



↓ تم تحميل ملف المادة من مكتبة طلابنا
زورونا على الموقع

www.tlabna.net

مكتبه طلابنا تقدم لكم كل ما يحتاج المعلم والمعلمه والطلبة , الطبعات الجديده للكتب والحلول ونماذج الاختبارات والتحاثير وشروحات الدروس بصيغة الورد والبي دي اف وكذلك عروض البوربوينت.

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education

Workbook
كتاب النشاط

Lift Off!

3



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.

No, it isn't. It's Reema.

3



Fahad

Look! It's Fahad.

No it isn't. It's Ibrahim.

4



Nina

Look! It's Nina.

No, it isn't. It's Penny.

5



Yasser

Look! It's Yasser.

No it isn't. It's Omar.

2 Match.



Look! It's Yasser. f

a He's Polish.



Look! It's Lucy. e

b She's Saudi.



Look! It's Ranya. b

c She's Italian.



Look! It's Nina. d

d She's English.



Look! It's Jack. a

e She's English.



Look! It's Elena. c

f He's Saudi.

3 Complete.

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

Complete about you.

اكتب اسمك واسم العائلة

First name	Surname	Nationality
		Saudi Arabian

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

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

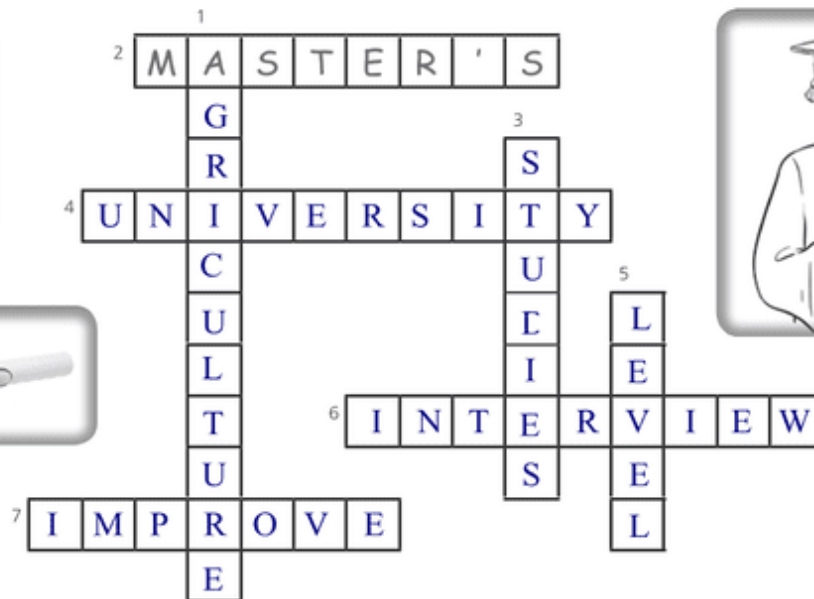
- Fahad comes from Saudi Arabia. Ibrahim is his uncle.
- Jack's Polish, but he lives is England. He is one of Fred's best friends.
- Dave Watson is an English teacher at the International Language School in Riyadh. His wife is Penny, his son is Fred and his daughter is Nina.
- Rakan and Yasser are students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

5 Find the odd word.

- aunt son brother cousin ~~friend~~ uncle
- school ~~farm~~ board class lesson student
- farmer teacher waiter vet ~~boy~~ postman
- Spanish ~~Oxford~~ British Italian French Australian
- ~~chicken~~ goat cat horse monkey camel

LESSON 2 A new student

1 Answer the questions and complete the word puzzle.



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

2 Answer the questions. Write sentences.

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



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

- | | |
|---|--|
| 1 I'm very good <u>on</u> English. | <input checked="" type="checkbox"/> <u>at</u> |
| 2 He <u>knows</u> lots of English. | <input checked="" type="checkbox"/> _____ |
| 3 Yesterday I <u>walked</u> to school. | <input checked="" type="checkbox"/> _____ |
| 4 <u>Do</u> they eat breakfast every day? | <input checked="" type="checkbox"/> _____ |
| 5 He's <u>go</u> to stay at his friend's house on Saturday. | <input checked="" type="checkbox"/> <u>going</u> |
| 6 They don't have <u>some</u> milk. | <input checked="" type="checkbox"/> <u>any</u> |
| 7 I <u>need</u> to study for my exam. | <input checked="" type="checkbox"/> _____ |



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

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

1



He's doing his homework, isn't he?
Yes, he is.

2



It's Italy, isn't it?
Yes, it is.

3



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

4



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

5



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

6



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

LESSON 3 *Whose is it?*

1 Choose and write.

~~mine~~ yours his hers ours theirs



It's mine.



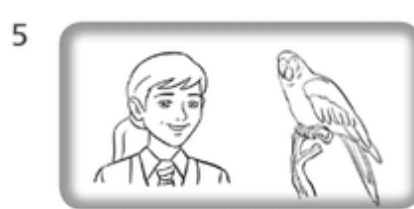
It's his.



They're yours.



They're ours.



It's hers.



It's theirs.

2 Write questions or answers.

Ranya ~~Yasser~~ Fred Ibrahim Omar Nina



Whose are the chickens?
They're Yasser's.



Whose is the whiteboard?
It's Ranya's.



Whose is the car?
It's Ibrahim's.



Whose is the dictionary?
It's Nina's.



Whose are the trainers?
They're Fred's.



Whose are the trousers?
They're Omar's.

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 watched (watch) a DVD and then we ³ had (have) lunch. In the afternoon, it ⁴ was (be) hot and sunny so we ⁵ walked (walk) to the beach near my house. We ⁶ played (play) football on the sand and then we ⁷ bought (buy) some ice creams. Suddenly, we ⁸ heard (hear) my father's voice! We ⁹ were (be) late for dinner! We ¹⁰ thought (think) it was 5 o'clock but my dad ¹¹ said (say) it was 7 o'clock. My watch was wrong!

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

- | | | |
|--|---------------------------------------|---------------------------------------|
| 1 Parrots can't speak. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 Parrots are more intelligent than lots of other birds. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 3 Young parrots can learn long sentences. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 4 Parrots learn best at the start of the day. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 5 There aren't many different kinds of parrots. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 6 Parrots stop eating if you change their meal times. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

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

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

Nina
~~bought~~
Hello
speaking
had

Penny ¹ bought a ² speaking bird
But ³ Nina didn't know
So Nina ⁴ had a big surprise
When the parrot said ⁵ hello!



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

1 Complete the sentences about London.



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

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

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

- 1 I'd like to go to the Big Ben clock.
because it's a famous tourist attraction.
- 2 I'd like to go to the Buckingham Palace.
because it is an important part of the history.

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

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

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

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

5 Say and find words in the box that rhyme.

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

<u>bird</u>	<u>word</u>
<u>bought</u>	<u>taught</u>
<u>hand</u>	<u>sand</u>
<u>wear</u>	<u>hair</u>
<u>know</u>	<u>go</u>



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

- | | | | | | |
|---|-----|---------------|---|-------|--------------|
| 1 | sea | <u>see</u> | 2 | right | <u>write</u> |
| 3 | be | <u>bee</u> | 4 | our | <u>hour</u> |
| 5 | too | <u>two/to</u> | 6 | where | <u>wear</u> |

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 buildings to talk about places like houses, castles and hospitals.
- 3 It's the building where bakers cook bread and cakes. It's a bakery.
- 4 What does the wind do? It blows.
- 5 What does a fire do? It burns.

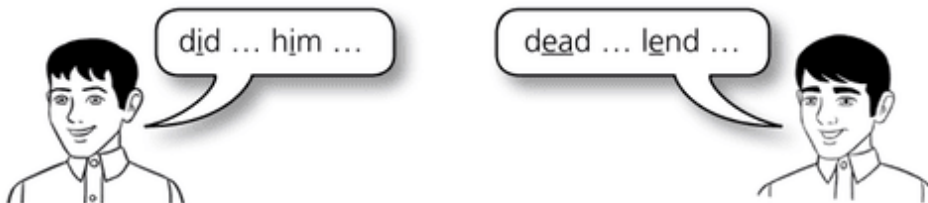
3 Write these sentences in the simple past tense.

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

4 Underline the best words.

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

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



did	dead
him	lend
wind	vet
fish	egg
chip	ten
in	send

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 Leave the classroom quietly.
- 2 ² Walk quickly to the nearest fire exit. Don't ³ run.
- 3 ⁴ Wait in the playground.
- 4 When the teacher ⁵ calls your name, ⁶ answer clearly and loudly.

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

immediate calm ~~sudden~~ loud correct quiet



He ran out of the room suddenly.



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



She's working quietly in the library.



He stopped the car immediately.



The horse panicked and didn't behave calmly.



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

3 What are the missing letters?

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

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

- | | |
|---|------------------|
| 1 How do you talk when someone is asleep? | <u>Quietly</u> |
| 2 How does your teacher speak English to you? | <u>Clearly</u> |
| 3 How do you dress when you go to school? | <u>Smartly</u> |
| 4 How do you walk when you are late? | <u>Quickly</u> |
| 5 How do you cross the road? | <u>Carefully</u> |
| 6 What's the opposite of quickly? | <u>Slowly</u> |

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 <u>went</u> home. |
| 2 I remembered my passport. | I <u>forgot</u> my passport. |
| 3 He learned some new English words. | He <u>taught</u> some new English words. |
| 4 They went to sleep early. | They <u>woke up</u> early. |
| 5 He went home from school. | He <u>came</u> to school. |

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

Hi Fred,

~~exciting~~ ~~school~~
 We had an ~~exciting~~ morning at ~~school~~ today! We were going to have a
 test when ~~suddenly~~ 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 ~~immediatly~~. In the playground, he checked that no
 students were ~~missing~~. Then I was very ~~surprised~~ 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 ~~drill~~!

E-mail me soon!

Your friend, Omar



LESSON 1 *Read this, Nina*

1 Find five different kinds of people.

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

2 Match the words and definitions.

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



3 Answer the questions.



- | | | |
|---|---|-----------------------|
| 1 | Who's investigating the break-in? | <u>The police.</u> |
| 2 | Who's a waiter at The Pizza House? | <u>Enrico Rossi.</u> |
| 3 | Who went into Styles at 10:00? | <u>Barbara Baran.</u> |
| 4 | Who phoned the police the first time? | <u>Enrico Rossi.</u> |
| 5 | Who phoned the police the second time? | <u>Barbara Baran.</u> |
| 6 | Who read the newspaper at breakfast time? | <u>Penny.</u> |

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

Police

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

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

Policeman: Yes, Mrs. Baran?

Barbara: The break-in ... I ~~wrote~~ ^{read} 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~~ ^{Calm} down, Mrs. Baran. Are you saying **you** broke into Styles?

Barbara: No, of course not. I ~~live~~ ^{work} there.

Policeman: You work there?

Barbara: Yes. And I went ~~to a restaurant~~ ^{home} at 5:30 yesterday and left my ~~coat~~ ^{bag} 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~~ ^{10:00} because you wanted to get your bag?

Barbara: Yes, yes.

Policeman: Could you come to the ~~shop~~ ^{station}, please, Mrs. Baran? We need to take a ~~photo~~ ^{statement}.

Barbara: Yes, of course. Right away.



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

1 like I T-shirt the

I like the T-shirt.

Which T-shirt?

2 book interesting weekend I an last read

I read an interesting book last weekend.

Which book?

3 very university a went to I good

I went to a very good university.

Which university?

4 new he learned three words

He learned three new words.

Which words?

LESSON 2 *Why are you late, Yasser?*

1 Write these sentences in the negative.

- 1 She had chips for breakfast. She didn't have chips for breakfast.
- 2 The goats ate the grass. The goats didn't eat the grass.
- 3 We took our passports to the airport. We didn't take our passports to the airport.
- 4 She did her homework. She didn't do 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.
He didn't fall down a mountain. He fell down the stairs.
- 3 He hurt the cat.
He didn't hurt the cat. He hurt himself.
- 4 He went to the doctor's.
He didn't go to the doctor's. He went to the hospital.

3 Match the questions and answers.

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

4 Punctuate the sentences.






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

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

cut read ~~break~~ burn forget break

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

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

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

LESSON 3 *Poor Uncle Jim*

1 Write the words.

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

2 Read and complete the e-mails.

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

¹ Dear Sue,

² Thank you for your e-mail yesterday. ³ I'm sorry
I didn't reply. I started to write to you and then, suddenly, my head
started to hurt so I went to bed.
Today my head hurts more so I'm going to the doctor.

I ⁴ hope you and your family are ⁵ well.

⁶ Love,

Amy



Dear Amy,

Please ⁷ don't apologize. I'm ⁸ sorry you're
not well. I hope the doctor gives you some medicine. Headaches are
⁹ awful!

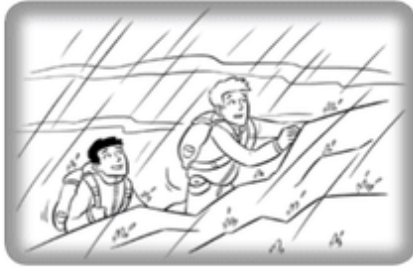
We're all well here and everyone sends you their
¹⁰ best wishes.

I hope ¹¹ you get better soon!

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.
- 2 The weather was awful and then they lost their map.
- 3 Suddenly, Lenny had an accident.
- 4 He broke his arm.
- 5 He called Alex's name quietly.
- 6 Then Alex came and called an ambulance.
- 7 Alex didn't visit Lenny in hospital.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |

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.
He didn't break his arm. He broke his leg.
- 3 Lenny went home.
He didn't go home. He went to the hospital.

4 Say the words and underline the stress.

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

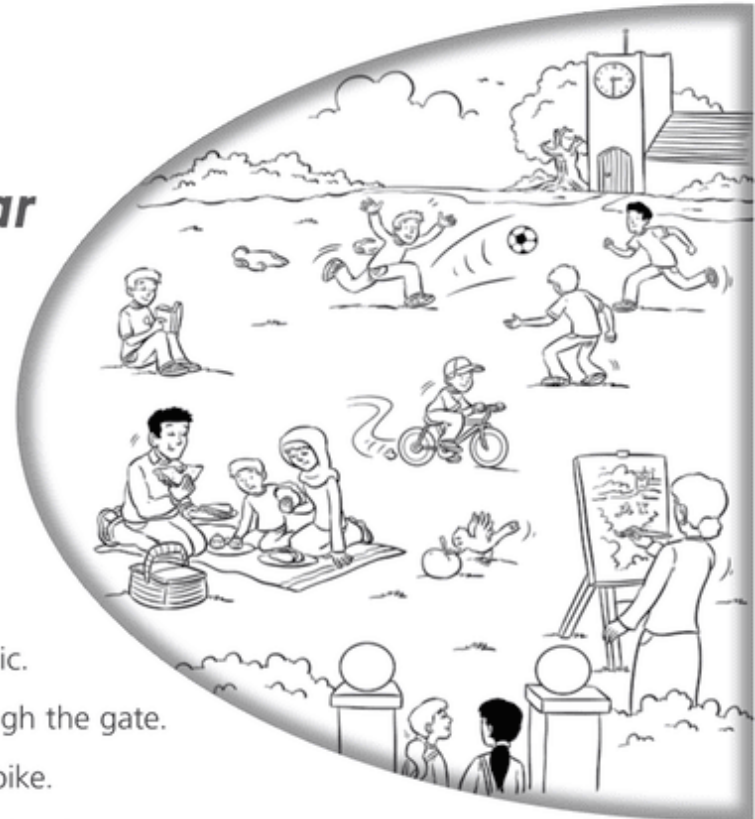


LESSON 1 *I was driving my car*

1 Look at the picture and complete the sentences.

What was happening at half past three on Saturday afternoon?

- 1 Some boys were playing football.
- 2 A family was having a picnic.
- 3 Two girls were walking through the gate.
- 4 A small boy was riding a bike.
- 5 An older boy was reading a book.
- 6 A woman was painting.
- 7 A bird was eating an apple.



2 Answer the questions.

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

- 1 What were you doing at 6:30 o'clock this morning? I was taking a shower.
- 2 What were you doing at 3 o'clock yesterday afternoon?
I was eating dinner.
- 3 What were you doing at 8 o'clock yesterday evening?
I was watching TV.
- 4 What were you doing at 10 o'clock last Thursday morning?
I was at school.

3 Punctuate the questions.

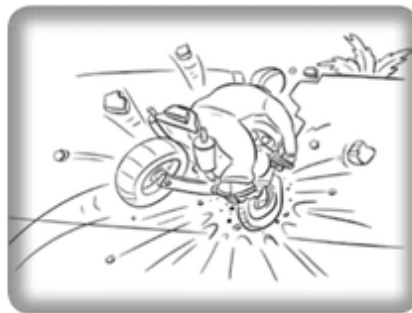
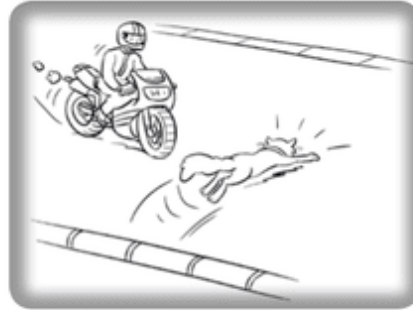
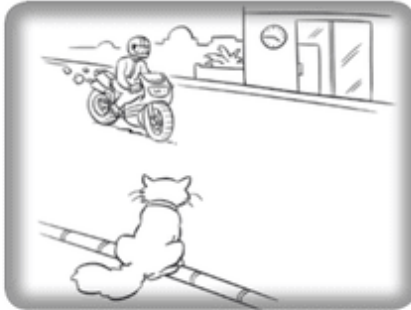
whatwasYasserdoingat11oclockonthursdaymorning

What was Yasser doing at 11 o'clock on Thursday morning?

whatwerestudentsstudyingat10:30

What were the students studying at 10:30?

- 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 was walking along Green Street. A man ³ was riding a motorbike along the road. A cat ⁴ was sitting on a garden wall. Suddenly, the cat ⁵ ran in front of the motorbike. The man ⁶ turned the bike quickly and ⁷ hit a garden wall. He ⁸ didn't hurt himself but he ⁹ destroyed the garden wall in the accident.

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

boat call know goat look
snow road horse home

boat ... know ...



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

door horse stood but floor
wore word saw taught

door ... horse ...



LESSON 2 *Where's Davey?*

1 Complete the notice.

Use these words.

Phone escaped reward towards ~~lost~~ information¹ Lost **elephant!**A large grey elephant, ² escaped
from the zoo on Monday 5th July.

She was last seen running

³ towards the forest.

Don't go near the elephant.

⁴ Phone the police.There is a £500 ⁵ reward for⁶ information.2 Complete the sentences about Davey. Use *could* or *couldn't*.bring fly see catch ~~escape~~

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

3 Write questions.

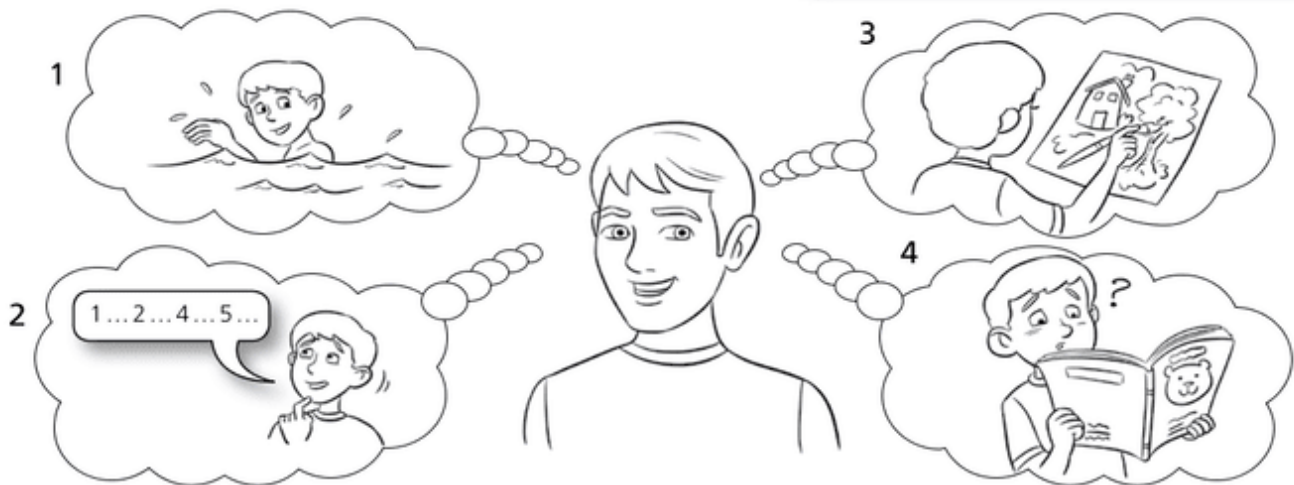
- | | |
|--------------------------------------|--|
| 1 Davey / escape | <u>Could Davey escape?</u> |
| 2 Penny / catch / Davey | <u>Could Penny catch Davey?</u> |
| 3 Nina / see / Davey | <u>Could Nina see Davey?</u> |
| 4 you / do / your homework yesterday | <u>Could you do your homework yesterday?</u> |

LESSON 3 *When I was ten*

1 Write.

a) Write sentences about Charlie when he was three.

He could ... He couldn't ...



- 1 He could swim when he was three. 2 He could paint when he was three.
 3 He couldn't count when he was three. 4 He couldn't read when he was three.

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

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

2 Label the pictures.



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

4 Complete with *anybody/nobody*.

- 1 The captain and seven crewmen were sailing on the *Mary Celeste*.
Nobody saw them alive again.
- 2 The crewmen on the other ship watched the *Mary Celeste* for two hours but they saw nobody.
- 3 When they shouted to the *Mary Celeste*, they didn't hear anybody answer.
- 4 When they went on the ship, they didn't find anybody.
- 5 Nobody knows what happened.

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

- 1 The *Mary Celeste* was a (*lifeboat/boat/ship*).
- 2 She began her journey in (*New York/Gibraltar/Italy*).
- 3 The captain wrote in his (*book/diary/newspaper*).
- 4 When the other ship saw the *Mary Celeste*, she was (*running/driving/sailing*) towards Gibraltar.
- 5 On the *Mary Celeste*, they (*found one person/**found some people/didn't find any people**).*
- 6 What happened is a (*story/mystery/newspaper article*).



LESSON 1 *You're all correct!*



1 Tick (✓) true (T) or false (F).

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

2 Complete the climate change quiz.

electricity driving ~~planes~~ rubbish cutting down

- We're flying too many planes.
- We're cutting down too many trees.
- We're throwing away too much rubbish.
- We're driving too many cars.
- We're using too much electricity.

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



There are too many people in the boat.

3



There's too much homework in the evenings.

4



There are too many cars in the cities.

4 Match the two halves of the sentences.

- | | | |
|-------------------------------|----------|--|
| 1 The Earth's climate becomes | c | a too much rubbish. |
| 2 There is carbon dioxide | d | b cannot escape when there is too much carbon dioxide. |
| 3 The sun heats | e | c hotter when heat cannot escape. |
| 4 The heat from the Earth | b | d above the Earth. |
| 5 Our lifestyles | f | e the Earth. |
| 6 We use | g | f are causing changes to the climate. |
| 7 We throw away | a | 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~~ ^{too many} journeys on planes and in cars. We're using ~~too many electricities~~ ^{too much electricity} and we're ~~throwing in~~ ^{throwing away} too much rubbish! Another problem is that we use ~~too many~~ ^{too much} paper and then we cut down ~~too much grass~~ ^{too many trees} to make more!

LESSON 2 *We should use less electricity*1 Underline the correct word.

Trees are amazing because they take in ¹(CO₂/oil) but when we ²(knock/cut) down trees, CO₂ ³(escapes/comes in). Then, there is more CO₂ 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 | ⇒ | <u>light</u> | 2 | sheep | ⇒ | <u>wool</u> |
| 3 | oil | ⇒ | <u>petrol</u> | 4 | milk | ⇒ | <u>cheese</u> |
| 5 | trees | ⇒ | <u>wood</u> | 6 | wood | ⇒ | <u>paper</u> |
| 7 | potatoes | ⇒ | <u>chips</u> | 8 | gas | ⇒ | <u>heat</u> |

3 Choose a verb and write sentences with *should* / *shouldn't*.play sail ~~go~~ eat touch go

He should go
to bed.



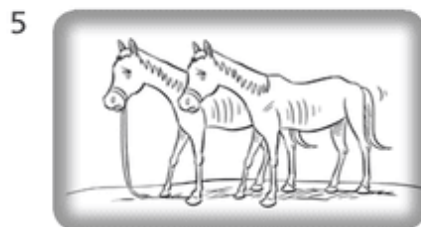
They shouldn't play
football near the house.



She should go
to the doctor.



They shouldn't sail
in bad weather.



They should eat
more.



She shouldn't touch
very hot plates.

4 Complete with *fewer* / *less*.

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

5 Answer the questions.

- What do we make petrol from? Oil.
- What does petrol produce when we drive cars? CO2.
- What should we recycle? Paper, plastic and glass.
- What do trees take in? CO2.
- What produces light in most houses? Electricity.

LESSON 3 *Spaceship Earth*

1 Match the pictures and words.



b



e



f



a



d



c

a tap

b spaceship

c radio

d studio

e coal

f plastic bag

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

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

We should ...

walk or cycle when we can.

turn taps off.

use plastic bags again.

keep our air clean.

We shouldn't ...

waste energy.

always drive cars.

throw away plastic bags.

burn so much coal.

3 Underline the correct word.

- There's a phone call for you, Fred. _____ wants to talk to you.
a everyone b no one c someone
- Did you say _____? I couldn't hear you.
a something b nothing c everything
- They're all having a picnic in the park. There's _____ at home.
a everyone b no one c someone
- 'Now, _____. Sit quietly and listen to the CD.'
a everyone b no one c someone
- 'Are you ready to go to school? Do you have _____ you need?'
a something b nothing c everything
- 'I'm hungry, Mum. Can I have _____ to eat, please?'
a something b nothing c everything

4 Underline the odd words.

- animal bird plane plant
- oil carbon dioxide coal petrol
- car walk cycle drive
- radio TV table washing machine
- paper glass petrol plastic
- rubbish electricity spaceship energy

5 Complete the sentences.

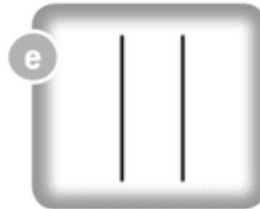
~~petrol~~ important plants bad clean CO₂

- We should think before we drive because cars use valuable petrol. When we drive, petrol produces CO₂ and this is bad for the climate.
- We should keep our air clean because it's very important to us and to all animals and plants.

LESSON 1 *Old places*

1 Match.

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



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



Hi Omar,

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

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

Best wishes to you and your family,
 Fahad

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

Some archaeologists think the stones were probably a metering place. Possibly they were
 also a trade centre or a religios 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.



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

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



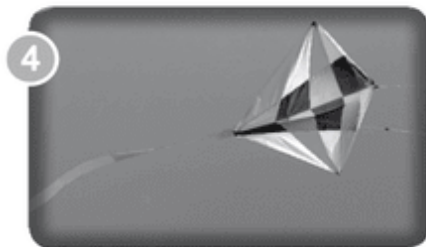
Mrs. Taylor's hobby is sightseeing. She's interested in large cities and small villages but she doesn't like a lot of traffic.



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

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 because she wants to borrow a book.
- 3 She's going to the supermarket because she wants to buy some tomatoes.
- 4 They're going to the park because they want to fly a kite.
- 5 He's going to London because they want to go on the London Eye.

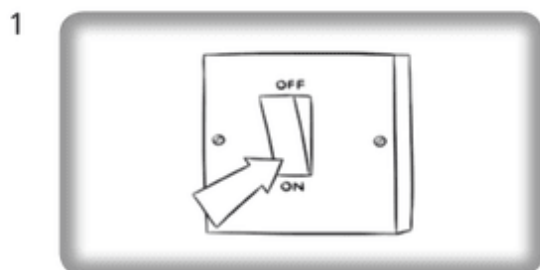
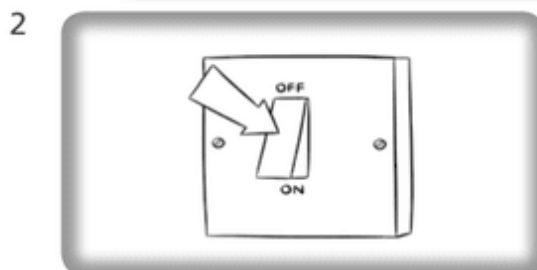
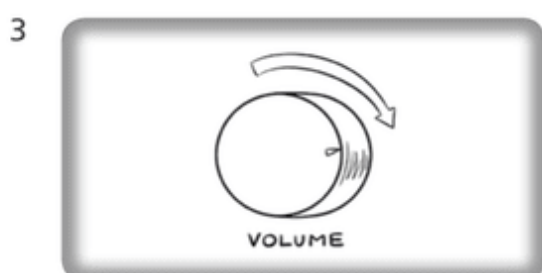
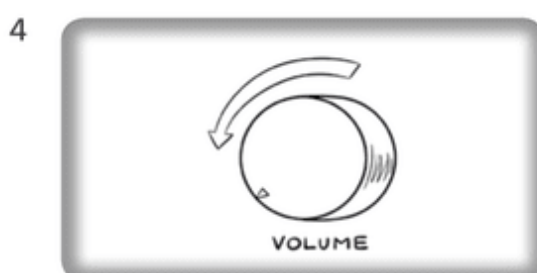
2 Write the beginnings of the sentences.

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 People go to Stonehenge they can see the standing stones.
- 3 We cut down trees we can make paper.
- 4 Davey is flying out the window he can escape.
- 5 Nina is going to London she can go sightseeing.
- 6 You should take medicine you can get better.

3 Complete the sentences. Use these words.

down off on up

Turn the light on.Turn the light off.Turn the radio up.Turn the radio down.4 Underline the correct verbs.

When Jack came home from school, he was very tired. He 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?
- 2 Why does Nina want to save energy?
- 3 What's Nina's school project going to be about?
- 4 Where is the school going to publish the project?
- 5 Why does Nina e-mail Reema?
- 6 Is Nina going to visit her dad in December?

- | | |
|----------------------------|------------------------------|
| <input type="checkbox"/> c | a In the school magazine. |
| <input type="checkbox"/> e | b Possibly. |
| <input type="checkbox"/> f | c To save energy. |
| <input type="checkbox"/> a | d To ask her a favour. |
| <input type="checkbox"/> d | e To stop climate change. |
| <input type="checkbox"/> b | 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.
- 2 Taif is too cold.
- 3 Taif is a good place to buy things!
- 4 There aren't many parks in and around Taif.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |



Zakopane

- 1 People from the nearby mountains don't wear modern clothes.
- 2 Zakopane is boring.
- 3 Most tourists visit Zakopane in school term time.
- 4 The local food is wonderful.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |

Florence

- 1 Florence is in Europe.
- 2 There are many important buildings in Florence.
- 3 Florence a quiet city.
- 4 Florence is a very busy city.

- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |
| T | <input type="checkbox"/> | F | <input checked="" type="checkbox"/> |
| T | <input checked="" type="checkbox"/> | F | <input type="checkbox"/> |



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

Then the wind blew my cap off a second time! The cap ⁷ flew (*fly*) high up into the air. I ran after it and ⁸ came (*come*) to a river. Then I ⁹ saw (*see*) my cap sailing slowly down the river! The next day, we went to a market and I ¹⁰ bought (*buy*) a new cap. I ¹¹ thought (*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) Have you ever been to the Lake District? No, I've never been.
- 3 (Taif) Have you ever been to Taif? Yes, I have.
- 4 (London) Have you ever been to London? No, I've never been.
- 5 (Cairo) Have you ever been to Cairo? Yes, I have.
- 6 (Australia) Have you ever been to Australia? No, I've never been.

LESSON 1 *The three banks*

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

○

Glass Only

bottle

glass

○

Plastic Only

plastic bag

pen

—

Paper Only

newspaper

notebook



2 **Underline the correct words.**

Yasser asked Dave about the ¹(bins/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 What are the bottles made of? They're made of glass.
- 3 What's the coat made of? It's made of wool.
- 4 What are the bowls made of? They're made of plastic.
- 5 What's the desk made of? It's made of wood.
- 6 What are the boots made of? They're made of leather.

4 Write short answers about your things. Write colours too.

- 1 What's your pen made of? Blue and white plastic.
- 2 What are your shoes made of? leather.
- 3 What's your desk made of? wood.

5 Do the quiz. Write the answers.

- 1 It's made of plastic. It's round. You can listen to it.
It's a CD.
- 2 It's made of glass. It's sometimes square. You can see through it.
It's a window.
- 3 They're made of leather. You can wear them on your feet in the mountains.
They're (walking) boots.
- 4 It's usually made of wood. You can sit on it.
It's a chair.

6 Read about recycling bottles. Find and correct one mistake in each sentence.

- 1 First we put bottles into the bottle ~~bowl~~. bank
- 2 When it's full they take the bottles to a recycling shop. centre
- 3 Then, they break the bottles into large pieces. small
- 4 They cool the glass. heat
- 5 When it is very cold, they can use it to make new bottles. hot

LESSON 2 *What's it for?*

- 1 Read about Barbara Baran's day. Underline four things which are good for the planet and cross out two more things which are bad.

Mrs. Baran had a busy morning. She had a lot to do. First, ~~she put all the lights on~~ in the house. Then, ~~she threw some old bottles in the rubbish bin~~ and put some old magazines in the recycling bin. Next, she washed the clothes. It was a sunny day so she put the clothes out in the garden to dry. She forgot about Jack's sweater so she washed it quickly and ~~put it in the tumble dryer~~. Suddenly, she remembered that she needed to go shopping so she wrote a list on the other side of an old piece of paper. Then, she put on her coat and walked to the shops.

- 2 Write some advice for these people.

Use *should* (✓) or *shouldn't* (X) and these words.

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

1



You should turn off the light.

2



You should recycle rubbish.

3



You should turn off the TV.

4



You shouldn't use scissors.

5



You should turn off the tap.

6



You shouldn't drive.

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

Be careful with our ¹ Planet Earth.
 Don't make ² matters worse!
 Learn these ³ words and don't forget
 To do what's in this ⁴ verse .

Don't ⁵ throw away your plastic bags.
 Use them one more time,
 Or put them in the plastic ⁶ bank .
 And don't forget this ⁷ rhyme .

⁸ Turn off the taps, turn off the lights,
 Save ⁹ electricity ,
 You shouldn't waste, you should ¹⁰ conserve ,
 So say these words with me.

throw away
 words
 electricity
 Turn off
 verse
 rhyme
 matters
 bank
 conserve
 Planet

Now you can use the Student's Book to check!

4 Write.

a) Order and punctuate the questions.

- 1 a/washing machine/whats/for
- 2 for/whats/a/whiteboard
- 3 a/map/for/whats
- 4 cage/whats/a/for

What's a washing machine for?

What's a whiteboard for?

What's a map for?

What's a cage for?

b) Order and punctuate the answers.

- a for/its/writing/on
- b or/birds/keeping/its/for/animals/in
- c washing/for/its/clothes
- d for/a/journey/its/planning

It's for writing on.

It's for keeping birds or animals in.

It's for washing clothes.

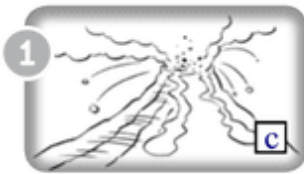
It's for planning a journey.

c) Match the questions and answers.

1 c 2 a 3 d 4 b

LESSON 3 *Mount Pinatubo*

1 Match.



- a flood
b drought
c volcano

2 Underline the correct word / words.

- 1 Air is (a kind of gas / like water).
2 When a fire burns something, it produces (coal / ash).

3 Complete.

gas ~~volcano~~ floods heat air erupted
serious drought around cloud cooler

Mount Pinatubo is a ¹ volcano. In 1991 it ² erupted. Between 15 and 30 million tonnes of a ³ gas called sulphur dioxide went up into the ⁴ air and formed an enormous ⁵ cloud. It travelled ⁶ around the world and caused ⁷ serious climate change. The sun's ⁸ heat couldn't get through the cloud and the climate got ⁹ cooler. In America, the rains caused ¹⁰ floods. In Africa, it was the opposite. There was a serious ¹¹ drought.

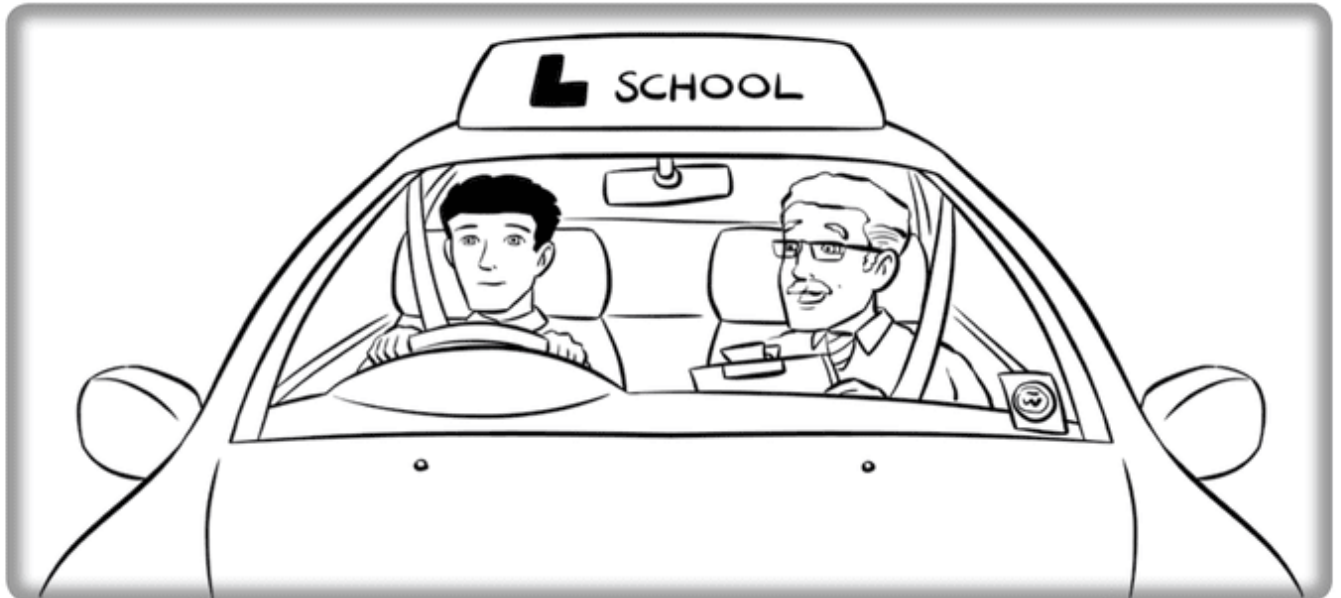
4 Read this newspaper article about Mount Pinatubo. Find seven more mistakes and correct them.

Mount
River Pinatubo erupted in 1991. A gas called sulphur
dioxide ~~fell~~ ^{rose} into the sky and formed ~~a small~~ ^{an enormous/a large} cloud.
Between 15 and 30 ~~thousand~~ ^{million} tonnes went up into the air.
The heat from the ~~fire~~ ^{sun} couldn't get through this cloud
and the world's climate got ~~hotter~~ ^{cooler}. In America, there
were ~~droughts~~ ^{floods} and in Africa there was a ~~flood~~ ^{drought}.



5 Number the sentences.

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



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

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. Then he had driving lessons for six months. Next he took a test. He got top marks for everything! After that he bought a new car. Finally, he drove his new car!

7 Underline the word that doesn't rhyme.

- | | | | | |
|---|-------------|--------------|------------|-------------|
| 1 | said | bed | <u>sad</u> | head |
| 2 | take | <u>broke</u> | make | break |
| 3 | <u>food</u> | could | wood | good |
| 4 | met | pet | <u>hit</u> | get |
| 5 | caught | taught | bought | <u>hurt</u> |

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? It looks

like a stone !

3



Look at her house. _____

It looks like a castle !

4



That cat's enormous! _____

It looks like a castle !

5



It looks like a very small

horse but it's a fish!

6



It looks like a flower

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:

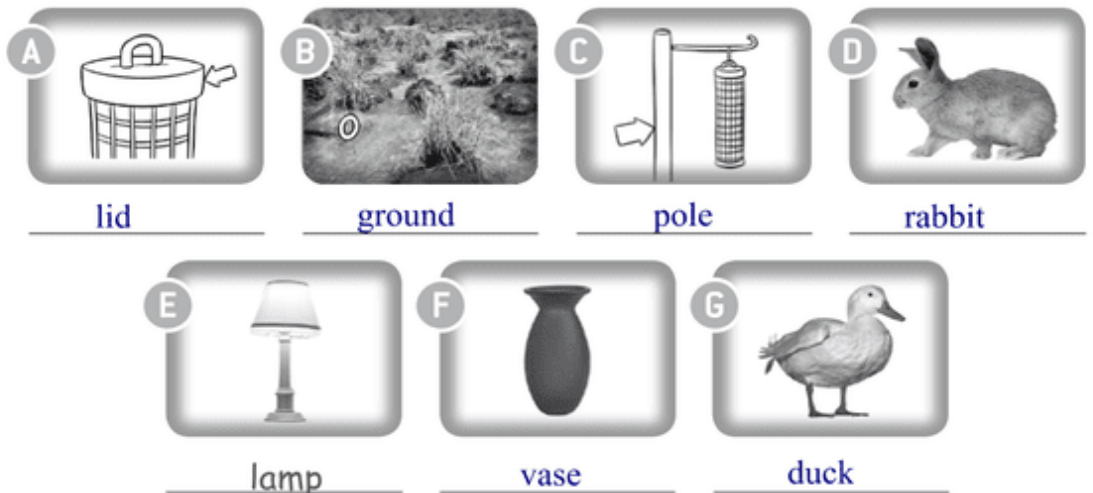
Finally ~~First~~ Next After that Then

Sample answers:

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

5 Find the words and label the pictures.

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



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

2 Complete the opposites.

- | | | | |
|-----------|----------------------|-----------|------------------------|
| 1 east | <u>w e s t</u> | 5 agree | <u>d i s a g r e e</u> |
| 2 build | <u>d e s t r o y</u> | 6 go down | <u>r i s e</u> |
| 3 smaller | <u>l a r g e r</u> | 7 longest | <u>s h o r t e s t</u> |
| 4 ancient | <u>m o d e r n</u> | | |

3 Order and punctuate the sentences about Stonehenge.

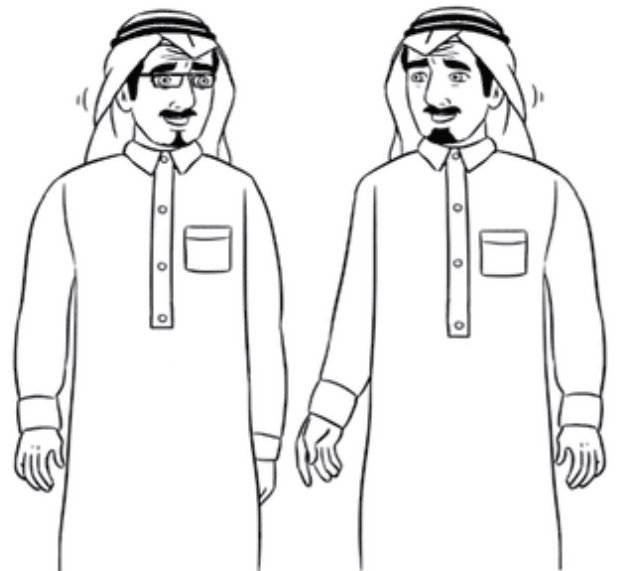
- 1 circle/stonehenge/is/famous/stones/of/a
Stonehenge is a famous circle of stones.
- 2 flat/windy/plain/it/on/stands/a
It stands on a flat, windy plain.
- 3 people/here/stars/planets/maybe/studied/the/and
Maybe people studied the planets and stars here.
- 4 an/people/observatory/think/some/it/was
Some people think it was an observatory.

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

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

5 Read the conversation between A and B. Write sentences using *may* + verb.

A: *I'm working in Dammam next week.*
B: *Really? How are you travelling there?*
A: *Possibly by train, possibly by car.*
B: *Are you staying in a hotel?*
A: *Yes, in a very comfortable hotel near the centre. It's very good but I don't know if it's expensive.*
B: *Is it a quiet hotel?*
A: *I don't really know. There's possibly a lot of traffic outside!*
B: *What are you going to do in your spare time?*
A: *I'm going to walk along the Corniche and I'm going to the National Museum and maybe the Heritage Centre.*
B: *Well, I hope you enjoy your week!*
A: *Thank you.*



- | | |
|---|--|
| 1 He <u>may travel by train.</u> | 2 He <u>may travel</u> by car. |
| 3 The hotel <u>may be expensive</u> . | 4 The hotel <u>may be quiet</u> . |
| 5 There <u>may be a lot of traffic</u> outside. | 6 He <u>may go to the Heritage Centre</u> in his spare time. |

LESSON 3 *Holiday time*

1 Match.

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

2 Re-write these sentences. Use a preposition.

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

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

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

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 The one in the red shirt. ~~The boy~~³ The one standing next to the table.

5 Read the conversations and answer the questions. Use: *The one + preposition* or *The one + -ing verb*.

- 1 Which girl knows the way?
The one holding the map.

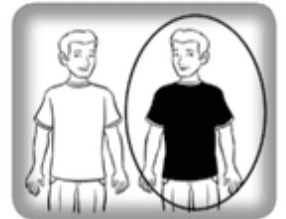


- 3 Which book is yours?
The one on the chair.

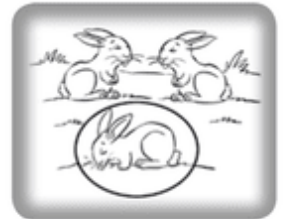


- 5 Which goat is yours?
The one behind the tree.

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



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



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



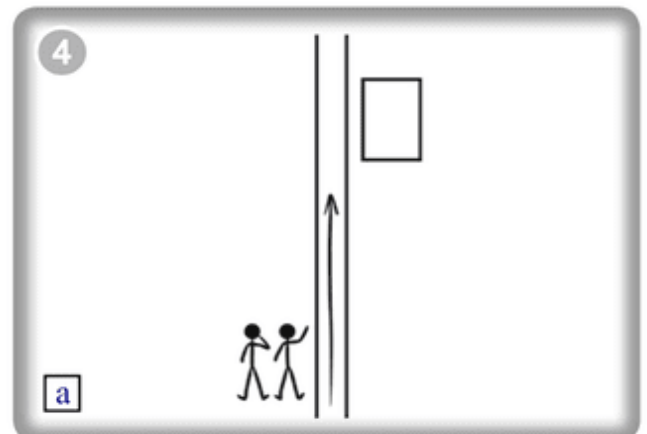
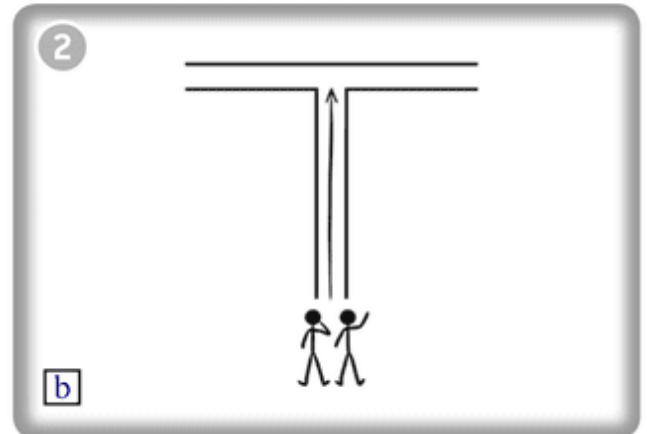
6 Write.

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

café snack bar restaurant

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

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



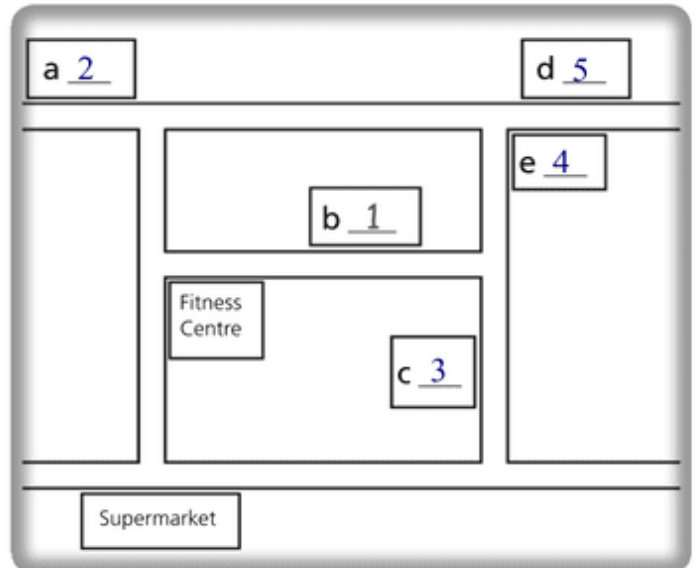
- a Go straight on. You can see it on the other side of the road.
- b Walk to the end of the street.
- c Go along this road and turn left at the Post Office.
- d Go past the park on your right.

2 **Underline the correct words.**

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

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 ^{you} ¹your 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 ^{it} ²him .

We had a map but when mum looked at ³it she said it was no good and we got lost!

We couldn't call Uncle Jim to help ^{us} ⁴we because we forgot to take our mobiles! We left ^{them} ⁵they on the kitchen table!

We saw a policeman and so we asked ⁶him to help ⁷us . He said the Embassy was very close and told ^{us} ⁸ours the way. After that, it was no problem to find ^{it} ⁹her .

Write and tell ^{me} ¹⁰I your news! Tell Ranya that I miss ¹¹her .

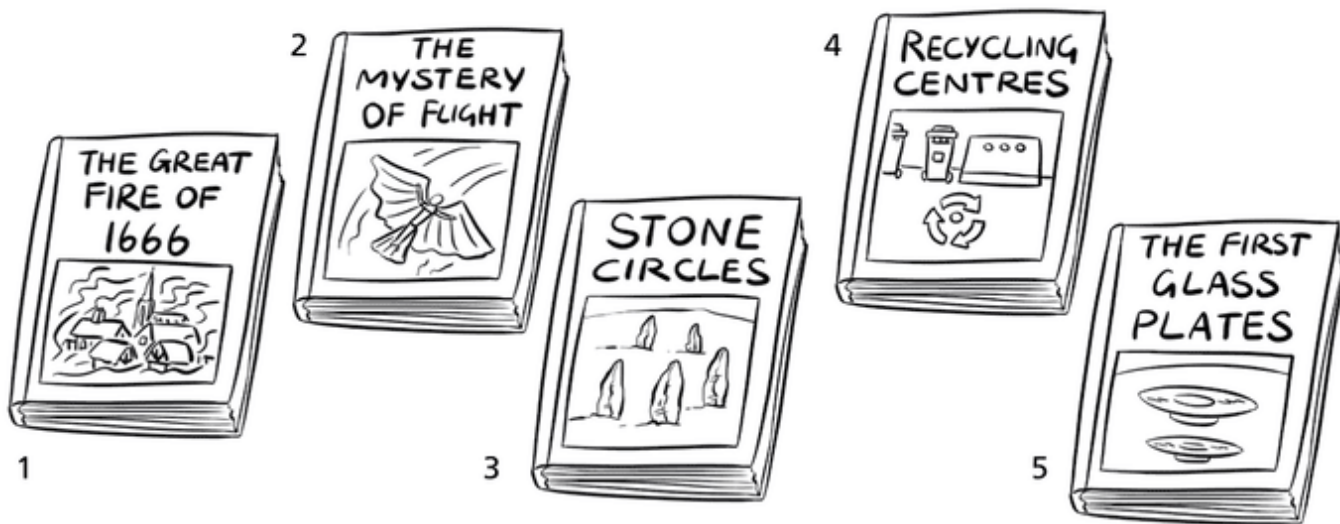
Your friend, Nina

LESSON 2 *The father of optics*

1 Tick (✓) true (T) or false (F).

- | | | |
|--|---------------------------------------|---------------------------------------|
| 1 The camera obscura is a small camera. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 The camera obscura has a dark wall opposite a small hole. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 3 Light from a bright object goes through the hole from outside. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 4 Then we can see the image on the floor. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 5 The image is upside down. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 6 Ibn al-Haytham invented photographic plates. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 7 Europeans didn't know about the Book of Optics. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

2 Read the 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? | <u>No, it's about London.</u> |
| Book 2 | Is it about planes? | <u>No, it's about birds.</u> |
| Book 3 | Is it about maths? | <u>No, it's about ancient monuments.</u> |
| Book 4 | Is it about sport? | <u>No, it's about climate change.</u> |
| Book 5 | Is it about kitchen equipment? | <u>No, it's about photography.</u> |

3 Underline the best words.

- 1 Be careful! The bottle's (*topside/underline>upside*) down.
- 2 Dark is the opposite of (*underline>light/white*).
- 3 (*underline>Rays/Lines*) of light come from the sun.
- 4 A picture is (*a monitor/an underline>image*).
- 5 Old cameras used glass (*bowls/underline>plates*) to record images.
- 6 You can read lots of information on a web (*underline>page/cam*).
- 7 Ibn al-Haytham (*discovered/underline>invented*) the camera obscura.

4 Find the answers and write two words that rhyme.

wall ~~park~~ sight ray small ~~dark~~ may light

- 1 You can play football here. park
- The opposite of light is ... dark
- 2 It comes from the sun. ray
- Yes, possibly. I _____ do it! may
- 3 Optics is the science of ... sight
- It's also the science of ... light
- 4 The camera obscura had a hole which was very ... small
- The hole was in a ... wall

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

● ●
Europe

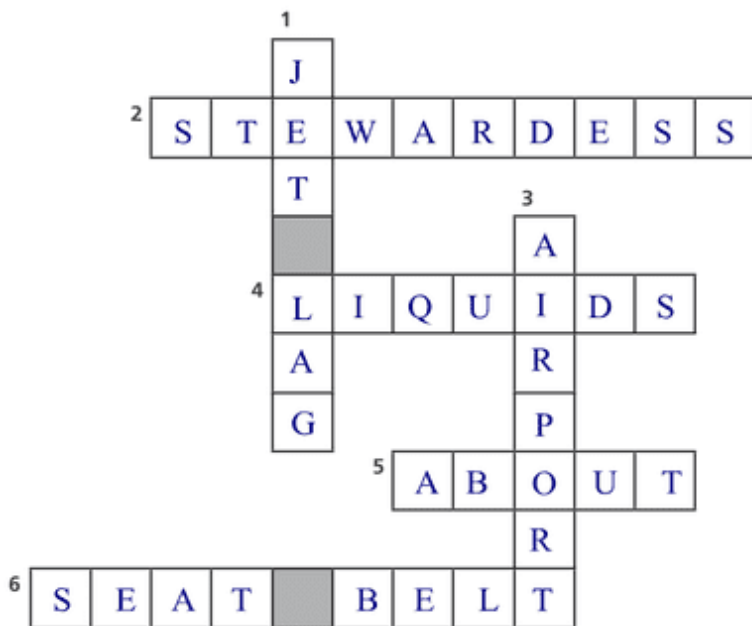
● ● ● ●
European

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

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

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 liquids.
- 5 You should walk about on the plane to get exercise.
- 6 Wear a seat belt when you are sitting down.


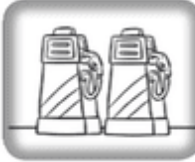



- 2 What do you say to someone who's going to fly on a plane?
Underline the best word.

Enjoy your (trip/flight/meal/day).

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

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

- 1  oil U
- 2  petrol U
- 3  bees C
- 4  rice U
- 5  photographs C

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 some / lots of bees in his garden. any/some/lots of
- 3 There's some / lots of rice in the kitchen. some/many/lots of
- 4 I didn't take many / any photographs. much/many/any
- 5 Are there many / any parrots in the zoo? many/much/any

6 Match the advice with the reasons. Use *because* ...

... she wants to live in Spain. ... you want to help stop climate change.
 ... he's interested in ancient monuments. ... ~~birds need food.~~

- 1 You should put a bird feeder in the garden because birds need food.
- 2 She should study Spanish because she wants to live in Spain.
- 3 He should visit Al-Rajajil because he's interested in ancient monuments.
- 4 You shouldn't waste energy because you want to help stop climate change.

LESSON 1 *Welcome back!*

1 Look at the picture and ✓ or ✗ the sentences. Correct the mistakes.



1 There's a boy running towards the stones. ✗
 There's a boy walking towards the stones.

2 There's a man taking photos. ✓

3 There's a woman in a small hat. ✗
 There's a woman in a big/large hat.

4 There's an apple on the hat. ✗
 There's a bird on the hat.

5 There's a bag on the ground. ✓

6 There's a boy sitting on a chair. ✗
 There's a boy sitting on the ground.

7 There's a woman talking to a boy. ✗
 There's a woman talking to a girl.

8 There are three birds in the sky. ✓

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

4 Write the verbs in the simple past.

In 1666, London ¹ had (*have*) a very hot dry summer. The rain ² didn't fall (*not fall*) for many months. One evening, a tired baker ³ went (*go*) to sleep and ⁴ forgot (*forget*) to put his oven out.

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

waiter
crewman
burglar
baker
photographer
captain

Buildings

police station
snack bar
bakery
science museum
language school
fitness centre

2 Complete the verbs. A policeman is interviewing a burglar.

1 What were you doing at 12 o'clock?
 I was eating lunch in a restaurant.

2 What time did you leave?
 I left at about 1:15.

3 Who did you see outside the restaurant?
 I saw a friend.

4 What was he wearing?
He was wearing a dark blue jacket and jeans.

5 What was the weather like? (rain)
 It was raining.

6 Where did you go next?
 We went to a supermarket.

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



3 Label the pictures.



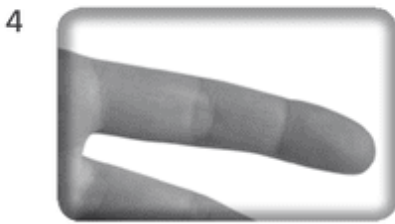
oven



torch



ambulance



finger



glasses



coal

4 Complete the sentences. Choose from these pronouns.

~~me~~ you him her it us them

- 1 It's mine. Could you pass it to me please?
- 2 I need to ask Omar and Reema. I'm going to e-mail them.
- 3 She's a new student. I don't know her.
- 4 We're going to the fitness centre. Why don't you come with us?
- 5 Sorry, I didn't hear you. Did you ask me a question?
- 6 I don't want this plastic plate. Could you put it in the recycling bin please?

5 Write a word that sounds the same as the first word but has a different meaning. Read the clues to help you.

- 1 to two (It's a number.)
- 2 would wood (It comes from trees.)
- 3 for four (It's a number.)
- 4 see sea (It's huge and it's made of water!)
- 5 blew blue (It's a colour.)
- 6 know no (It's the opposite of 'yes'.)

LESSON 3 Omar's good news

1 Find six ways that people may hurt parts of their bodies. *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 | <u>hurt</u> | 2 | <u>cut</u> |
| 3 | <u>hit</u> | 4 | <u>break</u> |
| 5 | <u>burn</u> | 6 | <u>bruise</u> |

2 Complete the phrasal verbs.


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

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

3 Write *So ... Fred* or *Neither ... Fred*.

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

4 How much can you remember? Complete the sentences.

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

5 Complete the final words in your workbook!

- What can you say to your friends to wish them a happy holiday?
Enjoy you r holiday!
- Well done! It's the end of the book!
Congratulations!