المملكة العربية السعودية
Kingdom of Saudi Arabia

رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

وزارة التعليم
Ministry of Education

Student's Book and Workbook

كتاب الطالب والتمارين

Lift Off!

English Language

Intermediate Stage

Second Intermediate Grade

First Semester

اللغة الإنجليزية

المرحلة المتوسطة

الصف الثاني المتوسط

الفصل الدراسي الأول

3

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Express opinion on a familiar subject; Understand information in short messages and announcements	Ask for and give advice; Make suggestions	Modals: *can, could, should, may, might, must/have to*
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Link ideas with *and, then, but, because;* Write simple phrases and sentences linked with simple connectors such as *and, but, because*	Make requests/ask for, give and refuse permission; Make predictions, promises, on-the-spot decisions and requests	*would like/want + to*; Conjunctions
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Write simple phrases and sentences linked with simple connectors such as *and, but, because*	Make requests; Ask for, give and refuse permission	Modals: *can, could, should, may, might, must/have to*; Conjunctions
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RUBRIC WORDLIST

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

Language terms مصطلحات اللغة
Adjective صفة
Adverb حال
Countable/uncountable nouns
الأسماء القابلة للإحصاء/غير القابلة للإحصاء
Irregular شاذ
Negative نفي
Object pronouns ضمائر المفعول به
Opposite ضد
Paragraph فقرة
Past progressive الماضي المستمر
Past simple الماضي البسيط
Phrasal verb شبه جملة فعلية
Plural جمع
Possessive pronouns ضمائر الملكية
Preposition حرف جر
Present simple المضارع البسيط
Pronunciation طريقة النطق
Question tags سؤال التوكيد
Sentence جملة
Singular مفرد
Stressed syllable مقطع مشدد عليه
Subject pronouns ضمائر الفاعل
Verb فعل

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

Unit 1 Old and new

Lesson Link
www.ien.edu.sa

LESSON 1 *Who's who?*

1 **Look, say and listen.** Track 1

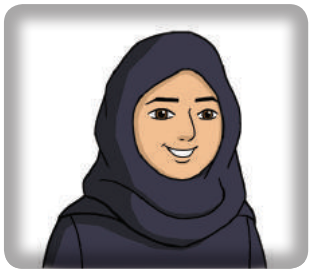
a) Look and say.

Ibrahim ~~Uncle Jim~~ Omar Penny Reema

Look! It's Dave Watson.

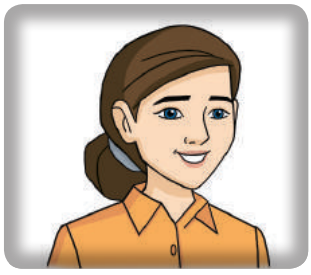
No it isn't. It's Uncle Jim.

1 Dave Watson

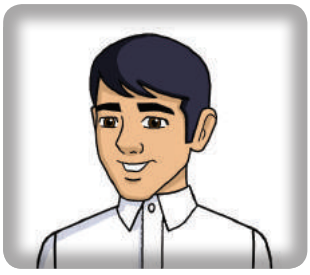


2 Ranya

3 Fahad



4 Nina



5 Yasser

b) Listen and check.

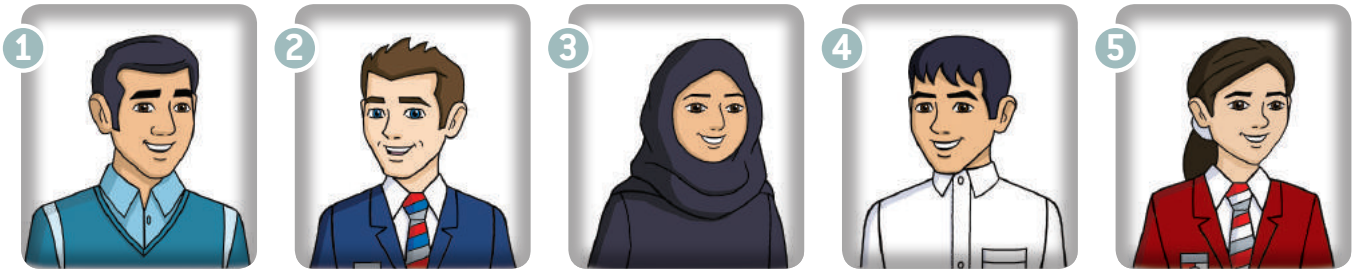
2

LOOK!

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

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

3 Read and match.



1 Fahad 2 ____ 3 ____ 4 ____ 5 ____

a) Look at the pictures. Label them with the correct names.

b) Read the descriptions of the people. Match the descriptions with the pictures.

c) Circle one possessive case, one possessive pronoun and one object pronoun in each description.

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

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

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

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

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

4 Read, ask and answer.

a) Answer the questions.

1 What is Yasser's father's job?
2 What is Elena's father's job?
3 Where does he work?

b)

see Workbook pp96–97

Lesson Link
www.ien.edu.sa

LESSON 2 *A new student*

1 **Read and listen.** Track 2

a) Read and underline the correct words.

Fahad: *Hello. I'm Fahad. You're a new student, [1](aren't/ don't) you?*

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

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

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

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

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

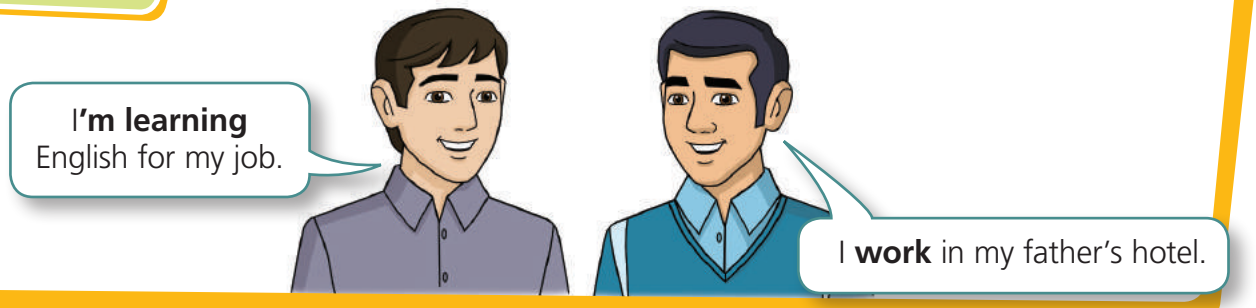
Fahad: *Well, the Director of Studies, Julian, always [7](is giving/ gives) new students an interview and a test. When he knows your level of English, he puts you into a class. That's Julian there. He [8]('s standing/stands) in front of the door. Julian, this is Claudio. He's a new student.*

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

b) Listen and check.

2

LOOK!



3 Answer and check.

Can you help Claudio do his test?

a) Answer the questions.

b) Check.

BOURNEMOUTH ENGLISH SCHOOL

PLACEMENT TEST

NAME: Claudio Fonzi AGE: 19

HOW MANY YEARS HAVE YOU STUDIED ENGLISH? 6

A *CIRCLE (O) the correct answer.*

Example: What _____ you doing this evening?
Answer: **a** is **b** are **c** be

1 _____ you like pizza?
a) Does **b)** Are **c)** Do

2 What's _____ phone number?
a) your **b)** you're **c)** yours

3 I don't have _____ money.
a) any **b)** some **c)** a

4 Anne is French, _____ she?
a) don't **b)** isn't **c)** doesn't

5 I _____ visit my father next week.
a) go to **b)** 'm going to **c)** 'm going

6 Abdullah is _____ student in his class.
a) best **b)** a best **c)** the best

- 1 -

4 Listen and say. Copy the intonation.

Track 3

Unit 1 Old and new

Lesson Link
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LESSON 3 *Whose is it?*

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

a) **Look at the picture. Who can you see? What can you see?**

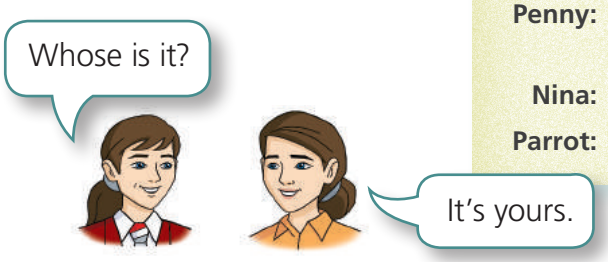
b) **Listen. Who says 'hello'? Whose is the parrot?**

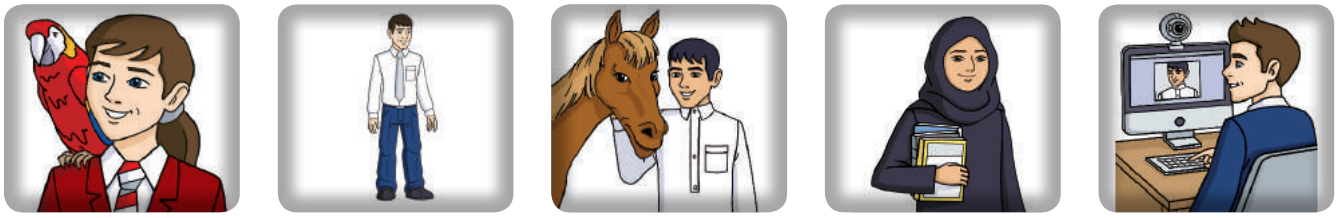
Nina: *Mum. I'm home!*
Parrot: *Hello.*
Nina: *Who's that?*
Parrot: *Hello.*
Nina: *Mum … there's someone in the house.*
Penny: *No there isn't. Look!*
Nina: *Oh, Mum. It's a parrot! What's it doing here? Whose is it?*
Penny: *It's yours, Nina. It's a present. I got it from the pet shop this morning.*
Nina: *Mine … Oh, thank you, Mum. It's great.*
Parrot: *Hello.*

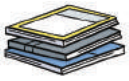
2 **Match, listen and say.**

Track 5

a) **Match the questions and answers.**





1	Whose is the parrot?		a It's Yasser's.	1 b
2	Whose are the shoes?		b It's Nina's.	2 __
3	Whose is the horse?		c They're Reema's.	3 __
4	Whose are the books?		d It's Fred's.	4 __
5	Whose is the webcam?		e They're Dave's.	5 __

b) **Listen and check.**

c) **Listen and repeat.**

3 Read, write, listen and say. Track 6

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

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

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

1 have *had* 2 come _____ 3 hear _____
4 think _____ 5 buy _____ 6 say _____

c) Listen and check.

d) Listen and repeat.

4 Say and read.

a) What do you know about parrots?

1 How many different kinds of parrot are there?
More than 350 kinds.

2 Can young parrots learn words?
_____

3 Are parrots intelligent?
_____

4 When is the best time of day to teach a parrot?
_____

b) Read and check your answers.

ABOUT PARROTS

Do you know …?

There are more than 350 different kinds of parrot.

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

see Workbook pp100–101

Unit 1

Saudi Review

Lesson Link
www.ien.edu.sa

1 Listen, say and write. Track 7

a) Listen. Repeat the sentences.

b) Write the sentences.

It's Rakan's father.

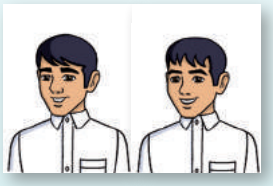
No it isn't. It's Omar's father.

Rakan / father ✗
Omar / father ✓

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

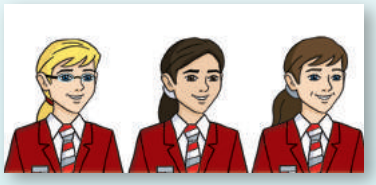
Penny / friend ✗
Nina / friend ✓

2 It's Penny's friend.
_____



Claudio / friends ✗
Rakan / friends ✓

3 They're Claudio's friends.
_____



Miss Fatin / students ✗
Miss Jennings / students ✓

4 They're Miss Fatin's students.
_____

2 Complete the sentences. Use these words.

(Rakan)

(Reema)

(Yasser)

(Ibrahim)

(Salim)

are	is
it	they

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

GRAMMAR STUDY

the past simple tense – some irregular verbs

Complete.

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

3 Read, listen and say.

Track 8

a) Read the poem.

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

b) Listen to the poem.

c) Repeat the poem.

4 Choose.

Underline the correct form of the verb.

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

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

5 Punctuate the dialogue.

1 helloyoureanewstudentarentyou
_____
2 yesiamitsmyfirstdayheremynamesclaudio
_____
3 nicetomeetyouclaudioimfahadimfromsaudiarabia
_____

Pronunciation corner

Track 9

a) Listen and repeat.

b) Listen again and underline the stressed syllable.

tourist director agriculture
interview hotel surname
intelligent

Unit 2 Around the schools

Lesson Link
www.ien.edu.sa

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

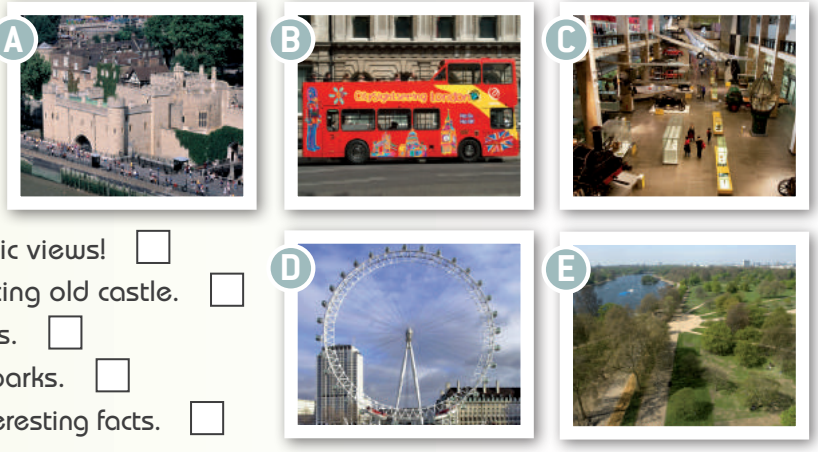
1 Read and say.

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

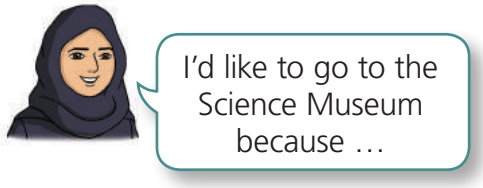
Visit LONDON

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

1 on the London Eye and see fantastic views! ☐
2 to the Tower of London – a fascinating old castle. ☐
3 on an open-topped sightseeing bus. ☐
4 on a picnic in one of the beautiful parks. ☐
5 to the Science Museum and learn interesting facts. ☐



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



2 Write and check.

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

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

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

b) Check your work.

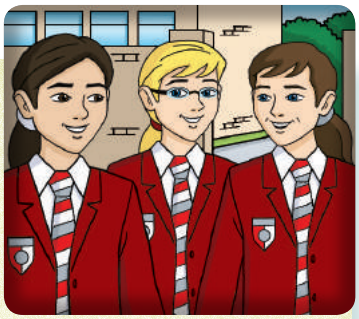
Check: the grammar
the punctuation
the paragraphs

Date …

Dear …

3 Listen, write and say. Tracks 10 and 11

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



Elena: *Hi everyone!*
Nina / Lucy: *Hi Elena!*
Elena: *Well, here we are again. Monday morning. Back to school!*
Nina: *I know. And I had a **great** weekend.*
Lucy: *What did you do, Nina?*
Nina: *I went to London with my mum and dad.*
Elena: *Did you? We went to London. My mum and I took my uncle and aunt from Italy. We ate in a fantastic Italian restaurant. What did you do, Nina?*
Nina: *We went sightseeing. We walked and walked and saw so many things – the London Eye, the Tower of London and lots of other things. It was really interesting, but I was very tired. I went to sleep on the train on the way home. What did you do, Lucy?*
Lucy: *Not much. I stayed at home and read a book. Oh yes, and I wrote my geography homework essay, on Riyadh in Saudi Arabia.*
Elena: *Oh no! I forgot about the homework …*
Nina: *So did I!*
Elena: *We're going to be in trouble!*

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

1	go	went	2	take	_____	3	eat	_____
4	see	_____	5	read	_____	6	write	_____
7	forget	_____						

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

1 Lucy went to London with her uncle and aunt.
2 Nina ate in an Italian restaurant.
3 Lucy saw many interesting things.
4 Elena went to sleep on the train.
5 Nina read a book and wrote an essay.

Elena went to London with her uncle and aunt.

d) Listen and check.

e) Listen again and repeat.

see Workbook pp102–103

Lesson Link
www.ien.edu.sa

LESSON 2 *Come and see me after the lesson*

1 **Read, speak and write.**

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

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

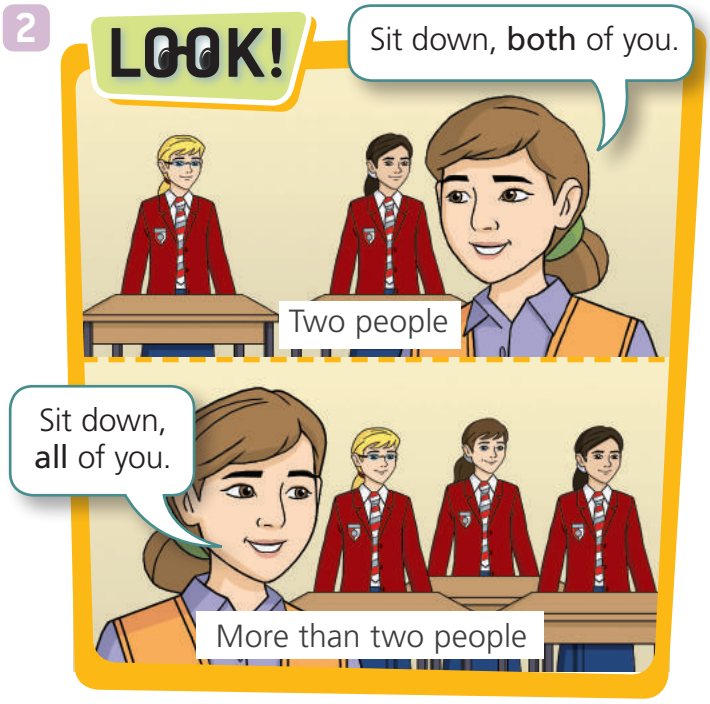
Miss Jennings:	*Now, all of you, stop talking, please. Well, Lucy. This is a very good piece of homework. There's only one mistake.*
Lucy:	*Thank you, Miss Jennings.*
Miss Jennings:	*And you, Nina and Elena? Where are your essays?*
Nina:	*Sorry, Miss Jennings. Can I give you my essay tomorrow?*
Elena:	*And mine, Miss Jennings.*
Miss Jennings:	*Both of you, come and see me after the lesson.*

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

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

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

2



3 Read and say.

a) **Look at the picture. What can you see?**

b) **Read about the Great Fire of London. How many people died in the Great Fire?**

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

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

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

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

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

Pronunciation corner

Track 12

a) **Listen and repeat the words.**

b) **Write the words in the correct columns.**

~~did~~	~~dead~~	ate	it	win
when	bell	bill		

did	dead

see Workbook pp104–105

Lesson Link
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LESSON 3 *Fire!*

1 **Say and read.**

a) Imagine … there's a fire at your school. Do you know the fire rules? What must you do?

b) Read the fire rules at the International Language School in Riyadh. Are they the same as the rules in your school?

FIRE RULES

1 **Leave** the classroom quietly.

2 **Walk** quickly to the nearest fire exit. Don't run.

3 **Wait** in the playground.

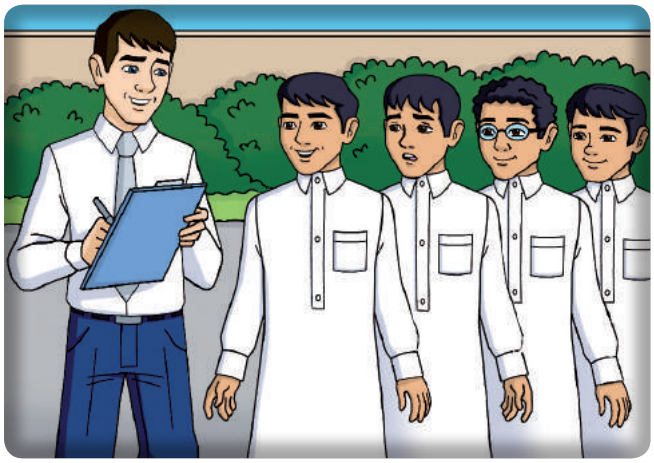
4 When the teacher calls your name, **answer** clearly and loudly.

2 **Say and listen.** Track 13

a) Look at the picture. Where are Dave Watson and the students? Why do you think they are there?

b) Listen to the first part of the dialogue. Who isn't behaving calmly?

c) Listen to the second part. Was there really a fire?



1

Dave: *Did you do your homework last night?*
All: *Yes, teacher.*
Dave: *Good, because today we have a test.*
Yasser: *Yes, teacher.*
Rakan: *Why's the bell ringing, teacher?*
Dave: *I think there's a fire. OK, everyone, don't panic!*
Yasser: *Quickly, we must leave quickly.*
Dave: *Don't panic Yasser. Behave calmly, and go to the playground immediately. Answer clearly when I call your name.*

2

Dave: *Rakan?*
Rakan: *Here, teacher.*
Dave: *Yasser? … Yasser?*
Yasser: *(mumbling) Here, Teacher.*
Dave: *Speak more clearly, Yasser.*
Yasser: *Yes, teacher.*
Dave: *Good. That's everyone. No one's missing. OK, go back to the classroom and do the test.*
Yasser: *But what about the fire, teacher?*
Dave: *There isn't really a fire, Yassar. This is only a fire **drill**!*

d) Listen again. Underline the correct words.

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

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

3 Write.

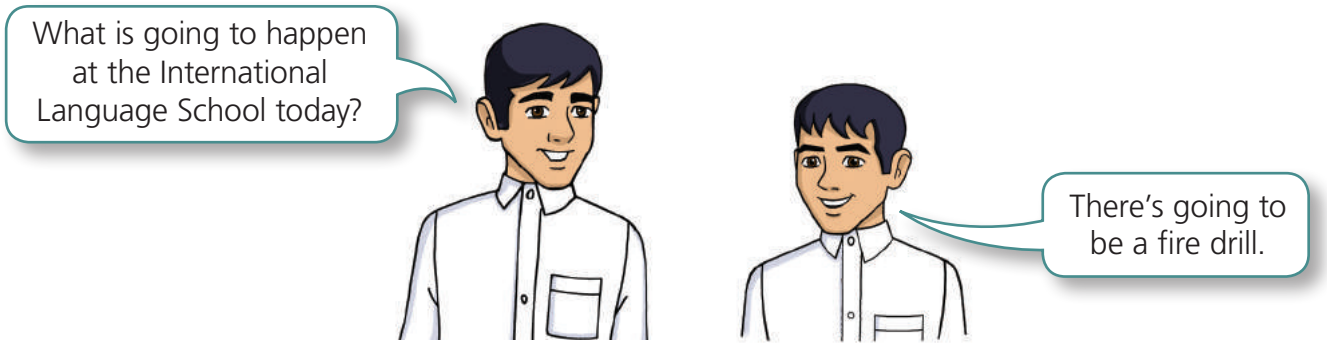
Complete the sentences with adverbs. Use the words in the box.

careful	~~correct~~	loud	quick	slow	smart

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

4 Ask and answer the questions.

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



see Workbook pp106–107

Saudi Review

Lesson Link
www.ien.edu.sa

1 Match, choose and say.

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

1	read	a	a meal	☐
2	learn	b	a picnic	☐
3	have	c	views	☐
4	take	d	a book	1
5	see	e	a trip	☐
6	eat	f	facts	☐

b) Underline the best word.

Read

an interesting book

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

c) Say sentences about Nina's day yesterday.

Nina read an interesting book yesterday.

She learned some important facts.

GRAMMAR STUDY

adverbs of manner

adjective	adverb
clear	clearly
calm	calmly
careful	carefully

Look and complete.

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

2 Choose. Underline the correct form.

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

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

3 Read and number the pictures.

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

4 Complete, match and listen.

Track 14

a) Write the past simple of these irregular verbs.

take took

1 say _____
2 write _____
3 hear _____
4 eat _____
5 begin _____
6 see _____

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

book took

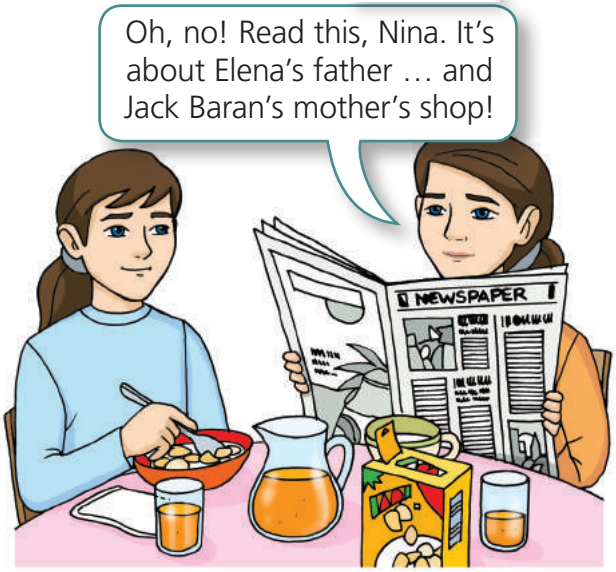
1 door _____
2 get _____
3 goat _____
4 man _____
5 word _____
6 bed _____

c) Listen and check.

Unit 3 Problems and accidents

Lesson Link
www.ien.edu.sa

LESSON 1 *Read this, Nina*



1 **Say and read.**

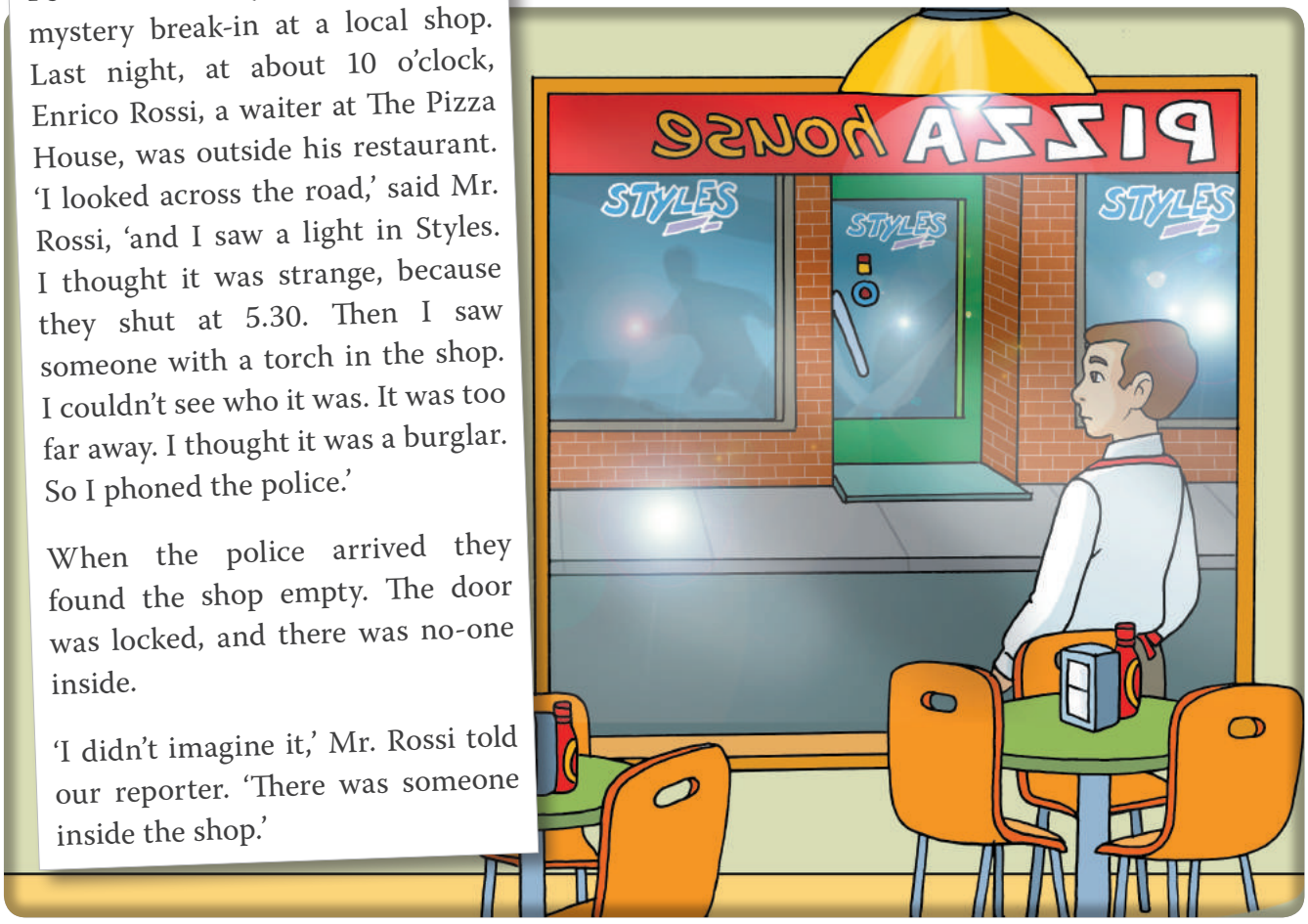
a) **Read the headline and look at the picture. What is this about?**

Mystery Break-in at Styles

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

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

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



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

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

2 Listen, say and write. Track 15

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

b) Listen again. Write answers to the questions.

1 What did Barbara do at 5:30? _____

_____

2 What did Barbara do at 10:00? _____

_____

3 'Could you come to the Station?' Which 'Station'? _____

_____

3 Look and say.

a) Put the pictures into the correct order.

b) Tell the story.

4 Listen and say. Track 16

a) Listen and repeat the questions.

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

see Workbook pp108–109

Lesson Link
www.ien.edu.sa

LESSON 2 *Why are you late, Yasser?*

1 Look, say and listen. Track 17

a) **Look at the picture. Who can you see? Where are they?**

b) **Listen to the dialogue. How is Yasser's cousin now?**

Teacher: *Now, where's Yasser?*
Omar: *I don't know, Teacher.*
Teacher: *Come in! Ah, Yasser …*
Yasser: *I'm sorry, Teacher. I'm sorry I'm late.*
Teacher: *Why are you late, Yasser?*
Yasser: *Because I … I overslept, Teacher. I'm, sorry.*
Teacher: *Overslept, eh? Enjoying yourself yesterday evening, were you? Staying up late?*
Yasser: *No, Teacher, no. It was nothing like that.*
Teacher: *Well, what happened? Tell me.*
Yasser: *It was my little cousin, Teacher. He stayed with us last night. He had an accident. He fell down the stairs and hurt himself.*
Teacher: *Oh dear. Not badly, I hope.*
Yasser: *Well, my father and I took him to hospital. We were there till four o'clock this morning. That's why I overslept. And, Teacher, I'm sorry … I didn't do my homework.*
Teacher: *That's alright, Yasser. It doesn't matter. I accept your apologies and how is your cousin now?*
Yasser: *He's fine, thank you. He bruised himself badly, but he didn't break anything. He's fine!*

c) **Listen again. Tick (✓) the correct answers.**

1 How did the teacher feel at the beginning of the dialogue?
a pleased ☐ b not pleased ☑

2 How did he feel at the end of the dialogue?
a forgiving ☐ b angry ☐

3 Yasser:
a didn't wake up on time. ☐ b didn't go to bed. ☐

4 Yasser's cousin:
a broke his leg. ☐ b didn't break his leg. ☐

2 Listen and say. Track 18

a) Listen and repeat.

b) Listen and repeat again.

I'm sorry.

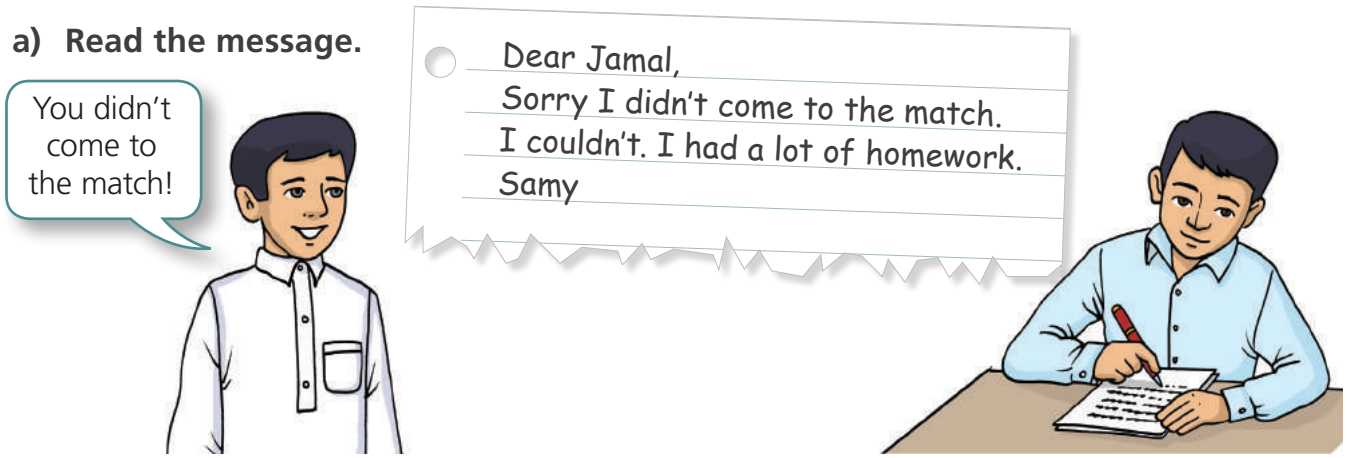
That's OK.

3 Match the pictures and the sentences.

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

4 Read and write

a) Read the message.



b) Now write four messages in your notebook.

You ate all the cake!

You weren't at school yesterday!

You didn't come shopping with me!

You broke my CD!

see Workbook pp110–111

Unit 3 Problems and accidents

Lesson Link
www.ien.edu.sa

LESSON 3 *Poor Uncle Jim*

1 Read and answer.

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

in his car ☐ at home ☐

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

A ____

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

B 1

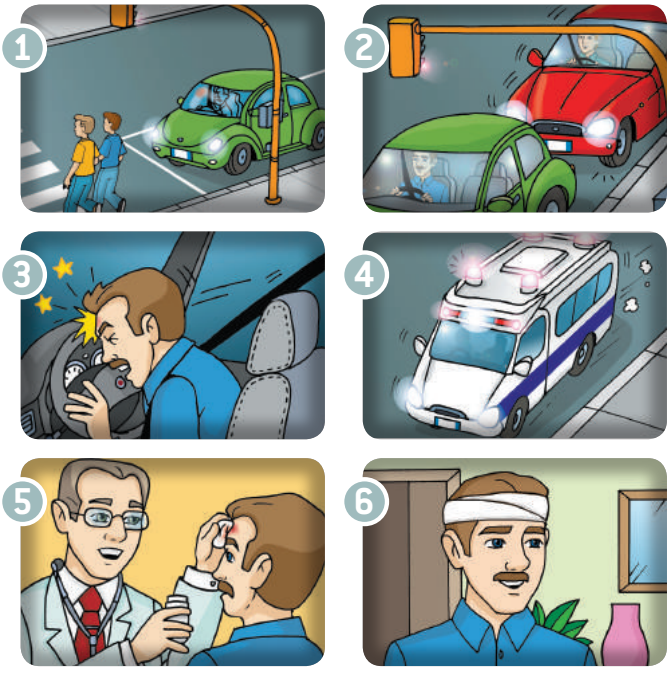
Dear Omar,
I'm very sorry I didn't reply to your e-mail last week. I had so much homework to do and then, on Saturday, Uncle Jim had an accident.

C ____

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

D ____

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



2 Look and say.

Look at the pictures. Tell the story. Use these words to help you.

traffic lights **steering wheel**
ambulance **bandages**

Start like this:
On Saturday, Fred's uncle was in his car …

3 Read and listen. Track 19

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

b) Listen and check.

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

c) Read again and answer.

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

Pronunciation corner Track 20

a) Listen and repeat these words.

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

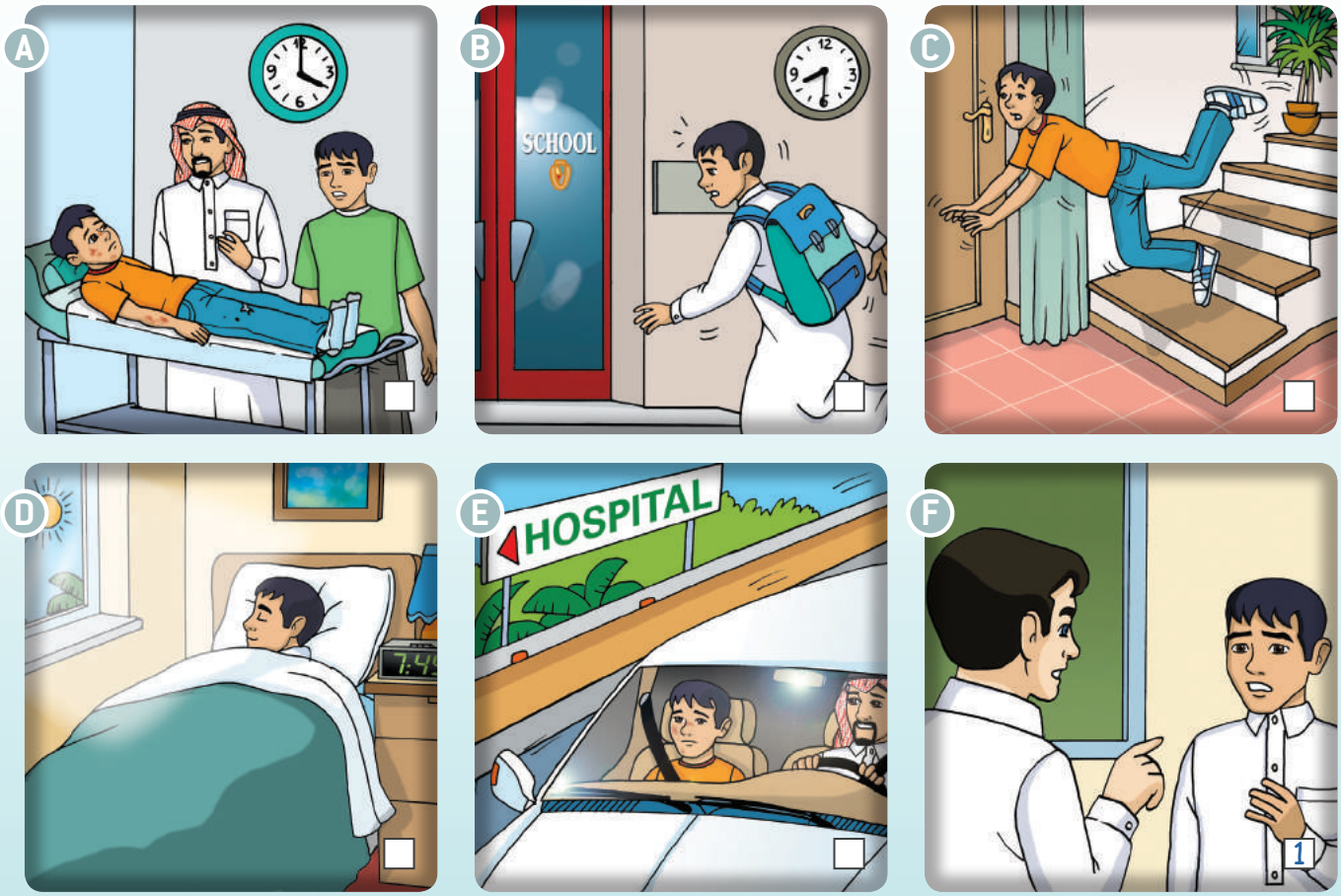
b) Listen and repeat again.

c) Underline the stressed syllables.

Saudi Review

Lesson Link
www.ien.edu.sa

1 Read and say.



a) Number the pictures in the correct order.

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

b) Say the story. Use the pictures. Don't look at the sentences.

Yasser's teacher was angry with Yasser yesterday.

GRAMMAR STUDY

the past simple tense – negatives of irregular verbs

Complete.

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

2 Listen, repeat and say. Track 21

a) Listen and repeat the sentences in the negative.

Nina did her homework on Monday.

Nina didn't do her homework on Monday.

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

b) Correct the sentences in Exercise 2a.

Nina didn't do her homework on Monday.

She did her homework on Tuesday.

Monday/Tuesday

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

3 Match and number.

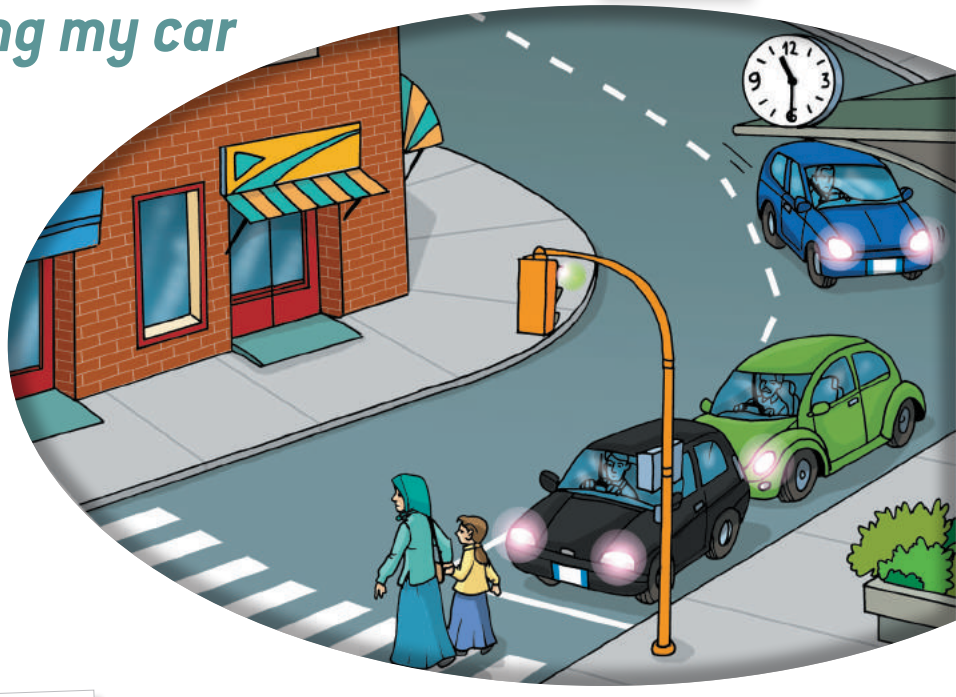
1 bike
2 taxi
3 train
4 boat
5 ambulance
6 car

CHECK

Unit 4 Mysteries

Lesson Link
www.ien.edu.sa

LESSON 1 *I was driving my car*



1 **Speak and read.**

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

POLICE STATEMENT

At 10 o'clock on Saturday morning I was driving my car, a red VW, to the supermarket. I had a passenger in the car. The traffic lights on Richmond Road, outside the supermarket, were red, so I stopped. Two children were crossing the road. There wasn't a car in front of me. I looked in my mirror and saw a red car. It was coming up behind me. Then I felt a hard knock and my head hit the steering wheel.
I don't remember anything else about the accident. The next thing I remember was waking up in an ambulance. It's all very mysterious.

b) Read Uncle Jim's statement to the police.
His head hit the steering wheel.
What does he remember next?

c) Look at the picture and read the statement again. Find seven mistakes in the picture.

d) Check with another pair.

2 **Say and write.**

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

I was having my breakfast.

a) Ask and answer three questions.

b) Write your three answer sentences.

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

1 _____

2 _____

3 _____

3 Speak and write.

a) Make up a story!

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

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

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

b) Write your story in your notebook.

4 Match the words and the pictures.

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

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

Pronunciation corner

Track 22

a) Listen and repeat the words.

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

so	saw

b) Listen again.

c) Write the words in the columns.

see Workbook pp114–115

Lesson Link
www.ien.edu.sa

LESSON 2 *Where's Davey?*

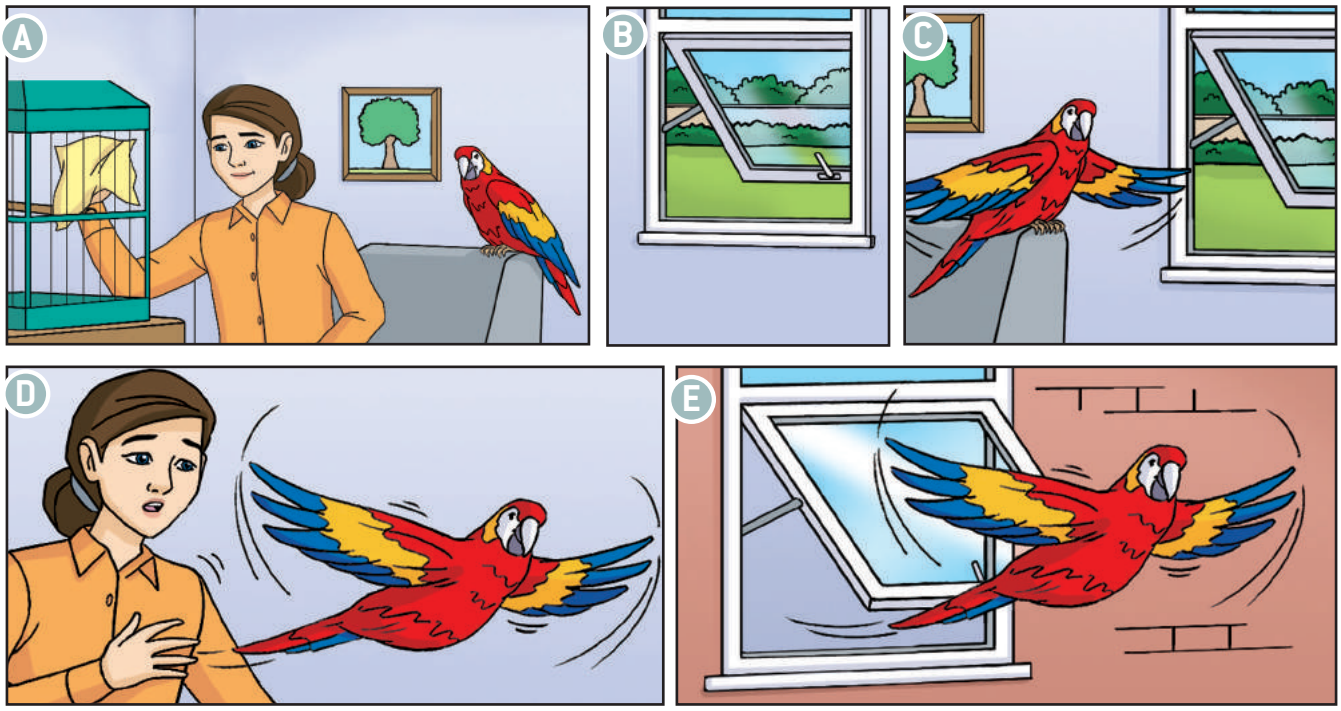
1 Say, read and match.

a) Look at the picture. What is happening?

b) Read and check. Were you correct?

Penny: *Oh, hello, Nina.*
Nina: *Hello, Mum … where's Davey? Where's my parrot?*
Penny: *I'm really sorry, Nina. It was all my fault. He flew away …*

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



A 5 B ___ C ___ D ___ E ___

1 Davey saw the open window and flew towards it.

2 He flew out of the window and escaped.

3 I didn't close the window.

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

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

2 Listen and say. Track 23

a) Look at the poster. Who wrote it? Why?

b) Listen to the phone conversation. Why is Nina happy?

Nina: *Hello.*

Voice: *Is that Oxford 287366?*

Nina: *Yes, it is.*

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

Nina: *No, but my mum did.*

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

Nina: *You have him!*

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

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

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

A Davey came down and ate it. ___

B Davey was sitting in a tree in the woman's garden. 1

C She phoned Nina. ___

D She put some bird food on the ground. ___

E Then the woman could catch him. ___

F The woman couldn't catch him at first. ___

3 Write.

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

1 Davey flew out of the window. Nina's mother ___couldn't___ stop him.

2 Yasser _____ do his homework because he was at hospital all night.

3 _____ Reema speak English when she went to England? Yes, she _____.

4 One night Enrico _____ see a person with a torch in Styles.

CHECK

see Workbook pp116–117

Lesson Link
www.ien.edu.sa

LESSON 3 *When I was ten*

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

a) Listen to the sentences.

Could you speak English when you were ten?
Yes, I could.
No, I couldn't.
I could speak Arabic when I was ten.
I could fly a kite but I couldn't swim
Could you cook when you were ten?
Yes, I could.
No, I couldn't. I couldn't cook when I was ten.

b) Listen again and repeat.

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

	(partner's name)	You
speak English	☐	☒
speak Arabic	☐	☐
read Arabic	☐	☐
swim	☐	☐
ride a bike	☐	☐
cook	☐	☐
fly a kite	☐	☐
write an e-mail	☐	☐

d) Write sentences about yourself or your partner.

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

CHECK

2 Say and read.

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

Mary Celeste

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

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

Nobody saw them alive again.

On 4th December another ship saw the *Mary Celeste*. The *Mary Celeste* was sailing towards Gibraltar. They watched her for two hours, but couldn't see anybody. They shouted to her, but nobody answered. Finally, they took a small boat and went onto the *Mary Celeste*. There was nobody there!

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

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

b) Read the story.

How many people were on the ship?

When did the captain last write in his diary?

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

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

see Workbook pp118–119

Unit 4

Saudi Review

Lesson Link
www.ien.edu.sa

1 Read and correct.

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

Dear Reema

Hi! ~~You are~~ are you well this week? My week was awful.

I have a parrot called Mishmish. I were cleaning Mishmish's cage and the parrot was sitting on the table. I was feel hot. I opened the door. Mishmish saw the open door and she fly out and escaped. I can't stop her. Then my mum came home. I told her about Mishmish and mum say, 'I saw Mishmish in the garden. She were sitting in a tree. I didn't know it was her.' We ran out of the house. Mishmish weren't in the tree. I am feeling very sad. I want to find him. E-mail me and tell me your news.

With best wishes,

Manal

b) Listen and check the answers.

2 Ask, answer and write.

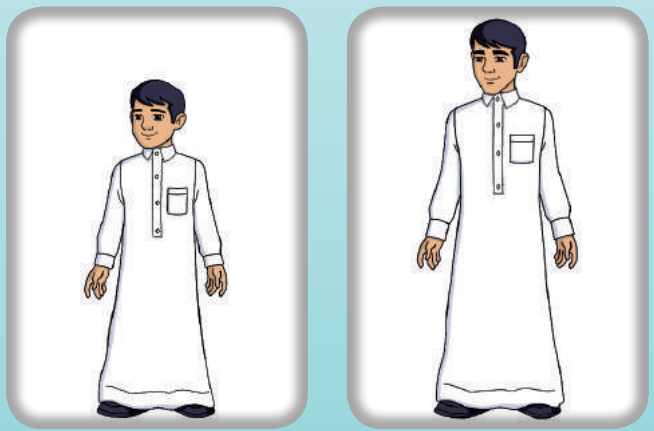
a) Ask and answer.

Could Omar speak English when he was six? — **No, he couldn't.**

Can Omar speak English now? — **Yes, he can.**

b) Write sentences about Omar.

		When Omar was six ...	Omar now
1	speak English	✗	✓
2	cook	✗	✗
3	write Arabic letters	✓	✓
4	tell the time	✗	✓
5	ride a bike	✓	✓
6	clean his teeth	✓	✓



GRAMMAR STUDY

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

singular	plural
I **was** looking	you **were** looking
you **were** looking	we **were** looking
he **was** looking	they **were** looking
she **was** looking	
it **was** looking	

3 Read and say.

<u>Underline</u> the correct words and say the sentence.

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

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

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

Pronunciation corner

Track 25

a) Listen and repeat the words.

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

b) Write the words in the columns.

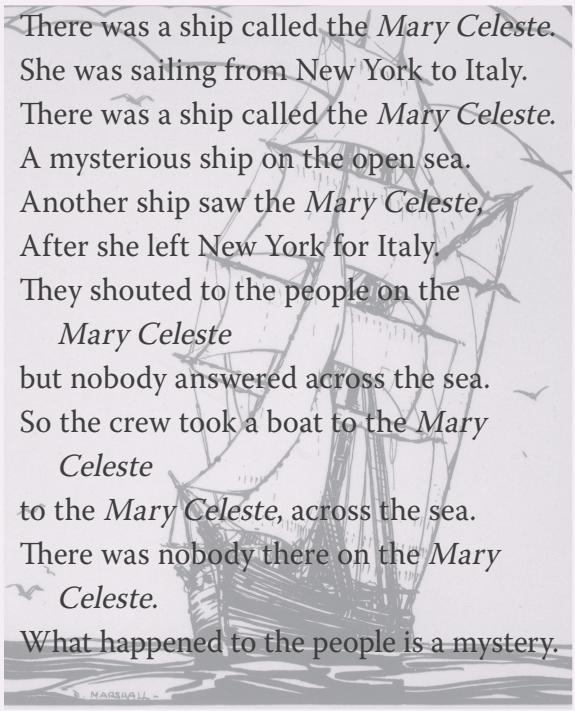
know	fork

c) Listen and check.

4 Read, listen and say.

Track 26

a) Read the poem.



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

b) Listen to the poem.

c) Repeat the poem.

Unit 5 Climate change

Lesson Link
www.ien.edu.sa

LESSON 1 *You're all correct!*

1 **Read.**

What's happening all over the world this week?

International Climate Study Week

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

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

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

Climate Change Quiz

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

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

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

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

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

Teacher: *And you, Rakan?*

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

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

Omar: *Why, Teacher?*

Teacher: *It's because of …*

b) Listen.

Which sentences in the Climate Change Quiz are correct?

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

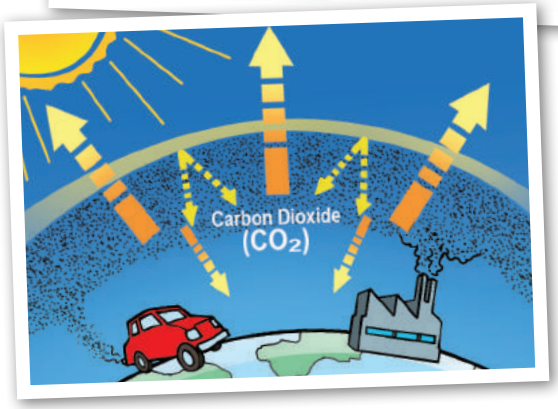
1 Omar thinks we're driving too many cars. T ☐ F ☐
2 Yasser thinks we're cutting down too many trees. T ☐ F ☐
3 Rakan thinks we're flying too many planes. T ☐ F ☐

3 Say, read and write.

a) Look at the diagrams. Describe what is happening.

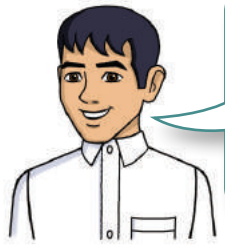
b) Read the teacher's explanation. Were you correct?

It's because of carbon dioxide (CO_2). When we release too much carbon dioxide in to the air, the climate becomes hotter. Heat from the Earth can't escape through the carbon dioxide.



4

LOOK!



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

We **know** the climate is changing. ✓
We **want** to stop climate change. ✓
We *are knowing* the climate is changing. ✗
We *are wanting* to stop climate change. ✗

5 Write and say.

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

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

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

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

CHECK

Unit 5 Climate change

Lesson Link
www.ien.edu.sa

LESSON 2 *We should use less electricity*

1 **Say and write.**

a) **Say what is happening in the pictures.**

b) **Look at the pictures again and complete the sentences.**
Use these words.

write	make	throw	cut	escapes	CO_2

1 Trees take in _____.
2 When we cut down a tree, the CO_2 _____.
3 We _____ paper from wood.
4 We _____ on the paper.
5 We _____ it away.
6 We _____ another tree down and make more paper.

CHECK

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

2 **Read, say and listen.** Track 28

a) **Read the suggestions.**

b) **Talk about the suggestions. Why *should* or *shouldn't* we do these things?**

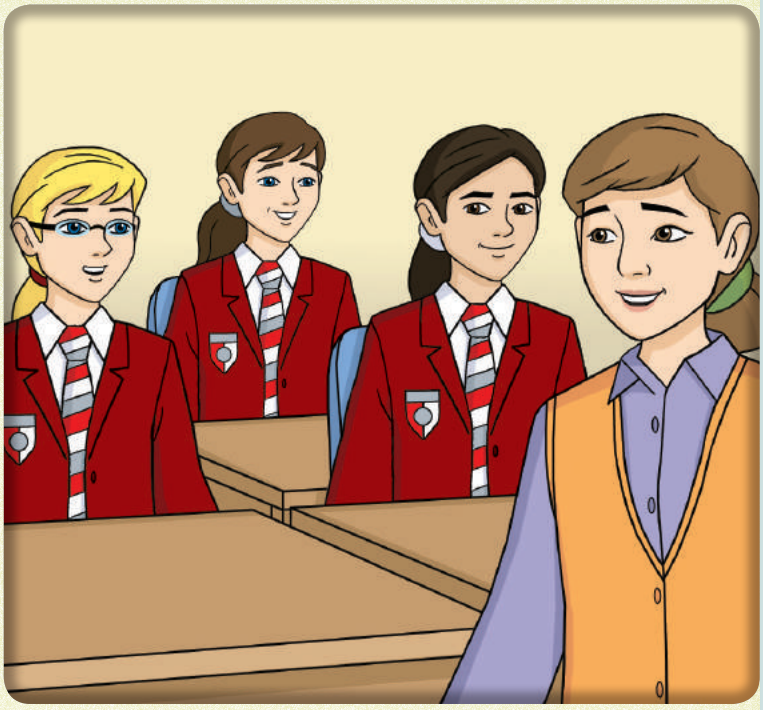
c) **Listen and repeat the sentences.**

How do we stop climate change?

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

d) Listen and say. Track 29

What does Miss Jennings think about the article?



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

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

Lucy: *Oil, Teacher.*

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

Lucy: *Lots, Teacher.*

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

Lucy: *I understand, Teacher.*

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

Lucy: *A spaceship, Teacher? Why?*

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

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

Miss Jennings says that:

1 Driving cars produces CO_2. T ☐ F ☐

2 There's always going to be oil. T ☐ F ☐

3 We should drive more now because we still have oil. T ☐ F ☐

3 Put the words into the correct columns.

~~plane~~	car
plastic	quiz
oil	spaceship
paper	tree
~~electricity~~	petrol

fewer	less
plane	electricity

see Workbook pp122–123

Unit 5 Climate change

Lesson Link
www.ien.edu.sa

LESSON 3 *Spaceship Earth*

1 **Read, say and write.**

a) Read the text. What should we think about before we drive?

Spaceship Earth

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

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

We should think before we drive our car:
- is the journey really necessary?
- can we walk or cycle, not drive?

Because when we drive, we use valuable petrol. When we drive, we produce CO_2, and this is bad for the climate.

b) Complete the summary. Use these words.

air	clean	energy	spaceship	waste

The Earth is like a [1] _____ because:

- our [2] _____ is very important to us. We should keep it [3] _____.
- oil and coal produces [4] _____. We shouldn't [5] _____ it because one day there isn't going to be any more oil and coal.

2 **Speak and write.**

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

b) Write your list.

Lights, the TV, _____

_____

and _____ all use electricity.

c) Compare your list with another pair.

3 Listen, say and write. Track 30

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

b) Listen to the interview.
What *shouldn't* you do with a plastic bag?

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

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

Presenter: *What can we do?*

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

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

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

d) Listen again. <u>Underline</u> the correct words.

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

4 Read and write.

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

1 We should use less petrol. ☑ _____
2 We should use more energy. ☒ We should use less energy.
3 We shouldn't drive so many cars. ☐ _____
4 We shouldn't recycle our plastic. ☐ _____
5 CO_2 causes climate change. ☐ _____

see Workbook pp124–125

Saudi Review

Lesson Link
www.ien.edu.sa

1 Match and say.

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

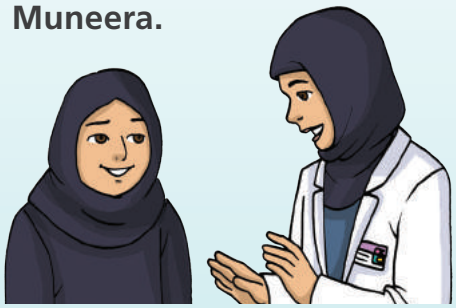
1 throw away
2 cause
3 cut down
4 turn on
5 waste
6 drive

A trees ☐
B rubbish ☐
C energy [5]
D a car ☐
E change ☐
F the light ☐

b) Now say the words.

2 Read and complete.

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



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

Reema: *Excuse me Dr. Muneera.*
Reema: [1] Can I ask you some questions?
Dr. Muneera: *Yes of course, Reema.*
Reema: [2] _____
Dr. Muneera: *Yes, it is. It's changing very quickly.*
Reema: [3] _____
Dr. Muneera: *It's because of carbon dioxide. We produce carbon dioxide when we produce and use energy, drive cars or fly planes.*
Reema: [4] _____
Dr. Muneera: *When there's too much carbon dioxide above the Earth, the climate gets hotter.*
Reema: [5] _____
Dr. Muneera: *Think carefully about everything we do. We shouldn't waste anything – petrol, water, electricity.*

3 Underline the correct word in each sentence.

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

GRAMMAR STUDY

countable

He has **too many** bags.

His friend has **fewer** bags.

uncountable

This girl has **too much** rice.

Her friend has **less** rice.

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

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

1 Be careful, Omar. You're carrying _____ books.

2 Turn the light off. We're using _____ electricity.

3 We should try to make _____ journeys in planes.

4 Fahad can't shut his case because there are _____ clothes in it.

5 To waste _____ paper, we should write on both sides.

6 We are causing climate change because we are producing _____ carbon dioxide.

CHECK

5 Read, listen and say. Track 31

a) Read the poem.

The world is getting warmer
The weather's getting strange,
It's our lifestyle that is causing
our rapid climate change.
We're using too much petrol,
too much gas and oil, too.
We should try to stop producing
too much CO_2.
Is your journey necessary?
Don't drive or take a plane,
Why not walk or ride a bike,
take a bus or catch a train?

b) Listen to the poem.

c) Repeat the poem.

6 Match and number.

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

CHECK

Units 1-5 Progress Check 1

Section 1

GRAMMAR: 10 MARKS **Tick (✓) the best answer A, B or C.**

See that boy over there. He _____ my brother.

- [x] A 's
- [ ] B 're
- [ ] C 'm

1 Those aren't Dave's books. They're _____.

- [ ] A mine
- [ ] B my
- [ ] C me

2 Claudio is Italian. He _____ from Como in Italy.

- [ ] A come
- [ ] B is coming
- [ ] C comes

3 In Oxford, Penny _____ to the market every weekend.

- [ ] A go
- [ ] B is going
- [ ] C goes

4 We're late. I think the teacher is going _____ angry.

- [ ] A to be
- [ ] B is
- [ ] C be

5 Omar, Yasser and Rakan, can you _____ come here, please?

- [ ] A both
- [ ] B all
- [ ] C two

6 In the year 1666, where _____ the Fire of London start?

- [ ] A do
- [ ] B did
- [ ] C was

7 When the bell rings, _____ the room quickly and quietly.

- [ ] A leaving
- [ ] B leaves
- [ ] C leave

8 I can't speak Arabic well. Please talk _____.

- [ ] A slow
- [ ] B slowly
- [ ] C slowing

9 My little cousin Abdulla fell down and hurt _____.

- [ ] A myself
- [ ] B yourself
- [ ] C himself

10 Nina looked for her book but it _____ in the living room.

- [ ] A didn't
- [ ] B isn't
- [ ] C wasn't

GRAMMAR 2: 10 MARKS Complete the text with the correct form of the verb in brackets

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

Section 2

VOCABULARY: 10 MARKS Match the words to the pictures.

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

A

B

C

D

E

F

G

H

I

J

K

Units 1-5 Progress Check 1

Section 3

LISTENING 1: 5 MARKS

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

1 Mike is 13 years old.

2 Don't waste electricity. Don't waste _____.

3 There are too many clothes and _____ in it.

4 The cat climbed out of the window and over the garden _____.

5 When the boy was eight, he couldn't _____ well.

6 The girl was waiting at the traffic lights when the red car ran into a _____.

LISTENING 2: 5 MARKS

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

A

B

C

D

E

F

Section 4

READING: 10 MARKS

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

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

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

		T	F
1	The *Emma Jane* was the name of a small ship.	☑	☐
2	The *Emma Jane* was going to New York.	☐	☐
3	The *Emma Jane* had wood on it.	☐	☐
4	There were 15 people and the captain on the *Emma Jane*.	☐	☐
5	*Morning Sun* was going to Gibraltar.	☐	☐
6	Crew on the *Emma Jane* started calling to *Morning Sun*.	☐	☐
7	James Benton saw the fire on the *Emma Jane*.	☐	☐
8	James Benton went to help the *Emma Jane*.	☐	☐
9	There was no water to put out the fire on the *Emma Jane*.	☐	☐
10	The men in the small boat took everyone to *Morning Sun*.	☐	☐
11	All the crew of the *Emma Jane* got to *Morning Sun* safely.	☐	☐

Section 5 WRITING: 10 MARKS

Write about climate change. Read the questions and use them to help you write. Write 50-70 words.

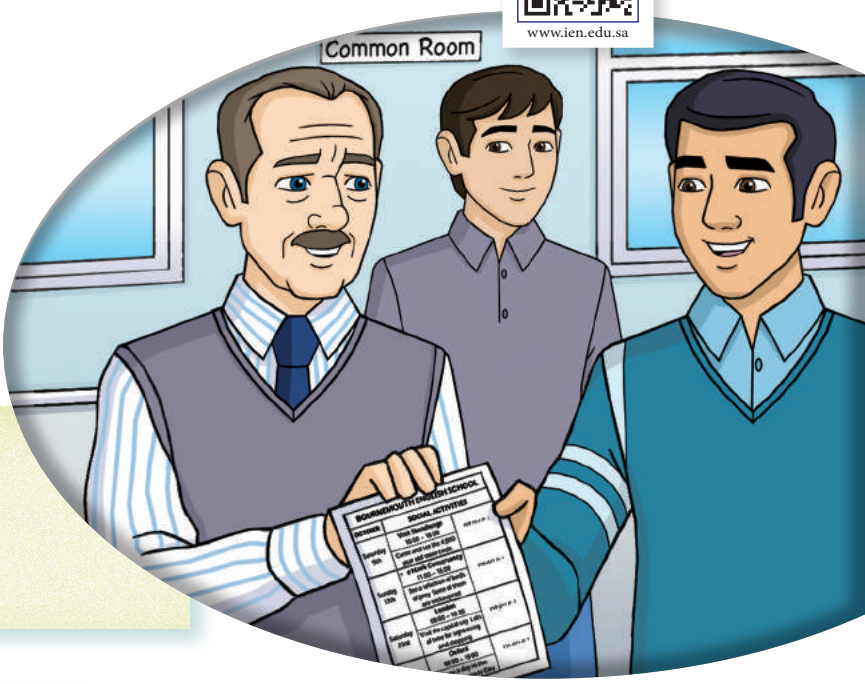
- What is climate change?
- Why is climate change happening?
- What things should we do to stop climate change?

Climate change is

Unit 6 Different places

Lesson Link
www.ien.edu.sa

LESSON 1 *Old places*



1 **Look, read and say.**

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

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

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

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

b) Read and check.

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

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

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

d) Ask and answer.

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

Fahad *might* choose the trip to … because …

Fahad *may* choose the trip to … because …

2 Read, listen and say.

Track 34

a) Read the magazine article.

Do we know why prehistoric people built Al-Rajajil?

b) Read the article again.

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

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

c) Listen and repeat.

They were possibly a trade centre.

They were probably a meeting place.

In Al-Jowf, in the Northern Desert of Saudi Arabia, you can find the standing stones of Al-Rajajil ('The Men'). They are probably over 5,000 years old. There are 54 groups of stones and some of them are three metres high. They go in parallel lines from east to west.

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

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

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

The Al-Rajajil stones are a fascinating mystery.

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

see Workbook pp126–127

Lesson Link
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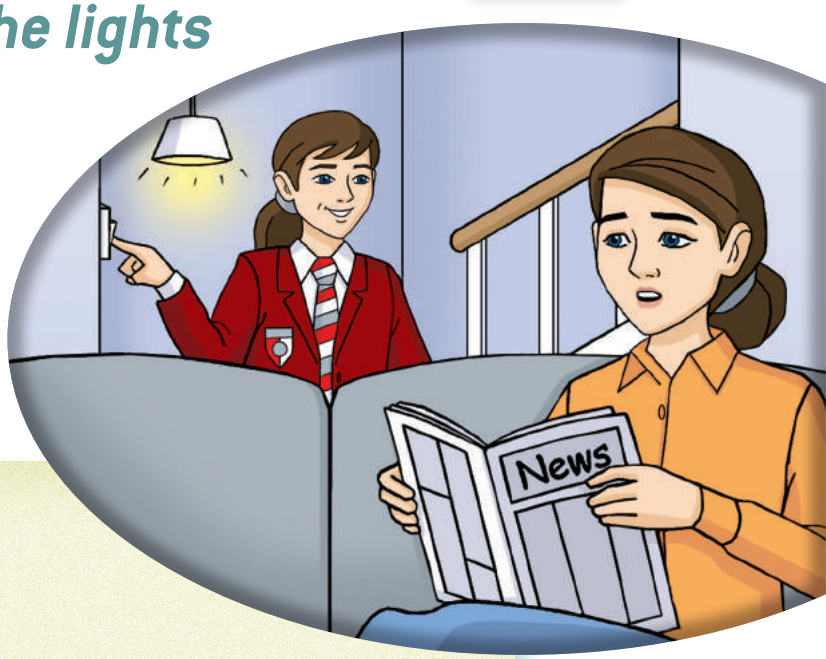
LESSON 2 *I'm turning off the lights*



1 Say, listen and read. Track 35

a) Look at the picture.
What is Nina doing? Why do you think she is doing it?

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

Penny: *What are you doing, Nina?*
Nina: *I'm turning off the lights, Mum.*
Penny: *Why?*
Nina: *Because I want to help save energy.*
Penny: *But I can't read my newspaper. Why do you want to save energy?*
Nina: *So I can stop climate change. Miss Jennings says we shouldn't waste electricity. We can save money, too.*
Penny: *Mmm … I agree. We should turn off the lights when no one's in the room, but don't turn them off when I'm reading!*
Nina: *OK, Mum. Do we need the lights on in the hall?*
Penny: *No. No, we don't.*
Nina: *Anyway, I'm going upstairs to do my homework.*
Penny: *And I'm going to the kitchen to make a cup of tea. Would you like one?*

c) Listen again.

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

d) Match the beginnings and endings of the sentences.

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

1 d 2 ___ 3 ___ 4 ___

CHECK

2 Say, read and write.

a) Look at the pictures and complete the sentences.

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

b) Write the sentences in your notebook.

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

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

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

4 Write.

Write the opposites. Use these words.

1 put on take off
2 come in _____
3 go away _____
4 get up _____
5 pick up _____
6 go to sleep _____

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

CHECK

Unit 6 Different places

Lesson Link
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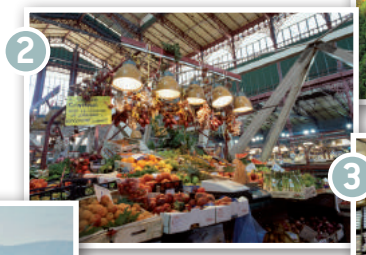
LESSON 3 *Favourite places*

1 **Read and say.**

Match two photographs to each description of a place.



Reema 3 ___
I have been to Taif lots of times. It is in the west of Saudi Arabia and is 1,700 metres above sea level so it's beautifully cool. People call it the 'Garden of the Hejaz' because of all the fruit and flowers. The bees love the flowers and make wonderful local honey. There are more than 400 parks in and around the city. There are beautiful, old traditional houses among the modern buildings. There are also traditional souks so it's a great place for shopping! It's my favourite place in Saudi Arabia.

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

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

2 Listen and say. Track 36

a) Listen and tick (✓) or cross (✗) the table.

b) Listen and repeat Fahad's dialogue.

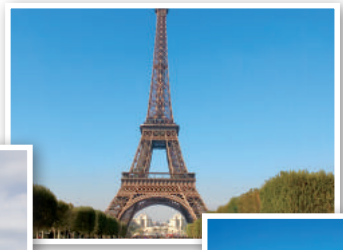
	Fahad	Nina and Fred
Riyadh	✓	
London		
Paris		
Cairo		

c) Ask and answer. Give true answers.

Have you ever been to …?

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

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



3 Say and write.

a) Ask and answer.

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

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

My favourite place is …

CHECK

Saudi Review

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1 Read, write and say.

a) Read and complete the sentences correctly.

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

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

CHECK

b) Ask and answer.

Why is Yasser going to the park?

To play a game of football.

GRAMMAR STUDY

Complete the past simple tense irregular verbs: questions and negatives

past simple	negative	question
I put on	I didn't put on	Did I put on ...?
You came in	You didn't come in	Did you come in ...?
He got up	He didn't get up	1 _____
2 _____	She didn't wake up	Did she wake up ...?
It went away	3 _____	4 _____
We took off	5 _____	6 _____
7 _____	They didn't throw away	8 _____

2 Underline the correct way to complete each sentence.

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

3 Match and number.

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

CHECK

4 Ask and answer.

Talk about a favourite place you visited last year.

Where did you go?
What did you see?
What did you do?
Why was the visit nice?

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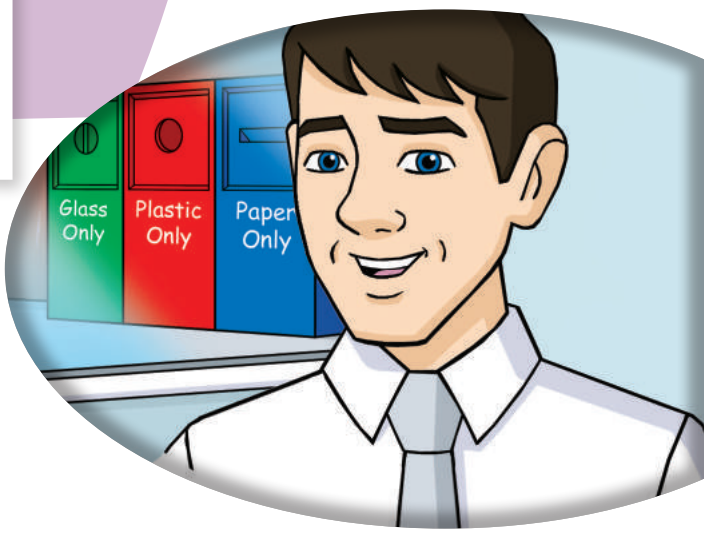

LESSON 1 *The three banks*

1 Read, ask and answer.

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

Vision 2030: Social responsibility

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

2 Say, listen and write. Track 37

a) Look at the picture.

What is behind Dave?

What are they for?

b) Listen.

Which bank does the school *not* have?

Yasser: *What are those new bins in the playground, sir?*
Dave: *They're for recycling, Yasser.*
Yasser: *Recycling what, sir?*
Dave: *Well, there are three of them. One's a bottle bank, one's a plastic bank and one's a paper bank. You must be careful to put the correct things into the correct bin.*
Yasser: *So anything made of plastic goes into the plastic bank …*
Dave: *And anything made of glass goes into the bottle bank …*
Rakan: *And anything made of paper goes in the paper bank.*
Dave: *Quite right, Rakan. It's part of Vision 2030. We all have to recycle our glass, paper and plastic.*
Yasser: *What about things made of wood, sir?*
Dave: *We don't need a wood bank, Yasser. Wood rots naturally. In a few years wood disappears back into the earth.*

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

Because a glass bottle is made of glass.

d) Ask and answer.

What's a newspaper made of?

A newspaper's made of paper.

3 Match the sentences and the pictures.

What happens to our old bottles?

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

Pronunciation corner

Track 38

a) Listen to the words.

b) Listen again and repeat.

c) Listen again. Write the words in the correct column.

cold	gold

see Workbook pp132–133

Lesson Link
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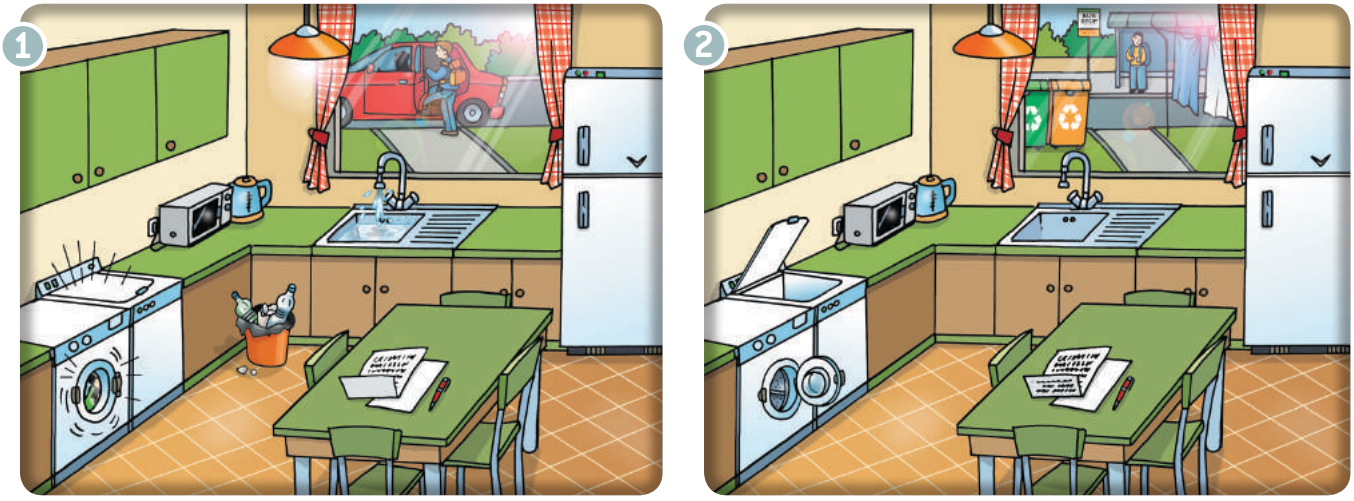
LESSON 2 *What's it for?*

1 Say and write.

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

b) In which picture is the family doing more to stop climate change? Why?



c) Give the family in Picture 1 some advice.

You should turn off the lights.

d) Write your advice.

Order the words and punctuate the sentences.

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

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

3 recycle / should / your / you / rubbish
_____

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

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

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

CHECK

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

Could you turn off the lights, please?

2 Listen, read and say. Track 39

a) **Listen and read the poem.**

b) **Listen again and repeat.**

Planet Earth

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

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

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

3 Write questions and answers.

1 bottle bank/it/recycle bottles
What's a bottle bank for? It's for recycling bottles.

2 scissors/they/cut paper
_____

3 fridge/it/keep food cold
_____

4 mobile phones/they/talk to your friends
_____

5 dictionary/it/look up words
_____

CHECK

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LESSON 3 *Mount Pinatubo*

1 Read and say.

a) Read the article. What is it about?

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

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

First, gas and ashes came out of Pinatubo and rose 34 km into the sky. The gas was sulphur dioxide (SO_2). Between 15 and 30 million tonnes of SO_2 went up into the air. It formed an enormous cloud. This cloud travelled slowly round the world and produced serious climate change. The heat from the sun could not get through the cloud and the world's climate got cooler. In 1992 North America had the coldest, wettest winter for 77 years, and in March 1993 there were serious floods near the River Mississippi. In September 1993 in Africa the change was different. The Sahel Desert in North Africa had even less rain than usual. There was a very serious drought.

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

b) Read again.

Find words that mean:

1 too much water _____

2 not enough water _____

c) Complete this table.

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

LOOK!

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

2 Read, listen and say. Track 40

a) Read Fred's e-mail to Omar.
Pay attention to the highlighted words.

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

b) Listen and repeat the sentences.

3 Say.

What did you do last Thursday?

First I ... then ...

Pronunciation corner Track 41

a) Match the words that rhyme.

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

1 h 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___

b) Listen and check.

c) Listen again and repeat.

Saudi Review

Lesson Link
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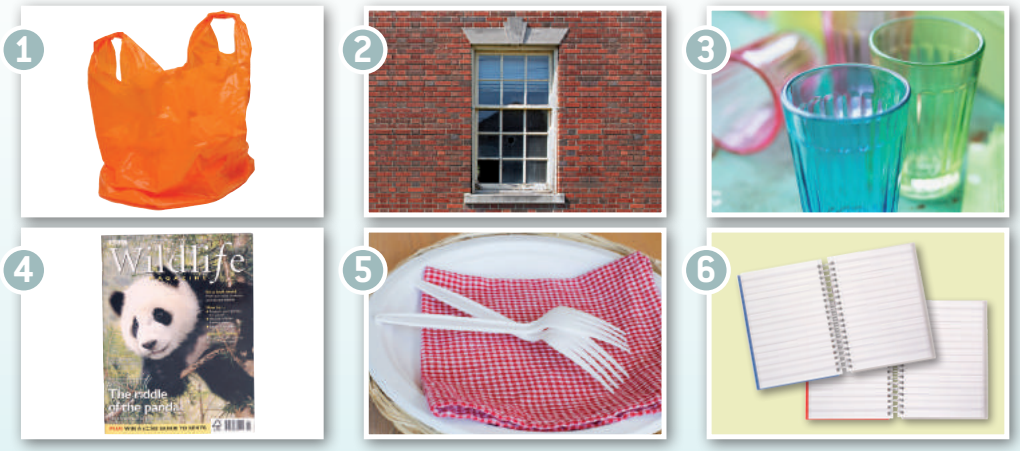
1 Name, listen, say and repeat. Tracks 42 and 43

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



Number one.

It's a bag.

b) Listen and number the correct words.

A a magazine	☐	B forks	1
C glasses	☐	D a window	☐
E a bag	☐	F books	☐

c) Say sentences about the things in Exercise b.

d) Listen and repeat.

Where should I put the magazine?

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

2 Order the words and punctuate the sentences.

1 for/up/a/words/is/dictionary/looking
A dictionary is for looking up words.

2 chair/is/sitting/for/a/on
_____

3 those/what/for/scissors/are
_____

4 recycling/bottle/a/bottles/for/is/bank
_____

5 the/across/travelling/a/for/boat/sea/is
_____

CHECK

3

LOOK!

modal verbs: *can*, *could*		*may*, *might*, *should*	
Use *can* for: • things you are able to do: *I can swim.* • requests: *Can you meet me at 10?*	Use *could* for: • *can* in the past: *When I was two, I couldn't ride a bike.* • polite requests: *Could you walk to school?*	Use *may* and *might* for possible things now or the future: • *It might rain today.* • *We may go to Riyadh soon.*	Use *should* for advice: • *We should save energy.* • *We shouldn't waste money.*

4

Correct.

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

Dear Nina,

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

Email me and tell me about one of your lessons.

With best wyshes,

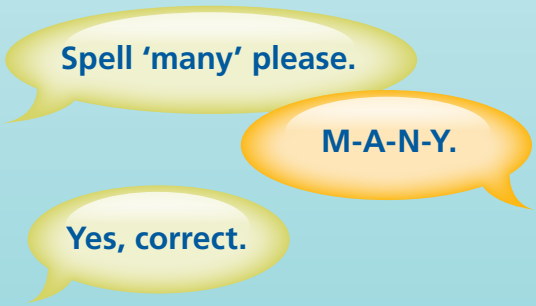
Manal

5

Read and play.

a) Choose ten words from Brigitte's e-mail. Write them on a piece of paper.

b) Ask your friend to spell the words.



Unit 8 Spare time

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LESSON 1 *It looks like a lamp*

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

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

b) **Listen. What did Lucy buy?**

Miss Jennings: *Good morning, everybody.*

Everybody: *Good morning, Miss Jennings.*

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

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

Nina: *What is it, Lucy?*

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

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

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

Lucy: *Here, look!*

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

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

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

Nina: *But how does it work?*

Lucy: *Look …*

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

Correct the false sentences.

1 Nina knows what the present is. T ☐ F ☑

2 She thinks it looks like a spaceship. T ☐ F ☐

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

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

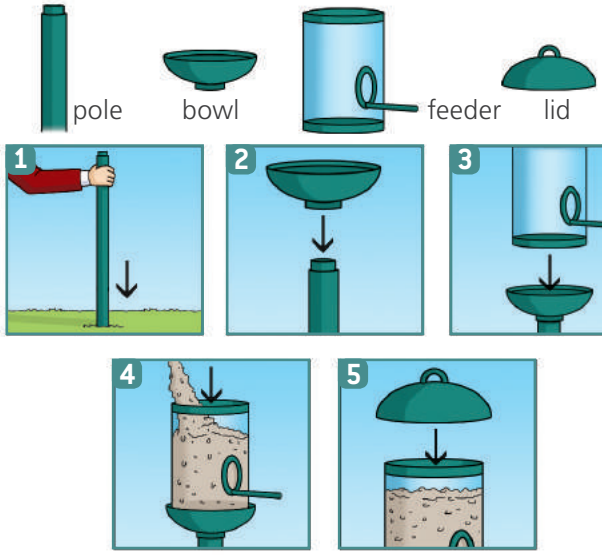
2 Read, say and listen. Track 45

a) **Look at the pictures and read the instructions.**

b) **Match the pictures and the instructions.**

1 B 2 ___ 3 ___ 4 ___ 5 ___

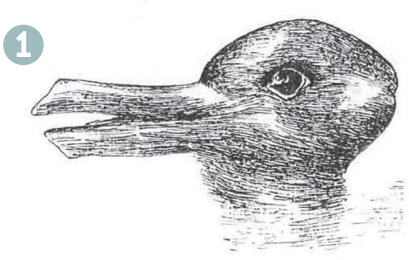
c) **Listen and check.**



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

3 Say and write.

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



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

1 It looks like a duck. It looks like a rabbit.

2 It ___

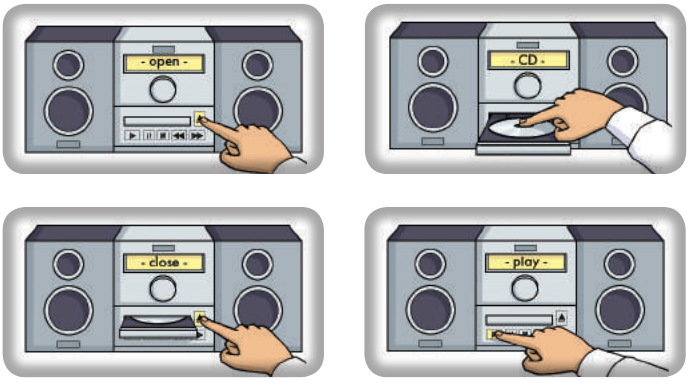
3 ___

4 Write.

Underline the correct words to complete the instructions.

How to play a CD

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



see Workbook pp138–139

Lesson Link
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LESSON 2 *Stonehenge*

1 Read, ask and answer

Answer the questions about Stonehenge.

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

2 Listen, underline and say.

Track 46

a) Listen and underline.

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

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

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

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

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

Claudio: *No, neither do I.*

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

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

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

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

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

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

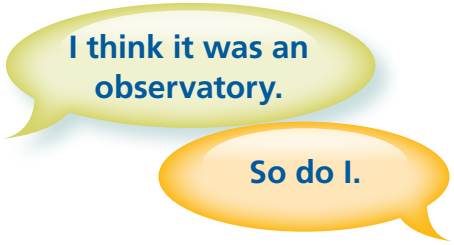
How did they build Stonehenge and *why*?

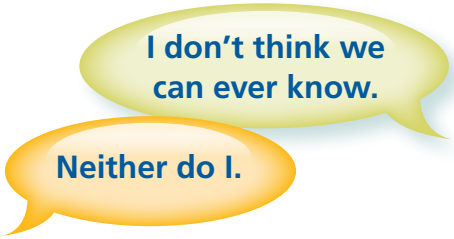
We may never know the answer.

Facts about Stonehenge

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

3 Read, choose, listen and say. Track 47





a) Tick (✓) the correct responses.

1 Fahad enjoyed the trip to Stonehenge.
a So did Claudio. ☑ b Neither did Claudio. ☐

2 Reema likes ice cream.
a So do I. ☐ b Neither do I. ☐

3 Omar doesn't like coffee.
a So does Fred. ☐ b Neither does Fred. ☐

4 Lucy and Elena go to school.
a So do we. ☐ b Neither do we. ☐

5 Ibrahim isn't an English name.
a So is Ranya. ☐ b Neither is Ranya. ☐

b) Listen and check.

c) Listen again and repeat the responses.

4

LOOK!

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

5 Write.

Express possibility. Put the words into the correct order.

1 Take your umbrella. may/rain/it
Take your umbrella.

2 Close the window. parrot/the/escape/may
Close the window.

3 tomorrow/you/may/I/see
_____

4 December/house/go/Yasser's/may/Fred/to/in
_____

CHECK

see Workbook pp140–141

Lesson Link
www.ien.edu.sa

LESSON 3 *Holiday time*

1 **Say.**

a) Where do you go on holiday?

b) What do you do there?

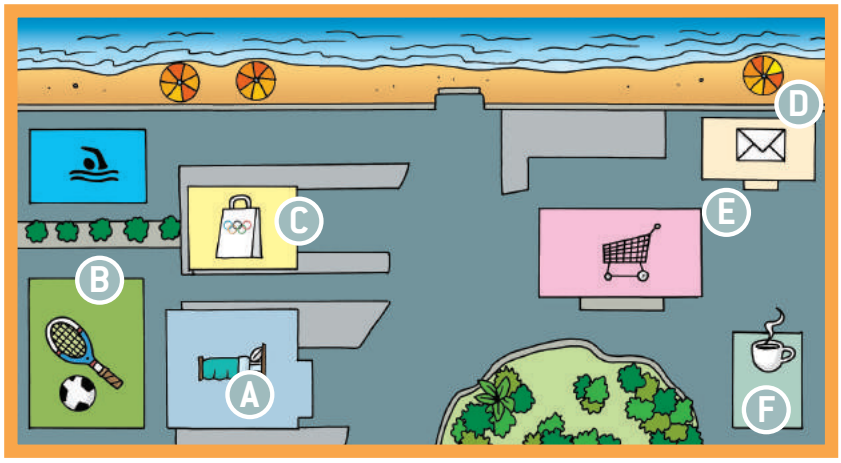
c) Where would you *like* to go?

2 **Read, write and say.**

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

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

We have something for all the family!



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

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

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

b) Label A–F with the correct words.

café hotel post office fitness centre sports shop supermarket

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

It's in the middle of the holiday village.

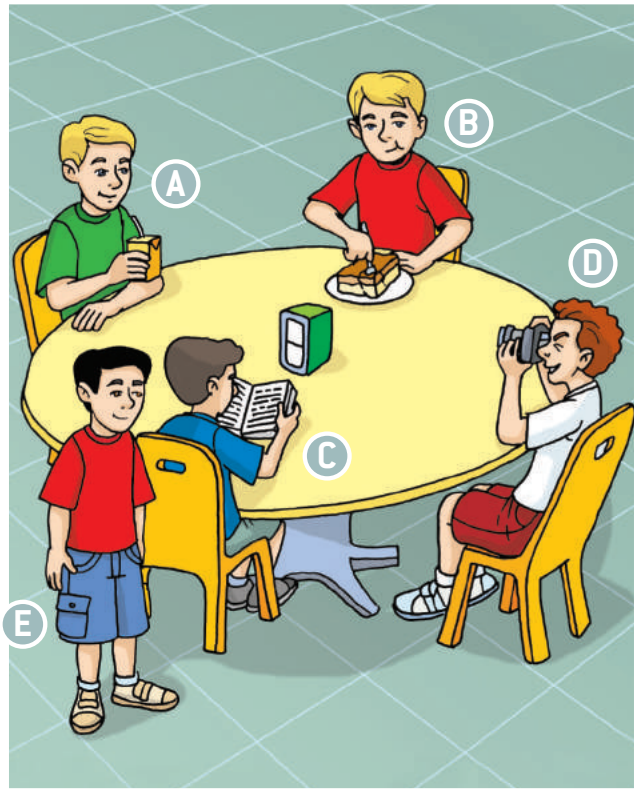
It's ...

3 Look, listen and say. Track 48

a) **Look at Charlie's holiday picture of friends. Describe them.**

b) **Listen and read. Which boys in the picture does Fred ask about first?**

Fred: *Who's that boy over there?*
Charlie: *Sorry Fred. Can you say that again? Which boy?*
Fred: *Who's that boy with the dark hair.*
Charlie: *There are two boys with dark hair.*
Fred: *The one standing next to the table.*
Fred: *And who's that boy sitting at the table?*
Charlie: *Pardon. Could you repeat that, please?*
Fred: *Of course. Who's the boy with the blond hair?*
Charlie: *There are two boys with blond hair.*
Fred: *I mean the one holding some juice and wearing a green shirt.*



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

4

LOOK!

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

5 Write.

Make one sentence.

1 I know the boy. He's wearing black trousers.
I know the boy in black trousers.

2 Who's the girl? She's taking a photo.

3 Who's the woman? She's standing with Ranya.

4 Look at the man. He's driving the red car.

5 I know the boys. They're talking to Omar.

6 I can see a girl. She's eating ice cream.

CHECK

Saudi Review

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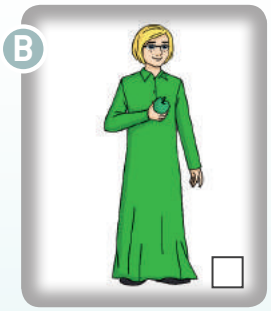

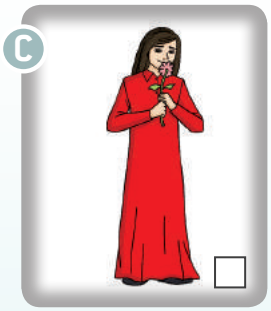

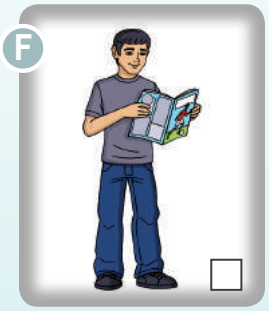

1 Listen, number and say. Track 49

a) Listen and write the number of the person.

b) Now talk about each picture.

Number one.

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

2 Read and complete.

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

between	builders	certain
equipment	~~place~~	possibly
standing	visit	weigh
	west	

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

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

CHECK

GRAMMAR STUDY

so *and* neither

_be_ present

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

_be_ past

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

present simple verbs

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

past simple verbs

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

3 Read and complete.

1 I am happy to arrive home. (I)
So am I.

2 Omar didn't eat his sandwich. (Rakan)
Neither did Rakan.

3 Fatimah decided to feed the birds in her garden. (Reema)
_____

4 The weather was cloudy on Sunday. (weather on Monday)
_____

5 Yasser didn't stay in a hotel on holiday. (Rakan)
_____

6 Stonehenge is a famous circle of stones. (Al-Rajajil)
_____

7 The fitness centre wasn't crowded yesterday. (park and café)
_____

8 I don't want to play basketball tomorrow. (Rakan)
_____

4 Match and number.

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

CHECK

Unit 9 Ready to go

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LESSON 1 *Let's ask him the way*

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

a) Listen to the CD.
When they see the policeman, are they near the Embassy?

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

1	Penny's going to the Embassy.	T ☑	F ☐
2	Uncle Jim's going with her.	T ☐	F ☐
3	Penny forgot to take the map.	T ☐	F ☐
4	The Embassy's in Charles Street.	T ☐	F ☐

1

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

Penny: *That's right, Jim.*

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

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

2

Nina: *Mum, where are we?*

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

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

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

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

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

Fred: *Thank you very much.*

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

1 Do you want me to come with you?
Uncle Jim.

2 I'm taking it with us.
_____

3 Let's ask him the way.
_____

4 Can you help us?
_____

5 You can't miss it.
_____

2

LOOK!

Subject pronouns
I you he she it we they

Object pronouns
me you him her it us them

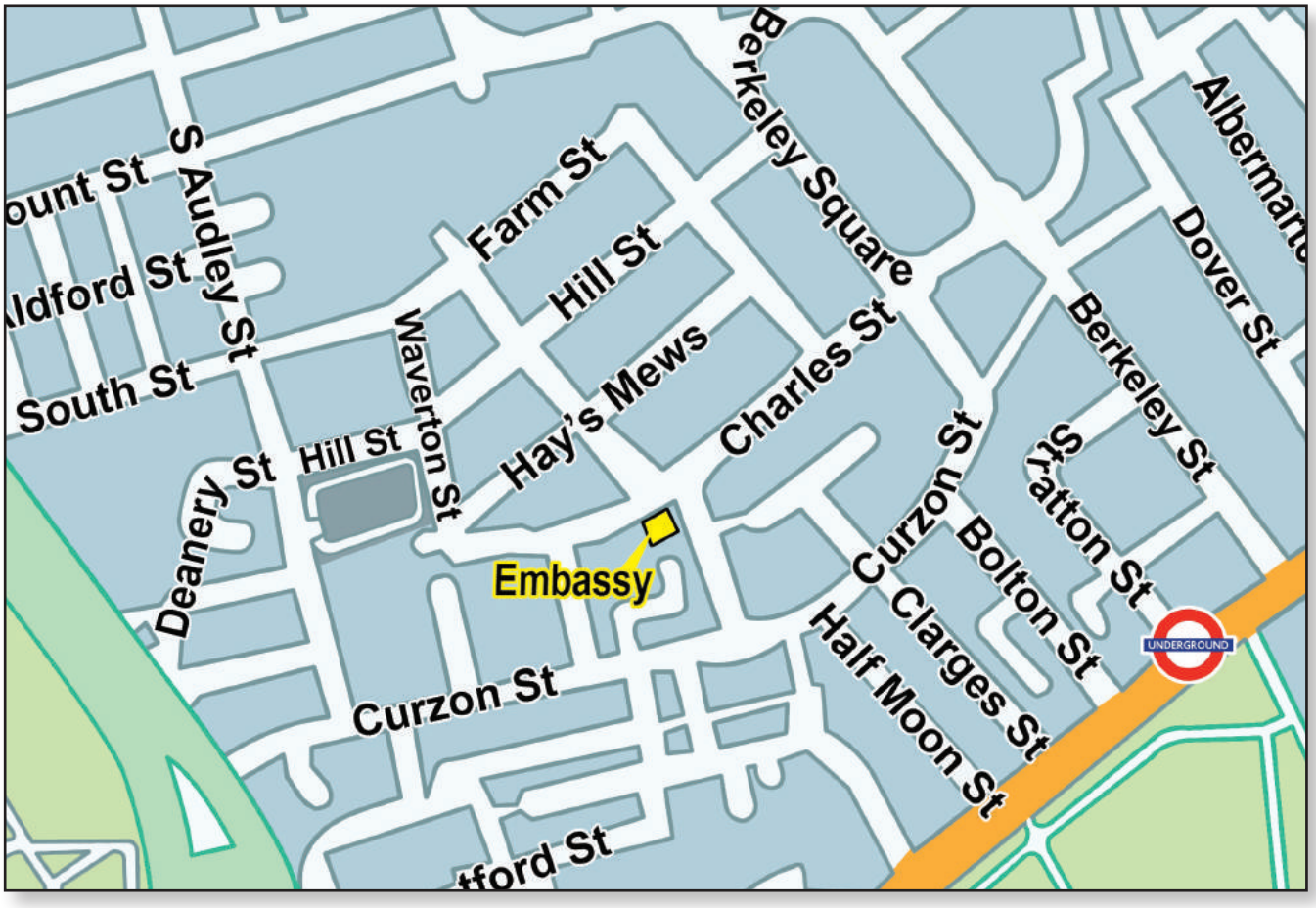
3 Write.

Complete with object pronouns.

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

4 Read, listen, follow and say. Track 51

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



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

b) Listen and follow the directions.

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

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LESSON 2 *The father of optics*

1 Say, read and order.

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

Fred: *What are you doing, Nina?*

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

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

Nina: *It's about photography.*

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

b) Read the web page below.
Put the paragraphs in the correct order. The paragraph titles are:

1 The person ___
2 His invention ___
3 His books ___
4 Later developments ___

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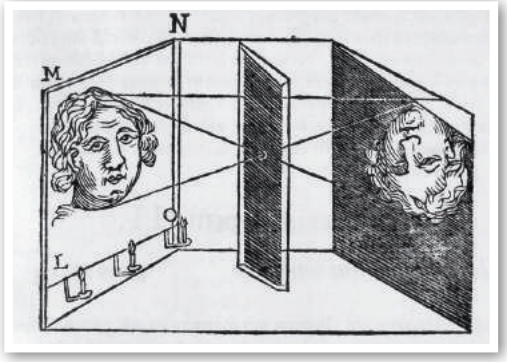
Ibn al-Haytham (965 – 1039): the inventor of photography



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

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

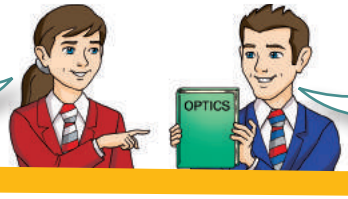
C Ibn al-Haytham wrote many really important books about optics. His major work was *Kitab al-Manazir (Book of Optics)*. It was very famous in Europe and for more than 500 years it was the most important book about the subject.

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

2

LOOK!

That book looks really interesting.



Would you like to read it?

3 Look, ask and answer.

a) Say and offer.

1 Your phone looks very smart.

try

Would you like to try it?

2 That cake looks really delicious.

have

3 That car looks extremely comfortable.

drive

4 This programme about pandas looks extremely interesting.

watch

5 That bag is very beautiful.

borrow

b) Write the offers.

1 Would you like to try my new phone?

2 _____

3 _____

4 _____

5 _____

CHECK

Pronunciation corner

Track 52

a) Listen and repeat.

b) Listen again. Underline the stressed syllables.

1	photograph	photographer	2	mystery	mysterious
3	electric	electricity	4	Europe	European
5	investigate	investigation			

see Workbook pp146–147

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LESSON 3 *In the air*

1 Say, listen and read. Track 53

a) Look at the picture.
Who can you see? Where are they? What are they doing? Who is a surprise on the plane?

b) Listen.
What does Nina want to drink?

c) Listen again. Answer the questions.
1 What's the stewardess doing?
2 Who's on the same plane?

d) Read the dialogue.
In pairs, find words that mean:
1 a bad feeling after flying
2 excited

Nina: *How long is the flight, Mum?*
Penny: *It's six and a half hours, Nina.*
Nina: *That's a long time.*
Penny: *Yes, but it's a long way! Remember, drink lots of liquid, water and juice, and try to get some sleep. Then you don't get jet lag.*
Nina: *Sleep? I can't sleep, Mum. I'm too wound up. Is Dad going to meet us?*
Penny: *Yes, he's driving to the airport and I think Ibrahim's coming with him.*
Nina: *Great. I can't wait! Look! Here comes the air hostess. She's bringing us some food.*
Hostess: *Here you are. Enjoy your meal. What would you like to drink?*
Nina: *Do you have any apple juice … and some water?*
Hostess: *Yes, of course.*
Fred: *Mum … look! Look! There's Fahad. He's on the same plane. Over here Fahad!*

2 Read and speak.

a) Read the advice.

ADVICE FOR AIR TRAVELLERS
For your comfort and safety:

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

b) Match the pieces of advice with the reasons.

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

1 D 2 ___ 3 ___ 4 ___ 5 ___

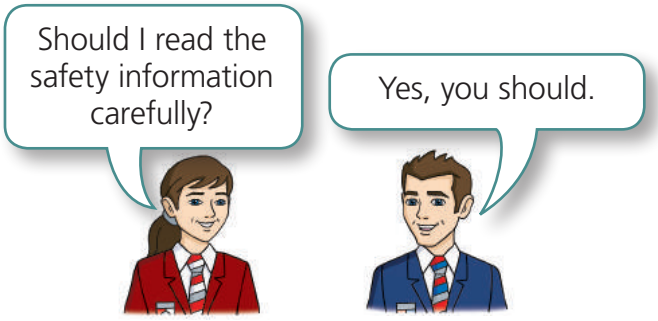
3 Read and underline.

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

4 Read and say.

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

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



ADVICE FOR AIR TRAVELLERS

For your comfort and safety:

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

5 Say and listen. Track 54

a) Say.

What do you say to someone …

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

b) Listen and repeat.

see Workbook pp148–149

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1 Write the sentences.

1 You should read the safety instructions.

2 _____

3 _____

4 _____

5 _____

6 _____

2 Ask and answer.

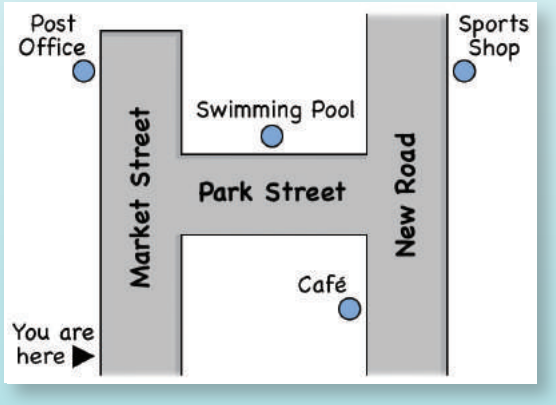
Ask directions to these places on the map.

1 Post office
2 Swimming pool
3 Sports shop
4 Café

CHECK

Excuse me. Where's the post office?

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



3 Underline the correct word.

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

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

GRAMMAR STUDY

subject pronouns	object pronouns	possessive adjectives	possessive pronouns
I	me	my	mine
you	you	your	yours
Complete.			
she	[1] _____	her	[2] _____
[3] _____	him	[4] _____	his
it	it	[5] _____	[6] _____
we	[7] _____	our	[8] _____
you	[9] _____	[10] _____	yours
[11] _____	them	[12] _____	theirs

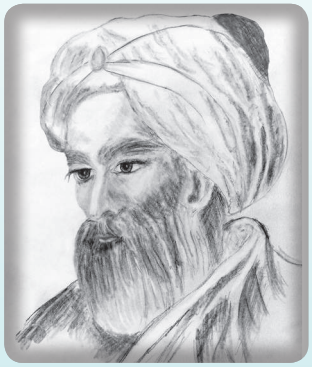
4 Write and listen. Track 55

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

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

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

b) Listen and check.



Pronunciation corner

Track 56

a) Listen and repeat.

1 beach	2 dark	3 day
_____	_____	_____
4 go	5 mind	6 pool
_____	_____	_____

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

basketball feed huge
neither show weigh

c) Listen and check. Track 57

Unit 10 Back in Riyadh

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LESSON 1 *Welcome back!*

1 Listen and say. Track 58

a) Listen, speak and write.
What does Omar want to tell Fred?

1

Reema: *Look! There they are!*
Omar: *Here. Fred! Over here!*
Ibrahim: *Welcome back to Saudi Arabia, all of you!*
Penny: *Thank you, Ibrahim. Hello, Omar, hello Reema … and hello, Dave.*
Dave: *Hi, Penny. It's great to see you.*
Fred: *And look! Here comes Fahad!*

2

Omar: *It's great to see you again, Fred.*
Fred: *And it's great to see you, Omar. I have so much to tell you.*
Omar: *And I want to talk to you, Fred. I have some important news to tell you … but it's a secret.*
Fred: *A secret?*
Omar: *Yes, you mustn't tell anyone … listen …*

b) Listen again. Underline the correct word.

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

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

2 Match and write.

a) Match the beginnings and endings of the sentences.

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

b) Write the sentences with the correct punctuation.

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

CHECK

3 Look, read and complete.

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

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

4 Say and write.

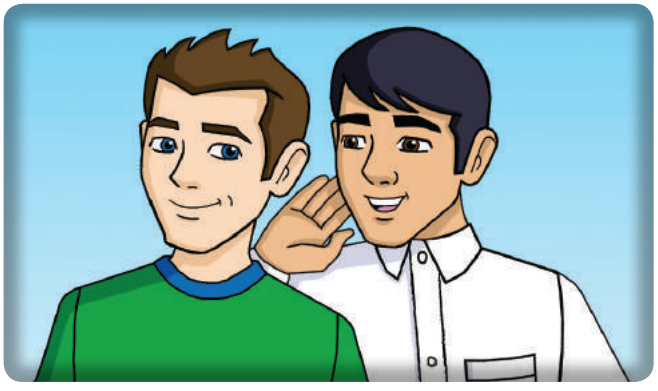
Read and look at the pictures.

Ask and answer the questions.

Why did Omar want to talk to Fred.

Because he wanted to tell him a secret.

1 Omar/want to talk to Fred?

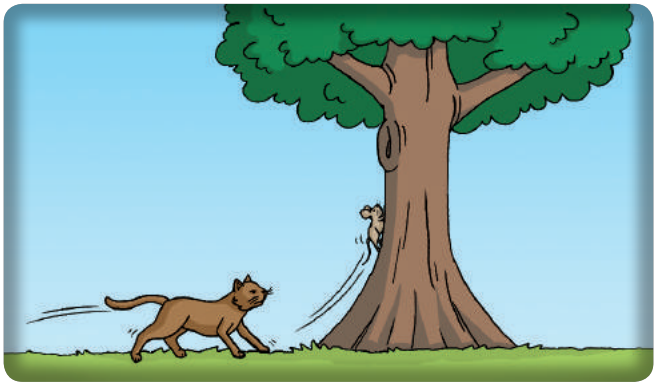


want to tell him a secret

Why did Omar want to talk to Fred?

Because he wanted to tell him a secret.

2 mouse/run up the tree?



want to escape from the cat

Why did

Because

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LESSON 2 *He's taking an exam*

1 Say, read and answer.

a) Look at the pictures.
What can you see? What's Omar doing?

b) Read and answer the questions.
1 What exam is Omar taking?
2 What's a scholarship?

Yasser: *Where's Omar, Teacher?*

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

Yasser: *An exam?*

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

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

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

Yasser: *Great! I hope Omar wins!*

2 Read and write.

a) Read Omar's exam questions (a–e).

b) Help Omar answer the questions.

SCHOLARSHIP EXAMINATION

1 Complete the sentences using the past tense of the verbs in brackets (...).

a) The boys got wet and _____ a cold. (catch)

b) My parents _____ me a present when I passed my exam. (give)

c) I _____ to my grandmother last week. (not write)

d) 'Anna _____ down the stairs.' (fall)

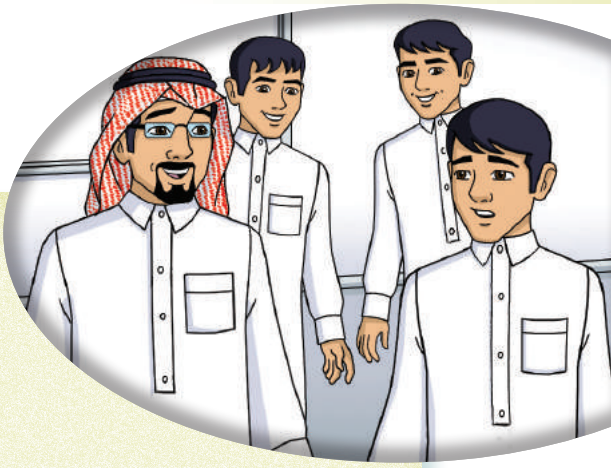
'Oh dear. _____ herself?' (hurt)

e) The student _____ and was late for school. (oversleep)

3 Underline the correct forms.

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

4 Listen, say and read. Track 59



a) Listen.

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

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

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

Teacher: *Did you answer all the questions?*

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

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

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

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

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

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

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

b) Listen again.

Match the questions and answers

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

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

1 C 2 ___ 3 ___ 4 ___

5 Write question tags. Say sentences to agree.

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

I was very nervous.

So was I.

CHECK

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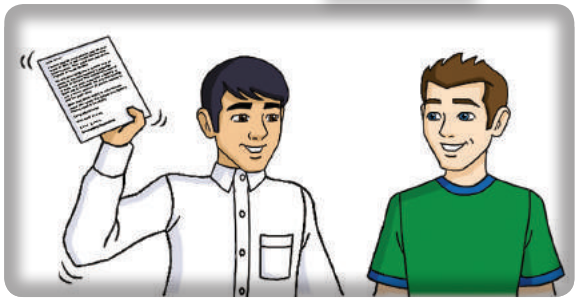
LESSON 3 *Omar's good news*



Omar: *Fred, look … it's great news.*
Fred: *What's great news, Omar?*
Omar: *I have a letter. It came this morning.*

1 Read.

a) **What do you think Omar's 'great news' is?**

b) **Read the letter. Were you correct?**

c) **Read the letter again and find words that mean:**

1 a mark in an exam
2 giving
3 money to spend
4 a group of people

Dear Omar,

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

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

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

Congratulations!

With best wishes,

Ella Lewis

Scholarship Committee

2 Write questions and answers.

1 Why/Omar/go/to England? (study English)

Why is Omar going to England?
So he can study English.

2 Why/Nina in Riyadh? (visit her father)

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

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

CHECK

3 Listen, read and say. Track 60

a) Read and listen to the poem.

It's rhyming that keeps us together

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

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

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

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

b) Listen again and repeat.

4 Look and say.

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

b) Now ask and answer.

Saudi Review

Lesson Link
www.ien.edu.sa

1 Match and number.

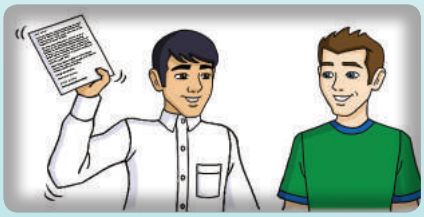
Read and complete in the correct tense.

When Fred [1] returned (return) to Riyadh, Omar [2] _____ (wait) at the airport.
'I want to tell you a secret,' Omar [3] _____ (say). 'I have an English exam next week.'

On the day the exam, Yasser asked the teacher, 'Where [4] _____ (be) Omar?'
'Omar [5] _____ (do) a test today,' the teacher answered.
Students from all over Saudi Arabia [6] _____ (take) it.
The best students win a scholarship to Britain.

At the end of the lesson, Omar [7] _____ (come) back to the classroom. Yasser asked Omar, 'You [8] _____ (not tell) us about the exam, Omar. Why not?'
Omar said: 'I was very nervous. I [9] _____ (not want) to talk about it.'

Three weeks told Fred some great news: 'A letter [10] _____ (come) this morning. I scored 96% in my test. I [11] _____ (get) a scholarship to study in Oxford.'



CHECK

2 Complete.

Complete the sentences. Use these words.

a	some	any	~~many~~	much	some

1 How ___many___ lights did you turn off when you left the house?
2 When we drive cars _____ carbon dioxide escapes into the air.
3 I'm taking _____ paper to take to the recycling centre.
4 There's _____ light on in the kitchen. Please turn it off.
5 We produce too _____ rubbish in modern cities.
6 There weren't _____ bottles in the glass bank.

CHECK

3 Correct the verbs.

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

4 Choose.

Underline the correct spelling.

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

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

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

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

5 (*Wear*/*Where*) is it, please?

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

GRAMMAR STUDY

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

Can you remember ...

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

5 Read, listen and say.

Track 61

a) Read the poem.

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

b) Listen and repeat.

Units 6-10 Progress Check 2

Section 1

GRAMMAR 1: 10 MARKS **Tick (✓) the best answer A, B or C.**

See that boy over there. He _____ my brother.

- [x] A 's
- [ ] B 're
- [ ] C 'm

1 'I'm thirsty, Mum. Can I have _____ to drink, please?'

- [ ] A everything
- [ ] B nothing
- [ ] C something

2 John might _____ a book about birds because he's interested in them.

- [ ] A buy
- [ ] B buying
- [ ] C buys

3 Have you ever _____ to the mountain city of Taif in the south of Saudi Arabia?

- [ ] A be
- [ ] B been
- [ ] C was

4 OK, _____ please sit quietly. I am going to play the CD again.

- [ ] A everyone
- [ ] B no one
- [ ] C someone

5 Both that bag and those magazines are _____ of paper.

- [ ] A make
- [ ] B made
- [ ] C making

6 'Look at that cloud! It looks _____ an enormous cat!'

- [ ] A at
- [ ] B for
- [ ] C like

7 Nina doesn't like fish and _____.

- [ ] A neither does Fred
- [ ] B neither is Fred
- [ ] C so is Fred

8 Who is that man _____ into the office?

- [ ] A go
- [ ] B goes
- [ ] C going

9 _____ about when you are on a plane?

- [ ] A Should you walk
- [ ] B Should you walking
- [ ] C You should walking

10 A nice big smile please, Omar! I _____ a picture of you.

- [ ] A takes
- [ ] B take
- [ ] C 'm taking

GRAMMAR 2: 10 MARKS Complete the text with the correct form of the verb in brackets.

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

Section 2

VOCABULARY: 10 MARKS Match the words to the pictures.

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

A

B

C

D

E

F

G

H

I

J

K

Section 3 LISTENING 1: 5 MARKS

Listen and complete. Write one word in each sentence.

Track 62

1 Mike is 13 years old.

2 Sarah wants to go shopping to buy some _____.

3 The man wants the light on because he wants to _____.

4 The girl is going upstairs so she can get her _____.

5 At the recycling centre they break the old bottles into small _____.

6 The girl should put the _____ into the paper bank.

Units 6-10 Progress Check 2

LISTENING 2: 5 MARKS

Listen and write the number of each picture in the box. Track 63

A

B

C

D

E

F

Section 4

READING: 10 MARKS **Read about two volcanoes. Tick (✓) true (T) or false (F).**

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

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

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

		T	F
1	This information is about the eruptions of two volcanoes.	☑	☐
2	Mount Pinatubo erupted before Eyjafjallajokull Volcano.	☐	☐
3	Both eruptions were in the same century.	☐	☐
4	The Philipinne Islands are in the Atlantic Ocean.	☐	☐
5	The Eyjafjallajokull eruption lasted two months.	☐	☐
6	People were dead because of the Eyjafjallajokull eruption.	☐	☐
7	Iceland is to the east of Europe.	☐	☐
8	Pinatubo erupted for a shorter time than Eyjafjallajokull.	☐	☐
9	The Pinatubo eruption warmed the climate.	☐	☐
10	The winter of 1992 in America was very wet.	☐	☐
11	There was a lot of rain in Africa in 1993.	☐	☐

Section 5 WRITING: 10 MARKS

Write about your favourite place for a holiday. Read the questions and use them to help you write. Write 50-70 words.

- What is the name of the place and where is it?
- Why is it your favourite place?
- What are some of the things you can do and see there?

My favourite place for a holiday is

The omitted exercises or activities for the Qur'anic schools

Lift Off 3 Workbook

Unit	Title	Page	Teach	Omit	Page	Teach	Omit
1	Old and new						
	Lesson 1	96			97		
	Lesson 2	98			99		
	Lesson 3	100			101		
2	Around the schools						
	Lesson 1	102			103		
	Lesson 2	104			105		
	Lesson 3	106			107		
3	Problems and accidents						
	Lesson 1	108			109		
	Lesson 2	110			111		
	Lesson 3	112			113		
4	Mysteries						
	Lesson 1	114			115		
	Lesson 2	116			117		
	Lesson 3	118			119		
5	Climate change						
	Lesson 1	120			121		
	Lesson 2	122			123		
	Lesson 3	124			125		
6	Different places						
	Lesson 1	126			127		
	Lesson 2	128			129		
	Lesson 3	130			131		
7	Our world						
	Lesson 1	132			133		
	Lesson 2	134			135		
	Lesson 3	136			137		
8	Spare time						
	Lesson 1	138			139		
	Lesson 2	140			141		
	Lesson 3	142			143		
9	Ready to go						
	Lesson 1	144			145		
	Lesson 2	146			147		
	Lesson 3	148			149		
10	Back in Riyadh						
	Lesson 1	150			151		
	Lesson 2	152			153		
	Lesson 3	154			155		

Teach/core activities

Omit/supplementary activities

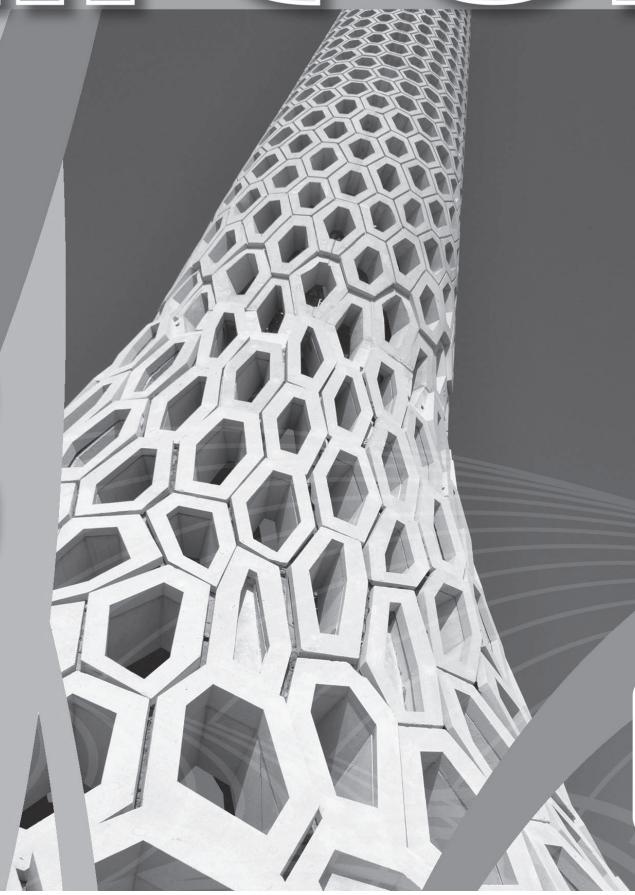
المملكة العربية السعودية
Kingdom of Saudi Arabia

وزارة التعليم
Ministry of Education

Workbook
كتاب النشاط

Lift Off!

3



تطوير
مشروع الملك عبدالله بن عبدالعزيز لتطوير التعليم العام
King Abdullah bin Abdulaziz Public Education Development Project

LESSON 1 *Who's who?*

1 Look, read and write.

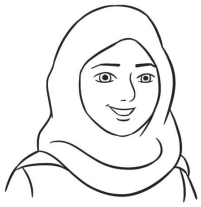
~~Ibrahim~~ ~~Uncle Jim~~ ~~Omar~~ Penny Reema

1

Dave Watson

Look! It's Dave Watson.

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

2 

Ranya

Look! It's Ranya.

3

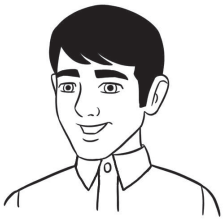
Fahad

No it isn't. It's Ibrahim.

4

Nina

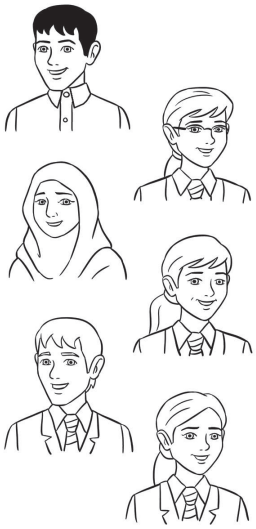
Look! It's Nina.

5 

Yasser

No it isn't. It's Omar.

2 Match.



1 Look! It's Yasser. f

2 Look! It's Lucy. ____

3 Look! It's Ranya. ____

4 Look! It's Nina. ____

5 Look! It's Jack. ____

6 Look! It's Elena. ____

a He's Polish.

b She's Saudi.

c She's Italian.

d She's English.

e She's English.

f He's Saudi.

3 Complete.

First name	Surname	Nationality
Omar	Saad	Saudi
Elena		
Ibrahim		
Penny		

Complete about you.

First name	Surname	Nationality

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

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

1 Fahad comes from Saudi Arabia. Ibrahim is his uncle.

2 Jack's Polish, but he _____ _____ England. He is one of Fred's _____ _____.

3 Dave Watson is an _____ _____ at the International Language School in Riyadh. His _____ is Penny, his _____ is Fred and his _____ is Nina.

4 Rakan and Yasser are _____ in Dave Watson's class.

5 _____ is Saudi. She _____ English to children.

6 Lucy _____ _____ school with Nina and Elena.

5 Find the odd word.

1 aunt son brother cousin ~~friend~~ uncle

2 school farm board class lesson student

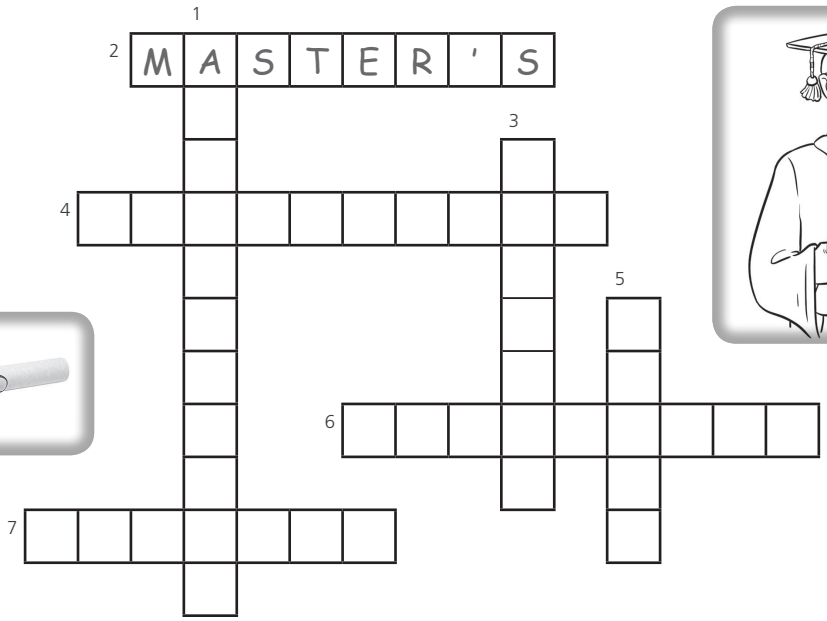
3 farmer teacher waiter vet boy postman

4 Spanish Oxford British Italian French Australian

5 chicken goat cat horse monkey camel

LESSON 2 *A new student*

1 Answer the questions and complete the word puzzle.

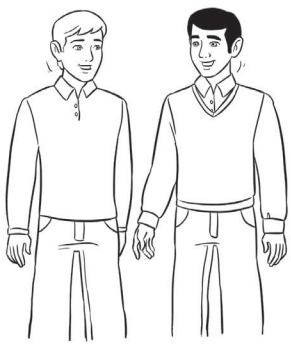


Across
2 Fahad wants to take a Master's Degree in Britain.
4 Lots of students go to _____ to study for a degree.
6 On the first day at a Language School, you have a test and an _____.
7 Fahad needs to _____ his English.

Down
1 Fahad studied _____ at university in Riyadh.
3 Julian is a Director of _____.
5 A test helps you to know your _____ of English.

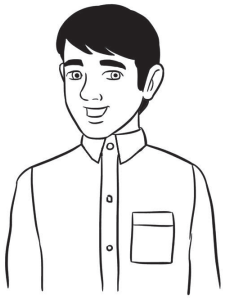
2 Answer the questions. Write sentences.

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



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

1	I'm very good on English.	☒	at
2	He knows lots of English.	☐	
3	Yesterday I walked to school.	☐	
4	Do they eat breakfast every day?	☐	
5	He's go to stay at his friend's house on Saturday.	☐	
6	They don't have some milk.	☐	
7	I need to study for my exam.	☐	



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

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

1

He's doing his homework, isn't he?

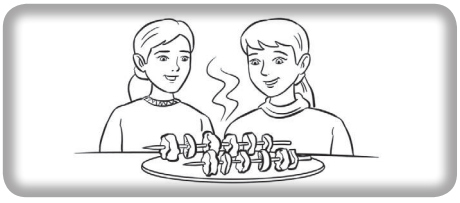
Yes, he is.

2

It's Italy, _____

_____

3



These kebabs are delicious, _____

_____

4

It's raining, _____

_____

5

She's hungry, _____

_____

6

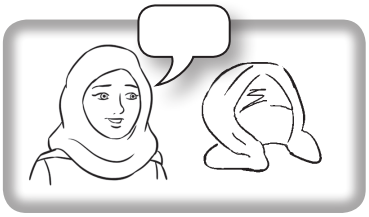
We're in the same class next term, _____

_____

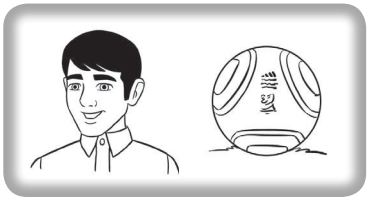
LESSON 3 *Whose is it?*

1 Choose and write.

~~mine~~ yours his hers ours theirs

1 

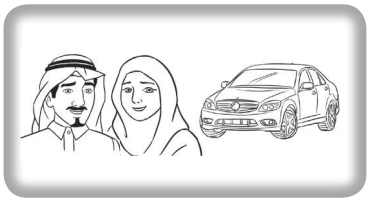
It's mine.

2 

3

4

5

6 

2 Write questions or answers.

Ranya ~~Yasser~~ ~~Fred~~ ~~Ibrahim~~ Omar Nina

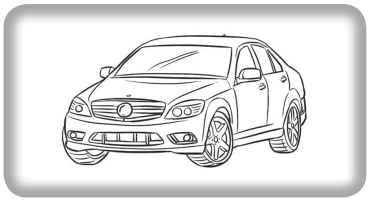
1

Whose are the chickens?

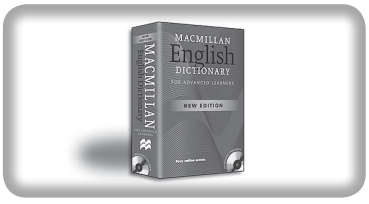
They're Yasser's.

2

Whose is the whiteboard?

3 

It's Ibrahim's.

4 

Whose is the dictionary?

5

They're Fred's.

6

Whose are the trousers?

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

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

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

1	Parrots can't speak.	T ☐	F ☑
2	Parrots are more intelligent than lots of other birds.	T ☐	F ☐
3	Young parrots can learn long sentences.	T ☐	F ☐
4	Parrots learn best at the start of the day.	T ☐	F ☐
5	There aren't many different kinds of parrots.	T ☐	F ☐
6	Parrots stop eating if you change their meal times.	T ☐	F ☐

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

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

Nina
~~bought~~
Hello
speaking
had

Penny [1] bought a [2]_____ bird
But [3]_____ didn't know
So Nina [4]_____ a big surprise
When the parrot said [5]_____!

Unit 2 Around the schools

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

1 **Complete the sentences about London.**

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

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

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

1 I'd like to go to _____
because _____.
2 I'd like to go to _____
because _____.

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

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

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

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

5 Say and find words in the box that rhyme.

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

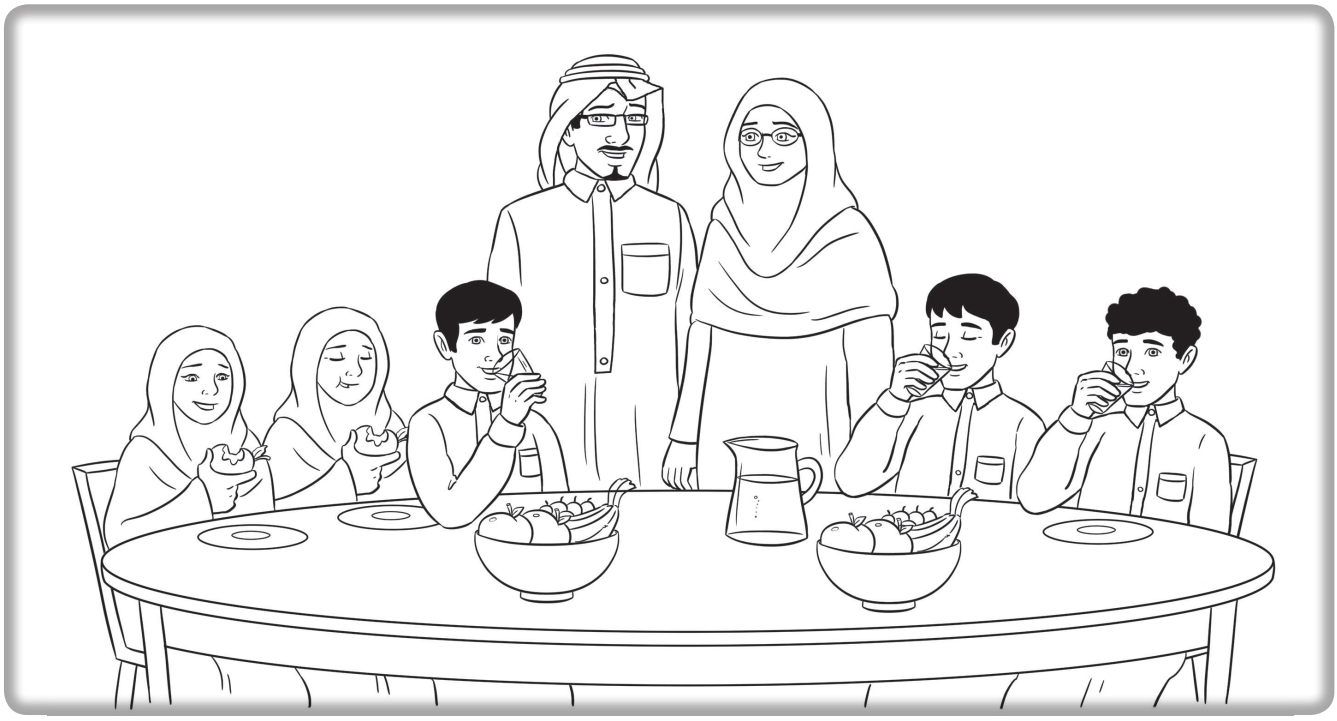
bird _____ word _____
_____ _____
_____ _____
_____ _____
_____ _____

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

1 sea see
2 right _____
3 be _____
4 our _____
5 too _____
6 where _____

LESSON 2 *Come and see me after the lesson*

1 Look at the picture then underline *all* or *both* in the sentences.



1 (*All*/*Both*) of the children are sitting at the table.
2 (*All*/*Both*) of the boys are drinking water.
3 (*All*/*Both*) of the girls are eating apples.
4 (*All*/*Both*) of the parents are standing up.
5 (*All*/*Both*) of the people are Arabic.
6 There's fruit in (*all*/*both*) of the bowls.

2 What are the words?

1 It's the opposite of wet. It's dry.
2 We can use the word _____s to talk about places like houses, castles and hospitals.
3 It's the building where bakers cook bread and cakes. It's a _____.
4 What does the wind do? It b_____.
5 What does a fire do? It b_____.

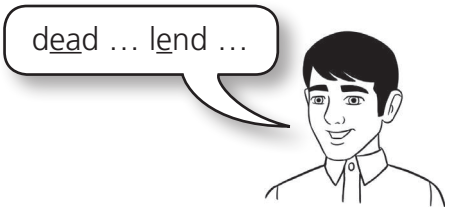
3 Write these sentences in the simple past tense.

1 They're destroying the forests. They destroyed the forests.
2 It's catching fire. _____.
3 He's putting it out. _____.
4 The wind's blowing. _____.
5 The baby's waking up. _____.
6 They're running away! _____.
7 I'm beginning to understand. _____.

4 Underline the best words.

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

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



did	dead
him	lend
_____	_____
_____	_____
_____	_____
_____	_____

~~him~~ ~~lend~~ vet egg
wind fish ten chip
send in

LESSON 3 *Fire!*

1 Can you remember the fire rules?

Complete the sentences. Don't look at the Student's Book!

FIRE RULES

1 [1]_____ **the classroom quietly.**

2 [2]_____ **quickly to the nearest fire exit. Don't** [3]_____**.**

3 [4]_____ **in the playground.**

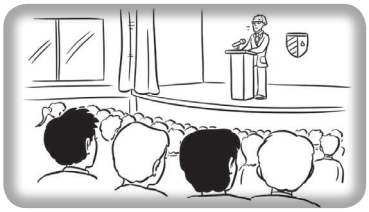
4 When the teacher [5]_____ **your name,** [6]_____ **clearly and loudly.**

2 Complete the sentences with adverbs (*-ly*). Use these adjectives:

immediate **calm** ~~**sudden**~~ **loud** **correct** **quiet**

1

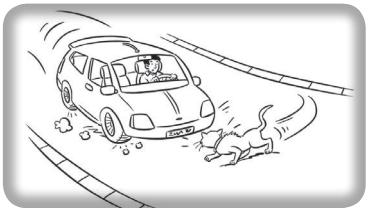
He ran out of the room suddenly.

2 

The Head Teacher spoke l_____ to help the students hear him.

3

She's working q_____ in the library.

4 

He stopped the car i_____.

5

The horse panicked and didn't behave c_____.

6

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

3 What are the missing letters?

1 fire r<u>u</u>les **2** fi_e dril_ **3** d_n't p_ _ _c **4** fire e_it

4 Answer the questions. Use a different adverb (*-ly*) in each answer.

1 How do you talk when someone is asleep? Quietly.

2 How does your teacher speak English to you? _____.

3 How do you dress when you go to school? _____.

4 How do you walk when you are late? _____.

5 How do you cross the road? _____.

6 What's the opposite of quickly? _____.

5 Complete the sentences.

Write the opposites of the verbs in the first sentences. Use the simple past.

teach **come** **wake up** ~~**go**~~ **forget**

1 She came to my house. She went home.

2 I remembered my passport. I _____ my passport.

3 He learned some new English words. He _____ some new English words.

4 They went to sleep early. They _____ _____ early.

5 He went home from school. He _____ to school.

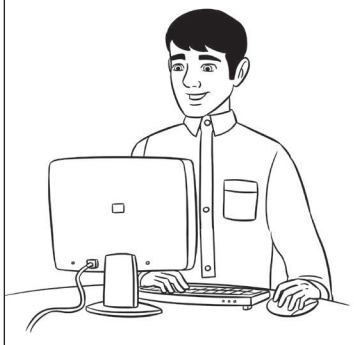
6 Correct nine more spelling mistakes in Omar's e-mail to Fred.

Hi Fred,

We had an exciting ~~exiting~~ morning at scool today! We were going to have a test when sudenly the bell rang! My teacher said he thort there was a fire and Yasser panicked! The teacher said: 'behav calmly and go to the playground imediately'. In the playground, he checked that no students were mising. Then I was very suprised because we started to walk back to the classroom! Yasser asked the teacher about the fire and the teacher said there wasn't reelly a fire – it was only a fire dril!

E-mail me soon!

Your friend, Omar



Unit 3 Problems and accidents

LESSON 1 *Read this, Nina*

1 Find five different kinds of people.

1 mnaolipec policeman
2 roperter _____
3 hosp sisasatnt _____
4 ruglbar _____
5 iterwa _____

2 Match the words and definitions.

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

3 Answer the questions.

1 Who's investigating the break-in? The police.
2 Who's a waiter at The Pizza House? _____
3 Who went into Styles at 10:00? _____
4 Who phoned the police the first time? _____
5 Who phoned the police the second time? _____
6 Who read the newspaper at breakfast time? _____

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

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

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

Policeman: *Yes, Mrs. Baran?*

Barbara: *The break-in … I wrote about it in the newspaper. It was me! I was in the shop.*

Policeman: *Sorry, Mrs. Baran. Which shop?*

Barbara: *Styles, of course.*

Policeman: *Sit down, Mrs. Baran. Are you saying **you** broke into Styles?*

Barbara: *No, of course not. I live there.*

Policeman: *You work there?*

Barbara: *Yes. And I went to a restaurant at 5:30 yesterday and left my coat in the shop. So I went back at 10:00 and got it. I'm so sorry.*

Policeman: *You went into the shop at 12:00 because you wanted to get your bag?*

Barbara: *Yes, yes.*

Policeman: *Could you come to the shop, please, Mrs. Baran? We need to take a photo.*

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

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

1 like I T-shirt the

I like the T-shirt. Which T-shirt?

2 book interesting weekend I an last read

3 very university a went to I good

4 new he learned three words

LESSON 2 *Why are you late, Yasser?*

1 Write these sentences in the negative.

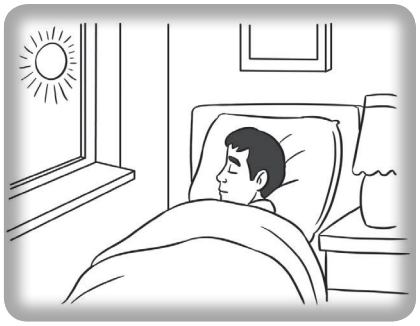
1 She had chips for breakfast. She didn't have chips for breakfast.

2 The goats ate the grass. _____

3 We took our passports to the airport. _____

4 She did her homework. _____

2 Correct the sentences about Yasser and his cousin.



1 Yasser overate.

He didn't overeat. He overslept.

2 His cousin fell down a mountain.

_____

3 He hurt the cat.

_____

4 He went to the doctor's.

_____

3 Match the questions and answers.

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

4 Punctuate the sentences.

1 a imsorryididntwritetoyou _____

b thatsokitdoesntmatter _____

2 a imverysorryimlate _____

b thatsalright _____

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

cut read ~~break~~ burn forget break

1

I'm sorry I broke the watch.

2

3

4

✘ _____

5

6

✘ _____

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

1

She hurt her head.

2

3

4

5

LESSON 3 *Poor Uncle Jim*

1 Write the words.

1 bulcemaan It takes you to hospital. _____

2 gtereisn elewh The driver of a car holds this. _____ _____

3 cratfif gthsli Sometimes they are red and sometimes green! _____ _____

4 andbaeg You can use this when you cut yourself. _____

2 Read and complete the e-mails.

you get better soon **don't apologise** **awful** **Thank you** **sorry**
I'm sorry **~~Dear~~** **Love** **hope** **well** **best wishes**

[1] Dear Sue,

[2] _____ _____ for your e-mail yesterday. [3] _____ _____
I didn't reply. I started to write to you and then, suddenly, my head started to hurt so I went to bed.
Today my head hurts more so I'm going to the doctor.
I [4] _____ you and your family are [5] _____.
[6] _____,
Amy

Dear Amy,
Please [7] _____ _____. I'm [8] _____ you're not well. I hope the doctor gives you some medicine. Headaches are [9] _____!
We're all well here and everyone sends you their [10] _____ _____.
I hope [11] _____ _____ _____ _____!
Love,
Sue

3 Look at the pictures and do Exercises a and b.

On Saturday, Lenny and Alex climbed a mountain …

a) Read and tick (✓) true (T) or false (F).

1	On Saturday, Lenny and Alex went up a mountain.	T ☑	F ☐
2	The weather was awful and then they lost their map.	T ☐	F ☐
3	Suddenly, Lenny had an accident.	T ☐	F ☐
4	He broke his arm.	T ☐	F ☐
5	He called Alex's name quietly.	T ☐	F ☐
6	Then Alex came and called an ambulance.	T ☐	F ☐
7	Alex didn't visit Lenny in hospital.	T ☐	F ☐

b) Correct the sentences.

1 Lenny and Alex climbed a tree.

They didn't climb a tree. They climbed a mountain.

2 Lenny broke his arm.

_____

3 Lenny went home.

_____

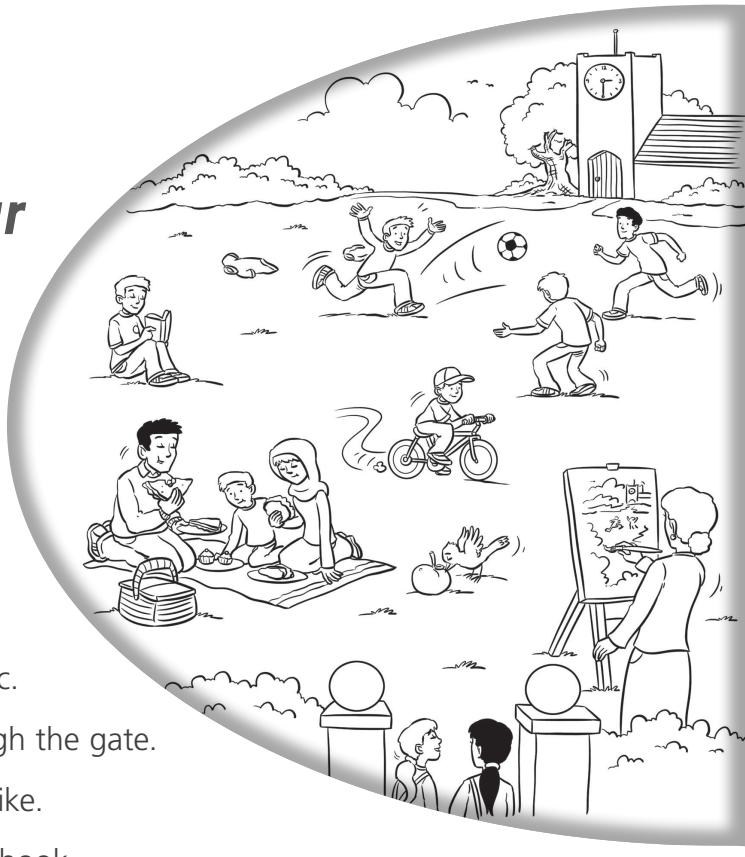
4 Say the words and <u>underline</u> the stress.

1 <u>news</u>paper 2 accident 3 hospital

4 awful 5 serious 6 police

Unit 4 Mysteries

LESSON 1 *I was driving my car*



1 **Look at the picture and complete the sentences.**

What was happening at half past three on Saturday afternoon?

1 Some boys were playing football.

2 A family _____ a picnic.

3 Two girls _____ through the gate.

4 A small boy _____ a bike.

5 An older boy _____ a book.

6 A woman _____.

7 A bird _____ an apple.

2 **Answer the questions.**

What were you doing at 7:00 o'clock this morning? I was walking to school.

1 What were you doing at 6:30 o'clock this morning? _____

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

_____

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

_____

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

_____

3 **Punctuate the questions.**

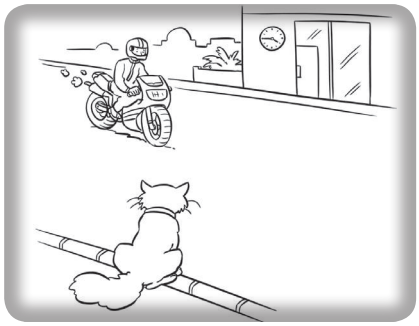
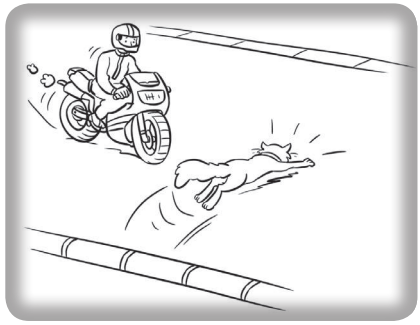
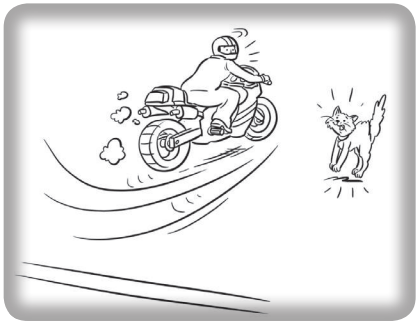
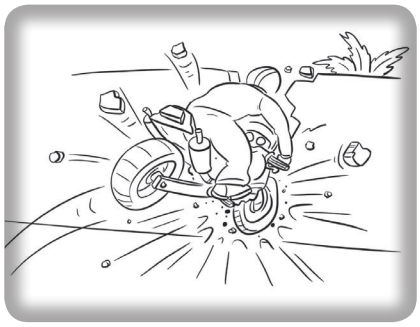
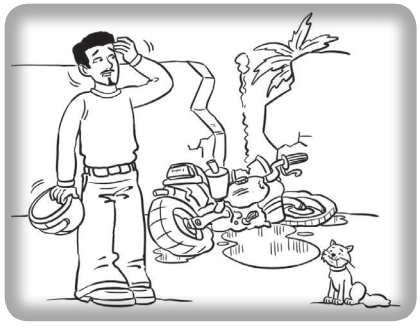
whatwasYasserdoingat11oclockonthursdaymorning

_____

whatwerethestudentsstudyingat10:30

_____

4 Imagine you were walking down a street when you saw this accident. Look at the pictures and complete your statement.

was sitting **didn't hurt himself** **ran in front of** **destroyed**
was riding **turned** **hit** ~~**was**~~ **was walking**

It [1] was a quarter to four on Friday afternoon and I [2]_____ along Green Street. A man [3]_____ a motorbike along the road. A cat [4]_____ on a garden wall. Suddenly, the cat [5]_____ the motorbike. The man [6]_____ the bike quickly and [7]_____ a garden wall. He [8]_____ but he [9]_____ the garden wall in the accident.

5 Say and find four more words with the same sound.

boat **call** **know** **goat** **look**
snow **road** **horse** **home**

6 Say and find four more words with the same sound.

door **horse** **stood** **but** **floor**
wore **word** **saw** **taught**

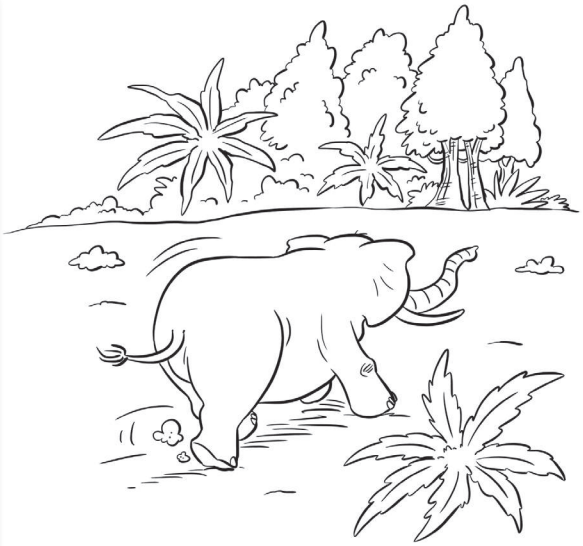
LESSON 2 *Where's Davey?*

1 Complete the notice.

Use these words. **Phone** **escaped** **reward** **towards** ~~**Lost**~~ **information**

[1] Lost **elephant!**

A large grey elephant, [2]_____ from the zoo on Monday 5th July. She was last seen running [3]_____ the forest. Don't go near the elephant. [4]_____ the police. There is a £500 [5]_____ for [6]_____.



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

bring **fly** **see** **catch** ~~**escape**~~

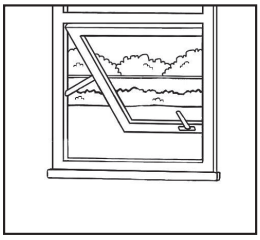
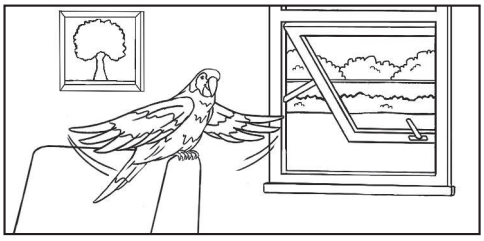
1 The window was open. Davey could escape.
2 The parrot _____ out of the window.
3 Penny _____ Davey.
4 When Nina came home, she _____ Davey.
5 The woman who caught Davey said she _____ him to Nina's house.

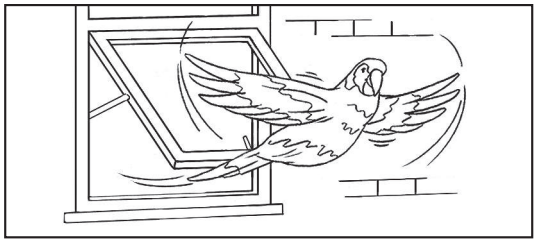
3 Write questions.

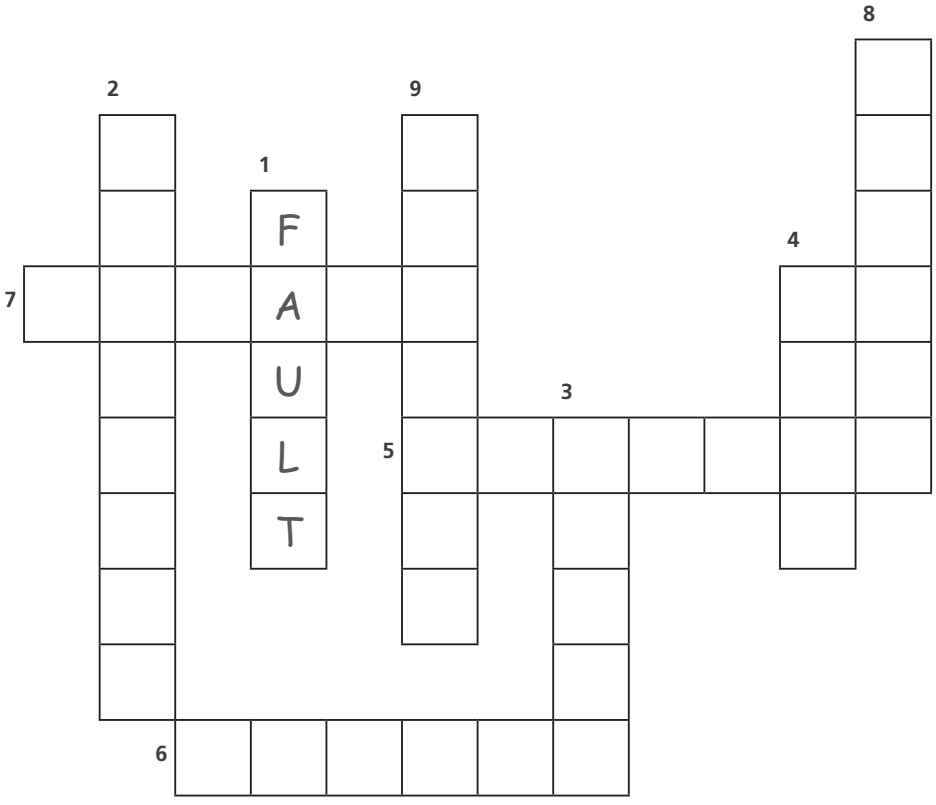
1 Davey / escape — Could Davey escape?
2 Penny / catch / Davey _____
3 Nina / see / Davey _____
4 you / do / your homework yesterday _____

4 Complete the story and write the words in the puzzle.

It was Penny's [1] fault . She was [2]_____ Davey's cage but she forgot to [3]_____ the window. Davey [4]_____ out of the window and [5]_____. Penny put a [6]_____ in a shop window. There was a £10 [7]_____ for information. A woman [8]_____ Nina and said she had Davey. She asked for Nina's [9]_____ because she didn't know where Nina lived.



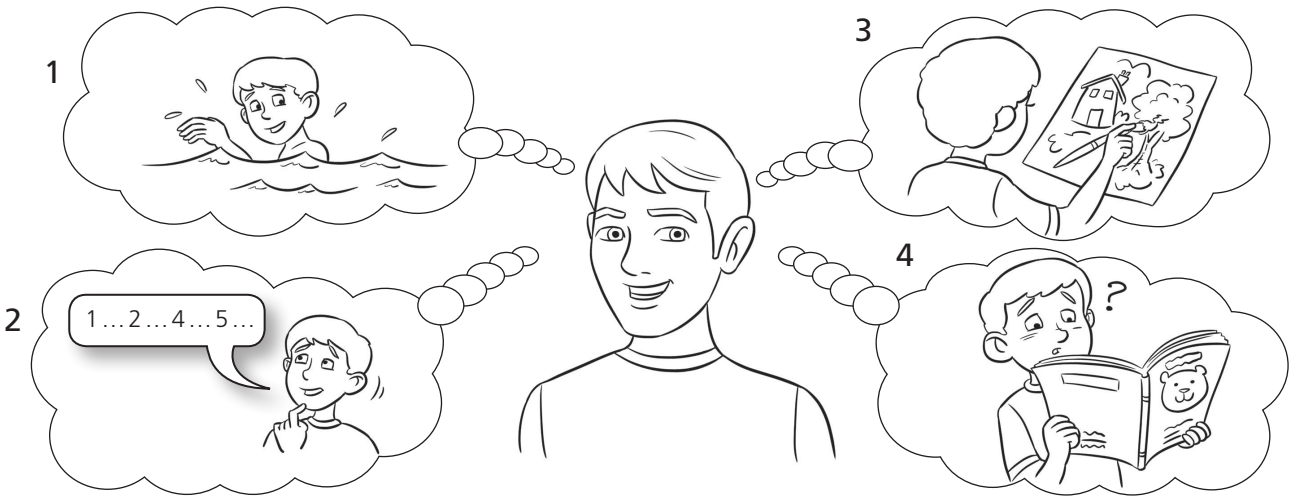


LESSON 3 *When I was ten*

1 Write.

a) Write sentences about Charlie when he was three.

He could … He couldn't …



1 He could swim when he was three. 2 _____

3 _____ 4 _____

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

1 Could he swim? Yes, he could. 2 _____

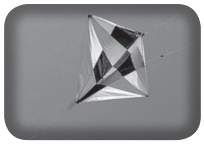
3 _____ 4 _____

2 Label the pictures.

1 ship

2 _____

3 _____

4  _____

5 _____

3 Complete the sentences. All the words are from Exercise 2.

1 You can fly a kite in the sky.

2 You can write about your day in a _____.

3 The *Mary Celeste* was a _____.

4 A _____ has the most important job on a ship.

5 When a ship has an accident, people can escape in a _____.

4 Complete with *anybody*/*nobody*.

1 The captain and seven crewmen were sailing on the *Mary Celeste*.
Nobody saw them alive again.

2 The crewmen on the other ship watched the *Mary Celeste* for two hours but they saw _____.

3 When they shouted to the *Mary Celeste*, they didn't hear _____ answer.

4 When they went on the ship, they didn't find _____.

5 _____ knows what happened.

5 Underline the best words about the *Mary Celeste*.

1 The *Mary Celeste* was a (*lifeboat*/*boat*/*ship*).

2 She began her journey in (*New York*/*Gibraltar*/*Italy*).

3 The captain wrote in his (*book*/*diary*/*newspaper*).

4 When the other ship saw the *Mary Celeste*, she was (*running*/*driving*/*sailing*) towards Gibraltar.

5 On the *Mary Celeste*, they (*found one person*/*found some people*/*didn't find any people*).

6 What happened is a (*story*/*mystery*/*newspaper article*).

Unit 5 Climate change

LESSON 1 *You're all correct!*

1 **Tick (✓) true (T) or false (F).**

1	The climate is changing.	T ☑	F ☐
2	The way people live can change the climate.	T ☐	F ☐
3	Traffic doesn't cause any change in the climate.	T ☐	F ☐
4	We're cutting down too many trees.	T ☐	F ☐
5	The world is getting colder.	T ☐	F ☐
6	We can all help to stop the climate change.	T ☐	F ☐
7	We need more carbon dioxide above the Earth.	T ☐	F ☐
8	Too much carbon dioxide above the earth causes a problem.	T ☐	F ☐
9	Carbon dioxide is a gas.	T ☐	F ☐

2 **Complete the climate change quiz.**

electricity **driving** ~~**planes**~~ **rubbish** **cutting down**

1 We're flying too many *planes* .

2 We're _____ too many trees.

3 We're throwing away too much _____ .

4 We're _____ too many cars.

5 We're using too much _____ .

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

Use these words.

cars / the cities	homework / the evenings	people / the boat	~~rain / Oxford~~

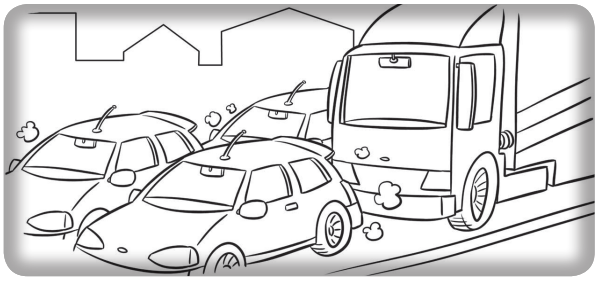
1

There's too much rain in Oxford.

2

3

4



4 Match the two halves of the sentences.

1	The Earth's climate becomes	c	a	too much rubbish.
2	There is carbon dioxide		b	cannot escape when there is too much carbon dioxide.
3	The sun heats		c	hotter when heat cannot escape.
4	The heat from the Earth		d	above the Earth.
5	Our lifestyles		e	the Earth.
6	We use		f	are causing changes to the climate.
7	We throw away		g	too much electricity.

5 Find and correct seven more mistakes.

Our lifestyles are causing changes to the ~~moon~~ Earth. We can all help to slow down climate change.

We make too much journeys on planes and in cars. We're using too many electricities and we're throwing in too much rubbish! Another problem is that we use too many paper and then we cut down too much grass to make more!

LESSON 2 *We should use less electricity*

1 Underline the correct word.

Trees are amazing because they take in [1](*CO$_2$*/*oil*) but when we [2](*knock*/*cut*) down trees, CO_2 [3](*escapes*/*comes in*). Then, there is more CO_2 [4](*above*/*below*) the Earth. We use [5](*oil*/*wood*) from the trees to make paper. People all over the world use paper every day and often [6](*run*/*throw*) it away. Then we [7](*need*/*don't need*) to cut down more trees. To help with this problem, it's a good idea to [8](*throw away*/*recycle*) paper.

2 Choose and write.

paper **~~light~~** **wood** **petrol** **heat** **wool** **cheese** **chips**

1 electricity ⇨ light
2 sheep ⇨ _____
3 oil ⇨ _____
4 milk ⇨ _____
5 trees ⇨ _____
6 wood ⇨ _____
7 potatoes ⇨ _____
8 gas ⇨ _____

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

play sail ~~go~~ eat touch go

1

He should go to bed.

2

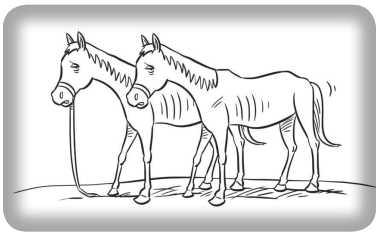
They _____ football near the house.

3

She _____ to the doctor.

4

They _____ in bad weather.

5 

They _____ more.

6

She _____ very hot plates.

4 Complete with *fewer*/*less*.

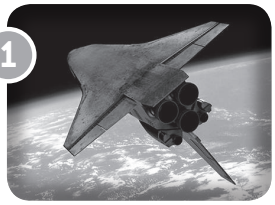
1 In the year 3000 there's going to be less oil.
2 Can we use _____ paper at school?
3 We should cut down _____ trees.
4 I know _____ English words than my teacher.
5 It's a good idea to use _____ electricity.
6 We should throw away _____ rubbish.
7 A baby has _____ teeth than an older boy or girl!

5 Answer the questions.

1 What do we make petrol from? Oil.
2 What does petrol produce when we drive cars? _____.
3 What should we recycle? _____ _____ and _____.
4 What do trees take in? _____.
5 What produces light in most houses? _____.

LESSON 3 *Spaceship Earth*

1 Match the pictures and words.

1 

b

2

☐

3

☐

4

☐

5

☐

6

☐

a tap

b spaceship

c radio

d studio

e coal

f plastic bag

2 Write the endings of the sentences in the correct columns.

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

We should …	We shouldn't …
walk or cycle when we can.	

3 Underline the correct word.

1 There's a phone call for you, Fred. _____ wants to talk to you.
a everyone b no one c someone

2 Did you say _____? I couldn't hear you.
a something b nothing c everything

3 They're all having a picnic in the park. There's _____ at home.
a everyone b no one c someone

4 'Now, _____. Sit quietly and listen to the CD.'
a everyone b no one c someone

5 'Are you ready to go to school? Do you have _____ you need?'
a something b nothing c everything

6 'I'm hungry, Mum. Can I have _____ to eat, please?'
a something b nothing c everything

4 Underline the odd words.

1 animal bird plane plant
2 oil carbon dioxide coal petrol
3 car walk cycle drive
4 radio TV table washing machine
5 paper glass petrol plastic
6 rubbish electricity spaceship energy

5 Complete the sentences.

~~petrol~~ important plants bad clean CO_2

1 We should think before we drive because cars use valuable ___petrol___. When we drive, petrol produces _____ and this is _____ for the climate.

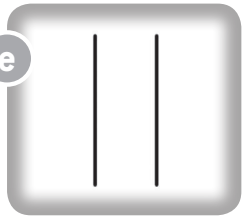
2 We should keep our air _____ because it's very _____ to us and to all animals and _____.

Unit 6 Different places

LESSON 1 *Old places*

1 **Match.**

1 desert [c]
2 archaeologist [ ]
3 parallel lines [ ]
4 bird of prey [ ]
5 standing stones [ ]
6 activities programme [ ]



2 **Fahad is writing an e-mail to Omar. Read and underline the correct words.**

Hi Omar,

I'm writing my e-mail in English because I want to improve!

(*I'm having*/*I have*) a great time here in Bournemouth.
Julian gave me (*a diary*/*an activities programme*) today.
I'm (*probably*/*possibly*) going to visit Stonehenge. It looks really amazing – with prehistoric (*standing*/*sitting*) stones. They're like the stones of Al-Rajajil but there are (*less*/*fewer*) at Stonehenge.

I also want to go to a (*palace*/*place*) called The Hawk Conservancy because I'm very interested in birds of (*flying*/*prey*). I'm possibly going to London – I (*know*/*don't know*). I'd like to go to the zoo in London, but I (*need*/*don't need*) to go shopping!

Best wishes to you and your family,

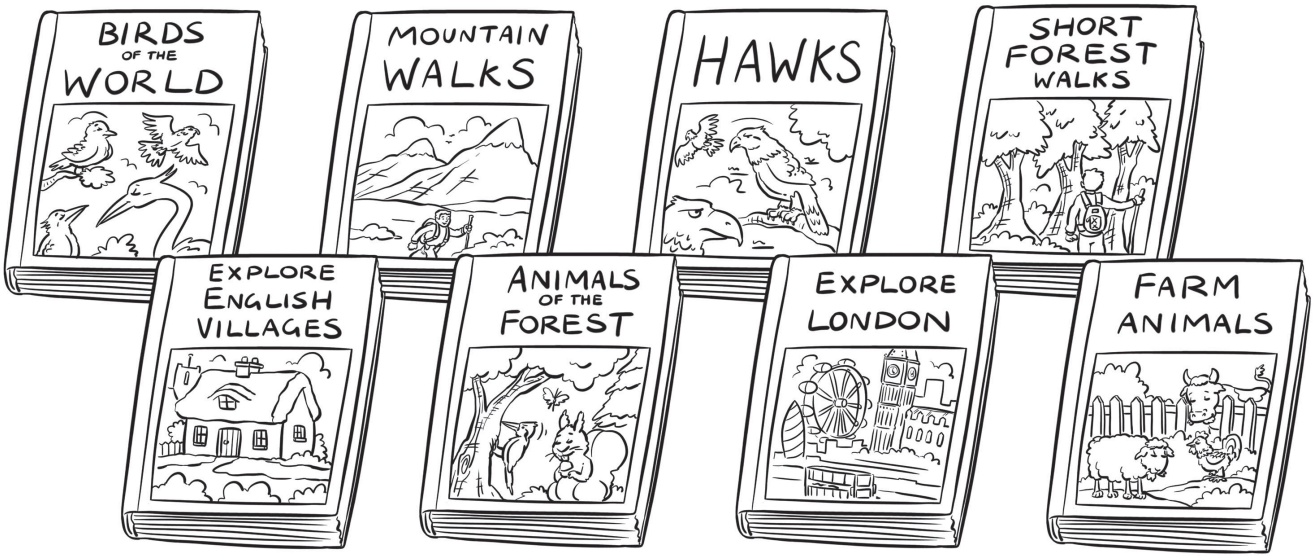
Fahad

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

Some archaeologists think the stones were probably a m _ _ _ _ _ g place. Possibly they were also a t _ _ _ e centre or a r _ _ _ g _ _ _ s centre.

4 Which books are they going to buy?

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



John's interested in all animals. He usually reads about **wild** animals because these are his favourite.

Andy knows a lot about birds but he would like to know more about birds of prey.

Mr. Taylor likes walking but he's getting old and sometimes he gets tired.

Mrs. Taylor's hobby is sightseeing. She's interested in large cities and small villages but she doesn't like a lot of traffic.

1 a John might buy Farm Animals

b but he's probably going to buy _____.

2 a Andy might buy _____

b but he's probably going to buy _____.

3 a Mr. Taylor may buy _____

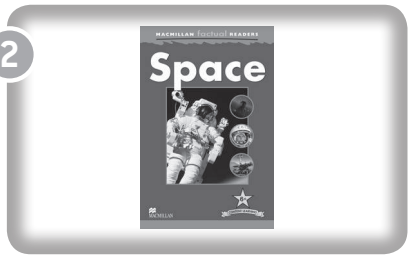
b but he's probably going to buy _____.

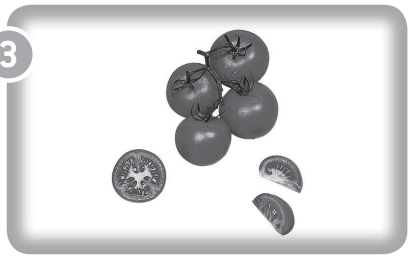
4 a Mrs. Taylor may buy _____

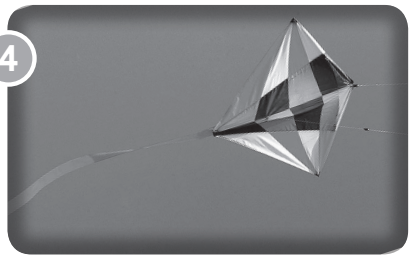
b but she's probably going to buy _____.

LESSON 2 *I'm turning off the lights*

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







1 They're going to the sea because they want to sail a boat.

2 She's going to the library _____

3 She's going to the supermarket _____

4 They're going to the park _____

5 He's going to London _____

2 Write the beginnings of the sentences.

Davey is flying out of the window so **People go to Stonehenge so**
We cut down trees so ~~**Fahad's studying in Bournemouth so**~~
Nina is going to London so **You should take medicine so**

1 Fahad's studying in Bournemouth so he can improve his English.

2 _____ they can see the standing stones.

3 _____ we can make paper.

4 _____ he can escape.

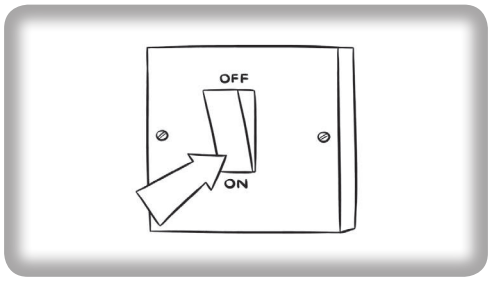
5 _____ she can go sightseeing.

6 _____ you can get better.

3 Complete the sentences. Use these words.

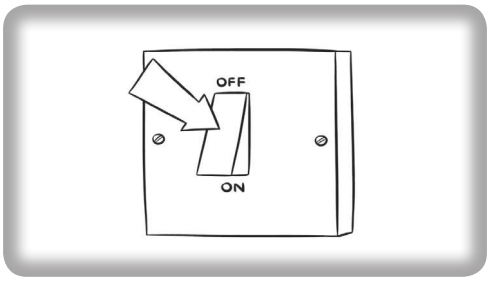
down off on up

1



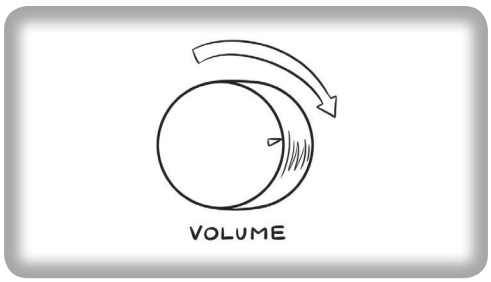
Turn the light ___on___.

2



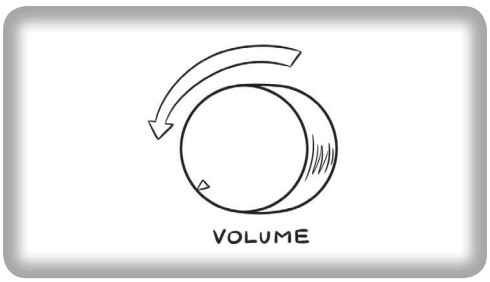
Turn the light _____.

3



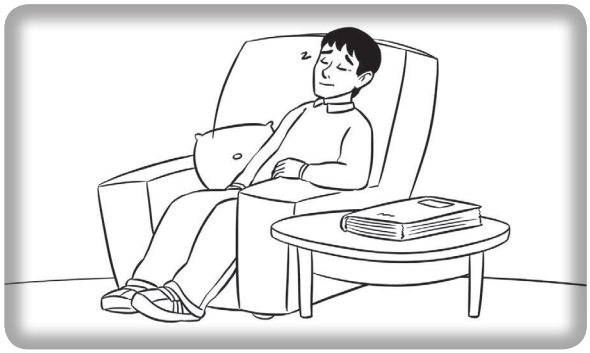
Turn the radio _____.

4



Turn the radio _____.

4 Underline the correct verbs.



When Jack came home from school, he was very tired. He [1](*put on*/*took off*) his jacket, [2](*picked up*/*put down*) a book and sat down in a chair to read. Then his eyes started to close so he [3](*picked up*/*put down*) the book and [4](*came*/*went*) to sleep!

Someone knocked on the door but Jack didn't hear and the person [5](*went*/*came*) away.

When Jack [6](*woke up*/*got up*), he didn't know the time. He [7](*sat down*/*stood up*), then he [8](*put on*/*took off*) his coat, opened the front door and [9](*went out*/*came in*). It was dark! It was very late! He [10](*went away*/*came back in*), took off his coat and [11](*went to bed*/*got up*)!

5 Match the questions and answers.

1	Why does Nina turn off the lights?	c	a	In the school magazine.
2	Why does Nina want to save energy?		b	Possibly.
3	What's Nina's school project going to be about?		c	To save energy.
4	Where is the school going to publish the project?		d	To ask her a favour.
5	Why does Nina e-mail Reema?		e	To stop climate change.
6	Is Nina going to visit her dad in December?		f	People's favourite places.

LESSON 3 *Favourite places*

1 **Read the sentences about Taif, Zakopane and Florence. Tick (✓) true (T) or false (F).**

Taif

1 Taif has some modern buildings. T ☑ F ☐
2 Taif is too cold. T ☐ F ☐
3 Taif is a good place to buy things! T ☐ F ☐
4 There aren't many parks in and around Taif. T ☐ F ☐

Zakopane

1 People from the nearby mountains don't wear modern clothes. T ☑ F ☐
2 Zakopane is boring. T ☐ F ☐
3 Most tourists visit Zakopane in school term time. T ☐ F ☐
4 The local food is wonderful. T ☐ F ☐

Florence

1 Florence is in Europe. T ☑ F ☐
2 There are many important buildings in Florence. T ☐ F ☐
3 Florence a quiet city. T ☐ F ☐
4 Florence is a very busy city. T ☐ F ☐

2 Tick (✓) the place/places.

	Taif	Zakopane	Florence
1	✓		✓
2			
3			
4			
5			

1 Tick two places where there are markets.
2 Tick a place that's good for bees.
3 Tick a place where you can see lots of paintings.
4 Tick a place where you can do a cold sport in the mountains.
5 Tick two places that are in Europe.

3 Write the verbs in the simple past tense.

Last year, my family and I [1] had (*have*) a holiday in Poland. One windy day we [2]_____ (*go*) for a walk in the forest. We were walking through some tall green trees when suddenly, the wind [3]_____ (*blow*) my cap off. I immediately [4]_____ (*run*) after it, [5]_____ (*catch*) it and [6]_____ (*put*) it back on my head.

Then the wind blew my cap off a second time! The cap [7]_____ (*fly*) high up into the air. I ran after it and [8]_____ (*come*) to a river. Then I [9]_____ (*see*) my cap sailing slowly down the river!

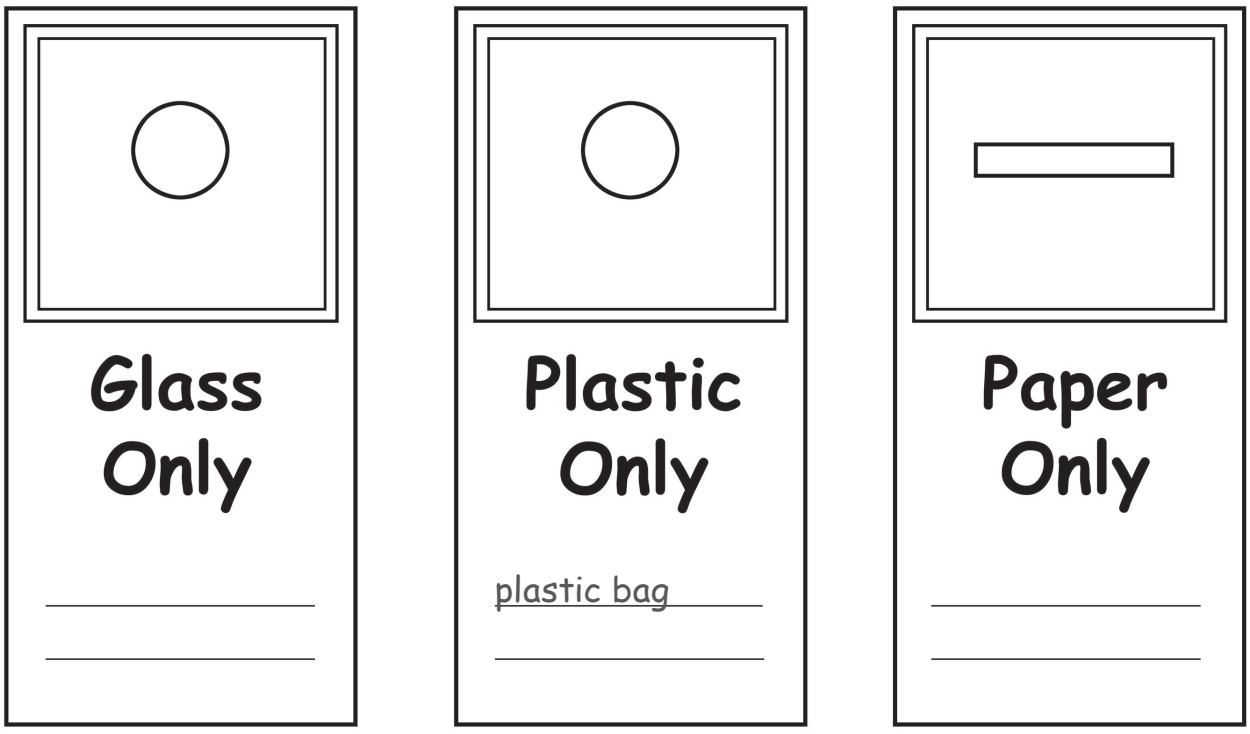
The next day, we went to a market and I [10]_____ (*buy*) a new cap. I [11]_____ (*think*) the new cap was smarter than the old one so I was very happy!

4 Write questions about these places. Write answers with *Yes, I have* or *No, I've never been*.

1 (Italy) Have you ever been to Italy? No, I've never been.
2 (Lake District) _____ _____
3 (Taif) _____ _____
4 (London) _____ _____
5 (Cairo) _____ _____
6 (Australia) _____ _____

LESSON 1 *The three banks*

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



2 **<u>Underline</u> the correct words.**

Yasser asked Dave about the [1](*<u>bins</u>*/*pens*) in the playground. Dave said they were for [2](*recycling*/*cycling*). The bins were banks for paper, bottles and [3](*leather*/*plastic*). There [4](*was*/*wasn't*) a bin for things made of wood because wood rots [5](*immediately*/*naturally*) and [6](*comes back*/*disappears*) in a few years. Dave said it was important for teachers to put things into the [7](*wrong*/*correct*) bins. Then the [8](*bins*/*rubbish*) can be recycled.

3 What's it made of? Write questions and answers.

paper	glass	wool	plastic	wood	leather
1 bag	2 bottles	3 coat	4 bowls	5 desk	6 boots

1 What's the bag made of? It's made of paper.

2 _____

3 _____

4 _____

5 _____

6 _____

4 Write short answers about your things. Write colours too.

1 What's your pen made of? Blue and white plastic.

2 What are your shoes made of? _____

3 What's your desk made of? _____

5 Do the quiz. Write the answers.

1 It's made of plastic. It's round. You can listen to it.
It's a CD.

2 It's made of glass. It's sometimes square. You can see through it.
It's a _____.

3 They're made of leather. You can wear them on your feet in the mountains.
They're _____.

4 It's usually made of wood. You can sit on it.
It's a _____.

6 Read about recycling bottles. Find and correct one mistake in each sentence.

1 First we put bottles into the bottle ~~bowl~~. bank

2 When it's full they take the bottles to a recycling shop. _____

3 Then, they break the bottles into large pieces. _____

4 They cool the glass. _____

5 When it is very cold, they can use it to make new bottles. _____

LESSON 2 *What's it for?*

1 **Read about Barbara Baran's day. <u>Underline</u> four things which are good for the planet and cross out two more things which are bad.**

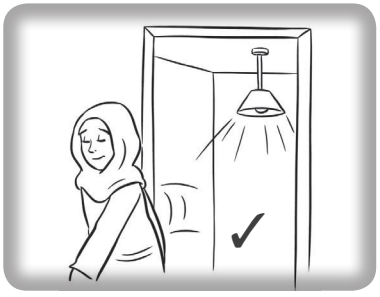
Mrs. Baran had a busy morning. She had a lot to do. First, ~~she put all the lights on~~ in the house. Then, she threw some old bottles in the rubbish bin and put some old magazines in the recycling bin. Next, she washed the clothes. It was a sunny day so she put the clothes out in the garden to dry. She forgot about Jack's sweater so she washed it quickly and put it in the tumble dryer. Suddenly, she remembered that she needed to go shopping so she wrote a list on the other side of an old piece of paper. Then, she put on her coat and walked to the shops.

2 **Write some advice for these people.**

Use *should* (✓) or *shouldn't* (✗) and these words.

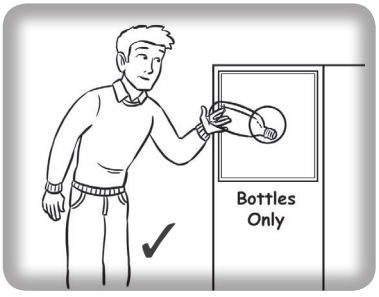
recycle	**scissors**	**~~turn off~~**	**rubbish**	**TV**	**use**
turn off	**tap**	**drive**	**turn off**	**~~light~~**	

1



You should turn off the light.

2



3

4

5

6

3 Complete the poem. Don't look at the Student's Book!

Be careful with our [1] Planet Earth.
Don't make [2]_____ worse!
Learn these [3]_____ and don't forget
To do what's in this [4]_____.

Don't [5]_____ your plastic bags.
Use them one more time,
Or put them in the plastic [6]_____
And don't forget this [7]_____.

[8]_____ the taps, turn off the lights,
Save [9]_____,
You shouldn't waste, you should [10]_____,
So say these words with me.

throw away
words
electricity
Turn off
verse
rhyme
matters
bank
conserve
~~**Planet**~~

Now you can use the Student's Book to check!

4 Write.

a) Order and punctuate the questions.

1 a/washing machine/whats/for — What's a washing machine for?
2 for/whats/a/whiteboard _____
3 a/map/for/whats _____
4 cage/whats/a/for _____

b) Order and punctuate the answers.

a for/its/writing/on — It's for writing on.
b or/birds/keeping/its/for/animals/in _____
c washing/for/its/clothes _____
d for/a/journey/its/planning _____

c) Match the questions and answers. 1 c 2 ___ 3 ___ 4 ___

LESSON 3 *Mount Pinatubo*

1 Match.

a flood
b drought
c volcano

2 Underline the correct word / words.

1 Air is (*a kind of gas / like water*).
2 When a fire burns something, it produces (*coal / ash*).

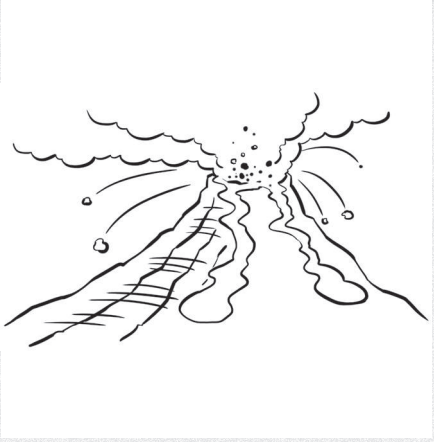
3 Complete.

gas	~~volcano~~	floods	heat	air	erupted
serious	drought	around	cloud	cooler	

Mount Pinatubo is a [1] volcano. In 1991 it [2]_____. Between 15 and 30 million tonnes of a [3]_____ called sulphur dioxide went up into the [4]_____ and formed an enormous [5]_____. It travelled [6]_____ the world and caused [7]_____ climate change. The sun's [8]_____ couldn't get through the cloud and the climate got [9]_____. In America, the rains caused [10]_____. In Africa, it was the opposite. There was a serious [11]_____.

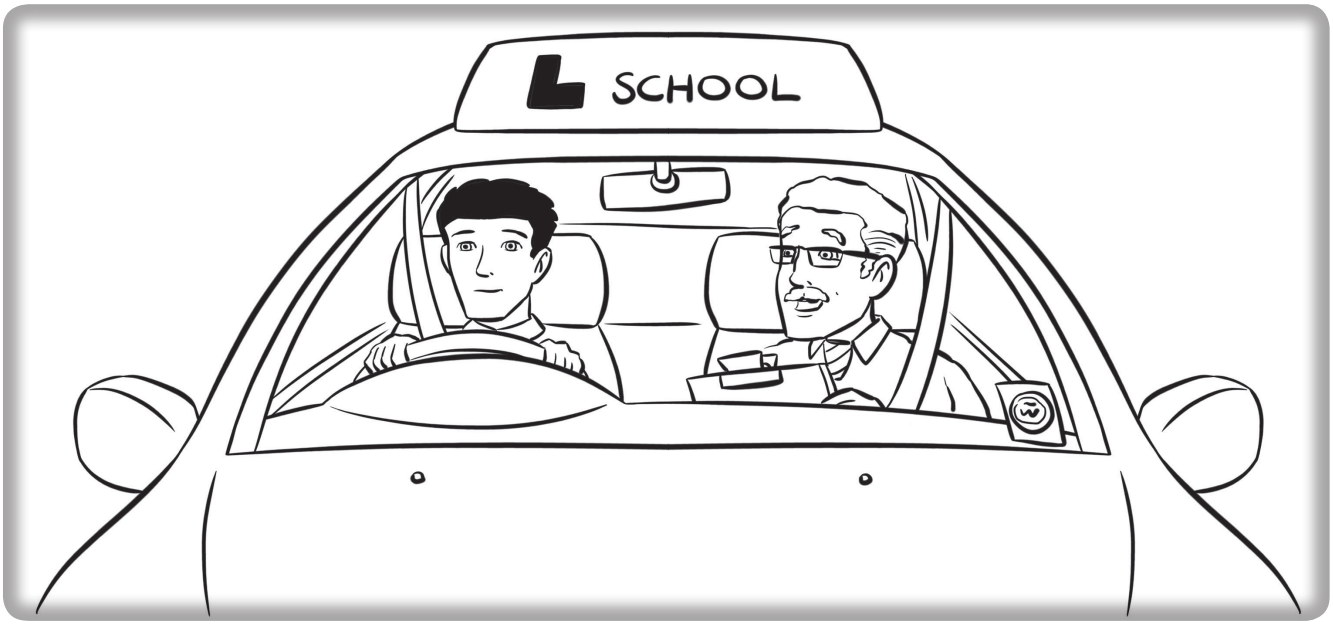
4 Read this newspaper article about Mount Pinatubo. Find seven more mistakes and correct them.

Mount
~~River~~ Pinatubo erupted in 1991. A gas called sulphur dioxide fell into the sky and formed a small cloud. Between 15 and 30 thousand tonnes went up into the air. The heat from the fire couldn't get through this cloud and the world's climate got hotter. In America, there were droughts and in Africa there was a flood.



5 Number the sentences.

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



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

6 Complete the paragraph about Ibrahim.

Use these words. **finally** **then** **next** **after that** ~~**first**~~

First Ibrahim phoned a driving school and booked some lessons. T_____ he had driving lessons for six months. N_____ he took a test. He got top marks for everything! _____ he bought a new car. _____, he drove his new car!

7 Underline the word that doesn't rhyme.

1 said bed sad head
2 take broke make break
3 food could wood good
4 met pet hit get
5 caught taught bought hurt

LESSON 1 *It looks like a lamp*

1 Underline the correct words.

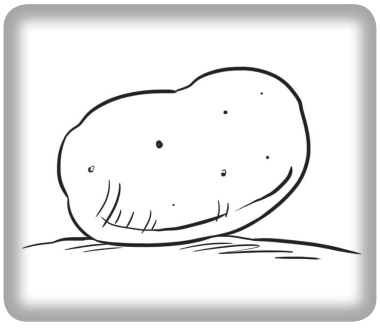
1 Lucy had a present (*for*/*from*) her grandma.
2 She bought it on the way (*home from*/*to*) school.
3 It (*was*/*looked*) like a spaceship.
4 Lucy's grandma likes feeding (*wild birds*/*birds in a cage*).
5 She can watch the birds feeding (*when she's not busy*/*all the time*).
6 You put lids (*on to*/*under*) things like bird feeders and bottles.

2 What does it look like? Write or complete the sentences.

a very small horse **flower** **castle** **~~rabbit~~** **stone** **tiger**

1

Look at that cloud.
It looks like a rabbit!

2 

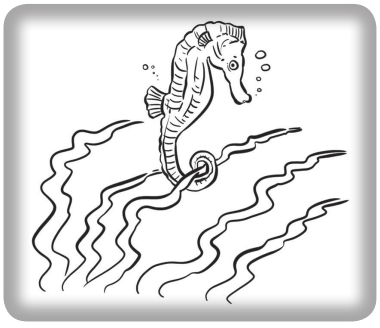
Is that a potato? _____
_____!

3

Look at her house. _____
_____!

4

That cat's enormous! ___
_____!

5 

_____
_____ but it's a fish!

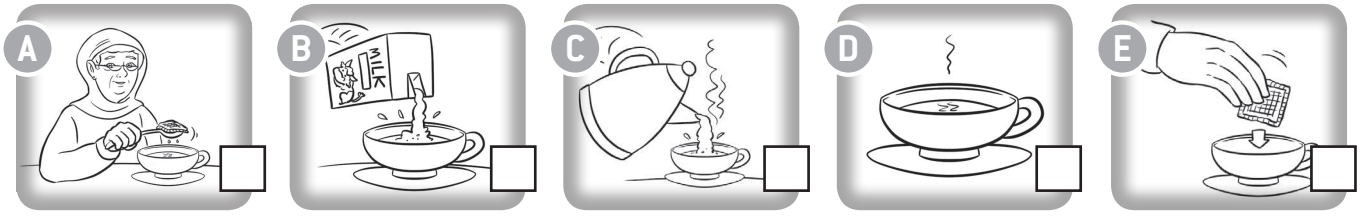
6

_____
but it lives under water!

3 Number the pictures.

Lucy's grandmother likes drinking tea. She always makes it her special way!

Read her instructions and number the pictures in the correct order.



1 Put a teabag into a cup.
2 Pour very hot water into the cup.
3 Leave it for three minutes.
4 Take the teabag out.
5 Pour some milk into the tea, but not too much!

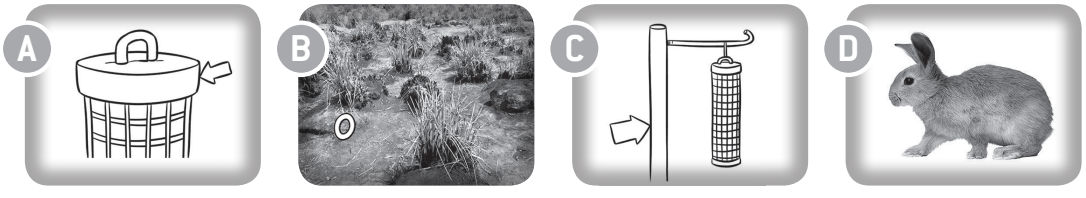
4 Write Lucy's grandma's instructions again. Use these words:

Finally **~~First~~** **Next** **After that** **Then**

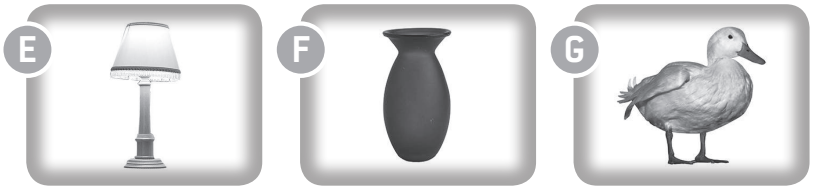
1 First _____
2 _____
3 _____
4 _____
5 _____

5 Find the words and label the pictures.

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



_____ _____ _____ _____



lamp _____ _____

LESSON 2 *Stonehenge*

1 Match the questions and answers.

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

2 Complete the opposites.

1	east	w<u>e</u> <u>s</u> <u>t</u>	5	agree	d_ _ _gree
2	build	d_str_y	6	go down	r_se
3	smaller	l_ _ _ _r	7	longest	sh_ _ _ _ _ _
4	ancient	m_d_ _n			

3 Order and punctuate the sentences about Stonehenge.

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

_____

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

_____

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

_____

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

_____

4 Agree with these sentences. Write *So …* or *Neither …*

1 She doesn't like fish. (I) Neither do I.

2 Dad's going to London at the weekend! (Mum) So is Mum.

3 Fred loves Kapsa. (Nina) _____

4 Charlie went to the zoo. (Fred) _____

5 They aren't English. (we) _____

6 He loves cheese. (I) _____

5 Read the conversation between A and B. Write sentences using *may* + verb.

A: *I'm working in Dammam next week.*

B: *Really? How are you travelling there?*

A: *Possibly by train, possibly by car.*

B: *Are you staying in a hotel?*

A: *Yes, in a very comfortable hotel near the centre. It's very good but I don't know if it's expensive.*

B: *Is it a quiet hotel?*

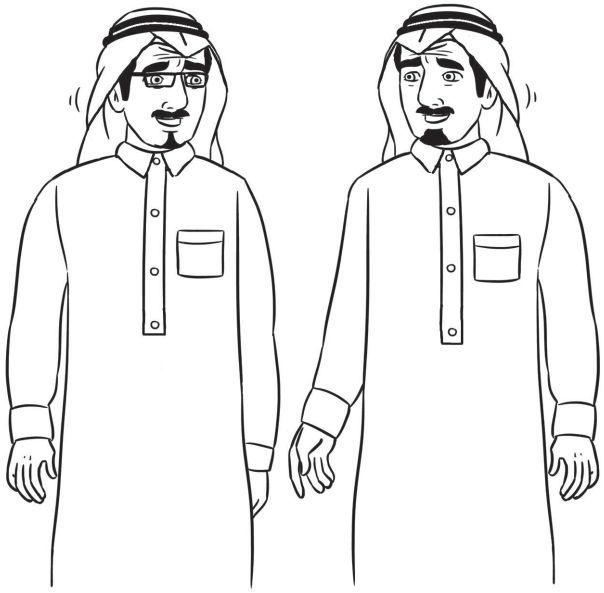
A: *I don't really know. There's possibly a lot of traffic outside!*

B: *What are you going to do in your spare time?*

A: *I'm going to walk along the Corniche and I'm going to the National Museum and maybe the Heritage Centre.*

B: *Well, I hope you enjoy your week!*

A: *Thank you.*



1 He may travel by train.

2 He _____ by car.

3 The hotel _____.

4 The hotel _____.

5 There _____ outside.

6 He _____ in his spare time.

LESSON 3 *Holiday time*

1 Match.

1	swimming	[b]	a	office
2	post	[ ]	b	pool
3	fitness	[ ]	c	bar
4	snack	[ ]	d	equipment
5	sports	[ ]	e	centre

2 Re-write these sentences. Use a preposition.

1 Look at the bird. It's on the car.

Look at the bird on the car.

2 That's my horse. It's in the field.

_____

3 Whose is the bag? It's on the ground.

_____

4 That's my brother. He's in the dark blue coat.

_____

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

1 Who's the girl? She's talking to Elena.

Who's the girl talking to Elena?

2 Who's the man? He's coming downstairs.

_____

3 I know the student. She's sitting at her desk.

_____

4 Look at the motorbike! It's going the wrong way.

_____

4 Read and complete the conversation.

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

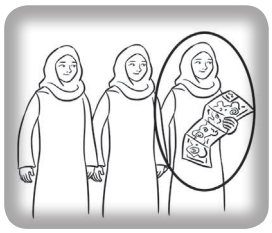
Charlie: *Which boy?*

Fred: ~~*The boy*~~ [1] The one *with the dark hair.*

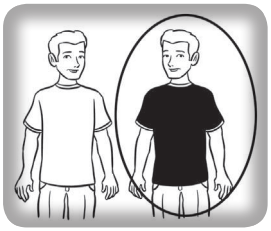
Charlie: *There are two boys with dark hair.*

Fred: ~~*The boy*~~ [2] _____ *in the red shirt.* ~~*The boy*~~ [3] _____ *standing next to the table.*

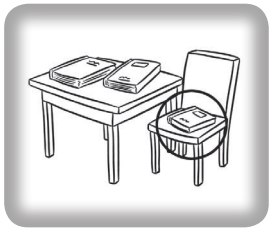
5 Read the conversations and answer the questions. Use: *The one* + preposition or *The one* + *-ing* verb.



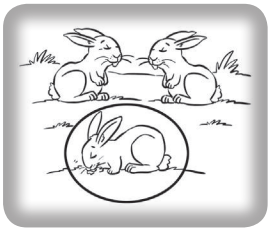
1 Which girl knows the way?
The one holding the map.



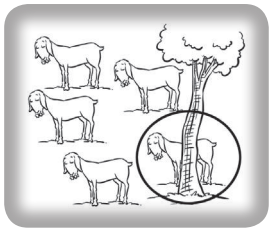
2 Which boy is your brother?
The one in the black T-shirt. or
The one wearing the black T-shirt.



3 Which book is yours?
_____



4 Which is your favourite rabbit?
_____



5 Which goat is yours?
_____

6 Which girl is your sister?
_____ or
_____

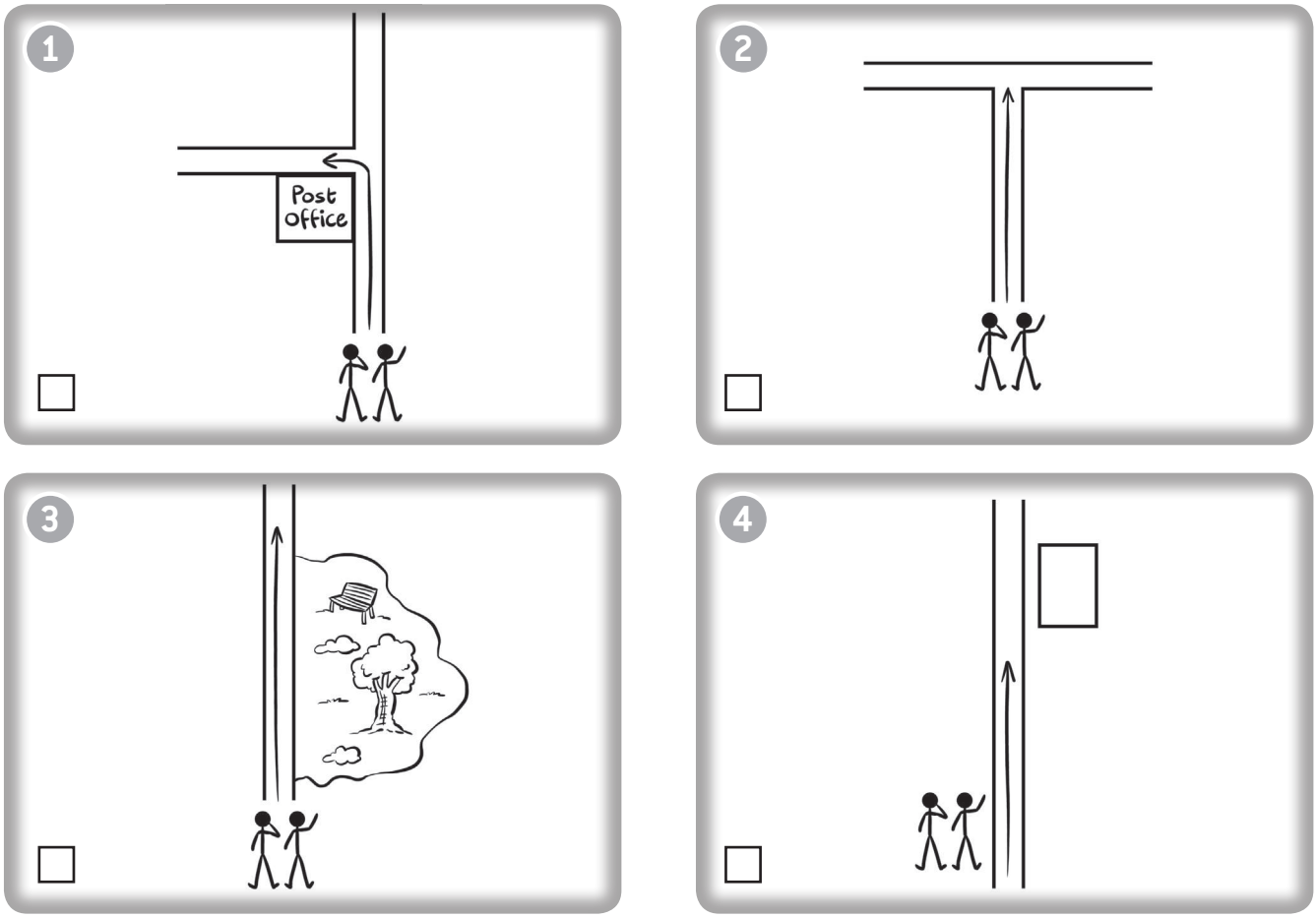
6 Write.

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

café _____ _____

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

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



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

2 **<u>Underline</u> the correct words.**

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

3 Number the buildings 1 to 5.

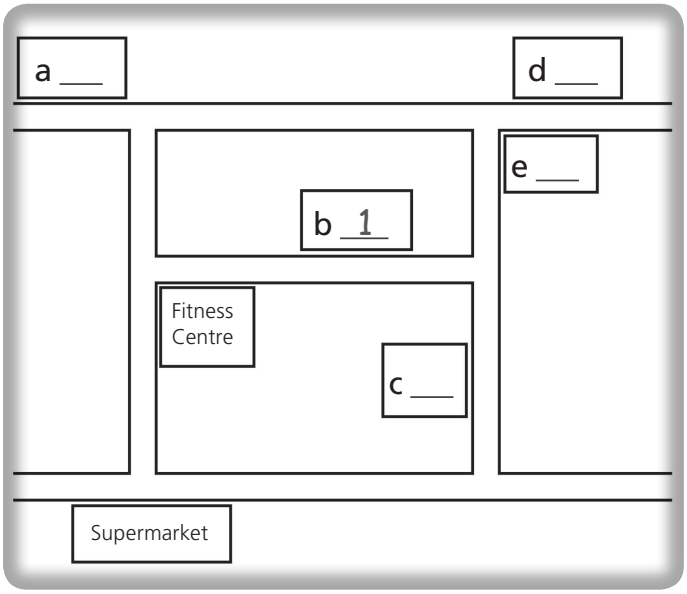
1 Come out of the supermarket, go straight on and turn right at the Fitness Centre. It's on the left.

2 Come out of the supermarket and walk past the Fitness Centre to the end of the street. Turn left and it's on the right.

3 Come out of the supermarket and turn right. Then turn left. It's on the left.

4 Come out of the supermarket, go straight on and turn right at the Fitness Centre. Go to the end of the street and turn left. It's on the right.

5 Come out of the supermarket and turn right. Then turn left and walk to the end of the street. Turn right and it's on the left.



4 Read Nina's e-mail to Reema. ✓ or ✗ the pronouns. Correct the mistakes.

Hi Reema,

How are you?

I'm writing to tell [1] your you [✗] about my trip to London today. Mum, Fred and I went to the Royal Embassy of Saudi Arabia. We walked for a long time but we couldn't find [2] him [ ]. We had a map but when mum looked at [3] it [ ] she said it was no good and we got lost! We couldn't call Uncle Jim to help [4] we [ ] because we forgot to take our mobiles! We left [5] they [ ] on the kitchen table!

We saw a policeman and so we asked [6] him [ ] to help [7] us [ ]. He said the Embassy was very close and told [8] ours [ ] the way. After that, it was no problem to find [9] her [ ].

Write and tell [10] I [ ] your news! Tell Ranya that I miss [11] her [ ].

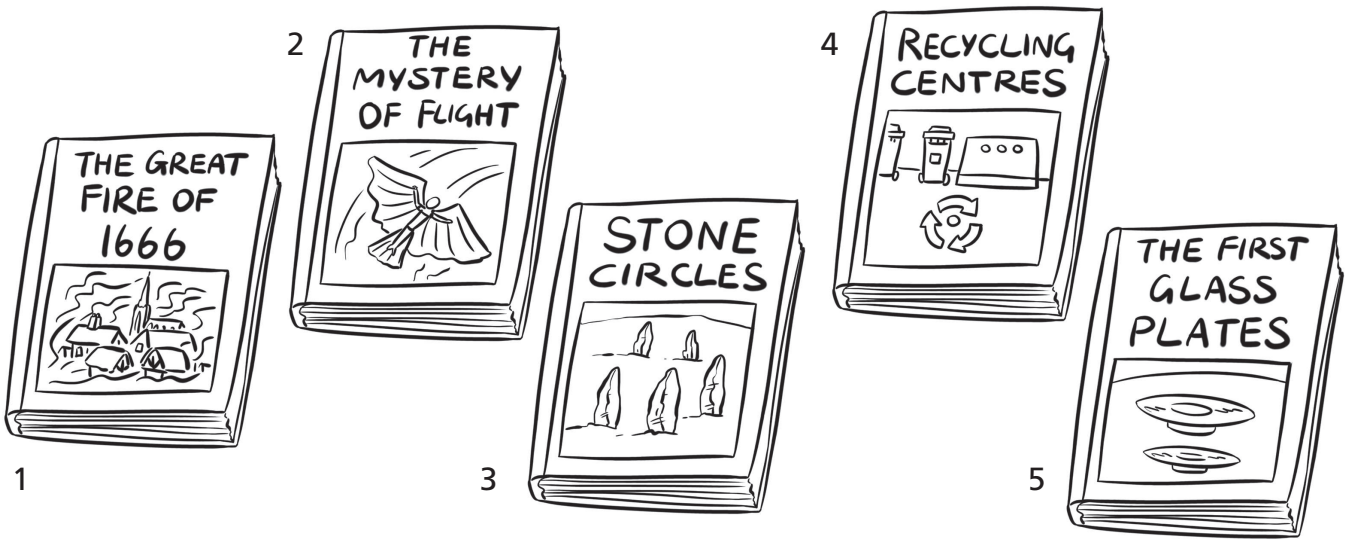
Your friend, Nina

LESSON 2 *The father of optics*

1 Tick (✓) true (T) or false (F).

1	The camera obscura is a small camera.	T ☐	F ☑
2	The camera obscura has a dark wall opposite a small hole.	T ☐	F ☐
3	Light from a bright object goes through the hole from outside.	T ☐	F ☐
4	Then we can see the image on the floor.	T ☐	F ☐
5	The image is upside down.	T ☐	F ☐
6	Ibn al-Haytham invented photographic plates.	T ☐	F ☐
7	Europeans didn't know about the Book of Optics.	T ☐	F ☐

2 Read the book titles 1 to 5 and answer the questions: *No, it's …*



birds **~~London~~** **photography** **climate change** **ancient monuments**

Book 1 Is it about Riyadh? No, it's about London.

Book 2 Is it about planes? _____

Book 3 Is it about maths? _____

Book 4 Is it about sport? _____

Book 5 Is it about kitchen equipment? _____

3 Underline the best words.

1 Be careful! The bottle's (*topside*/*upside*) down.
2 Dark is the opposite of (*light*/*white*).
3 (*Rays*/*Lines*) of light come from the sun.
4 A picture is (*a monitor*/*an image*).
5 Old cameras used glass (*bowls*/*plates*) to record images.
6 You can read lots of information on a web (*page*/*cam*).
7 Ibn al-Haytham (*discovered*/*invented*) the camera obscura.

4 Find the answers and write two words that rhyme.

wall **~~park~~** **sight** **ray** **small** **~~dark~~** **may** **light**

1 You can play football here. park
The opposite of light is … dark
2 It comes from the sun. _____
Yes, possibly. I _____ do it! _____
3 Optics is the science of … _____.
It's also the science of … _____.
4 The camera obscura had a hole which was very … _____.
The hole was in a … _____.

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

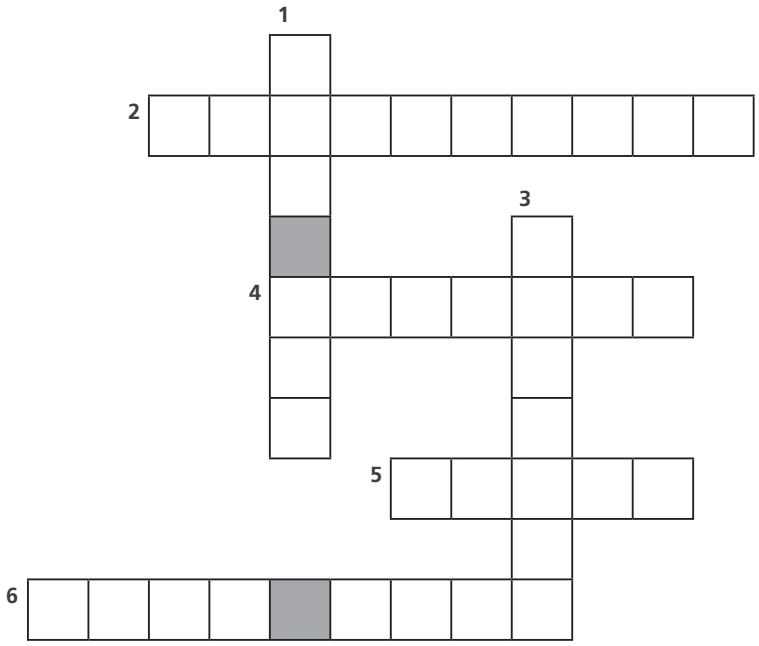
●• Europe •••● European

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

A ●•	B ●••	C •●•	D •●••	E ••●•
Europe				European

LESSON 3 *In the air*

1 **Answer the questions and complete the word puzzle. All the words are about going on a plane.**



1 People may get this when they don't sleep or drink much on a long flight.

2 She brings you food and drink on a plane.

3 The place where you get on a plane.

4 Water, juice, tea and coffee are all _____.

5 You should walk _____ on the plane to get exercise.

6 Wear a _____ _____ when you are sitting down.

2 **What do you say to someone who's going to fly on a plane? <u>Underline</u> the best word.**

Enjoy your (*trip/flight/meal/day*).

3 Order and punctuate the questions about flying on a plane. Then write the answers.

1 you/should/about/plane/walk/on/a

Should you walk about on a plane? Yes, you should.

2 of/drinks/you/should/have/lots

_____ _____

3 loudly/your/should/you/shout/to/friends

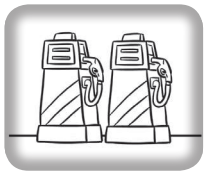
_____ _____

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

1

oil

U

2 

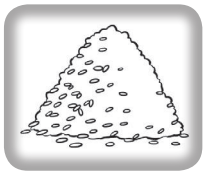
petrol

___

3

bees

___

4 

rice

___

5

photographs

___

5 Complete the sentences. Write two possible words.

1 Is there __any__ / __much__ oil left in the world? — any/much/many

2 My uncle has _____ / _____ bees in his garden. — any/some/lots of

3 There's _____ / _____ rice in the kitchen. — some/many/lots of

4 I didn't take _____ / _____ photographs. — much/many/any

5 Are there _____ / _____ parrots in the zoo? — many/much/any

6 Match the advice with the reasons. Use *because …*

… she wants to live in Spain. **… you want to help stop climate change.**
… he's interested in ancient monuments. ~~**… birds need food.**~~

1 You should put a bird feeder in the garden because birds need food.

2 She should study Spanish _____.

3 He should visit Al-Rajajil _____.

4 You shouldn't waste energy _____.

LESSON 1 *Welcome back!*

1 **Look at the picture and ✓ or ✗ the sentences. Correct the mistakes.**

1 There's a boy running towards the stones. ☒
There's a boy walking towards the stones.

2 There's a man taking photos. ☐

3 There's a woman in a small hat. ☐

4 There's an apple on the hat. ☐

5 There's a bag on the ground. ☐

6 There's a boy sitting on a chair. ☐

7 There's a woman talking to a boy. ☐

8 There are three birds in the sky. ☐

2 Underline the odd word.

1 tiger elephant horse hawk zebra
2 quietly quickly calm correctly loudly
3 ambulance boat motorbike building plane
4 wood glass plastic wool tree
5 ancient old prehistoric primitive modern
6 he me her them us

3 Write the answers to the quiz.

1 It's bright. It's for helping you to see. lamp
2 It's made of paper. You can read news in it. _____
3 You can use them for cutting things. They have two holes! _____
4 It flies in the sky. It's not a bird or a plane. _____
5 It's usually made of wood. It has four legs and can have a square top. _____

4 Write the verbs in the simple past.

In 1666, London [1] had (*have*) a very hot dry summer. The rain [2]_____ (*not fall*) for many months. One evening, a tired baker [3]_____ (*go*) to sleep and [4]_____ (*forget*) to put his oven out.

Suddenly, the bakery [5]_____ (*catch*) fire! Then the wind quickly [6]_____ (*blow*) the fire to other buildings. Londoners [7]_____ (*wake up*) and they [8]_____ (*be*) very scared. They [9]_____ (*run*) away from their houses to escape. Nobody [10]_____ (*die*) in the fire!

5 Underline the correct verb.

1 Smile Nina! *(I take/I'm taking)* a picture.
2 Don't speak, please. Omar *(does/is doing)* a test.
3 What time *(do you usually get/are you usually getting)* up?
4 Leave the classroom, please. The fire bell *(rings/is ringing)*.
5 Charlie and Fred sometimes *(walk/are walking)* to school.
6 Dave Watson *(works/is working)* in Saudi Arabia at the moment.

LESSON 2 *He's taking an exam*

1 Write the words in the correct columns.

~~waiter~~ ~~police station~~ snack bar crewman
bakery burglar science museum language school
baker photographer fitness centre captain

People	Buildings
waiter	police station

2 Complete the verbs. A policeman is interviewing a burglar.

1 What were you doing at 12 o'clock?
I was eating lunch in a restaurant.

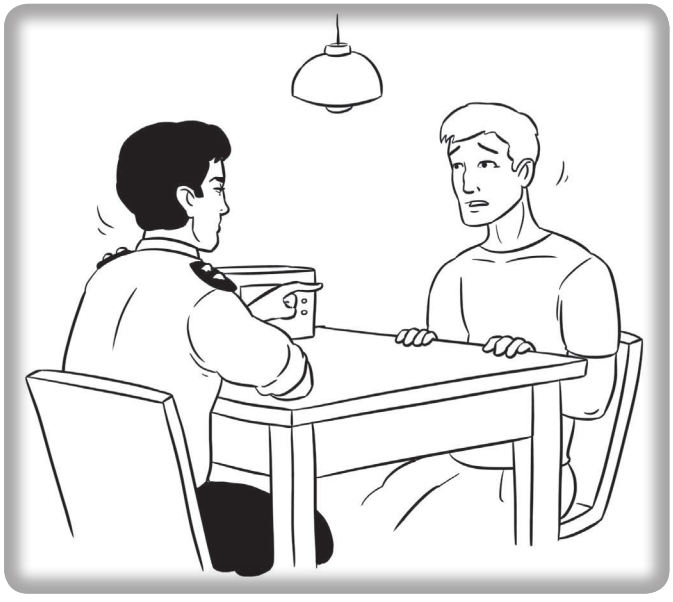
2 What time did you leave?
I _____ at about 1:15.

3 Who did you see outside the restaurant?
I _____ a friend.

4 What was he wearing?
_____ a dark blue jacket and jeans.

5 What was the weather like? (rain)
It _____.

6 Where did you go next?
We _____ to a supermarket.



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

3 Label the pictures.

1

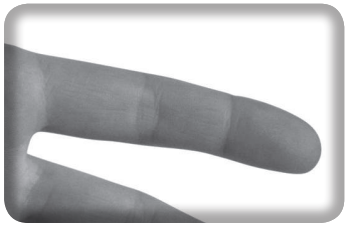
_____

2

_____

3

_____

4 

_____

5

_____

6

_____

4 Complete the sentences. Choose from these pronouns.

~~me~~ you him her it us them

1 It's mine. Could you pass it to me please?
2 I need to ask Omar and Reema. I'm going to e-mail _____.
3 She's a new student. I don't know _____.
4 We're going to the fitness centre. Why don't you come with _____?
5 Sorry, I didn't hear you. Did you ask _____ a question?
6 I don't want this plastic plate. Could you put _____ in the recycling bin please?

5 Write a word that sounds the same as the first word but has a different meaning. Read the clues to help you.

1 to two (It's a number.)
2 would _____ (It comes from trees.)
3 for _____ (It's a number.)
4 see _____ (It's huge and it's made of water!)
5 blew _____ (It's a colour.)
6 know _____ (It's the opposite of 'yes'.)

LESSON 3 *Omar's good news*

1 Find six ways that people may hurt parts of their bodies. q o

C	H	U	R	T	A	B
U	I	L	O	P	Y	R
T	T	B	R	A	K	E
M	B	U	R	N	N	A
B	R	U	I	S	E	K

1 hurt _____ 2 _____

3 _____ 4 _____

5 _____ 6 _____

2 Complete the phrasal verbs.

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

1 I woke ___up___ late today!

2 Sit _____ at the table.

3 You look hot. Take _____ your jacket.

4 Could you pick _____ your bag please? It's on the ground.

5 Don't go away! Come _____! I need to speak to you!

6 Stand _____ quickly and go outside.

7 Nina, could you turn _____ the lamp. It's getting dark.

8 Don't throw _____ the bottles, we should recycle them.

3 Write *So … Fred* or *Neither … Fred*.

1 Nina likes pineapples. So does Fred.

2 Nina doesn't like maths very much. _____

3 Nina went to bed early last night. _____

4 Penny enjoys reading about mysteries. _____

5 Nina was surprised nobody died in the Great Fire. _____

6 Fahad's doing his homework. _____

7 He can't do all of the exercises! _____

4 How much can you remember? Complete the sentences.

1 Who was Davey? He was a parrot.

2 What was the *Mary Celeste*? It was a _____.

3 What happened in London in 1666? There was a _____.

4 Why did Barbara Baran go into Styles after it was shut? To get her _____.

5 What happened in 1991? Mount Pinatubo _____.

6 What was opposite the white wall in the camera obscura? A small _____.

7 Who did the crewmen find when they went onto the *Mary Celeste*? Somebody or nobody? _____.

8 Is carbon dioxide a gas or a liquid? It's a _____.

5 Complete the final words in your workbook!

1 What can you say to your friends to wish them a happy holiday?

E _ _ _ y y _ _ r h o l i d a y !

2 Well done! It's the end of the book!

C _ n g r _ t u l _ t _ o n s !

Dictionary

Aa

accident	حادث
activity	نشاط
agriculture	زراعة
ambulance	سيارة الإسعاف
amount	كمية/ مقدار/ مبلغ
anybody	أحدهم
around	حول
ash	رماد
award (v)	يمنح

Bb

baker	خباز
bakery	مخبز
bandage	ضمادة
bank (for recycling)	مصرف (بنك)
bee	نحلة
bin	سلة مهملات
bird of prey	طير جارح
blond	أشقر
blow (v)	يطير
break (a leg)	يكسر (ساقًا)
break-in (n)	اقتحام
Briton	بريطاني
bruise	كدمة
building (n)	مبنى
bumpy	وعر
burglar	سارق - لص
burn (v)	يحترق

Cc

café	مقهى
calmly	بهدوء
captain (sea captain)	قبطان
carbon dioxide CO_2	ثاني أكسيد الكربون
catch (bird)	يمسك
catch (fire)	اشتعل
clean (v)	ينظف
clearly	بوضوح
climate	مناخ
close (adj)	قريب
coal	فحم
conserve	يصون
cool	منعش
crewman	أحد أفراد طاقم طائرة أو باخرة
crowded	مزدحم

Dd

dark	داكن
definitely	تحديدًا
description	وصف
desert (n)	صحراء
destroy	دمر

development	تنمية
diary	يوميات
direction	اتجاه
Director of Studies	مدير الدراسات
disappear	اختفى
drill (fire drill)	تدريب
drought	جفاف
duck (n)	بطة

Ee

Earth	أرض
electricity	كهرباء
Embassy	سفارة
energy (heat, light etc.)	طاقة (حرارة وضوء...إلخ)
enjoy	تمتع
equipment	معدات
erupt	ينفجر- يثور
escape (v)	يهرب
essay	مقال
establish	يؤسس
exit (n)	مَخْرَج
expert	خبير
explain	يشرح

Ff

fault (n)	خطأ
feed (v)	يطعم
finally	أخيرًا
fire (n)	حريق
flat (adj)	مستو
flood	فيضان
fridge	ثلاجة
funny (odd)	عجيب

Gg

gas	غاز
glass (uncount)	زجاج
glasses (spectacles)	نظارة
gold	ذهب
ground (n)	أرض

Hh

halfway through	عند منتصف
Hawk Conservancy	مجلس المحافظة على الصقور
headline	عنوان
heat	حرارة
heat (v)	يسخَن
honey	عسل
huge	ضخم
hurt (v)	يجرح

Ii

image	صورة
immediately	فوراً
intelligent	ذكي
inventor	مخترع
investigate	يبحث، يحقق

Jj

Japan	اليابان
jet lag	حالة عدم توازن تصيب الشخص عند سفره

Kk

kid	طفل
kite (fly a)	طائرة ورقية
knock (n) (blow)	ضربة أو لكمة عنيفة

Ll

lamp	مصباح
lamp	مصباح
level (of English)	مستوى
lid	غطاء
lifeboat	قارب النجاة
lifestyle	أسلوب المعيشة
limited	محدود
liquid	سائل
Londoner	لندني

Mm

made of	مصنوع من
major (adj)	رئيسي
man-made	من صنع البشر
Master's Degree	درجة الماجستير
matters (n)	شئون
midsummer	منتصف الصيف
mobile (phone)	جوال
mount	يركب
mysterious	غامض
mystery	لغز

Nn

naturally	بالطبع
nobody	شخص نكرة، لا أحد

Oo

observatory	مرصد فلكي
oil	زيت
open-topped (bus)	حافلة مكشوفة
optics	علم البصريات
oven	فرن
oversleep	يستغرق في النوم

Pp

palace	قصر
panic (v)	يصاب بذعر
parallel	متواز
parrot	ببغاء
pet shop	دكان الحيوانات الأليفة
petrol	نفط
pick up (an object)	يلتقط
planet	كوكب
plastic	لدائن بلاستيك
plate (photographic plate)	لوحة
pole	عمود
police station	قسم الشرطة
position	موضع
pour	يصب - يسكب
prehistoric	قبل التاريخ
publish	ينشر

Rr

rabbit	أرنب
ray (of light)	شعاع
recycle	إعادة صنع الأشياء أو التدوير

religious	ديني
reporter	مراسل صحفي
reward (n)	مكافأة
rhyme (v)	يقفي
rot (v)	يتعفن
rubbish	قمامة

Ss

scissors	مقص
serious (as in serious illness)	خطير
ship	سفينة
shout (v)	يصرخ
sightseeing	بصر، رؤية
ski (v)	يتزلج
snack (n)	وجبة خفيفة
spaceship	سفينة فضائية
spare time	وقت الفراغ، وقت الراحة
statement (police statement)	تقرير
steering wheel	عجلة القيادة
stewardess	مضيفة
strange	غريب
studio (radio studio)	ستوديو
surname	اسم العائلة، لقب

Tt

tap (n)	صنبور
tonne	طن
torch	مصباح يدوي
towards	نحو، اتجاه
trade (n)	تجارة
traditional	تقليدي
trouble (in trouble)	مشكلة، محنة
turn off	يطفئ
type (n)	نوع

Uu

university	جامعة
upside down	رأسًا على عقب

Vv

valuable	نفيس
verse	شعر
visa	تأشيرة
volcano	بركان

Ww

waste (v)	أضاع، بدد
way	طريقة أو درب
web page	صفحة على شبكة الإنترنت
weigh	يزن
wound up (excited)	منغمس

Listening skills for Second Intermediate Grade 8:	*Included in Lift Off 3*
Differentiate between the pronunciation of similar sounds in English	X
Recognise various intonation patterns	X
Understand directions relating to how to get from one place to another	X
Understand enough to be able to meet needs of a concrete kind	X
Understand information in short messages and announcements which are delivered slowly and clearly	X
Understand the main idea and/or basic information in short monologues or dialogues	X
Speaking skills for Second Intermediate Grade 8:	
Ask for repetition and clarification to fill in gaps in understanding	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get simple information	X
Give and follow simple instructions and directions	X
Handle very short social exchanges: greetings and farewells; introductions; giving thanks, responding to news	X
Link ideas with *and, then, but, because*	X
Manage simple, routine exchanges; ask and answer questions and exchange ideas and information on familiar topics	X
Produce a short series of sentences: • to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc. • to express opinion on a familiar subject • to make and respond to invitations, suggestions and apologies • to discuss plans and make arrangements • to agree and disagree with others	X
Use formulaic language in order to communicate limited information in simple everyday situations	X
Use simple phrases to satisfy needs of a concrete type	X
Reading skills for Second Intermediate Grade 8:	
Find specific predictable information in simple, everyday material, such as advertisements, menu etc.	X
Transfer from verbal to visual information	X
Transfer information from a text to a table	X
Understand sequence	X
Understand specific information in short, simple texts or familiar topics	X
Understand text cohesion (personal pronouns used as reference items)	X
Understand the main idea in short simple texts on familiar topics	X
Writing skills for Second Intermediate Grade 8:	
deal with certain aspects of writing (punctuation, purpose, syntax, paragraphing)	X
Give personal information (name, age etc.)	X
Write about everyday aspects of their environment (people, animals, places, living conditions, etc.)	X
Write short simple descriptions of people, activities and events	X

Write short simple informal letters and e-mails (giving news, thanking, apologizing, inviting, accepting or refusing an invitation, describing experiences)	X
Write short simple notes and messages conveying simple information related to matters of immediate need	X
Write simple phrases and sentences linked with simple connectors such as *and, but, because*	X
Grammar coverage for Second Intermediate Grade 8:	
Adverbs of manner	X
Comparative and superlative forms	
Conditionals (Zero conditional, Type 1)	
Conjunctions	X
Countable and uncountable nouns – *some / any / no – much / many / a lot of /lots of – a few / a little – How much / How many*	X
Future *will* (Affirmative – Negative – Questions – Short answers); Time expressions; Present Progressive with future meaning; Future *going to*	X
Intensifiers	X
like/love/enjoy/hate/can't stand + ing	
Modals: *can, could*, *should, may, might, must / have to*	X
Object personal pronouns	X
Past Progressive (Affirmative – Negative – Questions – Short answers) – Time clauses	X
Past Simple – regular and irregular verbs – time expressions	X
Possessive case – Possessive pronouns	X
Prepositions of time, place and movement	X
Present Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions	X
Present Progressive – Stative verbs	X
Present simple - Time expressions – Adverbs of frequency	X
relative pronouns (*who, which, that*)	
Revision of question words (*Who, Whose, What, Where, Why, How, When)*	X
So/Neither	X
too-enough	
would like/want + to	X
Functions for Second Intermediate Grade 8:	
ask about and identify location / ask for and give directions	X
ask and answer about number and quantity	X
ask for and give advice – make suggestions	X
describe / define people and things	X
describe the manner of an activity or degree of intensity	X

discuss a range of topics	X
discuss future plans	
distinguish between current activities and habitual actions	X
express ability in the past	X
express emotions	
express obligation, lack of obligation and prohibition	
express opinion / agreement, disagreement – find things in common	X
express possession	X
express possibility in the present or future	X
express preference / like / dislike / desire	X
invite and accept or refuse an invitation – thank and apologise	X
link past and present time	X
make comparisons	
make predictions, promises, on-the-spot decisions and requests	X
make requests / ask for, give and refuse permission	X
offer (help, etc.) / accept and refuse offers	X
refer to conditions and their results	
talk about, write about habitual actions in the past and understand the sequence of past events / experiences	X
talk and write about current activities and temporary states	X
talk and write about habitual actions, routines and permanent situations	X

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