



Republic of Yemen
MINISTRY OF EDUCATION



ENGLISH COURSE

Work book 5

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6 Where/stay? _____

7 How long/there? _____

D Ask your partner some of the questions in exercise C.

1.2

A Language study - Adjective order

If you want to use two or more adjectives to describe someone or something, you usually follow the order in the list below.

	Examples
1 Opinion	good, beautiful,
2 Size/Build	big, long
3 Age	old,
4 Shape	round,
5 Colour	red, dark blue,
6 Nationality	Yemeni, British,
7 Material	wooden, plastic,

Write some more examples of each kind of adjective.

B Make phrases with the adjectives in the correct order.

1 eyes brown/big/lovely

2 a pair of shoes new/beautiful

3 a bag paper/brown/small

4 a beard black/long

5 a car blue/small/Japanese

6 architecture Yemeni/famous

2

3 What time does the bookshop open?

Do you know _____

4 What's Faisal's telephone number?

Do you know _____

1.4

A Do you remember how to finish these well-known English sayings about health?

1 An apple a day _____

2 Prevention is better _____

3 Coughs and sneezes _____

B A doctor is talking to different patients. Read and complete what he tells them. Use the words in the box.

balanced	bandage	broken	cholera	cough	disinfectant
exercise	fats	flu	healthy	immunized	infection
injury	prescription	smoking	tablets	vitamins	X-ray

1 You're not very fit. You should take more _____.

2 You have _____. Stay in bed for a few days and drink plenty of water.

3 If you're going to Africa, you must be _____.

You'll need a _____ vaccination.

4 There are too many _____ in your diet. Try to make it.

more _____.

5 I'll clean the cut with _____ to prevent any _____.

6 You have a very bad _____. You should stop _____.

7 I'll give you a _____. Take these _____.

three times a day.

8 You'll have to go for an _____. The bone may be _____.

9 It's not a bad _____. It just needs a _____.

10 If you want to keep _____, eat plenty of fruit. It's full

of _____.

B Complete these sentences to make a summary of the story.

At breakfast, Barry's sister, Sue, _____. Barry did not know why. On the bus to school, Barry's _____ laughed at him too. Kevin told Barry that _____ was _____. Then Barry understood what had happened. His _____ had put some _____
_____. Barry had to _____
_____.

C Discuss these questions with a partner.

- 1 What does *giggle* mean? How do you know?
- 2 What does this mean in Paragraph 3? *We flew downstairs.*
- 3 What do you think *panted* means? Write down your ideas, then check in your dictionary.
- 4 How many details about life in England can you find in the story? Make notes of them. Then compare them with life in Yemen.

D Join the letters in the two columns to make the names of nine school subjects.

- | | | | |
|---|----------|-------|-------|
| 1 | sci | ics | _____ |
| 2 | chem | tory | _____ |
| 3 | biol | lish | _____ |
| 4 | phys | ence | _____ |
| 5 | his | ic | _____ |
| 6 | geog | ogy | _____ |
| 7 | mathemat | istry | _____ |
| 8 | Arab | ics | _____ |
| 9 | Eng | raphy | _____ |

- 1 Which of these subjects are you studying?

- 2 What other subjects are you studying?

2.2 A Answer these questions about the other three texts on PB page 7.

- 1 How could there be fewer fires? _____

- 2 How does an immigration officer check people at the airport? _____

- 3 Who does Ali Abdullah try to help? _____

- 4 Why is he always polite to people? _____

- 5 Why do people who are in trouble sometimes need a helicopter? _____

B Find antonyms and synonyms for these words in the texts.

Antonym and synonym
Words that have the opposite meaning are called **antonyms**.
Words that have the same meaning are called **synonyms**.

	antonyms		synonyms
careful	_____	rules	_____
leaving	_____	check	_____
emigration	_____	nearly	_____
disobey	_____	silly	_____
difficult	_____	sick	_____

C Now find words and phrases in the landing card that mean the following:

- 1 whether the person is male or female _____
- 2 where the traveller got his/her passport _____
- 3 when and where the traveller was born _____
- 4 why the traveller wants to come into the country _____
- 5 where the traveller lives all the time _____
- 6 how the person has travelled _____
- 7 the way the traveller signs his/her name _____

D Write English equivalents of these words and phrases:

- 1 disembarkation card _____
- 2 nationality _____
- 3 occupation _____
- 4 visa _____

E Every English phrase in the landing card should have the Arabic equivalent beside it. Can you write the Arabic phrases? When you finish, compare your answers with your partner's.

- 2.4 **A Language study - Indirect/direct questions with question words**
Indirect question: I'd like to know *where you come from*.
Direct question: Where do you come from?

Study the two kinds of question. How are they different?

Complete these rules:

The word order in _____ questions is **subject** then **verb**.

The word order in _____ questions is **verb** then **subject**.

Write two direct questions.

A landing card tells Ali ...

... what someone's job is. _____

... why he was come here. _____

A Read what these people are saying. Who is polite? Who is impolite?

		Polite	Impolite
1	Give me three Pepsis.	<input type="checkbox"/>	<input type="checkbox"/>
2	Bring me some coffee, please.	<input type="checkbox"/>	<input type="checkbox"/>
3	Could you spell your name, please?	<input type="checkbox"/>	<input type="checkbox"/>
4	Can I have your landing card, please?	<input type="checkbox"/>	<input type="checkbox"/>
5	Would you mind coming with me, sir?	<input type="checkbox"/>	<input type="checkbox"/>
6	Go to the next desk.	<input type="checkbox"/>	<input type="checkbox"/>
7	You may go now, madam.	<input type="checkbox"/>	<input type="checkbox"/>
8	You'll have to wait.	<input type="checkbox"/>	<input type="checkbox"/>

B Make the impolite statements in Exercise A polite. Then say those that are polite in different ways.

These are different ways of being polite.

Add these: please sir, madam I'm sorry, but I'm afraid	Use these patterns: Can...? Could...? Would...? Would you mind + verb <i>ing</i> ...?
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C Make a conversation.

Pupil A Imagine you are in England and you have lost your money. You go to a police station to report this and to find out if anyone has handed it in. What will you tell the policeman or policewoman about? Make some notes. For example:

- what you have lost
- where, when and how
- personal details
- what you would like the police to do

The policeman or policewoman begins the conversation.

Pupil B Imagine you are a policeman or a policewoman in England. Someone comes into the police station to report the loss of his/her money. What will you ask about? What kind of help can you give? Make some notes. For example:

- what the person wants
- details of what he/she has lost
- personal details
- what you can/cannot do to help

Then begin the conversation.

A Language study - 'If' sentences for talking about things that are not likely happen in the future

The word 'if' introduces a statement about the future. This means that we cannot be absolutely certain about the result. However, the tense used in the 'if' clause helps us to be more or less certain about the result.

Study these two sentences and answer the questions:

	condition	result
1	Hamad:	If I work hard, I'll do well.
2	Abla:	If I left the police, I wouldn't be happy.

Is Hamad likely to work hard? _____

Is Abla likely to leave the police? _____

Sentence 1 has this pattern: **If+ present tense, + will**

It is called a *Type 1 condition*. It is used to show that a condition is possible or likely to happen. Therefore the result is possible or likely to happen.

Sentence 2 has this pattern: **If+ past tense, + would**

It is called a *Type 2 condition*. It is used to show that a condition is not likely to happen or is impossible.

Example:

If I were you, I would get married.

This condition is impossible. We often use this when we are giving someone advice.

B Find three Type 2 conditional sentences on PB page 7 and one on page 8.

A Read the first paragraph on PB page 11 and answer this question.

Firemen do more than put out fires. What other jobs does Fuad Rashid mention? Write them as headings.

1 **Heading:** GIVE PEOPLE ADVICE ON _____

Examples: _____

2 **Heading:** _____

Examples: _____

3 **Heading:** _____

Examples: _____

4 **Heading:** _____

Example: _____

B In the box are the examples that Fuad Rashid gives in the rest of his talk. Write them under the correct heading in Exercise A.

<p>check buildings for fire dangers; cut people out of cars; put out fires; check equipment for putting out fires; practice leaving a building that is on fire; freed a child trapped in the bars of a gate; recommend fireproof doors and smoke-alarms; explain what to do about smoke.</p>
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Punctuation

<p>The punctuation mark in the box is a semi-colon (;).</p>

<p>It is used for separating long phrases.</p>
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<p>You may need it when you are writing notes.</p>
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C Look back at Headings 1 and 2 and the examples in Exercise A. Imagine you are a fireman. What would you say to people?**D Discussion.**

Are there any fire dangers in your school or home? Is the fire safety equipment good enough? What do you think should be done?

