



WORKBOOK ANSWERS

ENGLISH

**FOR THE 12TH CLASS
PREPARED BY TEACHER**

SAFA GABER



« من هو الأديب علي أحمد باكثير ؟



علي أحمد باكثير، أحد أعظم الأدباء والمسرحيين في الأدب العربي الحديث، وُلد في مدينة سيئون في حضرموت عام 1918. منذ طفولته، أبدى شغفًا كبيرًا بالأدب والشعر، متأثرًا بالبيئة الثقافية والدينية التي نشأ فيها. وعلى الرغم من نشأته في بيئة تقليدية، كان لديه حافز قوي للعلم والمعرفة، مما دفعه للسفر إلى مصر، حيث درس في جامعة فؤاد الأول (جامعة القاهرة حاليًا). في مصر، تأثر بالنهضة الثقافية والفكرية، مما ساهم

في تشكيل رؤيته الأدبية. واجه باكثير صعوبات عدة في بداية مسيرته الأدبية، لكنه تجاوزها بقوة عزمته وإيمانه بأن الأدب يمكن أن يغير المجتمعات. برز ككاتب مسرحي بارع، حيث قدم أعمالًا خالدة أسهمت في إثراء المسرح العربي، مثل مسرحيته الشهيرة "مأساة أوديب"، التي قدم فيها الأسطورة اليونانية برؤية عربية أصيلة، متناولًا من خلالها قضايا مثل المصير والعدالة والسلطة بأسلوب أضفى على النص عمقًا وتأثيرًا.

لم يكن باكثير كاتب مسرح فقط، بل كان أيضًا شاعرًا مرهف الحس، أبدع في قصائده التي ناقشت قضايا مثل الهوية، الاستقلال، والحرية. استخدم الشعر كأداة لنقد الواقع الاجتماعي والسياسي، معبرًا عن معاناة الإنسان العربي وآماله.

كما برع باكثير في الرواية، وأبدع في روايته وإسلاماه التي تناولت أحداثًا تاريخية مهمة من العصر الإسلامي، مُظهرًا من خلالها بطولات العرب في مواجهة التحديات.

على الرغم من الشهرة التي نالها، عاش باكثير حياة بسيطة ومتواضعة. لم يكن يسعى للشهرة أو الأضواء، بل كان همه الأول هو إيصال رسالته الأدبية والإنسانية. كان يؤمن بأن الأدب ليس مجرد كلمات تُكتب، بل هو مسؤولية تجاه المجتمع، أداة لنقل صوت المظلومين والتعبير عن قضايا الأمة العربية.

ترك علي أحمد باكثير إرثًا أدبيًا غنيًا لا يزال يعيش في وجدان الأدب العربي، مما جعله رمزًا للعزيمة والإبداع، ونموذجًا للأديب الملتزم بقضايا مجتمعه وأمته. ستظل أعماله مصدر إلهام للأجيال القادمة، حيث أثبت أن الكلمة قادرة على تغيير الواقع وصناعة المستقبل.

أحمد باكثير نشأ في ظروف مشابهة لظروفك تمامًا، ومع ذلك، أبدع ووصل إلى العالمية. إذا كان استطاع تحقيق ذلك، فأنت أيضًا قادر على تحقيق المستحيل.

فقط آمن بنفسك واستعد للانطلاق.

WHO IS THE WRITER ALI AHMED BAKHTIAR?



ALI AHMED BAKHTIAR WAS ONE OF THE GREATEST WRITERS AND PLAYWRIGHTS IN MODERN ARABIC LITERATURE. HE WAS BORN IN SEIYUN, HADHRAMAUT, IN 1918. FROM CHILDHOOD, HE HAD A GREAT PASSION FOR LITERATURE AND POETRY, INFLUENCED BY THE CULTURAL AND RELIGIOUS ENVIRONMENT IN WHICH HE GREW UP. DESPITE BEING RAISED IN A TRADITIONAL SETTING, HE HAD A STRONG DRIVE FOR KNOWLEDGE, WHICH LED HIM TO TRAVEL TO EGYPT TO STUDY AT FOUAD I UNIVERSITY (NOW CAIRO UNIVERSITY). IN EGYPT, HE WAS INFLUENCED BY THE CULTURAL AND INTELLECTUAL RENAISSANCE, WHICH HELPED SHAPE HIS LITERARY VISION. BAKHTIAR FACED MANY CHALLENGES AT THE START OF HIS LITERARY CAREER, BUT HE OVERCAME THEM WITH STRONG DETERMINATION AND THE BELIEF THAT LITERATURE COULD CHANGE SOCIETIES. HE STOOD OUT AS AN EXCEPTIONAL PLAYWRIGHT, PRESENTING TIMELESS WORKS THAT ENRICHED ARAB THEATER, SUCH AS HIS FAMOUS PLAY "THE TRAGEDY OF OEDIPUS," WHERE HE REIMAGINED THE GREEK MYTH WITH AN AUTHENTIC ARAB PERSPECTIVE, ADDRESSING THEMES LIKE FATE, JUSTICE, AND POWER WITH DEPTH AND IMPACT. BAKHTIAR WAS NOT ONLY A PLAYWRIGHT BUT ALSO A SENSITIVE POET, CREATING POEMS THAT DEALT WITH ISSUES SUCH AS IDENTITY, INDEPENDENCE, AND FREEDOM. HE USED POETRY AS A TOOL FOR SOCIAL AND POLITICAL CRITIQUE, EXPRESSING THE SUFFERING AND HOPES OF THE ARAB PEOPLE. BAKHTIAR ALSO EXCELLED IN NOVELS, ESPECIALLY WITH HIS WORK WA ISLAMAH, WHICH EXPLORED SIGNIFICANT HISTORICAL EVENTS FROM THE ISLAMIC ERA. AND SHOWCASED THE HEROISM OF THE ARABS IN THE FACE OF CHALLENGES. DESPITE HIS FAME, BAKHTIAR LIVED A SIMPLE AND MODEST LIFE. HE DID NOT SEEK FAME OR RECOGNITION; HIS MAIN GOAL WAS TO CONVEY HIS LITERARY AND HUMANITARIAN MESSAGE. HE BELIEVED THAT LITERATURE WAS NOT JUST WORDS ON PAPER BUT A RESPONSIBILITY TOWARDS SOCIETY, A MEANS TO AMPLIFY THE VOICES OF THE OPPRESSED AND EXPRESS THE ISSUES OF THE ARAB WORLD. ALI AHMED BAKHTIAR LEFT BEHIND A RICH LITERARY LEGACY THAT CONTINUES TO RESONATE IN THE HEARTS OF ARABIC LITERATURE ENTHUSIASTS, MAKING HIM A SYMBOL OF DETERMINATION AND CREATIVITY, AND AN EXAMPLE OF A WRITER COMMITTED TO THE ISSUES OF HIS COMMUNITY AND NATION. HIS WORKS REMAIN AN INSPIRATION FOR FUTURE GENERATIONS, PROVING THAT WORDS HAVE THE POWER TO CHANGE REALITY AND SHAPE THE FUTURE. AHMED BAKHTIAR GREW UP UNDER CONDITIONS SIMILAR TO YOURS, YET HE MANAGED TO EXCEL AND REACH AN INTERNATIONAL LEVEL. IF HE COULD ACHIEVE THAT, SO CAN YOU.

BELIEVE IN YOURSELF AND GET READY TO TAKE OFF

دعاء قبل المذاكرة

اللهم إني أسألك فهم النبيين وحفظ المرسلين
والملائكة المقربين , اللهم أجعل السنتنا عامرة
بذكرك وقلوبنا بخشيتك وأسرارنا بطاعتك إنك
على كل شيء قدير حسبنا الله ونعم الوكيل

تنويه هام

الطول والملخصات أدوات مساعدة , لكنها لا تغني عن الكتاب المدرسي
ودور المعلم في توجيهك نحو الفهم العميق والنجاح الحقيقي

INDEX

SUBJECTS



PAGE

| | |
|--|-----|
| ▶ UNIT 1: Describing things | 1 |
| ▶ UNIT 2: Reporting events | 17 |
| ▶ UNIT 3: Looking for a job | 34 |
| ▶ UNIT 4: Tables, flow charts and diagrams | 47 |
| ▶ UNIT 5: Working things | 64 |
| ▶ UNIT 6: Looking back | 80 |
| ▶ SCIENCE READER | 91 |
| ▶ ARTS READER | 106 |



UNIT 1

Describing things



1.1

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

| | | | | | | | | | | | |
|---|---------------|---|---------------|---|---------------|---|---------------|---|---------------|---|---------------|
| A | <div>3</div> | B | <div>1</div> | C | <div>6</div> | D | <div>2</div> | E | <div>4</div> | F | <div>5</div> |
| G | <div>8</div> | H | <div>11</div> | I | <div>7</div> | J | <div>9</div> | K | <div>12</div> | L | <div>10</div> |
| M | <div>15</div> | N | <div>13</div> | O | <div>17</div> | P | <div>16</div> | Q | <div>14</div> | R | <div>18</div> |

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, **straight** and black.
- 2 A djambia has a **curved** blade.
- 3 Many team sports use a **round** ball.
- 4 If you look around a room, you will see many **rectangular** objects, for example, doors, windows, tables, books and shelves.

Animal coverings

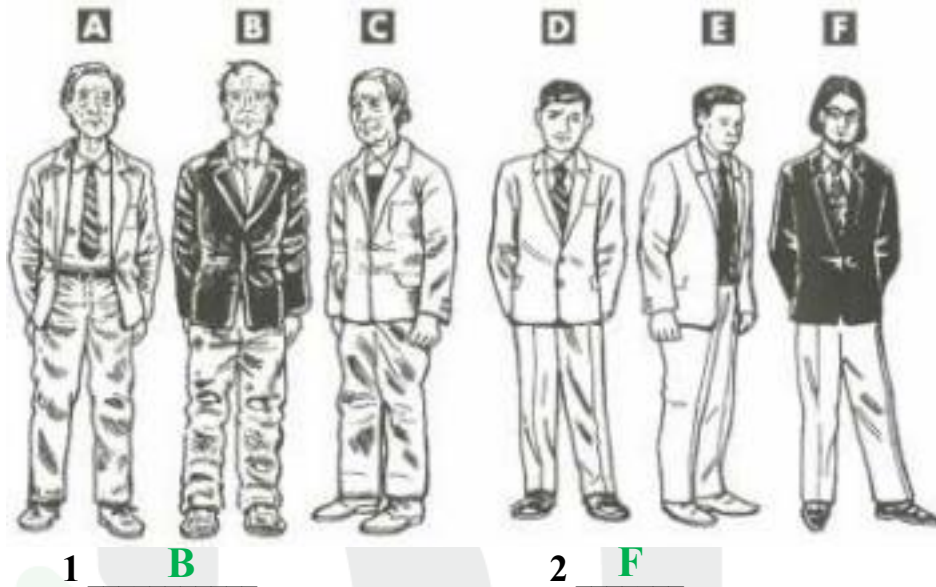
- 5 You have to remove the **scales** of a fish before you cook it.
- 6 We can study the **feathers** of birds to understand how they fly.
- 7 Some animals, such as cats, are covered in **fur**, while other animals, such as camels, are covered in **hair**.

Made of

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

1.2

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



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

He had **straight, greyish hair. It was thin and quite long in places. I don't think he went to a hairdresser's very often. Perhaps he thought it wasn't worth it as he didn't have much hair life**

His eyes **were tired - the eyes of a man who has seen a lot of sadness or worry. His face was tired too - tired and covered in lines. It wasn't an ugly face, just a very old one.**

He wore **an old black jacket - not a sports jacket but the jacket from a long-forgotten suit Under the jacket was an open-necked shirt.**

His trouser **which didn't match the jacket and looked too big for him, were a dull blue color and full of holes.**

On his feet **an old black jacket - not a sports jacket but the jacket from a long-forgotten.**

- 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.

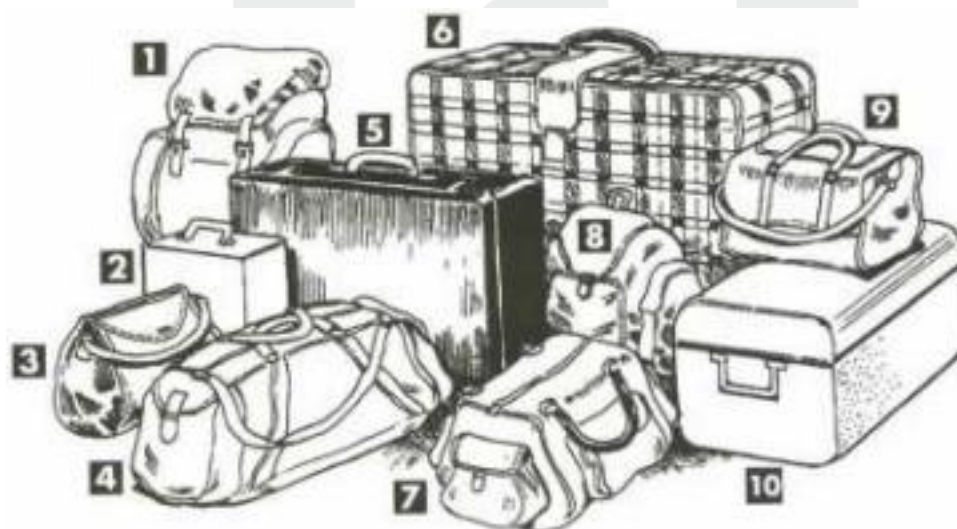
D Listen to these descriptions. Tick the correct answer.

- | | | | |
|--|---|---|---|
| 1 a) motor bike | b) car | <input checked="" type="checkbox"/> bicycle | d) horse |
| 2 a) bird | <input checked="" type="checkbox"/> plane | c) car | d) kite |
| 3 <input checked="" type="checkbox"/> tomato | b) orange | c) banana | d) potato |
| 4 a) fish | b) zebra | c) tiger | <input checked="" type="checkbox"/> cat |
| 5 a) table | <input checked="" type="checkbox"/> 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?



2

5



A Z A D

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



3

C What do you say in these situations?

- 1 Somebody is upset and is speaking loudly **Calm down! There's no point in getting upset.**
- 2 Somebody thinks something bad is going to happen but you think they are wrong **Don't worry**
- 3 Somebody tells you some bad news **Oh, dear!**

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 color is it? |
| Does it have feathers? | Can you find it in Yemen? | |

A Z A D

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? **India (and other parts of Asia).**
- 2 What animals are in the same family as the dog? **The wolf and the jackal.**
- 3 When was Rama born? **In January 1998**
- 4 What kind of animal was Rama's father? **A camel**
- 5 Which is bigger, a camel or a llama? **A camel.**
- 6 Which part of Rama is valuable? **The wool coat**
- 7 Why was it possible to crossbreed a lion and a tiger? **Because they are members of the same family.**
- 8 Why do llamas have heavy wool coats? **Because they live in very cold places.**
- 9 Why would it be difficult for camels to live where llamas come from? **Because they do not have coats of long, heavy.**
- 10 In what way is the cama like a camel? **It has short ears and a long tail.**

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

Begin by describing its color 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.

The cama is brown and has the wool coat of a llama. It has short ears, like a camel, but no hump on its back. It has long legs and a long 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 meters and so is Aisha. Noura is the **oldest** of the three. Although Aisha is **younger than** Noura, she is as **tall as** her sister. Since she is only 11, Huda is the **youngest** of the three.

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

Most

Like

Same

Not

As

- Bill's car is white and Richard's is blue.
Richard's car is **not the same** colour **as Bill's**.
- Two brothers, Ahmed and Hassan, got 90% in their English exam. **Like Hassan**, Ahmed got 90% in the examination.
- My pen was not expensive, but my friend has a very expensive one. My pen **was not as expensive as my friend's**.
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 the most pupils**.

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

- Football is a very popular game, **however/ although** not everybody enjoys it.
- Although** I like fishing, I don't catch a lot of fish.
- The factory manager gets very angry sometimes. **However**, he is very good at his job.
- The book wasn't very interesting. I read it from start to finish **however**.

1.6

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

A B C D A B C D E F G H

B Complete these sentences.

- 1 A **stream** is smaller than a river.
- 2 You will find a **valley** between two hills.
- 3 You cannot see far on a **misty** day.
- 4 You cannot grow crops in a **desert**.
- 5 **Rainy** weather helps crops to grow.
- 6 A **mountain** 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 **sunny** afternoon, so Tom decided to go for a **walk** in the countryside. He lived beside the sea in a **valley** between two hills. He **climbed** the smaller of the two hills and, when he got to the top, he stopped and **looked** around him. In the distance, he could see the **coastline**. There were some people lying on the **beach** in the sun. He could see three **boats** in the water. Maybe the people in them were **fishing**. After his climb, Tom was **hot**. He saw a small **stream** and decided to sit next to it and have a **drink**. The water was nice and **cold**. He lay back in the warm grass thinking. 'What a nice way to spend an afternoon.'

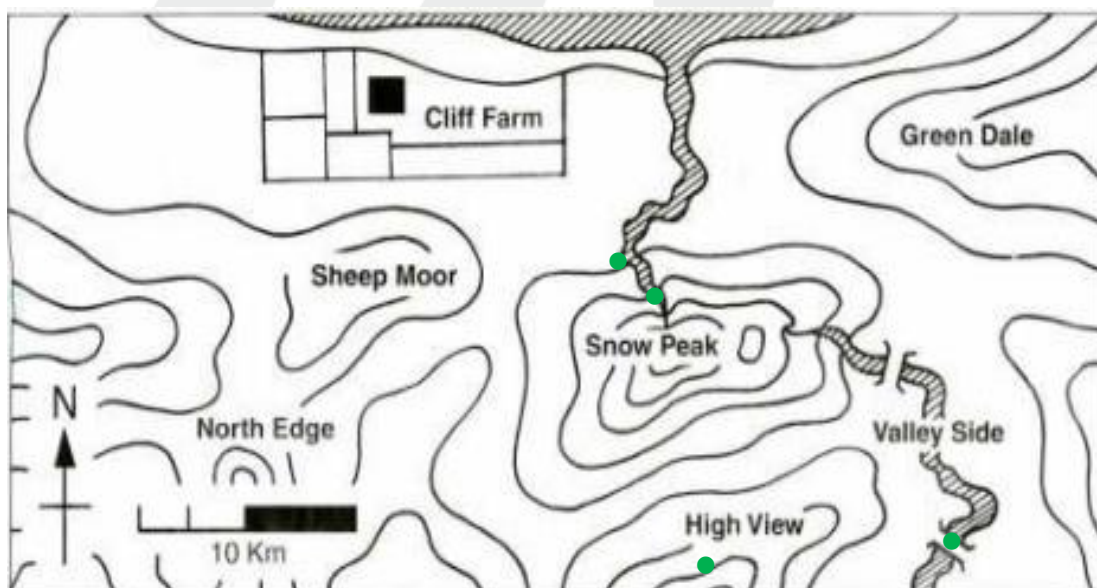
1.7

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

- | | | | |
|---|---|--|---|
| 1 Mike and Andy are | a) in a boat <input type="checkbox"/> | b) in a field <input type="checkbox"/> | c) on a mountain. <input checked="" type="checkbox"/> |
| 2 Andy is | a) hurt <input checked="" type="checkbox"/> | b) angry <input type="checkbox"/> | c) happy. <input type="checkbox"/> |
| 3 The weather is | a) sunny <input type="checkbox"/> | b) misty <input checked="" type="checkbox"/> | c) wet. <input type="checkbox"/> |
| 4 It is | a) early morning <input type="checkbox"/> | b) early evening <input type="checkbox"/> | c) night-time. <input checked="" type="checkbox"/> |
| 5 At the end of the conversation, Andy and Mike are | a) happy <input type="checkbox"/> | b) worried <input checked="" type="checkbox"/> | c) amazed. <input type="checkbox"/> |

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

- Where did Andy and Mike cross the river together?
- Where did Andy leave Mike?
- Where did Andy fall?
- 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 ... kilometers 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.

1.8

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

- 1 not being at work para 1 holiday.
- 2 a road near the sea para 1 coast road.
- 3 eating grass para 1 grazing.
- 4 a machine used by a farmer para 1 tractor.
- 5 turning over the soil para 1 ploughing.
- 6 most important or biggest para 2 main.
- 7 the highest part of a mountain para 3 peak.
- 8 see with difficulty para 3 make out.

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

- 1 Where did the writer spend his holiday? **Wales**
- 2 Which road did he take when he began his drive? **The coast road.**
- 3 In which direction was the sea? **To his left.**
- 4 What was nearer the writer, the farmer or the cows? **The farmer**
- 5 What were the birds looking for? **Something to eat.**
- 6 When did the writer see the river? **When the road began to get steeper and steeper.**
- 7 What happened to the river? **It became narrower and narrower. / It turned into a stream.**
- 8 Where did the road end? **Near the top of the hill.**
- 9 Was the peak above or below the place where the road ended? **Above.**
- 10 Why did the writer climb down from the peak? **Because he was hungry and thirsty**
- 11 What was the weather like when he started eating his sandwiches? **It was hot and sunny.**
- 12 What suddenly happened to the weather? **It became cold, cloudy and misty.**

1.9

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?
Because the weather was good and the scenery is wonderful in Wales.
- 2 Why do you think he chose to drive into the hills and mountains?
Because it would be cooler there.
- 3 Do you think the car went faster or slower as he drove on past the river?
Slower, because the road was getting steeper and steeper.

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

He described what was closer.

- 5 How do you know he drank from the stream?

Because he says the water tasted very good.

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

Because he was worried about getting lost in the mist.

B Complete these sentences.

- 1 The opposite of left is **right**.
- 2 We use kilometers to measure **distance**.
- 3 A farmer often uses a **plough** to break up the soil.
- 4 A mountain is **higher/ steeper** than a hill.
- 5 If a number of streams meet or come together, they become a **river**.
- 6 Between two hills you will always find a **valley**.
- 7 A place where very little or nothing grows is called a **desert**.
- 8 If the weather is **misty**, 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.

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

1.10

A Make phrases with the adjectives in the correct order.

- 1 hair black/long/beautiful
Beautiful long black hair.
- 2 table long/metal/green
A long green metal table.
- 3 house Yemen/amazing/300-year-old
An amazing 300-year-old Yemeni house
- 4 man fat/English/heavy
A heavy fat Englishman
- 5 boat dark green/wooden/lovely
A lovely dark green wooden boat.
- 6 trousers old/horrible/wool
Horrible old wool trousers
- 7 child happy/Indian/eight-year-old
A happy eight-year-old Indian child
- 8 window glass/big/rectangular
A big rectangular glass window.

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

- 1 He felt very happy looking at the wonderful view.
Looking at the wonderful view, he felt very happy.
- 2 There were many boats on the water.
On the water were many boats.
- 3 After eating his dinner, he went to look his cows.
He went to look at his cows after he had eaten his dinner.
- 4 In the distance were some high mountains.
There were some high mountains in the distance.

- 5 The cold, clear stream ran down the valley.

Down the valley ran the cold, clear stream.

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

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

The birds followed the plough, looking for something to eat.

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

The men felt happy lying in the sun after work.

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

Rashid swam in the sea near his house, 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?

Because it is a quiet time and she likes the view.

- 2 What was the weather like this time? It was misty.

- 3 Is the wood near to Jane's window? No

- 4 What do you find in a wood? Trees

- 5 How many cows could Jane see in the field? More than twenty.

- 6 What was in the field next to the cows? A horse and a foal.

- 7 What can Jane see which is not in the picture? Some chickens below her window

- 8 Why do you think Jane was suddenly hungry? Because it was time for breakfast.

B Word work

- 1 What do you have at a window to stop people looking in? **Curtains.**
- 2 What is a wall of mist? **A thick sheet of mist that looks like a wall.**
- 3 What do you think chewing the cud means? **Chewing food that was eaten before.**
- 4 What does the word suckle mean? **Feed from the mother.**
- 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 favorite 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

Reporting events



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 **Artefacts**.
- 2 'Let the ceremony **commence**!' said the old man, and the music started.
- 3 If you want to get better marks, you must be more **diligent**.
- 4 The sailor put his **telescope** to his eye and looked at the ships on the horizon.
- 5 I have a headache. Can I have some **painkiller**, please?
- 6 Why doesn't he wear better clothes? He's quite rich, but he always looks **scruffy**.

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: **word formation**
Meaning: **not punished**
- 2 The firemen were exhausted after fighting the fire. 'I'm extremely tired,' one said. 'I just want to sleep.'
Clue: **synonym**
Meaning: **very tired**
- 3 'Don't be silly. Try to behave in a sensible way,' the teacher said.
Clue: **antonym**
Meaning: **good, clever, responsible, not stupid**
- 4 We've just bought a microwave to save time cooking.
Clue: **purpose**
Meaning: **A cooker that cooks things very fast**
- 5 In his book, Hussein wrote about his many exploits, such as sailing around the North Pole and flying in a balloon.
Clue: **examples**
Meaning: **adventures**
- 6 Many trees and bushes are evergreens, that is to say they have leaves all year round.
Clue: **explanation**
Meaning: **a plant that is always green**
- 7 Mona's writing is very easy to read because she writes very neatly.
Clue: **cause and effect**
Meaning: **tidily**



2.2

A Write answers to the questions on PB page 10

- 1 a) **a rescue - page 3** b) **the Arctic - page 5** c) **a wedding - page 2**
d) **a bird - page 2** e) **a plane - front page.**
f) **a wind turbine - none; the photo and its caption are the only information in the newspaper.**
- 2 **A Rescus Service spokesman.**
- 3 **The ice layer is half as thick as it was ten years ago.**
- 4 **Last Saturday.**
- 5 **A black stork has been seen in this country for the first time in ten years.**
- 6 **In thick forest in Central Russia.**
- 7 **Power for over 600 homes.**

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.'
Heat wave victim recovers.
- 2 The couple met at Primary School.
Boxer marries sweetheart.
- 3 'It's frightening,' he continued. 'It's happening so quickly.'
Arctic ice scare
- 4 The ring-road is to be widened.
Castle to go
- 5 It held back a 500m-long reservoir that contained 300 litres of water
Roman dam found
- 6 A man was later arrested for careless driving.
Fog crash
- 7 None of the 159 passengers and crew survived.
Many dead in crash.

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

- 1 fall down **collapse.**
- 2 start working **come into operation / start operation.**
- 3 the early part of a person's life **childhood.**
- 4 get back to normal health **recover.**
- 5 uncommon **rare.**
- 6 watch carefully **observe.**



2.3

A You are going to hear three interviews connected with stories on PB page

10. Write the headlines of the stories.

- 1 **Fog crash**
- 2 **Heat wave victim recovers**
- 3 **Rere bird excitement**

B Listen again and answer these questions.

1

- a) Where was the witness at the time of the accident?
In the baker's.
- b) Did the witness see the accident?
No. She heard the accident.
- c) How many cars were there in the accident? **Two.**
- d) How did you know it was very foggy?
She said that you could hardly see your hand in front of your face.
- e) How did the witness know that the passenger in the black car was hurt?
She was screaming.
- 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?
She thinks that he was driving too fast.
- g) Is she a good witness?
No. She did not see the accident.

2

- a) How long was he in hospital?
Four days.
- b) What was he doing when he collapsed?
He was having lunch in the garden of a restaurant.
- c) Why did he collapse?
He wasn't wearing a hat and the sun was hot.
- d) What had his wife said before they went walking?
She had said that he should take a hat.
- e) Who called the ambulance?
The people in the restaurant.
- f) What did the doctor say he needed?
Rest and peace and quiet.
- g) Do you think they have a good relationship? Why? Why not?
No. They argue a lot.

3

- a) Who is Robin Crow?
A bird-watcher.
- b) How long has he had this hobby?
Years.
- c) Where does the black stork usually live?
In Africa and the Arabian Peninsula.
- d) Why is it in Britain?
It was probably blown here by strong winds.
- e) When was the last time it was seen in Britain?
Ten years ago.
- f) How would you describe Robin Crow?
Boring.

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 ☐



B Answer these questions about Don's dream.

- 1 Who was in the fields?
Don and his elder brother.
- 2 Who was driving the tractor?
Don.
- 3 Who was holding a gun?
One of the two men.
- 4 Why didn't they run away?
They couldn't move.
- 5 Which words or phrases tell you that the dream was unpleasant?
awful / horrible / scary / terrible.

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

- | | | | |
|-------------------------|-------------------------------------|-----------------|-------------------------------------|
| 1 Brilliant | | | |
| a) very dark | <input type="checkbox"/> | d) very cold | <input type="checkbox"/> |
| | | c) very good | <input checked="" type="checkbox"/> |
| 2 lost my hold on | | | |
| a) could no longer hold | <input checked="" type="checkbox"/> | b) held tighter | <input type="checkbox"/> |
| | | c) pulled out | <input type="checkbox"/> |

D Answer these questions about Debbie's dream.

- 1 What was she flying in at the beginning of her dream?
A balloon.
- 2 How did she fly over the mountains?
On a bird's back.
- 3 How high did she fly?
One kilornetre.
- 4 Which words or phrases tell you that the dream was very pleasant?
brilliant / wonderful / I didn't want to wake up / beautiful.

2.5

A Write the correct form of the verb in brackets.

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



- 6 A new road (to build) **will be built** 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) **burning**.
- 8 The new hospital (to open) **was opened** 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
'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
'Who were they?' Jim asked. 'And what were they doing?'

C Write these headlines as complete sentences.

- 1 Victim of Road Accident Dies
A victim of a road accident has died.
- 2 220 Dead in Air Crash: No Survivors
220 people have been killed in an air crash. There are no survivors.
- 3 Thick Fog to Clear by Afternoon, Then Sun
The thick fog will clear by this afternoon, then it will be sunny.
- 4 New Cars Sign of Wealth
New cars are a sign of wealth.

2.6

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

- | | | | | | | | |
|---|--|---|--|---|--|---|--|
| 1 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">B</div> | 2 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">F</div> | 3 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">H</div> | 4 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">C</div> |
| 5 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">G</div> | 6 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">A</div> | 7 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">D</div> | 8 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">E</div> |



B Develop your vocabulary. Explain the underlined words.

- 1 The radio station was flooded with telephone calls.
so many telephone calls that the radio station was overwhelmed
- 2 Recently there has been a crime epidemic in the capital.
uncontrolled outbreak
- 3 The news of the Princess's death spread around the country like a forest fire.
extremely quickly
- 4 In the mornings the headteacher rushes around the school like a hurricane.
very quickly, perhaps making a lot of noise

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?
It becomes molten.
- 2 How is an orange divided?
Into sections
- 3 You see long queues of cars at petrol stations. Why do you think this is?
There is a petrol shortage.

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.

4

What is happening now

2

What happened during the storm

1

A summary of the disaster

3

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?
Terrible damage and loss of life.
- 2 What two things caused the damage?
Winds and rain.

- 3 Why can the rescue teams only do little for most of the people?
There are no tents, few medical supplies and only two helicopters.

C Vocabulary.

Paragraph 1

- 1 Find a phrase that means since anybody can remember. **in living memory**
- 2 Find a word that means the opposite of town. **countryside**
- 3 Find a word that means having nowhere to live. **homeless**

Paragraph 2

Find these words and tick the best meaning.

- | | | | | | | | |
|---|-------------|-----------------------------------|-------------------------------------|------------------------------------|-------------------------------------|--------------|--------------------------|
| 4 | Tore | a) pulled | <input checked="" type="checkbox"/> | b) cooled | <input type="checkbox"/> | c) destroyed | <input type="checkbox"/> |
| 5 | Plantations | a) land covered with cattle | <input type="checkbox"/> | b) land planted with trees or crop | <input checked="" type="checkbox"/> | | |
| | | c) shops selling bananas | <input type="checkbox"/> | | | | |
| 6 | flattened | a) broken | <input type="checkbox"/> | b) blown down to the ground | <input checked="" type="checkbox"/> | | |
| | | c) badly damaged | <input type="checkbox"/> | | | | |
| 7 | Landslide | a) flash flood | <input checked="" type="checkbox"/> | b) earthquake | <input type="checkbox"/> | | |
| | | c) earth slipping down a mountain | <input type="checkbox"/> | | | | |
| 8 | swept | a) moved quickly | <input type="checkbox"/> | b) covered | <input type="checkbox"/> | | |
| | | c) moved very slowly | <input checked="" type="checkbox"/> | | | | |

Paragraph 3

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

The full extent of the damage became dear.

D What do these numbers refer to?

| | |
|----------------|--|
| three-quarters | the number of buildings destroyed in the large towns |
| 10,000 | the number of people feared dead |
| 240 kph | the speed of the wind |
| thousands | the number of people who worked on the banana plantations |
| five metres | the depth of the rivers of mud |



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?

2.8

A Listen and write the name of each disaster.

- | | | |
|---------------------|---------------|-----------|
| 1 hurricane | 2 earthquake | 3 drought |
| 4 volcanic eruption | 5 forest fire | |

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. **Cliff Jones: Item 2**
- 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. **John Trim: Item 1**

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? **Almost immediately.**
- 2 Where exactly will it be built? **20 kilometers from Cardiff.**
- 3 When will the factory open? **A year from now.**
- 4 a) How many jobs will there be at first? **700.**
b) After four years? **2,000.**

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? **Because of Hurricane Jane.**
- 2 a) How many people have been killed in the north? **50.**
b) Injured? **17.**
- 3 Why do you think that the number of deaths and injuries is so high?
Because people thought Hurricane Jane would hit Manila, not the Northern Philippines.
- 4 How many homes have been destroyed? **Nearly 5,000.**

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?
In south-east London
- 2 How far underground are the remains? **6Metres.**
- 3 Which famous person acted in the Globe? **Shakespeare**
- 4 When was the theatre built? **In 1599**
- 5 What destroyed the theatre in 1613? **Fire**
- 6 Do we know what shape the theatre was? **No**

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 one 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? E (↑) (↓)
- 2 Does he eat out often? C (↑) (↓)
- 3 How old is he? D (↑) (↓)
- 4 What does he do? A (↑) (↓)
- 5 What does he like doing best? B (↑) (↓)

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) **have been** many disastrous volcanic eruptions.
- 2 The worst (to take place) **took place** in Krakatoa in 1883.
- 3 Over 36,000 people (to lose) **lost** their lives.
- 4 A large passenger plane (to crash) **has crashed** in the mountains.
- 5 So far rescue teams (to find) **have found** no survivors.
- 6 The plane (to take off) **took off** from London two days ago.
- 7 The pilot (to contact) **contacted** Jeddah airport one hour before the plane (to crash) **crashed**.
- 8 Several people (to die) **have died** recently as a result of traffic accidents.
- 9 Last Thursday two small children (to be) **were** killed by a speeding car.
- 10 Only yesterday morning a lorry (to go) **went out** of control and (to drive) **drove** 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.
(Necessary information) The bus I come to school on has had an accident.
- 2 The Great Fire of London happened in 1666. Thousands of buildings were destroyed in it.
(Additional information.) The Great Fire of London, in which thousands of buildings were destroyed, happened in 1666.
- 3 The man has mysteriously disappeared. I was talking to him yesterday.
(Necessary information.) The man I was talking to yesterday has mysteriously disappeared.
- 4 The American earthquake killed over 25,000 people. I have to write about it in the next lesson.
(Additional information.) The Armenian earthquake, about which I have to write in the next lesson, killed over 25,000 people
- 5 The flood of 1953 is still the worst in living memory for the people of The Netherlands. New dams were built after it.
(Additional information.) The flood of 1953, after which new dams were built, is still the worst in living memory for the people of The Netherlands.



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

- 1 (When?) **In 1968** (Where?) **in Ethiopia** a terrible famine killed thousands of people.
- 2 After the heavy rain, water rushed down the wadi (How?) **in a flash flood** and demolished tens of houses (Where?) **in local villages**.
- 3 During the drought (Where?) **in southern France**, people queued (How?) **queued patiently** (How long?) **for hours** for just a litre of water.
- 4 (Where?) **In California** (When?) **in 1998** a forest fire destroyed over 100 hectares of woodland in (How long?) **in just two hours**.

2.11

A Answer these questions as fast as you can.

- 1 How many newsflashes are there on the page? **6**
- 2 When did the first arrive? **13:00**
- 3 When did the most recent arrive? **23:00**
- 4 At what times did these newsflashes arrive:
 - a) the one in which Spivak is first mentioned? **13:00**
 - b) the one about the risk of epidemic? **16:00**
 - c) the one about Gorbachov? **23:00**
 - d) the one about an earlier earthquake? **17:00**
 - e) the one in which somebody said that tents and blankets were needed? **15:00**
 - f) the one in which flats are mentioned? **14:00**

B Work with words.

- 1 Find words or phrases that mean the following:
 - a) finding the size of something **measuring**
 - b) system of units for describing the size of something **scale**
 - c) take responsibility for **take charge of**
 - d) trying to do something **effort**
 - e) doing something without tools or equipment **with (their) bare hands**
 - f) every fifth **one in five**.
- 2 Find the names of two diseases. **cholera, typhoid**



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

- 2

 considerable damage
- 5

 total damage
- 3

 serious damage
- 1

 slight damage
- 4

 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? **Spivak**
- 2 What is Leninakan? **Armenia's largest city**
- 3 Where was the President when the earthquake hit? **In the USA**
- 4 Why is there a risk of epidemic? **There is no clean water**

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. **Present perfect**

Describe the disaster itself. **Simple past**

Describe the effects of the disaster. **Simple past**

Describe what is happening now. **Present continuous**

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

Looking for a job



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 fromed from this word.

applicant

application

C Find words that mean the following:

Underlined words

- 1 unfilled jobs **vacancies**
- 2 managed **run**
- 3 amount of money as pay **salary**
- 4 saying you can have **offering**
- 5 ready, prepared **willing**
- 6 something that puts you ahead of other people **advantage**
- 7 things that show you have had the right training **qualifications**
- 8 what you have to do **duties**

Other words

- 1 doing and finding out about something **experience**
- 2 organization and office work **administration**
- 3 the world around us **environment**
- 4 knowing about **knowledge**
- 5 disabled people **handicapped**
- 6 written permission to drive **driving licence**
- 7 help given to an injured person before the doctor comes **first-aid**
- 8 the science of selling **marketing**



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

Box 1 – verb

Apply for
send for
attend

follow
offer

run
require

Box 2 - nouns

position
salary
qualifications

career
application
interview

office
form
applicant

E Now make sentences with these phrases.

Example:
follow/career. He followed a career in business.

| Verb | Noun |
|-----------|---------------------|
| apply for | a vacancy |
| follow | a career |
| run | an office |
| send for | an application form |
| offer | a position |
| require | qualifications |
| attend | an interview |
| interview | an applicant |
| receive | a salary |

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.

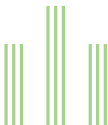
A teacher B fire-fighter C businessman D nurse

B We also save people's houses and their places of work.

D We work very long hours and they don't pay us much.

A I help to build the future of the country.

C 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?

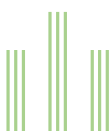
Is the job that you want to do worthwhile?

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? **No**
- 2 Do you work with other people? **Yes.**
- 3 Do you make something? **No.**
- 4 Do you give a service? **Yes**
- 5 Are you anything to do with medicine - doctors, hospitals, and so on? **No**
- 6 Do you meet the public? **Yes**
- 7 Do you work in a shop? **No.**
- 8 Do you wear special clothing in your job? Or a uniform? **Yes**
- 9 And is your job dangerous? **Yes**
- 10 You're a police officer. **No.**

D Listen again and answer these questions.

- 1 What does Susan do?
She's a history teacher.
- 2 What will happen when Mary answers 'No' five times?
She will tell Susan what she does.
- 3 What does Mary do?
She's a firefighter
- 4 Does Susan think Mary's job is unusual? How do you know?
Yes. She says 'A what?!' in a surprised way.



3.3

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

| Ambition | Best subjects | Interests/ activities | character |
|----------|---------------|-----------------------|-----------|
| Patrick | | | |
| Andrew | | | |
| Clare | | | |
| Diana | | | |
| Justin | | | |
| Fareeda | | | |

B Find words that mean the following:

- 1 to be liked by other people **get on well with/popular**
- 2 works well, without wasting time or energy **efficient**
- 3 very, very good **excellent**
- 4 spare-time interests **hobbies**
- 5 to organize and perform a play **to put on**
- 6 to be successful in a test **to pass**



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 **advisor**
- 2 somebody in their last year at school **school-leaver**
- 3 I don't know **I've no idea**
- 4 very bad **Hopeless**
- 5 in the time just before now **Recently**
- 6 that's all that I can think of **That's it**
- 7 in your position (two phrases) **If I were you ... / If I were in your shoes**
- 8 to refuse **turn down**

B Answer these questions.

- 1 What does the school-leaver want to do after leaving school?
He doesn't know
- 2 What has he been thinking about?
About what to do after he leaves school.
- 3 Why doesn't he want to do the same job as his mother?
He is hopeless at Maths
- 4 Has he had any work experience? Where?
Yes. In a hospital.

3.5

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

- 1 1 She has never visited/has never been visiting India in her life. **has never visited**
- 2 ● Why haven't you tidied your room? **have been doing**
OI have done/have been doing my homework. **have known**
- 3 We have known/have been knowing him for a long time. **haven't they arrived**
- 4 Why haven't they arrived/haven't they been arriving? **have been going**
- 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? **have been walking**



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

- 1 Well done, Fareeda! You (to get) **have been getting** much better marks in the last two months.
- 2 The drought is terrible. It (to rain) **has not rained** for the last five years.
- 3 I (to be; never) **have never been** to Great Britain. I hope to go one day.
- 4 In his life my father (to visit) **has visited** many different countries. He often tells us about them.
- 5 The manager (to listen) **has listened** to your new song twice and, to be honest, he doesn't like it.
- 6 Tell Faisal to come and help. He (to listen) **has been listening** to his cassettes for long enough now.
- 7 I (to know) **have known** my best friend for almost fourteen years.
- 8 I (to work) **have been working** 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? **staying**
- 2 I hate to work/working in the evenings so I start work/to work very early in the morning. **Neither / Neither**
- 3 I would hate being/to be in his shoes when his father starts to look/looking at his homework. **Neither / Neither**
- 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. **living / Neither**

3.6

A Complete these sentences about jobs.

Example: Somebody who manages projects is a project manager.

- 1 Somebody who builds houses is **a house builder**
- 2 Somebody who makes furniture is **a furniture maker**
- 3 Somebody who drives buses is **a bus driver**
- 4 Somebody who plays football is **a football player**
- 5 Somebody who has just left or is about to leave school is **a school-leaver**
- 6 Somebody who grows coffee is **a coffee grower**
- 7 Somebody who tames lions is **a lion tamer**
- 8 Somebody who walks along tightropes is **a tightrope walker**

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)

If you want to be a good student, you must be diligent and conscientious. You must show diligence and conscientiousness.

2 (policeman; polite and confident)

If you want to be a policeman, you must be polite and confident. You must show politeness and confidence.

3 (designer; able and computer literate)

If you want to be a designer, you must be able and computer literate. You must show ability and computer literacy.

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.

Police

6

World Aid Organization

1

Television

4

Company Gate-Restaurant

2

Zoo

5

Sunrise Travel Agency

3

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

M = Male

F=Female

| Vacancy | M/F | Quals. | Age | Contact |
|----------------------------|------|---|----------|----------------|
| 1 Teaching Work in clinic | Both | Good Health | Under 20 | P.O.Box 791 |
| 2 Cook | M | None | Young | Ring 35692 |
| 3 Clerk | Both | Computer literate, speak a foreign language; | Any | P. O. Box 3815 |
| 4 Reporter, News presenter | Both | Good voice, interested in news and politics, fluent English | Young | Ring 9582 |
| 5 Zookeeper | M | Interested in environment, healthy, diligent | Any | P.O. Box 1269 |
| 6 Policeman / woman | Both | None | Young | Ring 4186 |

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?
Teaching
- 2 Should a Primary School teacher apply for this job? Why? Why not?
No. Because the job is teaching adults.
- 3 Why should applicants have a driving license?
Because they have to drive to people's homes.
- 4 Should somebody who is 24 apply? Why? Why not?
Yes. Because the age range is from 21 to 25.
- 5 Should applicants telephone to ask for an application? Why? Why not?
No. Because it says that applicants should apply in writing.
- 6 Do you think that is a worthwhile job? Why? Why not?
Pupils' own answers.

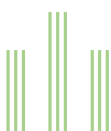
B Find other ways of saying the following:

- 1 somebody who has been to college or university
a well-educated individual.
- 2 In this job you have to help adults learn how to read and write better. **The post involves teaching adults with learning difficulties.**
- 3 It would be useful if the applicant could drive a car.
A driving licence is desirable
- 4 The applicant should be able to explain things to people clearly.
The successful applicant will have good communication skills.
- 5 from 21 to 25 years old
Age range: 21-25
- 6 for the year **pa.**

C Answer these questions about the letters on PB page 22. Write 'K' for Kate or 'T' for Tim.

- 1 Who wrote first? **K**
- 2 Who is younger? **T**
- 3 Who has been working with adults longer? **T**
- 4 Who has more experience of computers? **K**
- 5 Who has been driving longer? **T**
- 6 Who has the better-paid job at the moment? **T**

Who do you think is the better applicant? Why?



3.9

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 (↑)?
- 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 his job?
When can I start?

Employer: { What qualifications do I need?
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 shout at animals
to show you some of my work the job advertised
to get a higher salary animal care to work abroad the Far East

- 1 I would like to apply **for the job advertised.**
- 2 I am very interested **in working abroad**
- 3 I have had 3 years' training **in animal care**
- 4 Like you, I do not believe **in shouting at animals**
- 5 I speak fluent Chinese and Japanese because I have had a lot of experience **of the Far East**
- 6 I would be very happy to have the chance **to show you some of my work**
- 7 I am also looking forward **to getting a higher salary**
- 8 I would be grateful **for a quick reply**

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.

Consequence

He was not given the job in the Ministry because he was lazy and could not speak a foreign language.

- 2 Ali applied for a lot of jobs in Sana'a.
He applied for a lot of positions abroad.

Addition

Ali applied for a lot of jobs in Sana'a. Furthermore / In addition, 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

Addition.

- 4 Mahmoud always got good marks in science.
He wanted to become a doctor.

Consequence.

Mahmoud wanted to become a doctor because he always got good marks in science.

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 | A | 2 | B | 3 | I | 4 | D | 5 | G |
| 6 | F | 7 | J | 8 | E | 9 | C | 10 | H |

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



- design (of a text) **layout**
- business-like, not friendly **formal**
- the name of the first words used when meeting or writing to someone **greeting**
- a way of talking politely to a man **sir**
- a way of talking politely to a woman **madam**
- one phrase to end a letter **Yours faithfully**

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

Tables, flow charts and diagrams

...

4.1

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

| | | | | | | | | | | | | | | | |
|---|----|---|----|---|---|---|----|---|----|---|----|---|----|---|----|
| A | 3 | B | 5 | C | 1 | D | 8 | E | 2 | F | 7 | G | 4 | H | 6 |
| I | 16 | J | 11 | K | 9 | L | 13 | M | 15 | N | 10 | O | 12 | P | 14 |

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

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

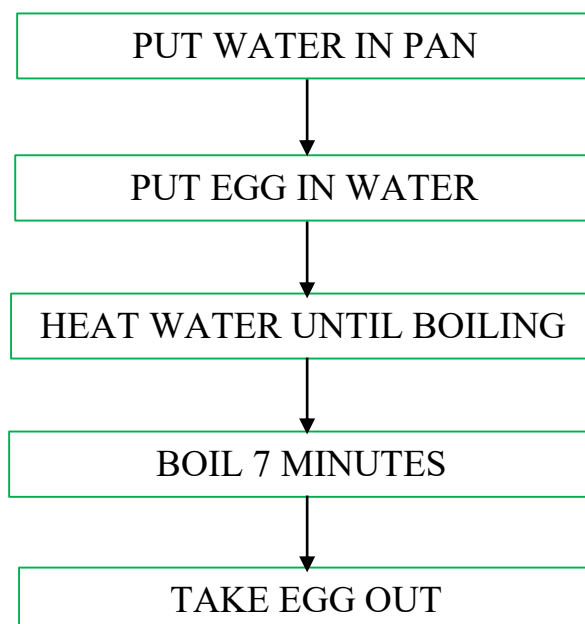
box.

- 1: You have to **peel** a mango before you can eat it
- 2 When you **grate** cheese, you get long, thin pieces
- 3 You need a **knife** to chop vegetables
- 4 You have to **boil** water before you can make tea
- 5 To **grill** meat, you place it under the heat
- 6 When you **squeeze** an orange, you get orange juice

4.2

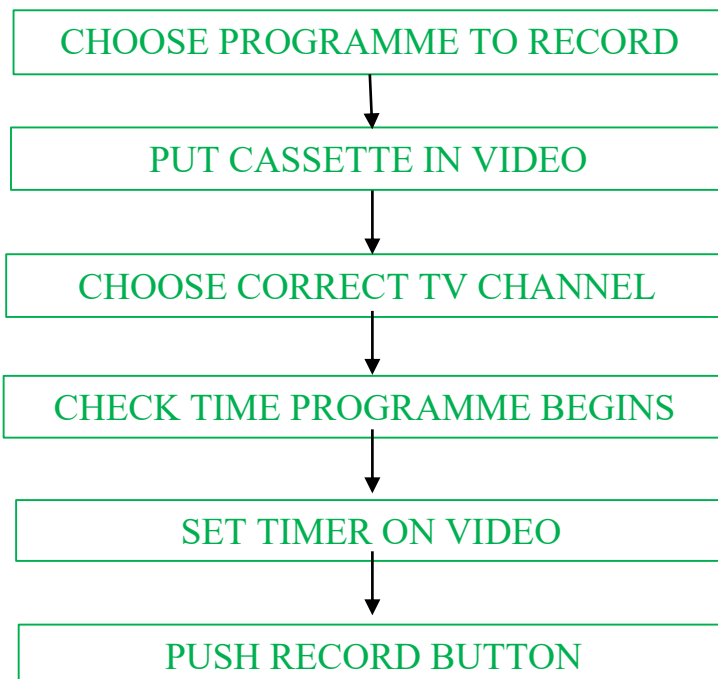
A flow chart is a simple way of showing information. Look at the text and flow chart below, both showing how to cook a hard-boiled egg. Compare how they give the instructions.

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.

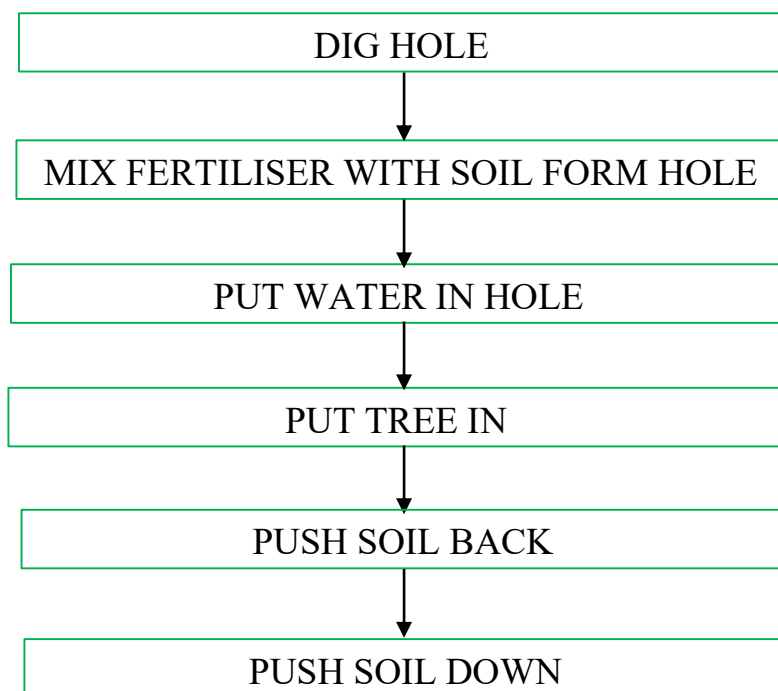


B Complete the flow chart using the information in the text.

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.



First dig the hole. Next mix the fertiliser with the soil and form hole. Then put water in the hole. After that put the tree in. Then push the soil back. Finally push the soil down.

4.3

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

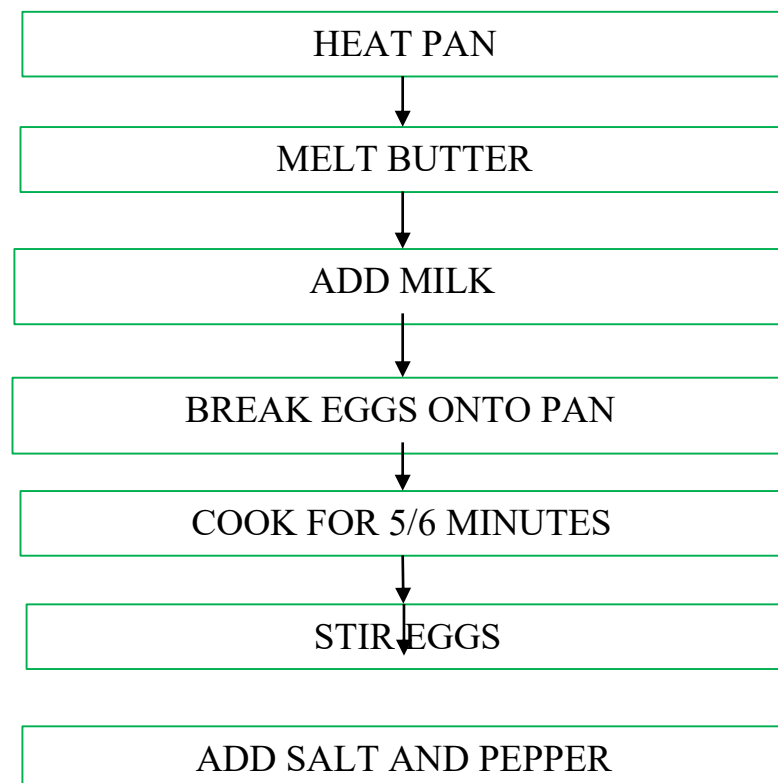
- 1 What are ingredients? **Things you use in cooking.**
- 2 When does James' mother prepare her ingredients? **Before she starts cooking.**
- 3 What does she do to the tomatoes? **Peels and chops them.**
- 4 What does she do to the cloves of garlic? **Crushes them.**
- 5 How many spices does she use? **Four.**
- 6 What does she fry the ingredients in? **Oil**
- 7 Which ingredients go in first? **Onions and garlic.**
- 8 What goes in next? **The spices.**
- 9 The word 'simmer' means
a) fry ☐ b) boil gently ☒ c) grill. ☐
- 10 For how long does she fry the pieces of fish? **Until they are golden brown.**

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 | 0 to 30 | 30-2,200 | 2,200 3,700 | 2,30-1,100 | 1,000 |
| Climate | tropical | subtropical/ moderate | moderate | subtropical | desert |
| Vegetation | dates cotton vegetables grain | mangoes papayas bananas coffee | sorghum apricots peaches figs apples pears oranges lemons grapes | Grapes dates palm trees | grass shrubs |

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 South 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.



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 the spices are added. Next the tomatoes are added. After that the mixture is covered. Finally, the sauce is simmered for fifteen minutes.

C Re-write your instructions for making coffee.

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 **are waiting** (wait) for the water to boil, you **put** (put) the coffee in the pot.
- 2 While the oven **is heating** (heat) up, you **prepare** (prepare) the ingredients.
- 3 You **make** (make) the sauce while the food **is cooking** (cook).
- 4 You **stir** (stir) the soup while it **is simmering** (simmer).



4.7

A Number the main points of the text in order.

- 3 Making compound words,
 2 Using prefixes and suffixes
 1 Taking words from other languages.
 4 Changing parts of speech.

B Read the text carefully and find:

| | | |
|---------------------|--|---------------------------------|
| Paragraphs 1 and 2: | six languages: English, Latin, Greek, French, Eskimo, Arabic | |
| | Ten borrowed words: table, dinner, medicine, kayak, igloo, algebra, zero, sugar, cotton, coffee | |
| Paragraph 3: | Three prefixes: re- un- mis- | Two suffixes: -able -less |
| Paragraph 5: | A noun which can be a verb: milk An adjective which can be a verb: spare A preposition which can be a verb: up | |

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

reporter er unusual
 enjoyment ment retake
 impolite im 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 name?

- a) Sharp knives can *cut* you. **verb**
 b) The *cut* on his arm was bleeding badly. **noun**
 c) Ali decided to go for a *ride* on his bicycle. **noun**
 d) The horse was too wild to ride. **verb**

- e) You can lead a horse to water but you can't make it drink. verb
- f) I'd like a soft drink, please. noun

F Complete the tables below

| Verb | Noun | Noun | Adjective |
|-----------|---------------|-------------|------------|
| greet | greeting | electricity | electrical |
| move | movement | shade | shady |
| collect | collection | necessity | |
| advertise | advertisement | dirt | dirty |
| enjoy | enjoyment | care | careful |
| explain | explanation | success | successful |
| discover | discovery | darkness | dark |
| suggest | suggestion | length | long |

4.8

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

- 1 What was Aisha interested in? Water pressure.
- 2 What did she know about diving? The further you go down, the more your ears hurt.
- 3 What did this make her believe? The deeper the water, the greater the pressure.
- 4 How many things did she need to do her experiment? Five.
- 5 Why did she make holes in the plastic bottle? let the water out.
- 6 Where was the longest jet of water? At the bottom of the bottle.
- 7 Was Aisha's hypothesis correct? Yes.

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.



Name: Galileo

Date: 1584

Title: An investigation into the speed of falling objects Hypothesis: The heavier an object, the quicker it will fall.

Hypothesis: Two metal balls, one heavier than the other.

Materials: Two metal balls, one heavier than the other.

Procedure: Drop the two balls at the same time from a high place.

Observe when each hits the ground.

Data: Both balls hit the ground at the same time.

Conclusion: The data disproves the hypothesis.

4.9

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

- Put the toy a 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?

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

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

- 2 Put the jug in the bowl
- 3 Fill the jug with water tight up to the top.
- 5 Fill the toy boat in the jug.
- 1 Put the toy boat in the jug.
- 6 Take the jug out of the bowl.
- 7 Weight the bowl with the water.
- 8 Empty the water out and weight the bowl again.
- 4 Weight 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 **were** put the boat, some water from the **jug** overflowed into the **bowl**. The bowl **weight** 50 grams with the water and 40 grams without, **therefore** the water weighed 10 grams. The stones also weight 10 **grams**.



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 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 help you with your homework.
- 2 You need the garage to fix your car. (get)
Get the garage to fix your car.
- 3 You need your daughter to do your shopping for you. (have)
Have your daughter do your shopping for you.
- 4 You need advice about your career. (get)
Get advice about your career.

B Write these sentences in another way.

- 1 If a fish gets hungry, it will be easier to catch.
The hungrier a fish gets, the easier it is to catch.
- 2 If food gets cheaper, you can buy more.
The cheaper food gets, the more you can buy.
- 3 If you read well, you will enjoy reading more.
The better you can read, the more you will enjoy reading.
- 4 If it gets colder, you'll need warmer clothes.
The colder it gets, the warmer the clothes you'll need.



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

Example:

| | |
|--------|---|
| 1 heat | <i>If you heat metal, it expands. I don't like heat.</i> |
| 2 fish | He goes to fish with his friend every weekend. We are having fish for lunch. |
| 3 cut | Fatima cut the orange in half. Ahmed has a cut in his leg. |
| 4 saw | We had to saw the wood to the right length . The carpenter uses a saw to cut the wood. |
| 5 milk | They milk the cows every day . He drank a bottle of milk. |
| 6 fly | Sami will fly to India tomorrow. Mosquito is a kind of fly. |

D Read the pairs of sentences.

- What part of speech is the word in italics in each sentence?
 - I like chocolate and so does my brother. (**verb**) He is like me in many ways. (**adjective**)
 - Since he's late, let's start without him. (**conjunction**) We have been waiting for him since 10 o'clock. (**adverb**).
 - My sister is well and I am as well. (**adjective**) (**adverb**)
 - I left the town and turned left at the first junction. (**verb**) (**adjective**)
- 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.

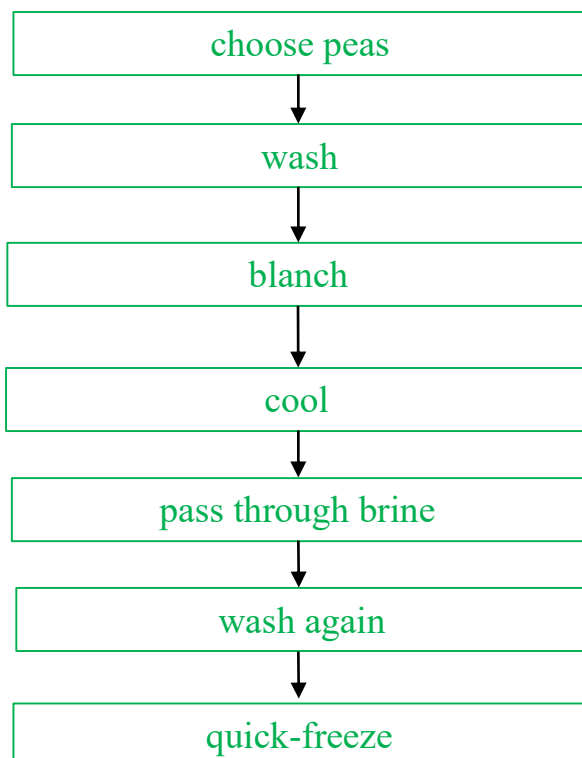
- | | | | | | |
|------------------|------------------|--------------|---------|---------|------|
| 1 sell | buy | 2 taken from | sent to | 3 a few | many |
| 4 more and more | less and less | 5 slowly | quickly | | |
| 6 departure from | arrival at | 7 freezing | boiling | | |
| 8 fresh water | salt water/brine | | | | |

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

- 1 How long after harvesting are frozen peas processed ? **Two or three hours.**
- 2 What happens to the peas that are sent to market ? **They get less and less fresh.**
- 3 What happens to the harder peas at the processing factory ? **They are canned.**
- 4 What are used to clean the peas when they arrive ? **Fans.**
- 5 What do you call a place where large amounts of frozen food are kept? **Cold storage.**
- 6 What kind of trucks are used to transport frozen food?
Refrigerated trucks

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

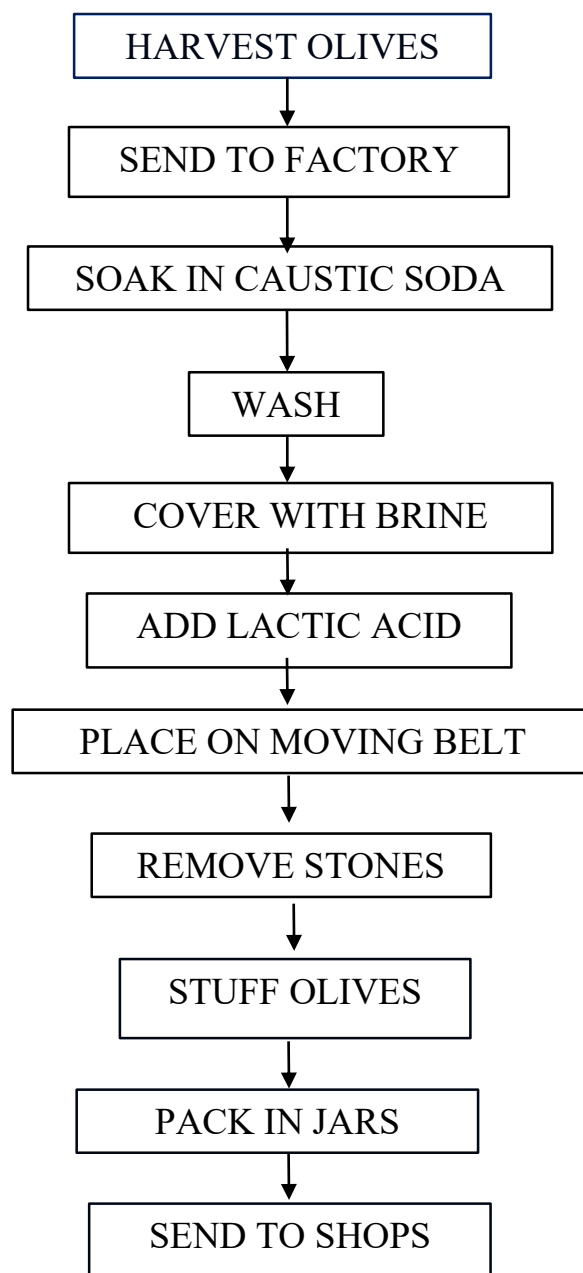
| | | | |
|--------------------|---------------|--------|--------------|
| pass through brine | wash again | blanch | quick-freeze |
| choose peas | clean by fans | cool | wash |



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

Working things



5.1

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

- 1 horizon
- 2 tanker
- 3 fishing boat
- 4 net
- 5 deck
- 6 telescope
- 7 mast
- 8 cabin
- 9 climbing aboard
- 10 pulling up the sail
- 11 bow
- 12 stern
- 13 rowing
- 14 oar

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

A ☐ T B ☐ T C ☐ F D ☐ F E ☐ F F ☐ F G ☐ F H ☐ T I ☐ F

C Correct the six false sentences.

- 1 The fishing boat has one mast.
- 2 There are some nets on the deck.
- 3 Some sailors are pulling up the sail.
- 4 The sailor with the telescope is standing in the bow of the boat.
- 5 Two sailors are climbing aboard the fishing boat.
- 6 Some people are rowing towards the fishing boat

D Put the words in the box below into sets.

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

Cars

4-wheel-drive
accelerator
ignition key
petrol
steering-wheel

Flying

airport
helicopter
plane
to land
to take off

Politics

democracy
monarchy
parliament
president
republic

Environment

desertification
erosion
forestation
hill
plain

5.2

A Complete these sentences about the objects.

- 1 Object 1 must be a **toothbrush**. I'm absolutely sure.
- 2 Object 2 **could** be a shower. I'm not sure.
- 3 I thought Object 3 was a **thermometer** and I was right.
- 4 Object 4 **must be** a **light bulb**. It's obvious.
- 5 Object 5 **might** be a pair of glasses, but it is difficult to see.
- 6 Object 6 **must** be a **bottle**. Anyone can see that.

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

- 1 If there (be) **was** no more rain in Yemen, many people (die) **would die** of thirst.
- 2 If all the planes (stop) **stopped** flying, hotels (have) **would have** fewer customers.
- 3 If all the plants (stop) **stopped** growing, birds (make) **would make** their nests on the ground.
- 4 If there (be) **was** no more electricity, we have (have to) **would have** to use oil lamps.

C Write two sentences of your own.

5.3

A Listen and write the names of the places.

Where are they?

- 1 In a dentist's waiting room.
- 2 In a (school) laboratory.
- 3 In a prison.
- 4 on a bus.
- 5 At a pedestrian crossing.
- 6 In an airport.
- 7 At a market.
- 8 In a restaurant kitchen.

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 a long 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.

F

T

T

F

T

T

F

F

F

T

T

F

C Listen again and correct the false sentences.

- 1 She became Queen on 6th February, 1952.
- 4 She rode through London in a gold coach.
- 7 Everybody except the Queen got wet. (Her coach had a roof.)
- 8 The speaker was not at the ceremony.

- 9 The speaker did not live in London.
- 11 There was a picture of the Queen on the present.
- 12 The speaker liked the fireworks best.

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?
Sixteen months.
- 2 What could the Queen hear as she rode through London?
People cheering.
How do you know that a lot of people were interested in seeing the Queen ride past?
Some people had waited in the streets for days to get a good place to watch.
- 3 Do you think the speaker got wet?
No. The weather was beautiful where she was.
- 4 Do you think she saw the ceremony in colour or in black and white?
In black and white. Nobody had a colour TV in 1953.
- 5 How old is the speaker now?
58
- 6 What is the name of the ceremony at which a king or queen is crowned?
A coronation.

5.4

A Complete these sentences with suitable words.

What is it?

- 1 It **can't** be an elephant but it **could** be a cigarette or a cup of coffee. It **could** also be _____
- 2 It **can't** be a boat but it **could** be a bottle or a piece of wood. It **could** also be _____

Where are they?

- 1 He **can't** be in a rowing boat, but he **could** be in a motor boat. He **could** also be on a _____
- 2 He or she **can't** be in a shop, but they **could** be in a classroom or a meeting hall. They **could** also be in a _____

B Complete these sentences with suitable words.

Who says the following in their job?

- 1 Number 1 **can't** be a doctor. He or she **must** be a **tourist guide**.
- 2 Number 2 **can't** be a policeman. He or she **must** be a **firefighter**.
- 3 Number 3 **can't** be a cook. He or she **must** be a **geography teacher**.
- 4 Number 4 **can't** be a nurse. He or she **must** be a **farmer**.
- 5 Number 5 **can't** be a zoo-keeper. He or she **must** be an **immigration**

What objects might say something like this?

- 1 Number 1 **must** be a **football**.
- 2 **Number 2 must be money.**
- 3 **Number 3 must be a calculator.**
- 4 **Number 4 must be a compass .**
- 5 **Number 5 must be a hang-glider.**

C Discuss these questions.

What do this 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 **have a good look at**
- 2 stay **remain**
- 3 hit with your foot **kick**
- 4 puzzle **riddle**
- 5 walk with slow, regular steps **pace**
- 6 talk in a friendly way about non-important things. **Chat**

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.
You must be Khaled's brother.

- 2 If I lived in the town, I would be able to visit my friends more often.
I could visit my friends more often.
- 3 It is possible that I am wrong. I'm not sure.
I might / may / could be wrong.
- 4 It is impossible that it is so late. We've only just started.
It can't be so late
- 5 I do not have the ability to see without glasses.
I cannot see without glasses.
- 6 You are not allowed to speak in a public library.
You must not speak in a public library.
- 7 Yesterday was Monday, so I'm sure that today is Tuesday.
Yesterday was Monday, so today must be Tuesday.
- 8 I wish that I had the ability to fly like a bird.
I wish I could fly like a bird.
- 9 It is possible that it will rain tomorrow. I'm not sure.
It might / may / could rain tomorrow. I can't be sure.
- 10 It is absolutely impossible that you are Khaled's brother. You're nothing like him.
You can't be Khaled's brother

B Write the verbs in brackets in the correct form.

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

T

F

- 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.

F

T

F

T

T

F

F

F

B Answer these questions.

- 1 What were the sailing conditions like on the morning of December 5th, 1872?
There was a good wind and visibility was excellent.
- 2 How do you know that Morehouse still could not see the other ship clearly two hours after the sailor had seen her?
He had to use a telescope to look at her.
- 3 What was strange about the ship Morehouse saw?
As the wind turned, the ship turned.
- 4 What did Morehouse order a sailor to do?
He ordered him to put up signal flags.
- 5 How did Morehouse know that the Mary Celeste was steering herself?
He saw that there was nobody at the wheel of the ship.
- 6 Who went aboard the Mary Celeste?
Captain Morehouse and one sailor.
- 7 a) What food did they find?
They found food in the pans in the kitchen and a half-eaten meal in the captain's cabin.
b) What did this tell Morehouse?
That everyone had left the ship in a hurry.
- 8 a) What valuable things were on the ship?
Gold, jewellery and money.
b) What did this tell Morehouse?
That the ship hadn't been attacked by pirates and that the crew hadn't mutinied.
- 9 a) What made Morehouse think that the crew of the Mary Celeste may have killed the captain?
They found a sword stained with what looked like blood.

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

There were no signs of trouble.

10 What other mysterious thing did they see?

Two pieces of wood had been cut out of the ship's rail.

C Find words that mean the following:

- 1 1 journey at sea **voyage**
- 2 something impossible to explain **mystery**
- 3 how clearly things can be seen **visibility**
- 4 away from each other **apart**
- 5 saw **sighted**
- 6 see something **make out**
- 7 without people **deserted**
- 8 he felt very frightened **his blood ran cold**
- 9 sudden fear **panic**
- 10 coloured **stained**
- 11 sailors refused to obey their captain's orders **mutinied**
- 12 sailing uncontrolled **drifting**

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.

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 sharks attacked and killed him. ☒
The man in the water screamed when another sailor jumped in. ☐
- 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 1 How many passengers were there on the ship?
Only myself. I was the only passenger.
- 2 Where did the Captain build the platform?
He built it at the bow of the ship.
- 3 What did the sailor say?
He said: 'I can swim around the ship with my clothes on.'
- 4 Did the Captain climb onto the platform?
Yes. He climbed onto the platform with his wife.
- 5 How did the other people die?
Some were attacked by sharks and others drowned.
- 6 How did you get to the small island?
I held onto a piece of wood and swam there.

5.9

A Use a modal verb to complete these sentences.

- 1 It **must have** rained last night. The roads are wet.
- 2 I **might have** passed the exam. I don't know yet.
- 3 I **can't have** put enough salt in this soup. It's tasteless.

- 4 The crew **can't have** been eaten by a monster because there is no sign of panic.
- 5 The earthquake **must have** all the buildings collapsed. been very strong because nearly.
- 6 Pirates **might have** 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)
My mother asked me to help her with the washing up.
- 2 'Learn ten new words for a test,' said our teacher. (want)
Our teacher wanted us to learn ten new words for a test.
- 3 Row faster! Captain Morehouse ordered his crew. (order)
Captain Morehouse ordered his crew to row faster.
- 4 Please bring a glass of water. I said to the waiter. (ask)
I asked the waiter to bring me a glass of water.

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?

B Use the correct reflexive pronouns.

- 1 There's no need to help. We can take care of **ourselves**
- 2 Come in, please, and sit down. You are both most welcome. Make **yourselves** at home.



- 3 My sister hurt **herself** playing volleyball yesterday.
- 4 You never listen to me. I may as well talk to **myself**
- 5 All the passengers on the ship to throw **themselves** into the sea.
- 6 Ahmed! What have you been doing? Go and wash **yourself**



5.10

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

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

B Work out possible answers to the questions below.

All answers should start with Maybe, I think or Perhaps.

- 1 Why did the cat jump onto the wall?
...the dog chased / ran after the cat.
- 2 Why did the car drive onto the pavement?
...the car swerved to avoid hitting the cat / dog / boy.
- 3 Why is the man hanging from the tree?
... the car hit the ladder.
- 4 Why did the ladder fall down?
... the car hit the ladder.

- 5 What happened to the boy?
... the boy fell off his bike because he swerved to avoid hitting the dog.
- 6 How did the bottle get broken?
... the boy dropped the bottle of milk when he fell off his bike.
- 7 Why is the table in the middle of the road?
... the table fell off the car's roof rack.
- 8 Why is the saw lying on the bonnet of the car?
... the man dropped the saw when the car hit the ladder.

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

Possible answer: (Any logical order is accepted)

- 1 The dog ran away from its owner (the lady at the gate) because it saw a cat.
- 2 The dog chased the cat and ran into the road in front of a boy on a bicycle.
- 3 The boy on the bicycle swerved to avoid hitting the dog in the road, skidded and fell off. He dropped a bottle of milk he had been carrying and it broke.
- 4 The cat was frightened and ran away from the dog in front of a car. The cat jumped up onto a wall.
- 5 The car swerved to avoid hitting the cat / dog / boy and hit a ladder by a tree. The man who was on the ladder cutting down some branches, dropped his saw and was left hanging on a branch.

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 1 One afternoon, Tim and Hamad were flying to Rig 10 when Hamad saw something in the air.
One afternoon, Tim and Hamad were flying to Rig 10 when Tim saw something on the ground.
- 2 Look! Over there!" he whispered.
'Look! Over there!' he shouted.
- 3 It was a red car with its doors closed.
It was a red car with its doors open.
- 4 Tim landed the helicopter on the car.
Hamad landed the helicopter near the car.

- 5 Tim walked over to the car, got in and turned on the radio.
Tim walked over to the car, got in and turned the ignition key.
- 6 They still had plenty of petrol, Hamad said.
'They still had plenty of petrol,' Tim said.
- 7 Hamad opened the bonnet and took out a bottle of water.
Hamad opened the boot and saw several bottles of water.
- 8 'Some problem with the water,' he said.
'No problem with water,' he said.
- 9 Hamad pointed at three sets of footprints leading to the car.
Hamad pointed at two sets of footprints leading away from the car.
- 10 'The nearest town is 25 kilometres away,' he said. 'Come on.'
'The nearest road is 25 kilometres away,' he said. 'Come on.'
- 11 They climbed back into the helicopter and drove off.
They climbed back into the helicopter and took off.
- 12 They followed the tracks for several kilometres and then separated.
They followed the tracks for several kilometres until the tracks 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 |
|-------------|--------------|---------------|
| Name | | |
| Age | | |
| Occupation | | |
| Description | | |

- 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 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

Looking back

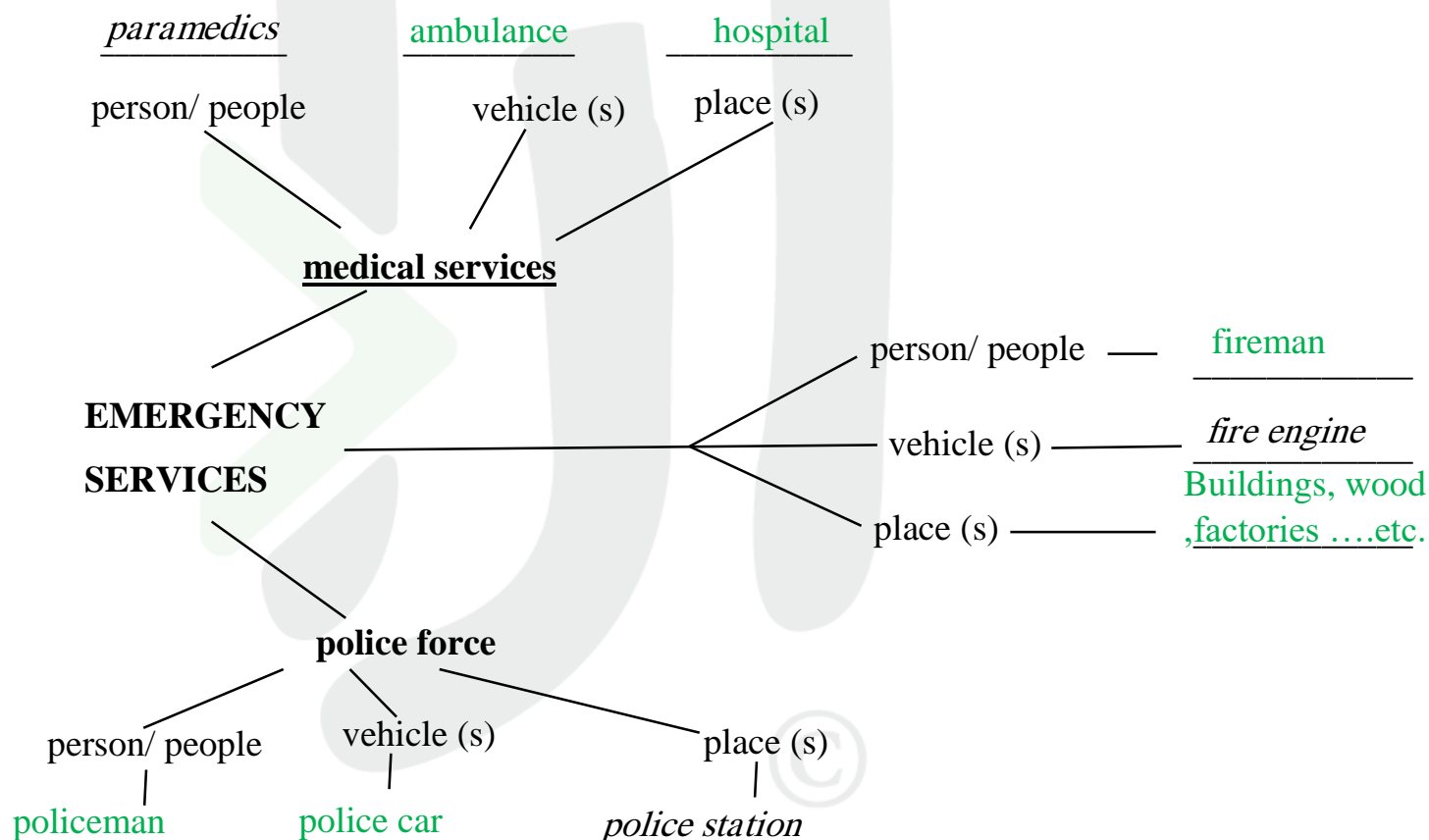


6.1

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

- 1 When did each incident happen? *Yesterday.*
- 2 Which emergency services came to each emergency? *Police and medical services, fire and medical services.*
- 3 What do you know about the people who were helped? *Alia Nawaz is an 18-year-old student and Mrs Khalifa Al-Yamani has two children.*
- 4 Which of them were injured and how badly? *Alia has a broken leg and a back injury, and Mrs Al-Yamani has burns on her arm.*
- 5 What do you know about the people who helped them? *Ali Aziz is a police officer and Mustapha is Mrs Al-Yamani's husband.*

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 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. **The motorbike rider.** We know, because he talks about the truck driver and the car driver.

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

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

Reporter: Go on. Setting the scene

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. Telling the story

Reporter: Didn't you look in your mirror first? Asking the speaker to continue

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. Finishing the story

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 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 **shaking**
- 2 not thinking or moving, often after an injury **unconscious**
- 3 hurt by bees **stung**
- 4 part of the body just above the hand **wrist**
- 5 beating of blood through the body **pulse**
- 6 making a deep sound because of pain **groan**
- 7 drove very fast **raced**

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.
Kassim thought this when they were checking the beehives.
- 2 Aah! Help! The pain!
Anwar thought this when he was stung by the bees.
- 3 Faster! He looks terrible!
Kassim thought this as he raced Anwar to the clinic.
- 4 Now bring Fuad back to see me at the clinic next Monday.
Salwa Mafouz said this when she was saying goodbye to her last patient.
- 5 I'm so glad there's not much wrong with him.
Fuad's mother said this as they were leaving the clinic.
- 6 What is this? Another patent?
Salwa thought this when the pick-up screamed to a stop outside the clinic.

- 7 I mustn't say it, but I think his sun is dying.
Salwa thought this when she checked Anwar's pulse.

6.4

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

1 **D** 2 **B** 3 **F** 4 **A** 5 **H** 6 **C** 7 **E** 8 **G**

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 **rush** somebody to hospital as fast as possible
- 2 **examine** somebody to see what is wrong
- 3 **give** somebody first aid
- 4 **need** to see a specialist
- 5 **take** somebody somewhere by ambulance
- 6 **call** ahead to warn the hospital
- 7 **show** somebody round the hospital
- 8 **recover** from an operation
- 9 **operate** on somebody urgently
- 10 **come** 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 rushed him to the hospital.

Amri Badri: He examined Anwar and called an ambulance.

Hassan Mustapha: He rushed Anwar to Central Hospital in Sana'a, and he called ahead to warn the hospital.

Alia Shakri: She operated on Anwar urgently, and showed a visitor around the hospital.

His parents: They came to take Anwar home.

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.

- 4 (take)/Sana'a/ambulance
- 6 (recover)/hospital/ the next three weeks
- 3 (examine) him and (decide) he (need) specialist treatment
- 1 Anwar (give) first-aid/village clinic by /
- 5 very good heart surgeon (operate) on Anwar and (save)/life
- 7 parents (come) to take /home
- 2 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.

- 1 Anwar was given first-aid at the village clinic by Nurse Salwa Mafouz.
- 2 She rushed Anwar to the hospital at Hajjah in her car.
- 3 A doctor examined him and decided he needed specialist treatment.
- 4 Anwar was taken to Sana'a in an ambulance.
- 5 A very good heart surgeon operated on Anwar and saved his life.
- 6 Anwar recovered in hospital over the next three weeks.
- 7 His parents came to take him home.

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 general practitioner
- 3 immigration officer
- 5 police officer
- 7 social worker

- 2 heart surgeon
- 4 planning officer
- 6 safety officer
- 8 sports teacher

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 business centre | 2 car crash |
| 3 casualty unit | 4 city centre |
| 5 emergency services | 6 examination room |
| 7 fire engine | 8 health services |
| 9 motorbike rider | 10 newspaper stories |
| 11 personal details | 12 public services |

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

- 1 A person who makes sure that factories and other places of work are not dangerous. **safety officer**
- 2 Information about a person such as name, age and address. **personal details**
- 3 A private place where a doctor can check a patient. **examination room**
- 4 A person who helps other people learn to play games such as football. **sports teacher**

6.9

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? **Because with proper medical care, people like Sadiq and Fareeda wouldn't have died.**
- 2 Why did he have to go away for his medical training? **Because at that time, there were no training facilities for doctors in Libya.**
- 3 Why do you think he returned quickly in 1969? **Because news of the new Republic came.**
- 4 Why is he happy about care in Libya today? **Because Libya now has good health care, with trained staff in health centres and hospitals everywhere.**
- 5 Why can't Sadiq be here? **Because Sadiq is dead.**

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

- 1 Fareeda's fever broke the next day.
- 2 That was the day my future was decided.
- 3 I qualified as a doctor.
- 4 Exactly what I believed!
- 5 As soon as I could, I came home.

- | |
|---|
| C |
| F |
| A |
| E |
| B |

6 and that was the beginning of my life's work.

G

7 the terrible diseases of yesterday

D

A completed my training with success

B returned from Egypt to Libya

C high temperature came down

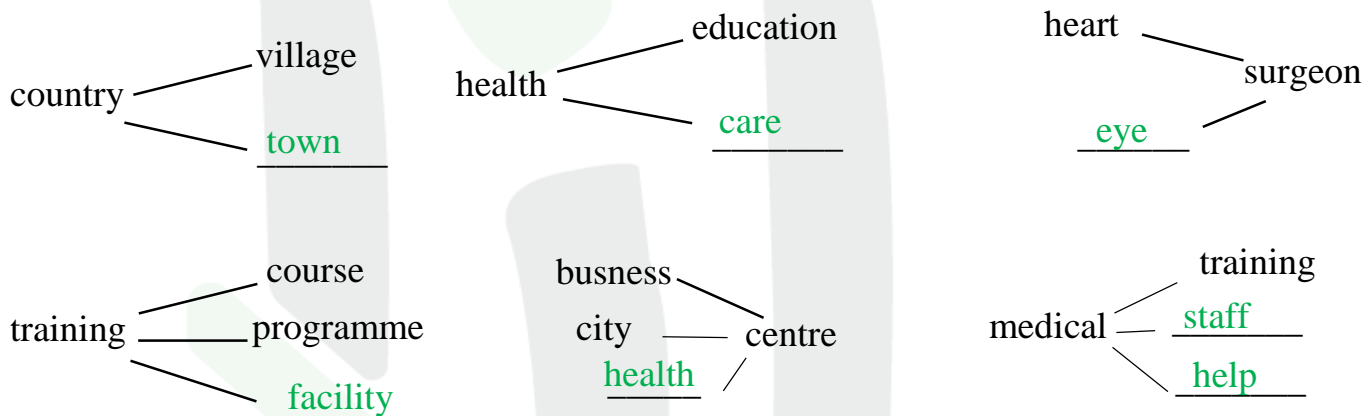
D the past

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.

- | | |
|---|----------------------------------|
| 3 | Faysal's hopes for the future |
| 4 | Tourism in the future Yemen |
| 1 | Getting to know a young Yemeni |
| 2 | 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.

- 1 The visitors drove north-west from the capital.
- 6 He thinks more tourism will be good for Yemen.
He is certain that the traditional way of life is strong and won't be
7 destroyed by tourism

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

| | |
|--------|-------------|
| past | future |
| rude | polite |
| worse | better |
| modern | traditional |

synonyms

| | |
|----------|-----------|
| journey | trip |
| discover | found out |
| caring | kind |
| stop | prevent |

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?



SCIENCE READER

SCIENCE 1

ACIDS AND ALKALIS - PB65

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.

| | |
|---|---|
| <ul style="list-style-type: none">• acid• alkali• corrode• react with• dissolve | <ul style="list-style-type: none">• neutralize• indicator• pollute• soil• formula |
|---|---|

B Read 'Definitions'. Complete these statements.

- 1 Acids taste **sharp or sour**.
- 2 Acids corrode **metals and rocks**.
- 3 Acid + base = **salts**.
- 4 Alkalis are bases that **dissolve in water**.
- 5 Alkali means '**the ashes of a plant**'.
- 6 Acids neutralize **alkalis**.
- 7 Alkalis neutralize **acids**.

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 measures 9.5 on the pH scale.
- 6 Acids have a pH value below 7.
- 7 We can measure activity with a thermometer.

| |
|---|
| F |
| T |
| T |
| F |
| T |
| T |
| F |

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 acids |
|--|---|
| citric acid sulphuric acid acetic acid | bicarbonate of soda calcium hydroxide |

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

- 1 a wasp sting lemon or orange juice, or vinegar (because acids neutralize alkalis)
- 2 a bee sting baking powder (because alkalis neutralize acids)

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

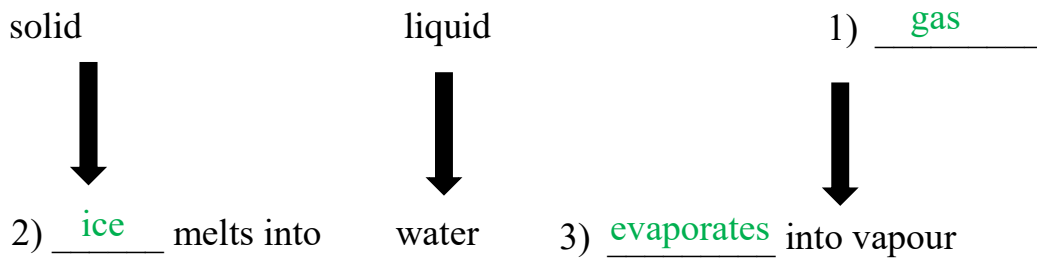
B Read the introduction. Answer the questions.

- 1 Why can't the shape of a solid be changed easily?
Because the shape of a solid is fixed.
- 2 Why can't you pick up a liquid without a container?
Because liquids have no fixed shape.
- 3 Why can you smell gas all over the house from even a small leak?
Because gas spreads very quickly.

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

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

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.
The particles in the ice cube move more quickly, and eventually the ice melts.
- 3 a kettle boils.
The particles in the water move faster and faster and eventually become a gas - steam.
- 4 gas leaks from a gas bottle
The particles in the gas move faster and faster and travel further apart, freely filling any space they are in.

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.

- 3

 Light is a combination of particles and waves.
- 2

 Light is a series of waves.
- 1

 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. T
- 2 The most common way is by reflection. T
- 3 Your desk is not really there, only the reflection. F
- 4 The surface of a sheet of glass reflects more light than the surface of your desk. T
- 5 Rough surfaces scatter light. T

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?
A convex lens would be most useful for reading glasses, because it makes objects larger.

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.
The glass of a mirror acts as a very smooth surface and so reflects maximum light.
- 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.
The bowl of a spoon is concave; the back of a spoon is convex.
- 3 Leaves are sometimes burnt by sunlight passing through raindrops on the leaves.
Raindrops serve as a convex lens.

SCIENCE 4 SOUND - PB68

A Before you read the texts, discuss these questions.

- 1 What is sound? The effect of something vibrating (moving molecules).
- 2 How does it travel? As waves.
- 3 Is there sound in outer space? No.
- 4 How can sounds vary? In frequency.
- 5 How can you measure sound? In hertz or decibels.
- 6 What is 'ultrasound'? Sound with frequencies higher than those that can be heard by humans.

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 | Example |
|-----------|---------------------|--------------|---|
| frequency | Hertz | HZ | human range: 20 Hz to 20 k Hz bat and dolphin range: up to 120 kHz |
| volume | decibels | dB | talking: 50 to 70 dB jet plane: 110 to 140dB |

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

- vacuum Sound waves cannot travel through a vacuum.
- vibration Vibration is the source of sound.
- molecules Molecules squeezing together allows sound waves to move through the air.
- pitch Different frequencies create different pitch.

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

- How can sound be useful in factories?
Ultrasonic sound can be used to find invisible flaws in solid metals.
- How can headphones be dangerous?
Because loud sounds can cause pain and lead to deafness.
- How do bats 'see'?
With ultrasonic sound.

SCIENCE 5 ARAB SCIENTISTS - PB69

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

- Who were the 'giants' ? Scientists who worked before Newton.
- In what way did he 'stand on their shoulders' ? He used their work and their ideas to produce further work.
- In what way did he 'see further'? He developed their ideas further

B Complete the table with information from the texts.

| Name | Dates birth/death | | Area of study | Discovers, inventions, achievements |
|------------------|----------------------|------|---------------|---|
| Ibn Al-Naif's | 607 | | Damascus | Medicine; Blood circulation system, how the lungs work |
| Al-Khawarizmi | | 850 | | Mathematics; Zero, negative numbers, decimal system, algebra |
| Jabir Ibn Hayyan | 721 | 776 | Damascus | Chemistry; Founder of molecular chemistry, scale, anti-rust coatings, fluorescent ink |
| Ibn Sinna | 980 | | Isfahan | Medicine; Book of Healing, Canon of Medicine |
| Ibn Al-Haytham | | 1039 | | Physics; How vision works |

C Complete the table of subjects and professions.

| subject | profession |
|-------------|---------------|
| mathematics | mathematician |
| geography | geographer |
| astronomy | astronomer |
| chemistry | chemist |
| science | scientist |
| philosophy | philosopher |
| medicine | 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? | |

SCIENCE 6 VACCINATIONS - PB70

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 (right)

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

Box 1 (left)

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

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.

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

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

- 1 doctors scientists
- 2 treat cure

Scientists find the causes of diseases; doctors treat them.
Diseases are treated before they can be cured.

| | | | |
|---|--------------|--------------|---|
| 3 | cowpox | smallpox | Cowpox was a disease only found in cattle; smallpox infected humans. |
| 4 | disease | germ | Diseases are the end result of infection by germs. |
| 5 | infection | transmission | Infection is a condition; transmission is the method by which one becomes infected. |
| 6 | vaccine | disease | Vaccines are very weak forms of diseases given to prevent infection by the same diseases. |
| 7 | diagnose | treat | Doctors first diagnose an illness and then treat it. |
| 8 | breakthrough | development | A breakthrough is a sudden discovery; a development is the end result of a gradual process. |

D Complete the table with words from the texts.

| noun 1 | noun 2 | verb |
|--------------|----------|------------|
| immunization | immunity | immunize |
| vaccination | vaccine | vaccinate |
| experiment | | experiment |
| development | | develop |
| transmission | | transmit |
| treatment | | treat |
| diagnosis | | diagnose |
| infection | | infect |

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

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

| | | |
|------------|---|---|
| QUESTION | 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> |
| RESEARCH | Some things float on water. | |
| HYPOTHESIS | Perhaps water is solid. | |
| MATERIALS | water, things | |
| PROCEDURE | Put some things in water. See what happens. | |
| DATA | I put some things in water. The small heavy things sank but some of the flat heavy things floated. | |
| SUMMARY | Flat things usually float. | |
| CONCLUSION | 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.

| | |
|------------|---|
| QUESTION | <i>Is the speed of falling directly related to the weight of an object?</i> |
| RESEARCH | |
| HYPOTHESIS | |
| MATERIALS | |
| PROCEDURE | |

| | |
|------------|--|
| DATA | |
| SUMMARY | |
| CONCLUSION | |

SCIENCE 8 INTERNAL COMBUSTION ENGINE - PB72

A Read the text and answer the questions.

- How many times does the piston go up and down in one cycle? **Twice.**
- The cycle shown in the table is for a four-stroke engine. What are the names of the four strokes ?
Induction, compression, ignition, exhaust.
- One of these strokes is also called the power stroke. Can you work out which one? Explain your answer.
Ignition, since it's the stroke that provides the power to drive the engine.
- Where do these elements of the engine come from?
 - the spark **the spark plug.**
 - the petrol and air mixture **the open inlet valve.**
- Where do these elements go to?
 - the burnt mixture **the exhaust valve.**
 - the power **From the piston, to the crankshaft, finally to the wheels.**
- Why is petrol and air sucked into the cylinder when the piston moves down?
The petrol and air move in through the open inlet valve to fill the vacuum. (The exhaust valve is dosed.)
- Why is the burnt mixture pushed out of the exhaust valve when the piston moves up?
At this stage the inlet valve is closed; the only way out is the exhaust valve.

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

- | | | |
|-------------|---|-----------|
| 1 turn | d | a circuit |
| 3 start | b | b engine |
| 4 switch on | a | c in |
| 5 suck | c | d key |
| 6 push | f | e mixture |
| 7 compress | e | f out |
| 8 open | g | g valve |

| | |
|--------------------|---|
| turn / key | <u>you turn the key in the ignition.</u> |
| star/ engine | The engine starts. |
| switch on/ circuit | The electrical circuit is switched on. |
| suck/ in | Petrol and air are sucked in. |
| push/ out | The burnt mixture is pushed out. |
| compress/ mixture | The air and petrol mixture is compressed. |
| open/ valve | The inlet/exhaust valve opens. |

C Complete the table with words from the text.

| noun | verb |
|-------------|----------|
| ignition | ignite |
| mixture | mix |
| compression | compress |
| explosion | explode |

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.**

- What is the radius of the Moon? 1,738 km.
- How far is the Moon from the Earth?
Between (363,300 km) and (405,500 km)
- What is the radius of the Sun? More than 696,000 km.
- How far is the Sun from the Earth? 150×10^6 km
- How long does it take for the Moon to go round the Earth? Just over 29 days.

6 What is a 'Gibbous Moon'?

One of the phases of the Moon.

7 What happens in an eclipse of the Moon?

The Earth moves between the Sun and the Moon.

8 What happens in an eclipse of the Sun?

The Moon moves in between the Earth and the Sun.

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 Why can we see greater or lesser parts of the Moon as it travels around the Earth?

Because the position of the Moon changes in relation to the Earth.

3 Why can we only ever see half of the Moon?

Because the Moon spins on its own axis.

4 Why do solar eclipses occur?

Because the Moon sometimes passes between the Earth and the Sun.

5 Why do lunar eclipses occur?

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 **lunar**

2 of the Sun **solar**

3 can be seen **visible**

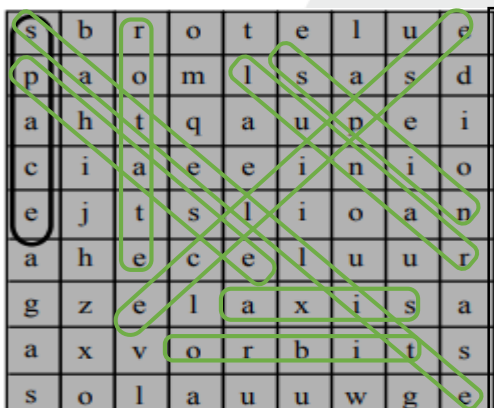
4 first, at the beginning **original**

5 not complete **partial**

6 complete **total**

7 cannot be seen **hidden**

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



- 1 space - the area where the planets and stars are
- 2 solar - to do with the Sun
- 3 axis - an imaginary line around which a body moves
- 4 orbit - the path of a planet or Moon
- 5 rotate - spin
- 6 spin - rotate
- 7 satellite - a body that moves in a fixed orbit around another
- 8 lunar - to do with the Moon
- 9 eclipse - in shadow/ hidden
- 10 phase - of the Moon

SCIENCE 10 RADIOACTIVITY - PB74

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

1 What is radioactivity?

The changes that take place in the nucleus, or centre, of certain materials.

2 What are its dangerous effects?

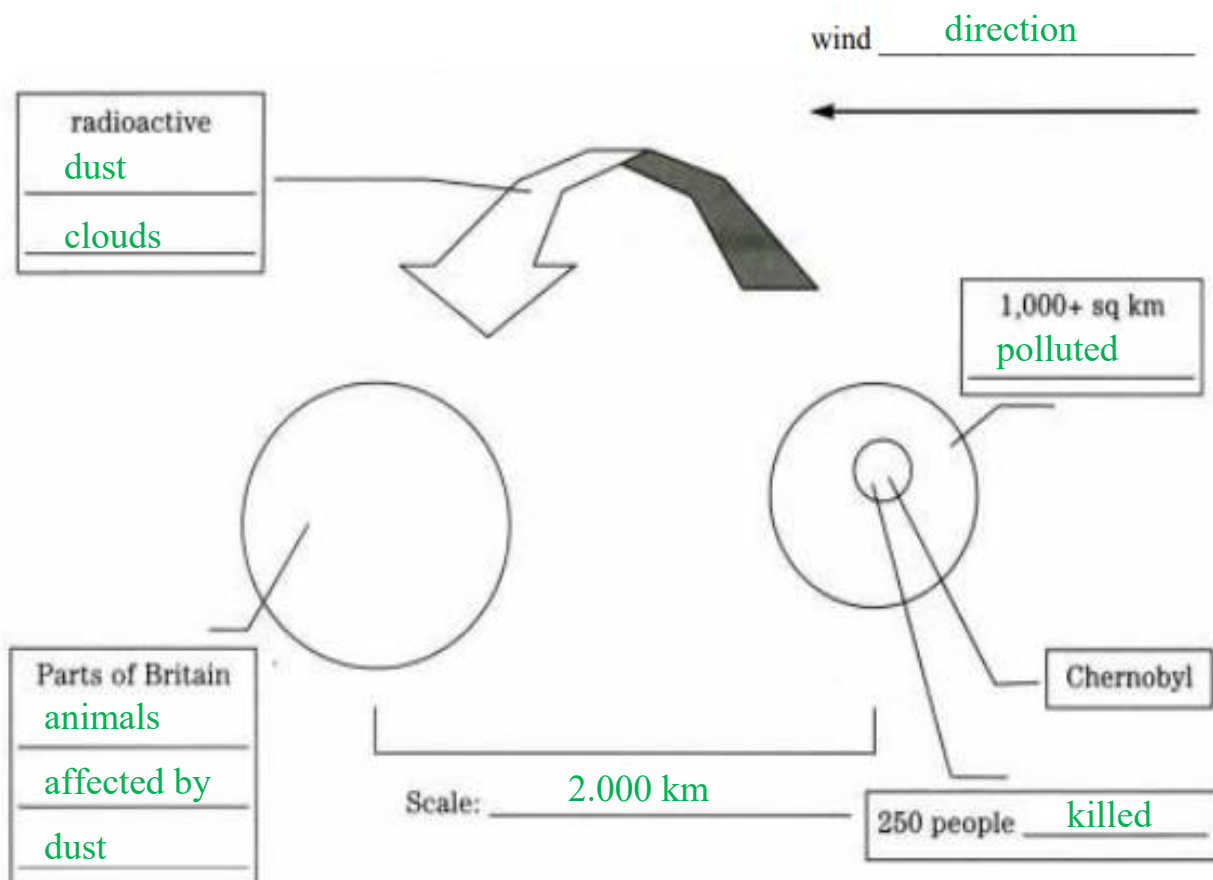
Cancer and death.

3 What can it be used for?

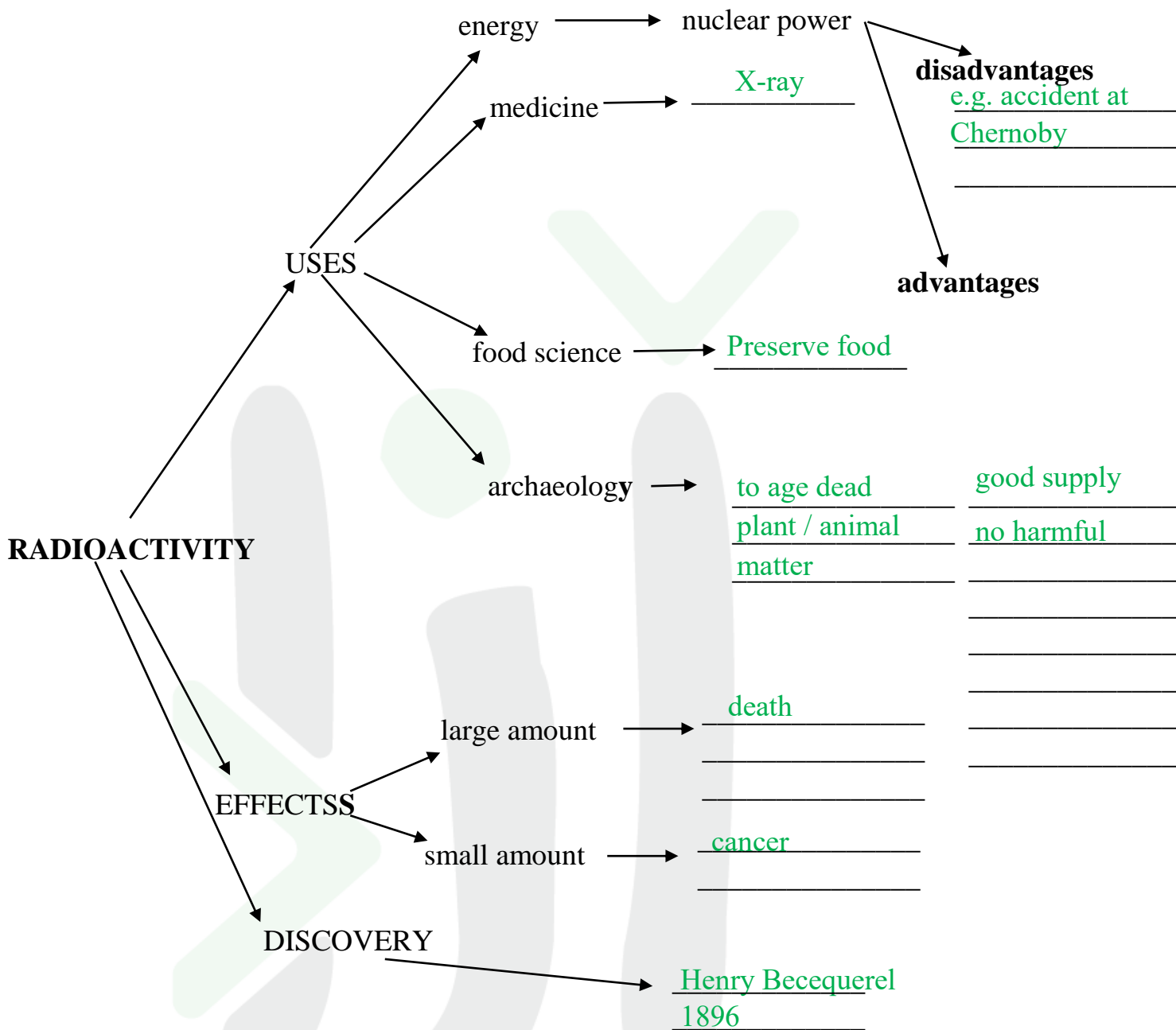
Dating of dead plant and animal matter, preserving food, X-rays.

B Skim the whole text and check your ideas.

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



C Complete this diagram with words and phrases from the text.





ARTS READER



ARTS 1

A DIFFICULT CHOICE? - PB51

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.

T

T

F

F

F

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

7

Olivia advised the taxi-driver to give his daughter a kidney.

3

Olivia decided to help Michael.

5

Olivia had the operation.

1

Michael got a kidney infection.

2

Olivia met Michael after a long time.

4

The doctor explained the risks of the operation.

6

The operation was successful.

C Find words that mean the following:

- 1 fit and good at sport **athletic**
- 2 changing one organ in the body for another **transplant**
- 3 danger **risk**
- 4 mark on the body after a cut **scar**
- 5 however, despite this **nevertheless**
- 6 stop doing something, resist **hold back**

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.
'You have two choices'.

- 3 He could wait for somebody with healthy kidneys to die.
'You can wait for somebody with healthy kidneys to die'.
- 4 His second choice was to spend the rest of his life connected to a machine...
'Your second choice is to spend the rest of your life connected to a
- 5 ... that would do the job of his kidneys for him.
.... 'that will do the job of your kidneys for you'.
- 6 The operation would be more serious for Olivia than for her brother.
'The operation will be more serious for you than for your brother'.
- 7 He would have to cut deeply into Olivia's body.
'I will have to cut deeply into your body.' 'The scar will be 30
- 8 The scar would be 30 centimetres long.
'You will be in hospital for a week to ten days'...
- 9 She would be in a hospital for a week to ten days...
'... and then you will 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.
- 2 Proverbs give information which is generally true in life.
- 3 Half a loaf is better than no bread at all' is an idiom.
- 4 Sometimes there are two proverbs with opposite "truths".
- 5 Idioms are difficult to learn because they are common in English.
- 6 Many idioms are very old.

F

T

F

T

F

F

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 than no bread at all.
- 2 One man's meat is another man's poison.
- 3 Actions speak louder than words.
- 4 No man can serve two masters.

- 5 One good turn **deserves another.**
- 6 Many hands make **light work.**
- 7 Too many cooks **spoil the broth.**

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! **1**
- b First, John said we should do it this way. Then Bill suggested a difference idea. I don't know who to listen to. **7**
- c I can't understand why he likes football. **2**
- d I only carried your bags to your car. You don't have to give me a lift home. **5**
- e I'll do it tomorrow, I promise. **3**
- f It's good of you to offer to help me paint the room. **6**
- g I've got to do my homework but I mustn't miss basketball practice. **4**

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

- 1 This cost me too much money.
I paid through the nose for this.
- 2 He doesn't respect her.
He looks down his nose at her.
- 3 She is always interfering in my life.
She is always poking her nose into my life.
- 4 He can make people do exactly what he wants them to do.
He can lead people by the nose.
- 5 They have no idea what is happening in the world outside.
They can't see beyond the ends of their noses.

ARTS 3 TELFORD HALL EPISODE 1 - PB53

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 Norton College three-year course room 123 dining room | Derek Barker welcome shook hands unpacked 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 Norton College
- 2 the town which the college is in Norton
- 3 the place where Ahmed is staying Telford Hall
- 4 the number of his room 123
- 5 the receptionist or housekeeper Mrs Dale
- 6 some other students in Ahmed's accommodation Derek Barker, Bob Wilson
- 7 some old streets in the town Mill Street, Silk Street, Canal Street

C Complete these sentences.

- 1 Ahmed would probably stay in England for three years because that's how long the college course is.
- 2 Mrs Dale must be quite old because she has silver hair.
- 3 Ahmed didn't unpack immediately he arrived because dinner time was in five minutes.
- 4 Derek offered to show Ahmed and Bob the town because they were new and the town was interesting.
- 5 Ahmed was tired at the end of his first day at Telford Hall because he had flown all the way to England and found Telford Hall, as well as meeting several people.
- 6 Ahmed and Bob became friends because they were studying together.
- 7 The water-powered factories in the hills closed because new coal-powered factories opened in the town.
- 8 Ahmed bought a car because he had to get out into the country.

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 when he saw the grey sky and streams of rain
- 3 grateful when Derek helped him with his cases
- 4 nervous when he first arrived at Norton college
- 5 pleased when he thought back over his first day
- 6 worried when he realized he would have to buy a car

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 Claudius is Hamlet's uncle.
- 3 Ophelia-Polonius Ophelia is Polonius's daughter.
- 4 Laertes-Polonius Laertes is Polonius's son.
- 5 the ghost-the old king The ghost is that of the old king.

B Find words that mean the following:

- 1 killing another person for money or in anger murder
- 2 hurting someone because they hurt you revenge
- 3 dies from water drowns
- 4 thinks/ says that someone else did something wrong blames
- 5 something for people to see exhibition
- 6 does with difficulty manages
- 7 takes the other person's and gives his own exchanges
- 8 pushes a knife or sword into someone stabs

C Find words that mean the following:

- 1 the old king Claudius
- 2 Polonius Hamlet
- 3 Laertes Hamlet
- 4 Gertrude She kills herself (with the poisoned drink Claudius has prepared)
- 5 Claudius Hamlet
- 6 Hamlet Laertes

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 | |

- | | |
|--|----------------------------------|
| 8 Laertes blames Hamlet | g killing Claudius. |
| 9 He gets help to kill Hamlet from Claudius, | h which is too much for Ophelia. |
| 10 A sword fight is arranged | i who also wants Hamlet dead. |
| | j who becomes the new king |

1 [j] 2 [b] 3 [g] 4 [d] 5 [e] 6 [h] 7 [a] 8 [f] 9 [i] 10 [c]

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 **nobody can get hurt.**
- 2 However, Laertes leaves his sword uncovered and **puts poison on the point.**
- 3 Claudius has prepared a drink for Hamlet with poison in it in case **Laertes fails.**
- 4 When Laertes cuts Hamlet with his sword, **Hamlet is surprised.**
- 5 Hamlet manages to knock Laertes' sword from his hand and **exchange swords.**
- 6 Then he stabs Laertes, who **falls dying.**
- 7 In the meantime, before Claudius can stop her, **Gertrude takes some of Hamlet's drink and dies.**
- 8 The dying Laertes tells **Hamlet everything.**
- 9 Then Hamlet turns and **kills Claudius.**
- 10 Soon after, Hamlet **dies from the poisoned sword.**

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

ARTS 5 TELFORD HALL EPISODE ♫ PB♫ AND PB♫

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

Christmas

home

Bob's parents

Ramadan

Eid al-Fitr

Ahmed's room

meat and rice

sweet pasty

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

- | | |
|----|--|
| 7 | Ahmed invited Bob to spend Eid with him. |
| 6 | Ahmed invited Mick, Jerry and Derek to spend Eid with him. |
| 9 | Ahmed made a space in his room for everybody to sit down. |
| 4 | Ahmed met Bob's brother and his wife. |
| 8 | Ahmed phoned his family to wish them a good Eid. |
| 3 | Ahmed went to Liverpool with Bob. |
| 10 | Bob spent Eid with Ahmed. |
| 5 | Ahmed wrote to his brother. |
| 1 | Bob invited Ahmed to his parents' house. |
| 2 | 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?
Because it is the birthplace of William Shakespeare.
- 2 When was William Shakespeare born?
April 23rd, 1564.
- 3 Why is the town called Stratford-upon-Avon?
Because the town is on the banks of the River Avon.
- 4 What is there to see, do and buy in Stratford-upon-Avon?
You can see the house where Shakespeare was born, go rowing on the River Avon and watch a play at the Royal Shakespeare Theatre. You can buy many Shakespeare souvenirs.

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.
Because the days get shorter at this time.
- 2 Norton College is closed for three weeks at Christmas.
Because Ahmed realizes that soon he will be by himself for three weeks.
- 3 Mick and Jerry are friends of Ahmed.
Because he has invited them for Eid al-Fitr.
- 4 There wasn't a microwave oven in the kitchen of the house Ahmed visited
Because all the cooking equipment in the kitchen was from Shakespeare's period.
- 5 Shakespeare never performed in the Royal Shakespeare Theatre.
Because it is a huge brick building.
- 6 Khaled has a sense of humour.
Because Ahmed bought him a joke mirror

F Can you remember? What did Ahmed...

- 1 miss at Christmas time? Home.
- 2 think was strange? Hearing the children call Bob 'uncle'.
- 3 look forward to? Eid al-Fitr.
- 4 push to one end of his room? The furniture.
- 5 give to the cooks? Recipes and spices.
- 6 play at his party? Some cassettes from home.
- 7 pass around at his party? Dishes of sweet pastry.
- 8 stay at in Stratford? The Youth Hostel.
- 9 spend the next morning doing in Stratford? Rowing on the River Avon.
- 10 buy in Stratford? A book of photographs of the town, some copies of Shakespeare's plays and a special mirror.

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. | F |
| 2 'The arts' means painting. | F |
| 3 We buy compact discs which taste good. | F |
| 4 Critics sometimes write books called 'reviews'. | F |

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... |
|--|---|--|
| looking at the language the poet uses | describing the colours and shapes in the work | how interesting the story of the film is |
| saying how well the language expresses | the artist's technique | how it was filmed |
| what the poet wants to say. | the artist's life. | the acting |

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

- 1 film-makers They can have an immediate effect on the success of a film
- 2 new artists Critics can draw the attention of the public to new works.
- 3 the general public They can help us understand the arts better.

D Complete these sentences with words from the text.

- 1 Some people choose a book only if a friend recommends it.
- 2 Some poetry critics look at the ideas in a poem; others concentrate on how the poet expresses those ideas.
- 3 A critic draws the public's attention to new works and helps us understand art better.
- 4 We each have our own tastes in music, films and so on.
- 5 The most important point for some art critics is the technique 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.

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?
It was sunny.
- 2 How long did Ahmed have to wait for his results? One week.
- 3 What did he do while he was waiting? He went to stay with Bob's family.



- 4 How did Ahmed get on in the examination? **He got an A.**
- 5 What did Ahmed do after the results were announced? **He went to London and flew home.**

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

C Answer the questions.

- 1 Who was supervising the examination? **A lecturer Ahmed had never seen.**
- 2 Who always cooks Sunday lunch at Bob's house? **Bob's father.**
- 3 Who helped with the washing up? **Everybody.**
- 4 Who called in to say 'hello'? **Bob's sister and her family.**
- 5 Who got A grades in the examination? **Bob and Ahmed**

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

- 1 It (col. 1 line 4) **the weather**
- 2 then (col.2 line 1) **when the examination results came out**
- 3 They (col.2 line 5) **Bob's parents**
- 4 They (col. 2 line 18) **high sand dunes**
- 5 It (col.2 line 23) **the lunch**
- 6 they (col.2 line 33) **Bob's sister and her family**
- 7 It (col.2 line 39) **Ahmed's thinking about the day he spent at Bob's house**

E Read PB page 59 again. Answer the questions.

- 1 Why was Bob worried? **Because he thought his and Ahmed's names were not on the list.**
- 2 Why couldn't Bob find their names on the list? **Because he was looking in the wrong place.**
- 3 Why did Bob tell Ahmed not to worry? **Because Bob was going to take care of Ahmed's taxi while he was away.**
- 4 Why did Ahmed open the window of the train? **To say goodbye.**
- 5 Why would Ahmed see Bob in October? **Because the next term would start.**
- 6 Why had the countryside seemed strange to Ahmed nine months ago? **Because he had never been to England before.**

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

- 1 Explain what it means.

- 2 Translate three Arabic proverbs into English.



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 Chinese calligraphy
 Para 3 Western calligraphy
 Para 4 Islamic calligraphy
 Para 5 The spread of calligraphy
 Para 6 Modern calligraph

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 checked="" type="checkbox"/> |
| 2 practised (col. 1 line 3) | a) done again and again to get better | <input type="checkbox"/> | b) done | <input checked="" type="checkbox"/> |
| 3 tool (col. 1 line 6) | a) hammer, saw & screwdriver, etc. | <input type="checkbox"/> | b) instrument | <input checked="" type="checkbox"/> |
| 4 seen (col. 1 line 15) | a) considered | <input checked="" type="checkbox"/> | b) used eyes | <input type="checkbox"/> |
| 5 equals (col. 1 line 20) | a) = | <input type="checkbox"/> | b) the same level as | <input checked="" type="checkbox"/> |
| 6 letters (col.1 line 24) | a) alphabet | <input checked="" 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 checked="" type="checkbox"/> |
| 8 so (col. 1 line 7) | a) therefore | <input type="checkbox"/> | b) at the same time | <input checked="" type="checkbox"/> |
| 9 grew (col.1 line 8) | a) became more important | <input checked="" type="checkbox"/> | b) became older | <input type="checkbox"/> |
| 10 number (col.1 line 21) | a) some | <input checked="" 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.

- Calligraphy can be produced in different ways. The article mentions brushes, pens and different materials.
- Painters in ancient China used a pointed brush, like calligraphers in that country. The article says there was a strong connection between painting and calligraphy because they used similar methods and materials.
- Painters and calligraphers are treated the same in modern China. The article says that from the 5th century they have been treated as equals.
- The Nashki style replaced the Kufic style. The article says the Kufic style had almost disappeared by the time the Nashki style appeared in the 10th century.

- 5 Early Islamic calligraphy did not include pictures of birds, etc. The article describes these as new forms of calligraphy.
- 6 The art of traditional calligraphy has not died out. The article says a number of young artists today are interested in traditional calligraphy.

D Complete the table with words from the text.

| Noun | Adjective | Noun | Adjective |
|---------|-----------|-----------|-------------|
| Greece | Greek | angle | angular |
| Rome | Roman | point | pointed |
| Islam | Islamic | religion | religious |
| Lebanon | Lebanese | tradition | traditional |
| West | Western | flow | flowing |

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? Because they have no 'work.'
- 2 Why do squirrels hide their nuts? So that they have a supply of food for the winter.
- 3 How can streams be full of stars? Because of the reflection of sunlight on the surface of the water.
- 4 Who or what is Beauty? A personification of the concept of beauty. (An idea seen in human form)
- 5 Who or what is smiling in the phrase that smile? Beauty

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 USA, Puerto Rico, Egypt, Wales
- 2 Four towns or cities Fort Lauderdale, Luxor, London, Aberfan
- 3 Three people Tutankhamun, Carnarvon, Eryl Jones
- 4 Three dates December 5th, 1945; 1923; 1972

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

- 1 What is the Bermuda Triangle? An area of the Atlantic Ocean between Bermuda and Puerto Rico.
- 2 Why is it famous? Because many planes and ships have disappeared there.
- 3 What is the biggest mystery? The loss of five US Navy planes.
- 4 When did it happen? On December 5th, 1945.
- 5 Why is it a mystery? Because the plane sent to look for the five missing planes never returned.
- 6 What else has happened in the area? Over 150 ships and planes and more than 1,000 people have been lost.

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

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

| | | |
|---|--|-------------------|
| 1 | 1 When was Tutankhamun king of Egypt? | 3,500 years ago |
| 2 | How old was he when he died? | 11 Years old. |
| 3 | When did Carnarvon break into his tomb? | 1923. |
| 4 | How many months later did Carnarvon die? | Two months later. |
| 5 | How many members of Carnarvon's team died in the next six years? | 12. |
| 6 | When was the treasure flown to London? | 1972. |
| 7 | 7 In which year did the pilot of the plane die? | 1976. |

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



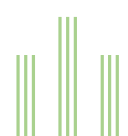
F Read 'Eryl's dream'. Find words that mean the following:

- 1 small pieces of coal and coal dust **slag**
- 2 a pile **heap**
- 3 first **primary**
- 4 moved across the top of **slid**

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



A Z A D



آزاد

©
A Z A D

تم عمل الكتيب بحب من قبل مدرسة آزاد

