\_\_\_\_  
He said: 'I can swim around the ship with my clothes on.'
- 4 \_\_\_\_\_  
Yes. He climbed onto the platform with his wife.
- 5 \_\_\_\_\_  
Some were attacked by sharks and others drowned.
- 6 \_\_\_\_\_  
I held onto a piece of wood and swam there.

**5.9**

**A Use a modal verb to complete these sentences.**

- 1 It \_\_\_\_\_ rained last night. The roads are wet.
- 2 I \_\_\_\_\_ passed the exam. I don't know yet.
- 3 I \_\_\_\_\_ put enough salt in this soup. It's tasteless.
- 4 The crew \_\_\_\_\_ been eaten by a monster because there is no sign of panic.
- 5 The earthquake \_\_\_\_\_ been very strong because nearly all the buildings collapsed.
- 6 Pirates \_\_\_\_\_ attacked the ship. It's difficult to say.

**B Report what these people say using the verb in brackets. Look at the example.**

**Example:**

'Left turn!' the officer said to his men. (order)

*The officer ordered his men to turn left.*

1 'Help me with the washing up,' my mother asked. (ask)

2 'Learn ten new words for a test,' said our teacher. (want)

3 'Row faster!' Captain Morehouse ordered his crew. (order)

4 'Please bring a glass of water,' I said to the waiter. (ask)

**Write your own sentences.**

What do you want your best friend to do for you?

What do you want your parents to do for you?

What do you want your teacher to do for you?

**C Use the correct reflexive pronouns.**

1 There's no need to help. We can take care of \_\_\_\_\_.

2 Come in, please, and sit down. You are both most welcome. Make \_\_\_\_\_ at home.

3 My sister hurt \_\_\_\_\_ playing volleyball yesterday.

4 You never listen to me. I may as well talk to \_\_\_\_\_.

5 All the passengers on the ship to throw \_\_\_\_\_ into the sea.

6 Ahmed! What have you been doing? Go and wash \_\_\_\_\_.



5.10      **A**      **Identify everything in the picture and say what is unusual.**

Write notes, e.g. Car swerved onto pavement.

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**B Work out possible answers to the questions below.**

1 Why did the cat jump onto the wall?

---

2 Why did the car drive onto the pavement?

---

3 Why is the man hanging from the tree?

---

4 Why did the ladder fall down?

---

5 What happened to the boy?

---

6 How did the bottle get broken?

---

7 Why is the table in the middle of the road?

---

8 Why is the saw lying on the bonnet of the car?

---

**C Work out the order in which you think things happened.**

**D What conclusion do you come to? Discuss with your partner what must have happened.**

**5.11 A Here is the first part of the story. Look at the pictures and correct the sentences.**

1 One afternoon, Tim and Hamad were flying to Rig 10 when Hamad saw something in the air.

---

---

2 'Look! Over there!' he whispered.

---

---

3 It was a red car with its doors closed.

---

- 4 Tim landed the helicopter on the car.  
\_\_\_\_\_
- 5 Tim walked over to the car, got in and turned on the radio.  
\_\_\_\_\_
- 6 ‘They still had plenty of petrol,’ Hamad said.  
\_\_\_\_\_
- 7 Hamad opened the bonnet and took out a bottle of water.  
\_\_\_\_\_
- 8 ‘Some problem with the water,’ he said.  
\_\_\_\_\_
- 9 Hamad pointed at three sets of footprints leading to the car.  
\_\_\_\_\_
- 10 ‘The nearest town is 25 kilometres away,’ he said. ‘Come on.’  
\_\_\_\_\_
- 11 They climbed back into the helicopter and drove off.  
\_\_\_\_\_
- 12 They followed the tracks for several kilometres and then separated.  
\_\_\_\_\_

**B In the next lesson you are going to write the end of the story. The first step is to decide what information to include. Make up answers to the questions below to get started.**

- 1 Who were the people in the car?

	First person	Second person
<b>Name</b>		
<b>Age</b>		
<b>Occupation</b>		
<b>Description</b>		

- 2 Where were the people going?
- 3 What happened to the car?
- 4 Why did they leave the car?

- 5 Why did they separate?
- 6 Did Hamad and Tim find one or both of them? How? Where?

**C How are you going to tell the story? Choose one of the ways below.**

- 1 Hamad and Tim find one of the people. He/she tells them what happened. They all go in the helicopter to find the other person.
- 2 The scene changes from Hamad to one of the people. The narrator explains what happened. Hamad and Tim arrive to rescue the person. They all go in the helicopter to find the other person.

5.12

**A Look at the pictures on PB page 40 and re-tell the first part of the story in pairs.**

**B Look back at your notes for the ending of the story. Tell your partner how the story ends. Ask and answer questions about any part you do not understand.**

**C Write the ending of the story.**

**Remember:**

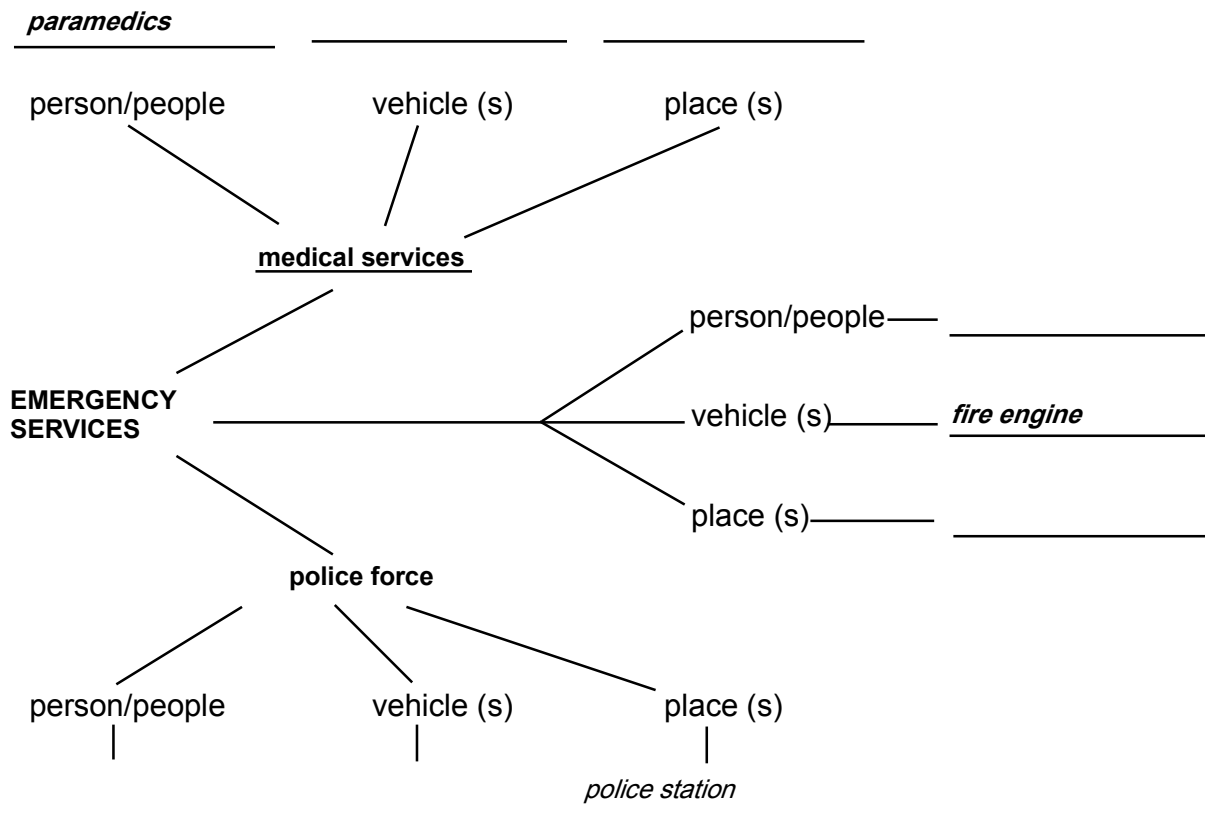
- Write your story in draft, check it, improve it, and then write it again.
- Use the correct punctuation when writing out speech.
- Vary the position of adverbs and adverbial phrases.
- Use as many adjectives as you can to make the story more interesting.

# Unit 6

6.1 **A Read the two newspaper stories on PB page 41 and write short answers to these questions.**

- 1 When did each incident happen? \_\_\_\_\_
- 2 Which emergency services came to each emergency? \_\_\_\_\_  
\_\_\_\_\_
- 3 What do you know about the people who were helped? \_\_\_\_\_  
\_\_\_\_\_
- 4 Which of them were injured and how badly? \_\_\_\_\_  
\_\_\_\_\_
- 5 What do you know about the people who helped them? \_\_\_\_\_  
\_\_\_\_\_

**B Networks can help you collect and learn vocabulary. Add words from the newspaper stories to this network. Add other words you know.**





6.2      **A    A reporter interviewed all the people in the accident shown on PB page 42. Read the conversation below and decide who he was interviewing.**

The conversation was between the officer and

- a) the truck driver
- b) the car driver
- c) the motorbike rider.

**Say how you know.**

**Reporter:** Well, I've heard the other people's stories. Now I'd really like to hear yours. \_\_\_\_\_

**Man:** Well, I was coming to the end of the tunnel, out into the sun. It was so bright. \_\_\_\_\_

**Reporter:** Go on. \_\_\_\_\_

**Man:** Well, then I saw the bend to the right, and the next thing, just on the bend, I saw rocks on the road - a rock-fall. I had to move out fast into the middle of the road. \_\_\_\_\_

**Reporter:** Didn't you look in your mirror first? \_\_\_\_\_

**Man:** No, there was no time. And next I saw the truck, coming round the bend.

**Reporter:** And didn't you hear the car?

**Man:** Yes, just then. It was trying to get past me. But there was no room. I heard his brakes scream, just as I pulled to the right, off the road, just after the rocks.

**Reporter:** OK, so then...

**Man:** Well, the rest happened in a second. The two of them hit each other, and the fire started. That's all. That's what happened. \_\_\_\_\_  
\_\_\_\_\_

**B    When telling/listening to a story, people often do the things set out below. Listen and label the conversation above to show what the speaker is doing in each case.**

Ask a question    Ask the speaker to continue    Finish the story Set the scene    Show interest    Tell the story
---

- C Work with a partner and practise the conversation together.**
- D Talk about another lucky escape - something that happened to you or somebody you know. Take turns as speaker and listener. Use ideas from activities A and B. Use these questions to guide your story.**

- 1 Who did this happen to, and when?
- 2 What was happening at the time?
- 3 Then what happened?
- 4 What was it like, and how did it feel?
- 5 What happened after that?

**6.3**

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

- 1 moving very quickly up and down, or from side to side \_\_\_\_\_
- 2 not thinking or moving, often after an injury \_\_\_\_\_
- 3 hurt by bees \_\_\_\_\_
- 4 part of the body just above the hand \_\_\_\_\_
- 5 beating of blood through the body \_\_\_\_\_
- 6 making a deep sound because of pain \_\_\_\_\_
- 7 drove very fast \_\_\_\_\_

**B Write down who thought or said these things, and when.**

**Example:**

I really enjoy helping Dad like this with his work.

*Anwar thought this when they were checking the beehives.*

- 1 He's a good worker. He'll look after the farm well one day.

---

- 2 Aah! Help! The pain!

---

- 3 Faster! He looks terrible!

---

- 4 Now bring Fuad back to see me at the clinic next Monday.

---

- 5 I'm so glad there's not much wrong with him.

---

6 What's this? Another patient?

---

7 I mustn't say it, but I think his son is dying.

---

**6.4 A Write the letters of each picture on PB page 44 in the order you hear them.**

1  2  3  4  5  6  7  8

**B Listen and match these people with their jobs. Now find them in the pictures.**

Salwa Mafouz	heart specialist and surgeon
Alia Shakri	ambulance man
Amri Badri	nurse
Hassan Mustapha	doctor

**C Listen again and complete the expressions with these verbs.**

call	come	examine	give	need
operate	recover	rush	show	take

- 1 \_\_\_\_\_ somebody to hospital as fast as possible
- 2 \_\_\_\_\_ somebody to see what is wrong
- 3 \_\_\_\_\_ somebody first aid
- 4 \_\_\_\_\_ to see a specialist
- 5 \_\_\_\_\_ somebody somewhere by ambulance
- 6 \_\_\_\_\_ ahead to warn the hospital
- 7 \_\_\_\_\_ somebody round the hospital
- 8 \_\_\_\_\_ from an operation
- 9 \_\_\_\_\_ on somebody urgently
- 10 \_\_\_\_\_ to take somebody home

**D Say what each of these people did for Anwar. Use expressions from activity B above.**

Salwa Mafouz: She gave Anwar first-aid and \_\_\_\_\_



Amri Badri: \_\_\_\_\_

Hassan Mustapha: \_\_\_\_\_

Alia Shakri: \_\_\_\_\_

His parents: \_\_\_\_\_

**6.5 A The medical system helped Anwar in several ways. Number the notes below, 1 to 7, using the pictures on PB page 44 to help you.**

- \_\_\_ (take) / Sana'a / ambulance
- \_\_\_ (recover) / hospital / the next three weeks
- \_\_\_ (examine) him and (decide) he (need) specialist treatment
- \_\_\_ Anwar (give) first-aid / village clinic by /
- \_\_\_ very good heart surgeon (operate) on Anwar and (save) / life
- \_\_\_ parents (come) to take / home
- \_\_\_ She (rush) Anwar / hospital / Hajjah /car

**B Use the notes in A to write sentences about what happened. Add the missing words and put the verbs in the right forms. Think about whether the verbs are regular or irregular, active or passive.**

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**C Add the following time expressions. Then write the complete story as two paragraphs in your copybooks.**

First,      Then      After that,      Next,      Finally,

**6.6 A You are a medical student writing about the process of patient treatment in Casualty. Re-read the underlined parts on PB page 45. Then write a paragraph in your copybooks. Use time expressions from 6. 5C, and the Passive. Start like this:**

*People with really bad injuries are put in the fast track. People who ...*

**6.7 A Match words from the two boxes to form names of public services jobs. You can use some words more than once.**

general	heart	immigration	planning
police	safety	social	sports

officer	practitioner	surgeon
teacher	worker	

- |         |         |
|---------|---------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |

**B There are many other pairs of words that often go together. Match these words from this Unit.**

business	car	casualty	city
emergency	examination	fire	
health	motorbike	newspaper	
personal	public		

centre	crash	details	
education	engine	rider	room
services	stories	unit	

- |          |          |
|----------|----------|
| 1 _____  | 2 _____  |
| 3 _____  | 4 _____  |
| 5 _____  | 6 _____  |
| 7 _____  | 8 _____  |
| 9 _____  | 10 _____ |
| 11 _____ | 12 _____ |

**C Read the definitions. Add words from activities A and B.**

- A person who makes sure that factories and other places of work are not dangerous. \_\_\_\_\_
- Information about a person such as name, age and address.  
\_\_\_\_\_
- A private place where a doctor can check a patient. \_\_\_\_\_
- A person who helps other people learn to play games such as football.  
\_\_\_\_\_

**A Read 'A long life in medicine' on PB page 47 again and answer these questions. Start each answer with *Because*.**



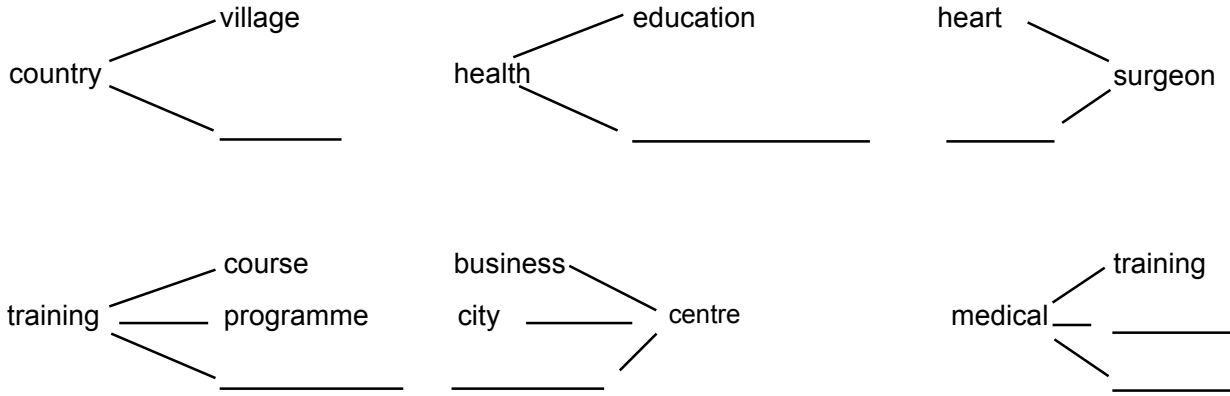
- 1 Why did Dr Badawi feel angry when his sister was ill? \_\_\_\_\_  
\_\_\_\_\_
- 2 Why did he have to go away for his medical training? \_\_\_\_\_  
\_\_\_\_\_
- 3 Why do you think he returned quickly in 1969? \_\_\_\_\_  
\_\_\_\_\_
- 4 Why is he happy about care in Libya today? \_\_\_\_\_  
\_\_\_\_\_
- 5 Why can't Sadiq 'be here? \_\_\_\_\_

**B Match these phrases from the text (1 to 7) to their meanings (A to G).**

- |   |                          |
|---|--------------------------|
| 1 Fareeda's <i>fever broke</i> the next day.            | <input type="checkbox"/> |
| 2 That was the day <i>my future was decided</i> .       | <input type="checkbox"/> |
| 3 I <i>qualified</i> as a doctor.                       | <input type="checkbox"/> |
| 4 <i>Exactly what I believed!</i>                       | <input type="checkbox"/> |
| 5 As soon as I could, I <i>came home</i> .              | <input type="checkbox"/> |
| 6 and that was the beginning of <i>my life's work</i> . | <input type="checkbox"/> |
| 7 the terrible diseases of <i>yesterday</i>             | <input type="checkbox"/> |

- A completed my training with success
- B returned from Egypt to Libya
- C high temperature came down
- D the past
- E This was just what I thought.
- F it became clear to me that I would be a doctor
- G the job that was really important to me

**C Add words from the text to make more pairs of words.**



**D Think of somebody you know about who has had a long life in public service. Write a short paragraph about him/her in your copybooks. Use vocabulary you have collected in this Unit. These questions will guide your writing.**

- 1 Why did this person choose his/her job?
- 2 When did he/she start?
- 3 How long has he/she been doing it?
- 4 What has changed during that time?
- 5 What does he/she like most about the job?

6.10

**A Write in your copybooks about the picture on PB page 48.**

**Paragraph 1:** Write your description.

**Paragraph 2:** Write what you thought about the picture.

**B Listen to the first part of the conversation and do these activities.**

- 1 Find the speakers in the picture on PB page 48.
- 2 Listen to check what you wrote in paragraph 2. Note that it will not be exactly the same.

6.11

**A Read the article 'Discovering Yemen' and number the paragraph headings in the correct order.**

- Faysal's hopes for the future
- Tourism in the future Yemen
- Getting to know a young Yemeni
- Faysal's successful new business

**B Tick the correct statements. Write ? after statements that may or may not be true.**

- 1 The visitors drove north from the capital.
- 2 The photo-journalist sees the future of Yemen in Faysal.
- 3 Faysal started his business because he loves travelling.
- 4 He wants to get married before too long.
- 5 He wants enough money for his family to live in comfort.
- 6 He thinks it will be bad for Yemen if millions of tourists come.
- 7 He is worried that tourism will destroy the traditional way of life.

**C Correct the statements that are wrong.**

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---

**D Find antonyms and synonyms in the article for these words.**

<b>antonyms</b>	<b>synonyms</b>
past _____	journey _____
rude _____	discovered _____
worse _____	caring _____
modern _____	stop _____

6.12

**A Use the questions to help you write notes about yourself. Then write three paragraphs about your own plans and views of the future.**

**Paragraph 1:** Thinking about the future

- 1 What are you good at in school?
- 2 What are you interested in out of school?
- 3 How could you continue with these skills and interest after you leave school-in your job, for example?
- 4 Will it be possible for you to do that? How? If not, what else are you likely to do? Why?



**Paragraph 2:** My plans for the future

- 1 What are your ambitions for the next two or three years?
- 2 What do you hope will happen in the next five or ten years?

**Paragraph 3:** Future changes in Yemen that will affect my life

- 1 What sort of changes do you think will change life for you in the future?
- 2 Which do you think will improve your life?
- 3 Which do you think may not be so good?
- 4 On balance, do you feel happy or unhappy about the future?



**A Read the introduction on PB page 51. Are these statements true or false? Write T or F.**

- 1 The taxi-driver had two daughters.
- 2 They were both 11 years old.
- 3 They were very ill with a kidney disease.
- 4 Olivia had kidney disease too.
- 5 Olivia had a sister.

**B Number these events from the text in the correct order.**

- Olivia advised the taxi-driver to give his daughter a kidney.
- Olivia decided to help Michael.
- Olivia had the operation.
- Michael got a kidney infection.
- Olivia met Michael after a long time.
- The doctor explained the risks of the operation.
- The operation was successful.

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

- 1 fit and good at sport \_\_\_\_\_
- 2 changing one organ in the body for another \_\_\_\_\_
- 3 danger \_\_\_\_\_
- 4 mark on the body after a cut \_\_\_\_\_
- 5 however, despite this \_\_\_\_\_
- 6 stop doing something, resist \_\_\_\_\_

**D What did the doctors actually say to Michael and Olivia? Turn these sentences from the text into direct speech.**

- 1 He had a kidney infection that could kill him.  
*'You have a kidney infection that could kill you.'*
- 2 He had two choices.  
\_\_\_\_\_
- 3 He could wait for somebody with healthy kidneys to die.  
\_\_\_\_\_

4 His second choice was to spend the rest of his life connected to a machine ...

---

---

5 ... that would do the job of his kidneys for him.

---

6 The operation would be more serious for Olivia than for her brother.

---

---

7 He would have to cut deeply into Olivia's body.

---

8 The scar would be 30 centimetres long.

---

9 She would be in a hospital for a week to ten days...

---

10 ... and then have to rest for three to four weeks.

---

**E Have you ever had to make a difficult choice? Tell your partner.**

## ARTS 2

### PROVERBS AND IDIOMS - PB52

**A Read the text straight through. Do not do the exercises. Are these statements true or false? Write T or F.**

- |   |   |                          |
|---|---|--------------------------|
| 1 | Proverbs are more common in English than idioms.                  | <input type="checkbox"/> |
| 2 | Proverbs give information which is generally true in life.        | <input type="checkbox"/> |
| 3 | 'Half a loaf is better than no bread at all' is an idiom.         | <input type="checkbox"/> |
| 4 | Sometimes there are two proverbs with opposite 'truths'.          | <input type="checkbox"/> |
| 5 | Idioms are difficult to learn because they are common in English. | <input type="checkbox"/> |
| 6 | Many idioms are very old.   | <input type="checkbox"/> |

**B Read the text again and do the exercises.**



**C Everybody uses the same words for proverbs, so you must learn them exactly. Complete these proverbs without looking at the text.**

- 1 Half a loaf is better \_\_\_\_\_
- 2 One man's meat is \_\_\_\_\_
- 3 Actions speak louder \_\_\_\_\_
- 4 No man can serve \_\_\_\_\_
- 5 One good turn \_\_\_\_\_
- 6 Many hands make \_\_\_\_\_
- 7 Too many cooks \_\_\_\_\_

**D Choose one of the proverbs from activity C to reply to each of the statements. Write the correct number in each box.**

- a But you've only given me a small piece!
- b First, John said we should do it this way. Then Bill suggested a difference idea. I don't know who to listen to.
- c I can't understand why he likes football.
- d I only carried your bags to your car. You don't have to give me a lift home.
- e I'll do it tomorrow, I promise.
- f It's good of you to offer to help me paint the room.
- g I've got to do my homework but I mustn't miss basketball practice.

**E Express the same idea in each case using an idiom with the word *nose*.**

- 1 This cost me too much money.  
\_\_\_\_\_
- 2 He doesn't respect her.  
\_\_\_\_\_
- 3 She is always interfering in my life.  
\_\_\_\_\_
- 4 He can make people do exactly what he wants them to do.  
\_\_\_\_\_
- 5 They have no idea what is happening in the world outside.  
\_\_\_\_\_

- A** The following words and phrases appear in the story on PB page 53. Read them and then discuss with your partner what you think the story is about.

Ahmed Hassan Al-Hadrami	Derek Barker
Norton College	welcome
three-year course	shook hands
room 123	unpacked
dining room	a long day

- B** Read the story on PB page 53. Find the names of these places and people in the story.

- 1 the college where Ahmed is studying \_\_\_\_\_
- 2 the town which the college is in \_\_\_\_\_
- 3 the place where Ahmed is staying \_\_\_\_\_
- 4 the number of his room \_\_\_\_\_
- 5 the receptionist or housekeeper \_\_\_\_\_
- 6 some other students in Ahmed's accommodation \_\_\_\_\_  
\_\_\_\_\_
- 7 some old streets in the town \_\_\_\_\_  
\_\_\_\_\_

- C** Complete these sentences.

- 1 Ahmed would probably stay in England for three years because \_\_\_\_\_  
\_\_\_\_\_
- 2 Mrs Dale must be quite old because \_\_\_\_\_
- 3 Ahmed didn't unpack immediately he arrived because \_\_\_\_\_  
\_\_\_\_\_
- 4 Derek offered to show Ahmed and Bob the town because \_\_\_\_\_  
\_\_\_\_\_
- 5 Ahmed was tired at the end of his first day at Telford Hall because \_\_\_\_\_  
\_\_\_\_\_



- 6 Ahmed and Bob became friends because \_\_\_\_\_  
\_\_\_\_\_
- 7 The water-powered factories in the hills closed because \_\_\_\_\_  
\_\_\_\_\_
- 8 Ahmed bought a car because \_\_\_\_\_

**D Ahmed experienced many different feelings in his first week in England. Find a point in the story when he felt...**

- 1 delighted when he bought the taxi.
- 2 depressed \_\_\_\_\_
- 3 grateful \_\_\_\_\_
- 4 nervous \_\_\_\_\_
- 5 pleased \_\_\_\_\_
- 6 worried \_\_\_\_\_

**E Would you like to go and study in England? Why (not)? What things do you think you would enjoy/hate about the experience? Tell your partner.**

**ARTS 4**

**A FAMOUS PLAY BY SHAKESPEARE - PB54**

**A What is the relationship between each pair of characters in *Hamlet*?**

- 1 Gertrude - Hamlet Gertrude is Hamlet's mother.
- 2 Claudius - Hamlet \_\_\_\_\_
- 3 Ophelia - Polonius \_\_\_\_\_
- 4 Laertes - Polonius \_\_\_\_\_
- 5 the ghost - the old king \_\_\_\_\_

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

- 1 killing another person for money or in anger \_\_\_\_\_
- 2 hurting someone because they have hurt you \_\_\_\_\_
- 3 dies from water \_\_\_\_\_
- 4 thinks/says that someone else did something wrong \_\_\_\_\_
- 5 something for people to see \_\_\_\_\_

- 6 does with difficulty \_\_\_\_\_
- 7 takes the other person's and gives his own \_\_\_\_\_
- 8 pushes a knife or sword into someone \_\_\_\_\_

**C A lot of people die in *Hamlet*. Who kills each person?**

- 1 the old king *Claudius*
- 2 Polonius \_\_\_\_\_
- 3 Laertes \_\_\_\_\_
- 4 Gertrude \_\_\_\_\_
- 5 Claudius \_\_\_\_\_
- 6 Hamlet \_\_\_\_\_

**D Match the beginnings and endings of these sentences. They tell the first part of the plot. Write the correct letter in each box.**

- |  |   |
|--|---|
| 1 Gertrude marries Claudius,                             | a and drowns.                                       |
| 2 The ghost of the old king appears to Hamlet...         | b and tells him that Claudius killed him by poison. |
| 3 From that time on Hamlet can think of only one thing - | c between Hamlet and Laertes.                       |
| 4 Ophelia loves Hamlet ...                               | d but she believes she has lost his love.           |
| 5 She doesn't know why this has happened,                | e but she finds that he has changed.                |
| 6 Then by accident, Hamlet kills Polonius,               | f for the death of his father and sister.           |
| 7 She goes mad, falls into a river                       | g killing Claudius.                                 |
| 8 Laertes blames Hamlet                                  | h which is too much for Ophelia.                    |
| 9 He gets help to kill Hamlet from Claudius,             | i who also wants Hamlet dead.                       |
| 10 A sword fight is arranged                             | j who becomes the new king.                         |

1  2  3  4  5  6  7  8  9  10

**E Complete these sentences. They tell the last part of the plot.**

- 1 It is to be an exhibition sword only, with the points of the swords covered so that \_\_\_\_\_
- 2 However, Laertes leaves his sword uncovered and \_\_\_\_\_  
\_\_\_\_\_
- 3 Claudius has prepared a drink for Hamlet with poison in it in case \_\_\_\_\_  
\_\_\_\_\_

- 4 When Laertes cuts Hamlet with his sword, \_\_\_\_\_  
\_\_\_\_\_
- 5 Hamlet manages to knock Laertes' sword from his hand and \_\_\_\_\_  
\_\_\_\_\_
- 6 Then he stabs Laertes, who \_\_\_\_\_
- 7 In the meantime, before Claudius can stop her, \_\_\_\_\_  
\_\_\_\_\_
- 8 The dying Laertes tells \_\_\_\_\_
- 9 Then Hamlet turns and \_\_\_\_\_
- 10 Soon after, Hamlet \_\_\_\_\_

**F Have you ever seen a Shakespeare play? Which one? What was it about? Tell your partner.**

## ARTS 5

### TELFORD HALL EPISODE 2 PB55 AND PB56

**A The following words and phrases appear in the first part of the story on PB page 55. Read them and then discuss with your partner what you think the story is about.**

Christmas	Eid al-Fitr
home	Ahmed's room
Bob's parents	meat and rice
Ramadan	sweet pastry

**B Read the first part of the story (to ... *with his new friends*) and number the events in the correct order.**

- Ahmed invited Bob to spend Eid with him.
- Ahmed invited Mick, Jerry and Derek to spend Eid with him.
- Ahmed made a space in his room for everybody to sit down.
- Ahmed met Bob's brother and his wife.
- Ahmed phoned his family to wish them a good Eid.
- Ahmed went to Liverpool with Bob.
- Bob spent Eid with Ahmed.
- Ahmed wrote to his brother.
- Bob invited Ahmed to his parents' house.
- The college closed for Christmas



**C Guess the answers to these questions before you read the second part of the story. Discuss your ideas with your partner.**

1 Why did Ahmed want to visit Stratford-upon-Avon?

\_\_\_\_\_

2 When was William Shakespeare born?

\_\_\_\_\_

3 Why is the town called Stratford-upon-Avon?

\_\_\_\_\_

4 What is there to see, do and buy in Stratford-upon-Avon?

\_\_\_\_\_

**D Read the second part of the story on PB pages 55 and 56 and check your ideas.**

**E These statements are true. Explain how you know from the information in the story.**

1 Christmas is in winter in England.

\_\_\_\_\_

2 Norton College is closed for three weeks at Christmas.

\_\_\_\_\_

3 Mick and Jerry are friends of Ahmed.

\_\_\_\_\_

4 There wasn't a microwave oven in the kitchen of the house Ahmed visited

\_\_\_\_\_

5 Shakespeare never performed in the Royal Shakespeare Theatre.

\_\_\_\_\_

6 Khaled has a sense of humour.

\_\_\_\_\_

**F Can you remember? What did Ahmed...**

1 miss at Christmas time? \_\_\_\_\_

2 think was strange? \_\_\_\_\_

3 look forward to? \_\_\_\_\_

4 push to one end of his room? \_\_\_\_\_

5 give to the cooks? \_\_\_\_\_

- 6 play at his party? \_\_\_\_\_
- 7 pass around at his party? \_\_\_\_\_
- 8 stay at in Stratford? \_\_\_\_\_
- 9 spend the next morning doing in Stratford? \_\_\_\_\_
- 10 buy in Stratford? \_\_\_\_\_

**G Scan the text again and check your answers.**

**ARTS 6**

**CRITICS AND CRITICISM - PB57**

**A Read the paragraph 'Professional critics of the arts'. Are these statements true or false? Write T or F.**

- 1 To criticize a piece of art means to say it is bad.
- 2 'The arts' means painting.
- 3 We buy compact discs which taste good.
- 4 Critics sometimes write books called 'reviews'.

**B Read the paragraph 'Making judgements'. Complete the table with words from the text.**

Poetry criticism is about ...	Art criticism is about...	Film criticism is about...

**C Read the paragraph 'The importance of critics'. Why are critics important to these people?**

- 1 film-makers \_\_\_\_\_  
\_\_\_\_\_
- 2 new artists \_\_\_\_\_  
\_\_\_\_\_
- 3 the general public \_\_\_\_\_  
\_\_\_\_\_

**D Complete these sentences with words from the text.**

- 1 Some people choose a book only if a friend \_\_\_\_\_ it.
- 2 Some poetry critics look at the ideas in a \_\_\_\_\_; others concentrate on how the poet \_\_\_\_\_ those ideas.
- 3 A critic \_\_\_\_\_ the public's attention to new works and helps us \_\_\_\_\_ art better.
- 4 We each have our own \_\_\_\_\_ in music, films and so on.
- 5 The most important point for some art critics is the \_\_\_\_\_ of the artist - how well he/she paints.

**E Write a short review of a book you have just read, or a film you have just see. Say whether you liked it or not, and why.**

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**ARTS 7**

**TELFORD HALL EPISODE 3 - PB58 AND PB59**

**A The final episode of the story is about the end of term at Norton College. Before you read the story, guess the answer to each question.**

- 1 What was the weather like on the day of the final examination?  
\_\_\_\_\_
- 2 How long did Ahmed have to wait for his results? \_\_\_\_\_
- 3 What did he do while he was waiting? \_\_\_\_\_
- 4 How did Ahmed get on in the examination? \_\_\_\_\_
- 5 What did Ahmed do after the results were announced? \_\_\_\_\_  
\_\_\_\_\_

**B Read the story on PB pages 58 and 59 and check your ideas.**



**C Answer the questions.**

- 1 Who was supervising the examination? \_\_\_\_\_
- 2 Who always cooks Sunday lunch at Bob's house? \_\_\_\_\_
- 3 Who helped with the washing up? \_\_\_\_\_
- 4 Who called in to say 'hello'? \_\_\_\_\_
- 5 Who got A grades in the examination? \_\_\_\_\_

**D Read PB page 58 again. What do these words refer to?**

- 1 It (col. 1 line 4) \_\_\_\_\_
- 2 then ( col.2 line 1 ) \_\_\_\_\_
- 3 They ( col.2 line 5 ) \_\_\_\_\_
- 4 They ( col. 2 line 18 ) \_\_\_\_\_
- 5 It (col.2 line 23) \_\_\_\_\_
- 6 they (col.2 line 33) \_\_\_\_\_
- 7 It (col.2 line 39) \_\_\_\_\_

**E Read PB page 59 again. Answer the questions.**

- 1 Why was Bob worried? \_\_\_\_\_
- 2 Why couldn't Bob find their names on the list? \_\_\_\_\_  
\_\_\_\_\_
- 3 Why did Bob tell Ahmed not to worry? \_\_\_\_\_  
\_\_\_\_\_
- 4 Why did Ahmed open the window of the train? \_\_\_\_\_  
\_\_\_\_\_
- 5 Why would Ahmed see Bob in October? \_\_\_\_\_  
\_\_\_\_\_
- 6 Why had the countryside seemed strange to Ahmed nine months ago?  
\_\_\_\_\_

**F 'Many hands make light work' is an English proverb.**

1 Explain what it means.

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2 Translate three Arabic proverbs into English.

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**ARTS 8**

**CALLIGRAPHY - PB60**

**A There are six paragraphs in the text. Skim the text and think of a good heading for each paragraph.**

Para 1 *Introduction*

Para 2 \_\_\_\_\_

Para 3 \_\_\_\_\_

Para 4 \_\_\_\_\_

Para 5 \_\_\_\_\_

Para 6 \_\_\_\_\_

**B Words often have two or more meanings. Tick the best meaning for each of these words in their context here.**

- |                               |  |                          |                      |                          |
|-------------------------------|--|--------------------------|----------------------|--------------------------|
| 1 fine (col.1 line 2)         | a) sunny                                 | <input type="checkbox"/> | b) beautiful         | <input type="checkbox"/> |
| 2 practised (col. 1 line 3)   | a) done again and again<br>to get better | <input type="checkbox"/> | b) done              | <input type="checkbox"/> |
| 3 tool (col. 1 line 6)        | a) hammer, saw,<br>screwdriver, etc.     | <input type="checkbox"/> | b) instrument        | <input type="checkbox"/> |
| 4 seen (col. 1 line 15)       | a) considered                            | <input type="checkbox"/> | b) used eyes         | <input type="checkbox"/> |
| 5 equals (col. 1 line 20)     | a) =                                     | <input type="checkbox"/> | b) the same level as | <input type="checkbox"/> |
| 6 letters (col.1 line 24)     | a) alphabet                              | <input type="checkbox"/> | b) post, mail        | <input type="checkbox"/> |
| 7 concentrated (col.2 line 5) | a) thought hard                          | <input type="checkbox"/> | b) did most work     | <input type="checkbox"/> |
| 8 so ( col. 1 line 7)         | a) therefore                             | <input type="checkbox"/> | b) at the same time  | <input type="checkbox"/> |
| 9 grew (col.1 line 8)         | a) became more important                 | <input type="checkbox"/> | b) became older      | <input type="checkbox"/> |
| 10 number (col.1 line 21)     | a) some                                  | <input type="checkbox"/> | b) one, two, etc.    | <input type="checkbox"/> |

**C These statements are true. How do you know from the text? Write reasons in your copybook.**

- 1 Calligraphy can be produced in different ways.
- 2 Painters in ancient China used a pointed brush, like calligraphers in that country.
- 3 Painters and calligraphers are treated the same in modern China.
- 4 The Nashki style replaced the Kufic style.
- 5 Early Islamic calligraphy did not include pictures of birds, etc.
- 6 The art of traditional calligraphy has not died out.

**C Complete the table with words from the text.**

Noun	Adjective	Noun	Adjective
Greece	_____	angle	_____
Rome	_____	point	_____
Islam	_____	religion	_____
Lebanon	_____	tradition	_____
West	_____	flow	_____

**E Do you like calligraphy? Where can you see beautiful calligraphy in your country? Tell your partner.**

**ARTS 9**

**A POEM - PB61**

**A Discuss these questions about the poem.**

- 1 Why do sheep and cows have time to stare?
- 2 Why do squirrels hide their nuts?
- 3 How can streams be *full of stars*?
- 4 Who or what is Beauty?
- 5 Who or what is smiling in the phrase *that smile*?

**B Discuss which sentence best summarizes the meaning of the poem.**

- 1 Life does not have any meaning unless we have time to relax.
- 2 Nature is beautiful but we must take time to look at it.
- 3 We must forget our worries at times and see the beauty of nature.

**C Listen to the poem again. Then try to say it with the reader.**

**D Do you agree with the main idea of the poem? Write one sentence to give your opinion.**

---

**ARTS 10**

**STRANGE HAPPENINGS - PB62**

**A Look quickly through the three texts. Find the following:**

- 1 Four countries \_\_\_\_\_
- 2 Four towns or cities \_\_\_\_\_
- 3 Three people \_\_\_\_\_
- 4 Three dates \_\_\_\_\_

**B Read 'The Bermuda Triangle'. Answer the questions. Write short answers.**

- 1 What is the Bermuda Triangle? \_\_\_\_\_  
\_\_\_\_\_
- 2 Why is it famous? \_\_\_\_\_  
\_\_\_\_\_
- 3 What is the biggest mystery? \_\_\_\_\_  
\_\_\_\_\_
- 4 When did it happen? \_\_\_\_\_  
\_\_\_\_\_
- 5 Why is it a mystery? \_\_\_\_\_  
\_\_\_\_\_
- 6 What else has happened in the area? \_\_\_\_\_  
\_\_\_\_\_

**C Write a summary of this text from your answers to activity B.**

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**D Read 'The curse of Tutankhamun'. Answer each of these questions with a number.**

- 1 When was Tutankhamun king of Egypt? 3,500 years ago.
- 2 How old was he when he died? \_\_\_\_\_
- 3 When did Carnarvon break into his tomb? \_\_\_\_\_
- 4 How many months later did Carnarvon die? \_\_\_\_\_
- 5 How many members of Carnarvon's team died in the next six years? \_\_\_\_\_
- 6 When was the treasure flown to London? \_\_\_\_\_
- 7 In which year did the pilot of the plane die? \_\_\_\_\_

**E Cover the questions. Can you remember them from the numbers?**

**F Read 'Eryl's dream'. Find words that mean the following:**

- 1 small pieces of coal and coal dust \_\_\_\_\_
- 2 a pile \_\_\_\_\_
- 3 first \_\_\_\_\_
- 4 moved across the top of \_\_\_\_\_

**G In your copybook, draw and label a diagram of what happened at Aberfan. Show the situation before and after the disaster.**



**A Before you read the texts, do you know the meanings of these words?**

- 1 Discuss the meanings in pairs, but do not look at them up in a dictionary.
- 2 Guess the meanings of the ones you do not know as you read the texts.

- acid
- alkali
- corrode
- react with
- dissolve
- neutralize
- indicator
- pollute
- soil
- formula

**B Read 'Definitions'. Complete these statements.**

- 1 Acids taste \_\_\_\_\_.
- 2 Acids corrode \_\_\_\_\_.
- 3 Acid + base = \_\_\_\_\_.
- 4 Alkalis are bases that \_\_\_\_\_.
- 5 Alkali means \_\_\_\_\_.
- 6 Acids neutralize \_\_\_\_\_.
- 7 Alkalis neutralize \_\_\_\_\_.

**C Read 'Detecting and measuring...'. Are these statements true or false? Write T or F.**

- 1 Litmus is a dead vegetable.
- 2 Acid turns green litmus paper red.
- 3 Alkalis turn green litmus paper blue.
- 4 The pH scale measures the concentration of iron in the substance.
- 5 Soap is very alkaline because it measure 9.5 on the pH scale.
- 6 Acids have a pH value below 7.
- 7 We can measure activity with a thermometer.

**D Read 'Acids and alkalis...'. In your copybooks, draw and label a diagram to show the effects of burning oil and coal.**



**E Complete this table with information from the text.**

Common acids	Common alkalis
_____	_____
_____	_____
_____	_____
_____	_____

**F What household chemical could you put on the following? Why?**

- 1 a wasp sting \_\_\_\_\_
- 2 a bee sting \_\_\_\_\_

## SCIENCE 2

### STATES OF MATTER - PB66

**A Before you read the text, look at these words. How many meanings do you know for each word?**

- 1 Discuss the meanings in pairs.
- 2 Think about the meanings in this context as you read the text.
  - state
  - form
  - matter
  - gas
  - property
  - room

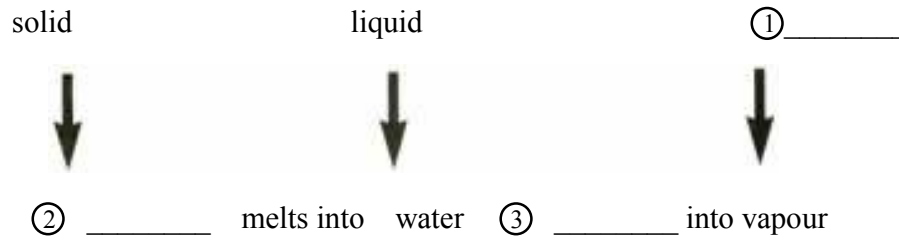
**B Read the introduction. Answer the questions.**

- 1 Why can't the shape of a solid be changed easily?  
\_\_\_\_\_
- 2 Why can't you pick up a liquid without a container?  
\_\_\_\_\_
- 3 Why can you smell gas all over the house from even a small leak?  
\_\_\_\_\_

**C Read the information in the box. Name each state of matter from the definition.**

- 1 The particles are moving about quickly. \_\_\_\_\_
- 2 The particles are hardly moving. \_\_\_\_\_
- 3 The particles have room to change places. \_\_\_\_\_
- 4 The particles are close together. \_\_\_\_\_
- 5 The particles can fill any space. \_\_\_\_\_

**D Read 'The three states of water'. Complete the diagram.**



**E Answer these questions in terms of the kinetic theory.**

What happens when...

- 1 you put fresh food into the freezer.  
*The particles in the food move more slowly and get closer together.*
- 2 you put an ice-cube into a glass of orange juice.  
\_\_\_\_\_
- 3 a kettle boils.  
\_\_\_\_\_
- 4 gas leaks from a gas bottle.  
\_\_\_\_\_

**SCIENCE 3**

**LIGHT - PB67**

**A Before you read 'Definition', look at these words. What is the common meaning of each word.**

- 1 Discuss in pairs.
- 2 Guess the meaning of each word in context as you read 'Definition'.
  - behave                      • act                      • stream                      • wave



**B Read 'Definition' again. Number these definitions of light in historical order.**

- Light is a combination of particles and waves.
- Light is a series of waves.
- Light is a stream of particles.

**C Read 'Reflection'. Are these statements true or false? Write T or F.**

- 1 We see things in three different ways.
- 2 The most common way is by reflection.
- 3 Your desk is not really there, only the reflection.
- 4 The surface of a sheet of glass reflects more light than the surface of your desk.
- 5 Rough surfaces scatter light.

**D Read 'Refraction'.**

- 1 In your copybook, draw the experiment with the spoon which is describe in the first paragraph.
- 2 Which sort of lens would be most useful for reading glasses? Why?

---

**E From the information in the texts, write an explanation for each of these statements.**

- 1 You must stand in front of a mirror to see your reflection.

- 
- 
- 2 When you look at yourself in the bowl of a spoon, you look smaller; when you look at yourself in the back of a spoon, you look bigger.

- 
- 
- 3 Leaves are sometimes burnt by sunlight passing through raindrops on the leaves.

**A Before you read the texts, discuss these questions.**

- 1 What is sound?
- 2 How does it travel?
- 3 Is there sound in outer space?
- 4 How can sounds vary?
- 5 How can you measure sound?
- 6 What is ‘ultrasound’?

**B Scan the texts quickly and check your answers to activity A.**

**C Read the texts more carefully and complete this table about measuring sound.**

item	unit of measurement	abbreviation	examples
frequency	_____	_____	human range: _____
_____	decibels	_____	bat and dolphin range: _____
			talking: _____
			jet plane: _____

**D What is the significance of these words in the text? Discuss in pairs, then check by searching for the words again.**

- 1 vacuum *Sound waves cannot travel through a vacuum.*
- 2 vibration \_\_\_\_\_
- 3 molecules \_\_\_\_\_
- 4 pitch \_\_\_\_\_

**E From the information in the texts, write answers to these questions.**

- 1 How can sound be useful in factories?  
\_\_\_\_\_
- 2 How can headphones be dangerous?  
\_\_\_\_\_
- 3 How do bats ‘see’?  
\_\_\_\_\_



**A Read the introduction on PB page 69. Discuss Newton's words.**

- 1 Who were the 'giants'?
- 2 In what way did he 'stand on their shoulders'?
- 3 In what way did he 'see further'?

**B Complete the table with information from the texts.**

Name	Dates birth/death	Area of study	Discovers, inventions, achievements

**C Complete the table of subjects and professions.**

subject	profession
mathematics	
	geographer
astronomy	
chemistry	
science	
	philosopher
	physician*

**\*Be careful with this one!**

**D Organize a class quiz. Ask questions about the scientists like this:**

Where/when was ... born?

Who was born in ...?

When did he die?

Who wrote/taught himself/realized ...?

What did he write?

Who discovered/invented ...?

What did he discover/invent?

**A Read the texts and choose the best heading for each.**

**Introduction**

- a Vaccination in history
- b The need for vaccines
- c Diseases that kill

**Box 1 (left)**

- a A vaccine for smallpox
- b The life of Jenner
- c Smallpox and cowpox

**Box 1 (right)**

- a The cause of disease
- b Giving disease to prevent disease
- c The life of Pasteur

**Box 2**

- a The rise of AIDS
- b Modern drugs and AIDS
- c The search for an AIDS vaccine

**B Number these stages in the history of vaccination in order.**

- AIDS was diagnosed in humans.
- Jenner noticed that people working with cows did not suffer from smallpox.
- Jenner successfully vaccinated a patient.
- AIDS developed from the blood of Central African monkeys.
- Modern drugs help to control AIDS.
- Pasteur showed that diseases were spread by germs.
- AIDS spread around the world.
- Pasteur successfully treated a boy who had been bitten by a rabid dog.
- Thousands of people died every year from smallpox.

**C These words from the texts are related in meaning. Explain the differences.**

1	doctors	scientists	<u>Scientists find the causes of diseases; doctors treat them.</u>
2	treat	cure	_____
			_____
3	cowpox	smallpox	_____
4	disease	germ	_____
5	infection	transmission	_____
			_____

- 6 vaccine disease \_\_\_\_\_
- 7 diagnose treat \_\_\_\_\_
- 8 breakthrough development \_\_\_\_\_

**D Complete the table with words from the texts.**

noun 1	noun 2	verb
		immunize
		vaccinate
		experiment
development		
		transmit
treatment		
diagnosis		
infection		

**SCIENCE 7**

**EXPERIMENTAL PROCEDURES - PB71**

**A Read the introduction on PB page 71, then match the beginnings and endings of the sentences without looking at the text.**

- |   |                          |   |
|---|--------------------------|---|
| 1 Every stage of a scientific experiment should ...         | <input type="checkbox"/> | a) answer a question.                         |
| 2 This report will ...                                      | <input type="checkbox"/> | b) be measurable and show cause and effect.   |
| 3 If the procedure isn't written up, it is impossible to... | <input type="checkbox"/> | c) be recorded and written up.                |
| 4 Scientific experiments set out to...                      | <input type="checkbox"/> | d) monitor progress and exchange information. |
| 5 Experiments should always...                              | <input type="checkbox"/> | e) show your results and conclusions.         |



**B Read the information about writing up experiments. Then discuss this report. What is wrong with it?**

<b>QUESTION</b>	Why do some heavy things float?	<i>This is not detailed enough. You should say, for example. Why do metal ships float on water?</i>
<b>RESEARCH</b>	Some things float on water.	_____
<b>HYPOTHESIS</b>	Perhaps water is solid.	_____
<b>MATERIALS</b>	water, things	_____
<b>PROCEDURE</b>	Put some things in water. See what happens.	_____
<b>DATA</b>	I put some things in water. The small heavy things sank but some of the flat heavy things floated.	_____
<b>SUMMARY</b>	Flat things usually float.	_____
<b>CONCLUSION</b>	My idea was wrong.	_____



**C Do heavy things fall faster than light things? Devise an experiment to find out. Write it up on the form below.**

<b>QUESTION</b>	<i>Is the speed of falling directly related to the weight of an object?</i>
<b>RESEARCH</b>	_____ _____
<b>HYPOTHESIS</b>	_____ _____
<b>MATERIALS</b>	_____ _____
<b>PROCEDURE</b>	_____ _____ _____ _____ _____
<b>DATA</b>	_____ _____ _____ _____ _____
<b>SUMMARY</b>	_____ _____
<b>CONCLUSION</b>	_____ _____ _____ _____

**SCIENCE 8**

**INTERNAL COMBUSTION ENGINE - PB72**

**A Read the text and answer the questions.**

- 1 How many times does the piston go up and down in one cycle? \_\_\_\_\_
- 2 The cycle shown in the table is for a four-stroke engine. What are the names of the four strokes?

- 3 One of these strokes is also called the power stroke. Can you work out which one? Explain your answer.

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- 4 Where do these elements of the engine come from?  
a) the spark \_\_\_\_\_  
b) the petrol and air mixture \_\_\_\_\_
- 5 Where do these elements go to?  
a) the burnt mixture \_\_\_\_\_  
b) the power \_\_\_\_\_
- 6 Why is petrol and air sucked into the cylinder when the piston moves down?

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- 7 Why is the burnt mixture pushed out of the exhaust valve when the piston moves up?

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**B Find a word to go with each noun and explain the connection.**

- |   |           |   |         |
|---|-----------|---|---------|
| 1 | turn      | a | circuit |
| 2 | start     | b | engine  |
| 3 | switch on | c | in      |
| 4 | suck      | d | key     |
| 5 | push      | e | mixture |
| 6 | compress  | f | out     |
| 7 | open      | g | valve   |

1 turn / key

you turn the key in the ignition.

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

7 \_\_\_\_\_

\_\_\_\_\_



**C Complete the table with words from the text.**

noun	verb
ignition	
	mix
	compress
explosion	

**D Cover the text and describe to your partner the four-stroke cycle, using the diagrams.**

**SCIENCE 9**

**THE MOON - PB73**

**A Before you read the texts, do this quiz about space.**

- 1 What is the radius of the Moon? \_\_\_\_\_
- 2 How far is the Moon from the Earth? \_\_\_\_\_
- 3 What is the radius of the Sun? \_\_\_\_\_
- 4 How far is the Sun from the Earth? \_\_\_\_\_
- 5 How long does it take for the Moon to go round the Earth?  
\_\_\_\_\_
- 6 What is a ‘Gibbous Moon’?

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7 What happens in an eclipse of the Moon?

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8 What happens in an eclipse of the Sun?

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**B Read the text and check your answers.**

**C Write questions for each of these answers.**

- 1 How can we see the Moon? Because of light from the Sun.

- 2 \_\_\_\_\_ Because the position of the Moon changes  
 \_\_\_\_\_ in relation to the Earth.  
 \_\_\_\_\_
- 3 \_\_\_\_\_ Because the Moon spins on its own axis.  
 \_\_\_\_\_
- 4 \_\_\_\_\_ Because the Moon sometimes passes  
 \_\_\_\_\_ between the Earth and the Sun.  
 \_\_\_\_\_
- 5 \_\_\_\_\_ Because the Earth sometimes moves  
 \_\_\_\_\_ between the Sun and the Moon.  
 \_\_\_\_\_

**D Which adjectives in the texts have the following meanings:**

- 1 of the Moon \_\_\_\_\_
- 2 of the Sun \_\_\_\_\_
- 3 can be seen \_\_\_\_\_
- 4 first, at the beginning \_\_\_\_\_
- 5 not complete \_\_\_\_\_
- 6 complete \_\_\_\_\_
- 7 cannot be seen \_\_\_\_\_

**E There are ten words connected with this lesson in the wordsearch. Find the words and explain what they mean.**

s	b	r	o	t	e	l	u	e	1	space - <i>the area where the planets and stars are</i>
p	a	o	m	l	s	a	s	d	2	_____
a	h	t	q	a	u	p	e	i	3	_____
c	i	a	e	e	i	n	i	o	4	_____
e	j	t	s	l	i	o	a	n	5	_____
a	h	e	c	e	l	u	u	r	6	_____
g	z	e	l	a	x	i	s	a	7	_____
a	x	v	o	r	b	i	t	s	8	_____
s	o	l	a	u	u	w	g	e	9	_____
									10	_____

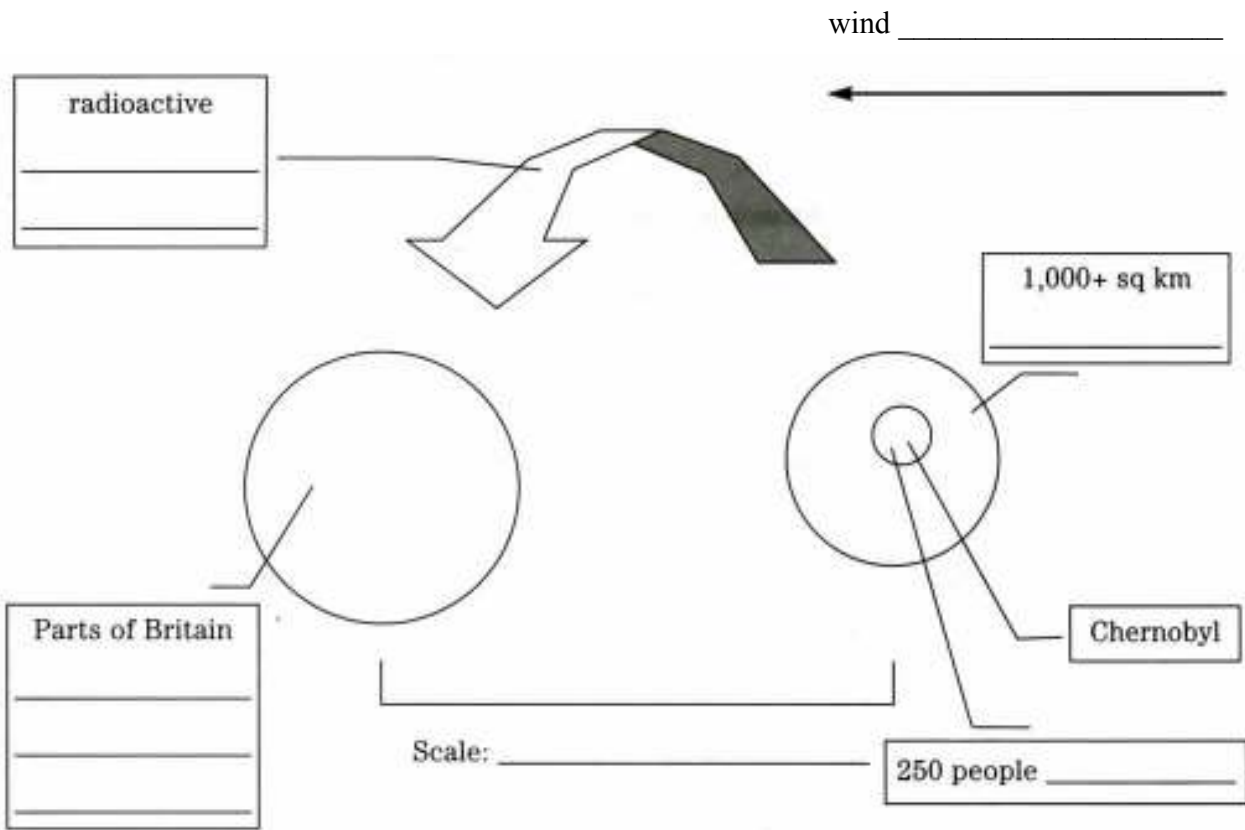


**A Before you read the text, discuss these questions in pairs.**

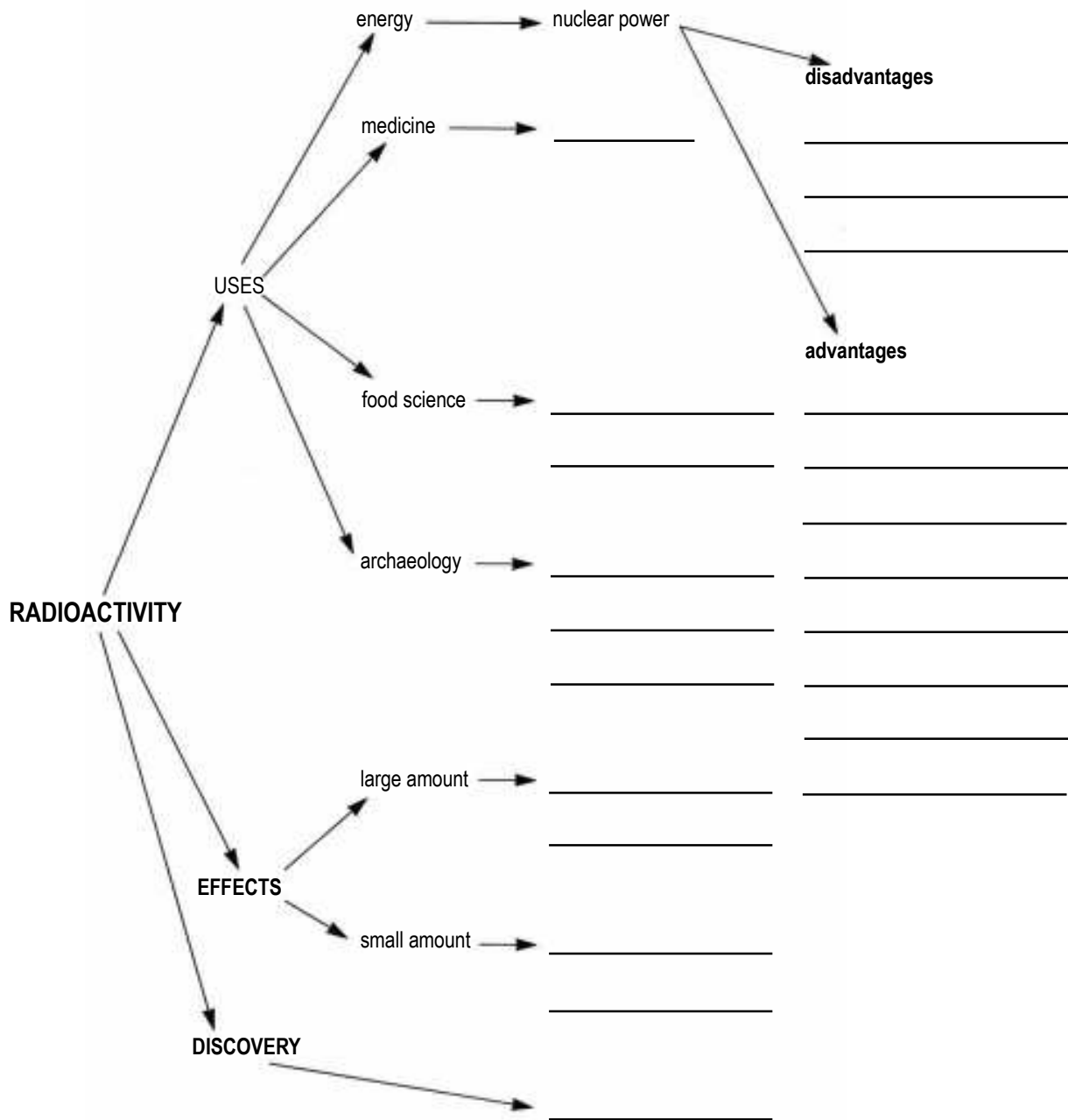
- 1 What is radioactivity?
- 2 What are its dangerous effects?
- 3 What can it be used for?

**B Skim the whole text and check you ideas.**

**C Label this diagram of the effects of the explosion at Chernobyl.**



**D Complete this diagram with words and phrases from the text.**





## Unit 1

activity	graze	round
adjective	half-eaten	scales
adverb	horizon	scratch
awake	intense	side
back ( <i>n</i> )	last ( ~ saw her )	similar
beak	make out ( = <i>see</i> )	sir
Calm down!	male	skin
claw	mare	song
close/closer	materials	spend ( ~ a holiday )
cloud	meaning	square-looking
coast	mind ( <i>n</i> )	steep/steeper
coat (of an animal)	miss ( = <i>form of address</i> )	style
Come along.	mist	subject
comma	misty	tags
contrast ( <i>n</i> )	narrow/narrower	take turns
countryside	newly	There's no point.
coverings	noisily	title
curved	not really	triangular
divided	noun	turn off ( = <i>leave a road</i> )
drive ( <i>n</i> )	officer	twin
dust	organize	underlined
end ( <i>v</i> )	peak	unlike
equal	phrase	upset
farmland	plough ( <i>n, v</i> )	valley
female	positive	verb
foal	rainy	warm ( <i>v</i> )
focus	repeat ( <i>v</i> )	whereas
fur	rich ( ~ milk )	wood
further	rocky	wool

## Unit 2

actually	famine	medical supplies
army	fog	miracle
artefact	future	newsflash
awful	generally	normally
badly-built	group	North Pole
boxer	heat wave	over ( = <i>finished</i> )
bridge	homeless	Passive
brilliant	hopeless	Past continuous
castle	hundreds of thousands	Past simple
champion	hunger	powerful
cheap	hurricane	preposition
control ( <i>v</i> )	in living memory	Present perfect
crowd	infinitive	recklessly
direct speech	Just a minute.	recover ( = <i>get better</i> )
disaster	landslide	relative
dreamer	layer	report ( <i>n</i> )
drought	leave out	reported speech
during	life	scary
epidemic	lorry	scientist
expect	marry	scruffy
eye-witness	measure	set the scene



shortage  
shortened  
silently  
simplified  
slight  
Slow down  
spaceship  
spokesman

start operation (= *start working*)  
starve  
structure (= *grammar point*)  
survivor  
tear off  
telescope  
tense (of a verb)  
trip

unwell  
used to  
variety  
victim  
volcanic eruption  
volcano  
weak/weaker  
well dressed

### Unit 3

ability  
able  
applicant  
apply for  
as a result  
at the moment  
bank manager  
bookseller  
business  
CD  
club  
college  
communication skills  
computer literacy  
computer literate  
computer programmer  
confidence  
conscientious  
driving licence  
duties  
efficient  
emphasize  
employer  
essential  
excellent  
experience

fantastic  
fill in (~ a form )  
film director  
final examination  
fire-fighter  
form  
friendliness  
furthermore  
get on with  
grateful  
group (drama ~ )  
hobby  
I've no idea.  
ice-cream  
idea  
in addition  
interview  
knowledge  
look forward to  
Ministry of Education  
Ministry of the Environment  
miss out (= *miss an opportunity*)  
pass  
patience  
perhaps  
play (~ music )

politeness  
post (= *job*)  
Present perfect continuous  
Present perfect simple  
probably  
put on (clothes)  
qualifications  
qualified  
recently  
regularly  
run (~ a business )  
salary  
sales person  
school-leaver  
sport  
successful  
theatre  
therefore  
tourist guide  
training  
TV station  
vacancy  
well-educated  
worker  
Yours faithfully  
Yours sincerely

### Unit 4

algebra  
all kinds of  
bed (river ~ )  
berry  
borrow  
carry out (= *do*)  
chopped  
climate  
combine  
conclusion  
confirm  
cool (v)  
crush

crushed  
curry  
data  
dried  
experiment  
extract  
fan  
farmhouse  
fig  
form (n)  
forming  
frozen  
further ( ~ two minutes )

ginger  
grape  
grate (v)  
grill (v)  
grind  
ground (adj)  
guess  
handbag  
harvest  
highlands  
humid  
hypothesis  
icy



in-between  
jet ( ~ of water )  
length  
level  
liquid  
mango  
mathematician  
meeting  
moderate  
Northern  
palm tree  
papaya  
peaches  
pear  
peas  
peel  
peeled

pressure  
procedure  
processed  
prove  
quality  
rainfall  
raise  
reference book  
refrigerated  
related to  
remove  
re-pack  
seedless  
simmer  
soft/softer  
sorghum  
spare (= *spare wheel*)

spare wheel  
spice  
squeeze  
steam (n)  
subtropical  
succeed  
thoroughly  
trade  
tropical  
truck  
turn into  
typical  
upwards  
vegetation  
while  
zone

## Unit 5

abroad  
allow  
attack  
cabin  
chat  
deck  
drag  
drown  
fishing boat  
hang over  
I haven't a clue.

instead of  
kick  
modal verb  
monster  
mysterious  
mystery  
net  
order  
panic  
past participle  
possibility

puzzle  
sailor  
sand  
stained  
sword  
tanker  
voice  
waiting room  
wish  
word set

## Unit 6

anywhere  
burning  
care (medical ~ )  
centre (health ~ )  
deal with  
even ( ~ when )  
examination room  
face of the future  
facilities  
fast-track  
groan  
ground (n)  
heart surgeon  
highway patrol  
hit-and-run

horrific  
husband  
keep ( ~ looking )  
malaria  
minor  
mobile (= *mobile phone*)  
moment ( a great ~ )  
Moslem  
old days  
paramedic  
patient (n)  
pick up (= *open-back van*)  
planning officer  
priority  
pulse

qualify  
receptionist  
reduce  
register (v)  
registration form  
seem  
shaking (*adj*)  
slow-track  
society  
system  
turn (n)  
two-track  
unconscious  
unit (X-ray ~ )  
vehicle

# ARTS

## Arts 1

along time  
athletic  
body  
centimetres  
close to somebody  
deeply  
do the job  
donor  
good fun  
hold back  
kidney  
lively  
nevertheless  
normally  
operation (medical ~ )  
remove  
risk (*n*)  
scar  
shocked  
thin  
transplant  
worth the pain

## Arts 2

anyone else  
cook (*n*)  
deserve  
good turn  
loaf  
look down your nose  
master  
moral lesson  
opposing  
pay through the nose  
poison  
poke your nose into something  
progress  
see beyond the end of your nose  
serve  
widely used

## Arts 3

agricultural  
assignment  
beef  
by the way  
coal  
dining room  
Don't mention it  
drag  
episode  
fair (~ hair)  
feel at home  
final offer  
glance  
good condition

industrial  
market town  
mashed potatoes  
pavement  
present (= *gift*)  
questionnaire  
reception desk  
run down  
Shepherd's pie  
silver  
streams of rain  
stroll  
student  
town planning  
unpack  
water-powered

## Arts 4

by accident  
character  
comedy  
ghost  
in the meantime  
knock from (his hand)  
manage to  
murder  
plot  
poison  
revenge  
stab  
tragedy

## Arts 5

a couple of  
actual  
around (sit ~ )  
brass  
brick  
by himself  
ceiling  
celebrate  
dawn  
dusk  
duty  
fast  
honey  
knock (*n*)  
on the phone  
pass (time passing)  
pastry  
perform  
piled high  
realize  
recipe  
souvenir  
surrounding (~ countryside )  
sweet (*adj*)

teapot  
tonight  
wonder  
Youth Hostel

## Arts 6

acting  
arts  
comment  
compact disc  
concentrate  
critic  
critical  
criticism  
criticize  
decide  
draw attention to  
express (*v*)  
immediate  
importance  
influence  
judgement  
make up one's mind  
poetry  
reviews  
sculpture  
technique

## Arts 7

call in (= *visit*)  
come out (exam results ~ )  
delicious  
disappear  
disturb  
fall asleep  
hold (~ an exam)  
hospitality  
kindness  
Many hands make light work.  
name card  
one of the family  
perfectly  
pour into (~ a room)  
roast meat  
sand dunes  
Thank you for having me.

## Arts 8

angular  
calligrapher  
calligraphy  
carving  
concentrate  
connection  
culture  
decoration  
equal



expression  
Far East  
fine (*adj*)  
follower  
God  
Islam  
Islamic  
pointed  
religious  
rounded  
scholar  
tool  
twisted  
Western

**Arts 9**  
beneath  
bough

broad daylight  
care  
dance  
enrich  
glance  
leisure  
poor  
squirrel  
stare

**Arts 10**  
archaeologist  
Bermuda  
Bermuda Triangle  
body  
break in  
coal  
coffin

curse  
disappearance  
disturb  
Florida  
happening  
heap (*n*)  
leader  
navy  
off course  
Pharaoh  
Puerto Rico  
robber  
silence  
slag heap  
tomb  
translate  
treasure  
Tutankhamun

## SCIENCE

**Science 1**  
acetic acid  
acid rain  
acidity  
alkali  
alkaline  
alkalinity  
ash  
baking powder  
base (as in chemistry)  
battery (car ~)  
bicarbonate of soda  
building material  
calcium hydroxide  
chemical formula  
citric acid  
concentration  
corrode  
detect  
dissolve  
dye  
engine  
everyday (~ life)  
hydrogen  
ions  
Latin  
lime  
litmus  
measure  
neutralize  
pH scale  
pollute  
react with  
release  
salts  
sharp (~ taste)

solution (~ *liquid*)  
sour  
sting  
strength  
sulphuric acid  
vinegar  
wasp

**Science 2**  
apart  
container  
cycle  
easily  
evaporate  
fixed  
hardly  
kinetic theory  
leak (v)  
liquid  
matter  
melt  
motion  
pack together  
particle  
property  
smell (v)  
solid  
space  
state (~ *condition*)  
state (= *say*)  
substance  
theory  
vapour

**Science 3**  
act like

angle of incidence  
angle of reflection  
behave  
combination  
concave  
converge  
convex  
diverge  
edge  
effect  
emit  
focus  
lens  
light (~ beam)  
medium  
observe  
outer space  
physicist  
prism  
quantum theory  
recently  
reflect  
reflection  
refract  
refraction  
scatter  
shaped  
source  
split  
stand back  
transparent  
vacuum

**Science 4**  
bat  
decibel

dolphin  
flaw  
frequency  
graph  
hertz Hz)  
intensity  
invisible  
loudness  
oud  
pitch  
range from  
represent by  
squeeze  
underwater  
vary  
vibrate  
volume

### Science 5

algebra  
anti-rust coating  
astronomer  
brain  
capable  
chemist  
contribution  
debt  
decimal  
educate  
fluorescent ink  
geographer  
giant  
gram  
healing  
image  
influence  
knowledge  
logic  
lungs  
medical  
medicine  
molecular chemistry  
negative  
occur  
pharmacist  
philosophy  
predecessor  
program  
prove  
realize  
recognize  
research  
scale  
shoulder  
software  
standard  
system  
variation  
vision

### Science 6

against  
AIDS  
aspect  
attempt  
breakthrough  
case (of a disease)  
cholera  
commonplace  
control  
development  
diagnose  
dollar  
drug  
equivalent  
experiment  
feared  
germ  
immunity  
immunization  
immunize  
infect  
long-term  
patient  
provide  
rabid  
rapid  
research  
significant  
similar  
smallpox  
spread  
struggle  
suffer (~ a disease)  
transmission  
treat  
typhoid  
unexpected  
unsuccessfully  
vaccination  
vaccine

### Science 7

analyse  
base (v)  
error  
evidence  
experimental  
guideline  
monitor (v)  
numerical  
observation  
progress  
record (= *write down*)  
report (n)  
solution  
stage (= *step*)  
step -by-step  
write up

### Science 8

burnt  
carburettor  
circuit  
combustion  
compress  
compression  
exhaust  
explode  
force down  
ignite  
ignition  
induction  
inlet  
internal  
piston  
sequence  
spark  
spark plug  
starter motor  
stroke  
suck in

### Science 9

axis  
cast (~ a shadow)  
daylight  
direction  
eclipse  
fraction  
Full Moon  
Gibbous  
hemisphere  
hidden  
in line with  
in relation to  
lunar eclipse  
New Moon  
orbit (v)  
original  
partial eclipse  
phase  
position  
radius  
relatively  
rotate  
shadow  
solar eclipse  
spin  
sunlit  
total eclipse  
visible

### Science 10

advantage  
atom  
bacteria  
cancer  
chain reaction  
Eastern Europe  
generate

give out (~ *emit*)  
nuclear  
nuclear fission  
nucleus  
photographic plate

power station  
radiation  
radioactive  
ray  
release

split  
Ukraine  
uranium  
Uranium -235



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