



Republic of Yemen
MINISTRY OF EDUCATION



ENGLISH COURSE

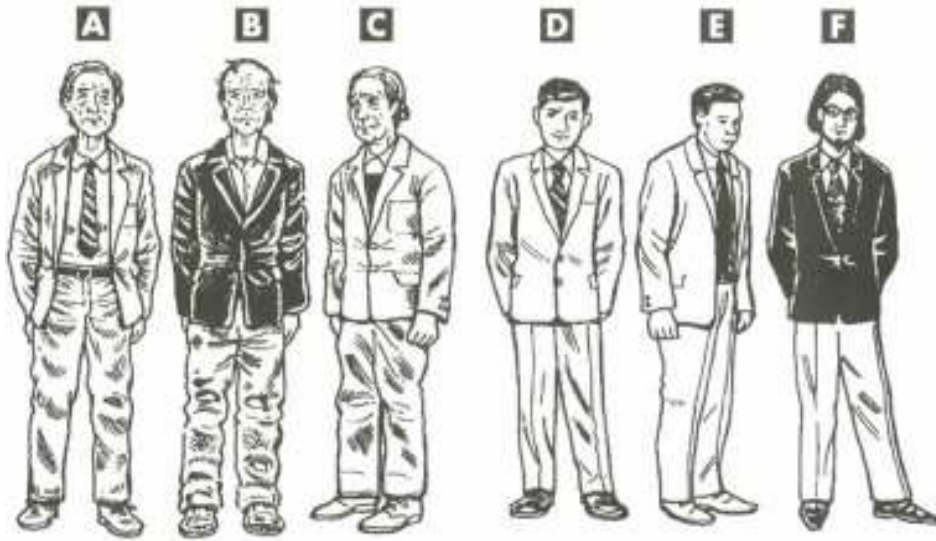
Work book 6

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



1 _____

2 _____

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

He had _____

His eyes _____

He wore _____

His trousers _____

On his feet _____

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

D Listen to these descriptions. Tick the correct answer.

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

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

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

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

- 1 In which country or countries can you find tigers? _____
- 2 What animals are in the same family as the dog? _____

- 3 When was Rama born? _____
- 4 What kind of animal was Rama's father? _____
- 5 Which is bigger, a camel or a llama? _____
- 6 Which part of Rama is valuable? _____
- 7 Why was it possible to crossbreed a lion and a tiger?

- 8 Why do llamas have heavy wool coats?

- 9 Why would it be difficult for camels to live where llamas come from?

- 10 In what way is the cama like a camel?

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

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

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

B Complete these sentences.

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

C Complete the paragraph using words from the box.

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

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

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

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

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

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

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

- 1 Where did the writer spend his holiday? _____
- 2 Which road did he take when he began his drive? _____
- 3 In which direction was the sea? _____
- 4 What was nearer the writer, the farmer or the cows? _____
- 5 What were the birds looking for? _____
- 6 When did the writer see the river? _____
- 7 What happened to the river? _____

- 8 Where did the road end? _____
- 9 Was the peak above or below the place where the road ended?

- 10 Why did the writer climb down from the peak? _____

- 11 What was the weather like when he started eating his sandwiches?

- 12 What suddenly happened to the weather? _____

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

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

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

1 hair black/long/beautiful

2 table long/metal/green

3 house Yemen/amazing/300-year-old

4 man fat/English/heavy

5 boat dark green/wooden/lovely

6 trousers old/horrible/wool

7 child happy/Indian/eight-year-old

8 window glass/big/rectangular

B Word work

- 1 What do you have at a window to stop people looking in? _____
- 2 What is a *wall of mist*? _____

- 3 What do you think *chewing the cud* means? _____
- 4 What does the word *suckle* mean? _____
- 5 Choose the closest in meaning to 'cackling':
a) sleeping b) making a noise c) running
- 6 A chicken's claw is on its
a) tail b) head c) feet.
- 7 A chicken's beak is its
a) mouth b) feet c) wings.

1.12

A Write a description in your copybook.

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

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

Clue: _____

Meaning: _____

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

Clue: _____

Meaning: _____

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

1 a) _____ b) _____ c) _____ d) _____ e) _____ f) _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

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

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

2 The couple met at Primary School.

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

4 The ring-road is to be widened.

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

6 A man was later arrested for careless driving.

- 2
- a) How long was he in hospital? _____
- b) What was he doing when he collapsed?

- c) Why did he collapse?

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

- e) Who called the ambulance?

- f) What did the doctor say he needed?

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

- 3
- a) Who is Robin Crow? _____
- b) How long has he had this hobby? _____
- c) Where does the black stork usually live?

- d) Why is it in Britain?

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

- f) How would you describe Robin Crow? _____

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

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

- 1 *nightmare* a) a bad night's sleep b) a frightening dream c) a pleasant dream
- 2 *awful* a) very long b) very bad c) very good
- 3 *calm down* a) talk more clearly b) stop being excited c) stop being sad

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

B Rewrite these sentences with the correct punctuation.

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

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

C Write these headlines as complete sentences.

- 1 Victim of Road Accident Dies

- 2 220 Dead in Air Crash: No Survivors

- 3 Thick Fog to Clear by Afternoon, Then Sun

- 4 New Cars Sign of Wealth

2.6

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

- | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
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| 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> |

C Vocabulary.

Paragraph 1

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

Paragraph 2

Find these words and tick the best meaning.

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

Paragraph 3

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

D What do these numbers refer to?

- 1 three-quarters _____
- 2 10,000 _____
- 3 240 kph _____
- 4 thousands _____

- 5 five metres _____

E Talk about the disaster.

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

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

4 How many homes have been destroyed? _____

Use your notes to answer this question.

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

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

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

2 How far underground are the remains? _____

3 Which famous person acted in the Globe? _____

4 When was the theatre built? _____

5 What destroyed the theatre in 1613? _____

6 Do we know what shape the theatre was? _____

2.9 A Read the notes below.

There are two types of question.

Wh- questions

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

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

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

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

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

2.10

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

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

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

2.11 A Answer these questions as fast as you can.

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

B Work with words.

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

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

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

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

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

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

E Now make sentences with these phrases.

Example:

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

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

A teacher B fire-fighter C businessman D nurse

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

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

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

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

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

B Find words that mean the following:

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

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

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

- 8 to refuse _____

B Answer these questions.

- 1 What does the school-leaver want to do after leaving school?

- 2 What has he been thinking about?

- 3 Why doesn't he want to do the same job as his mother?

- 4 Has he had any work experience? Where?

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

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

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

Somebody who manages projects is a *project manager*.

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

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

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

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

- 1 (good student; diligent and conscientious)

- 2 (policeman; polite and confident)

- 3 (designer; able and computer literate)

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

M = Male F- Female

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

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

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

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

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

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

1 get gate 2 sell sail 3 tell tail

4 sheep ship 5 feet fit 6 scheme skim

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

ambitious successful available selected inadequate

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

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

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

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

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

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

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

3.11

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

- | | | | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|----|--------------------------|
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| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> |

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

- 1 design (of a text) _____
- 2 business-like, not friendly _____
- 3 the name of the first words used when meeting or writing to someone

- 4 a way of talking politely to a man _____
- 5 a way of talking politely to a woman _____
- 6 one phrase to end a letter _____

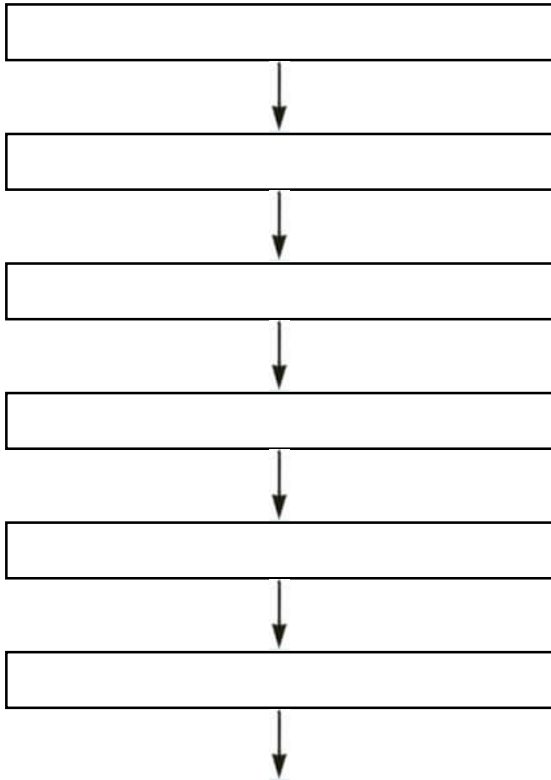
Look at the letters on PB page 22 to check your answers.

3.12

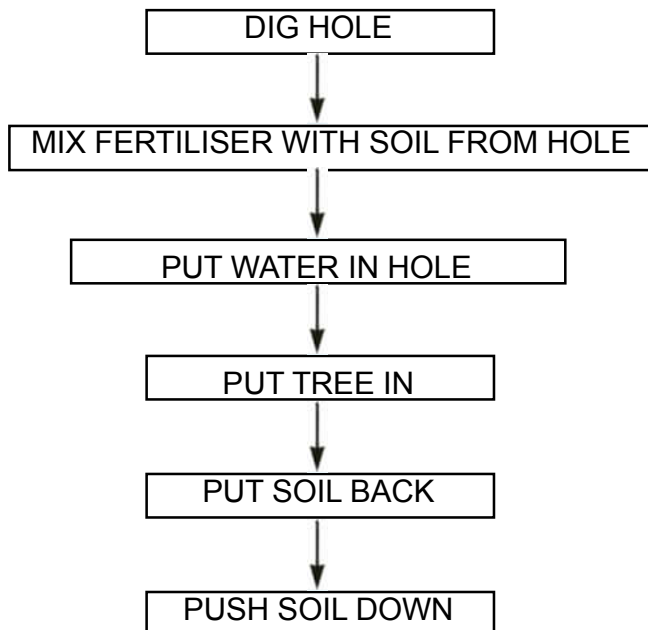
A Write a letter of application in response to the advertisement on PB page 24.

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

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



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



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

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

- B Discuss with your partner similar information about Southern Yemen. Think about these things:**

- the name of one or more of the zones
- the climate
- the vegetation

- C Use the information you have discussed to write five sentences in your copybook about Southern Yemen.**

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

How high are the Eastern mountain slopes?

Where does cotton grow?

Where will you find a subtropical climate?

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

Pupil A - You begin.

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

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

D Put each verb in brackets into the correct tense.

Example:

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

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

4.7

A Number the main points of the text in order.

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

B Read the text carefully and find:

Paragraphs 1 and 2: six languages _____

ten borrowed words _____

Paragraph 3: three prefixes _____ two suffixes _____

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

- 1 What was Aisha interested in? _____
- 2 What did she know about diving? _____

- 3 What did this make her believe? _____

- 4 How many things did she need to do her experiment? _____
- 5 Why did she make holes in the plastic bottle? _____

- 6 Where was the longest jet of water? _____
- 7 Was Aisha's hypothesis correct? _____

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

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

Name:	
Date:	
TITLE:	
HYPOTHESIS:	
MATERIALS:	
PROCEDURE:	
DATA:	
CONCLUSION:	

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

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

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

E Listen to the conversation and tick the correct boxes.

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

D Read the pairs of sentences.

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

4.11

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

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

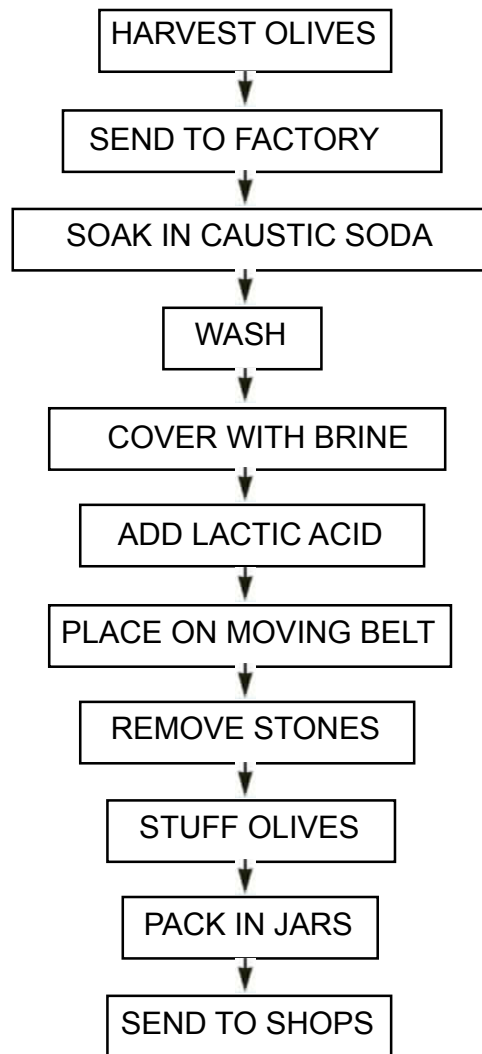
B Re-read the text and write short answers to these questions.

- 1 How long after harvesting are frozen peas processed? _____
- 2 What happens to the peas that are sent to market? _____

- 3 What happens to the harder peas at the processing factory? _____

- 4 What are used to clean the peas when they arrive? _____
- 5 What do you call a place where large amounts of frozen food are kept? _____

- 6 What kind of trucks are used to transport frozen food? _____



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

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

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

D Put the words in the box below into sets.

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

Cars

Politics

Flying

Environment

5.2

A Complete these sentences about the objects.

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

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

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

C Listen again and correct the false sentences.

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

1 How long was Elizabeth Queen before she was crowned?

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

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

4 Do you think the speaker got wet?

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

6 How old is the speaker now?

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

C Discuss these questions.

What do these people feel? Why?

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

D Find words or phrases that mean the following:

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

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

- 1 I am absolutely certain that you are Khaled's brother. He has told us so much about you.

- 2 If I lived in the town, I would be able to visit my friends more often.

- 3 It is possible that I am wrong. I'm not sure.

- 4 It is impossible that it is so late. We've only just started.

- 5 I do not have the ability to see without glasses.

- 6 You are not allowed to speak in a public library.

- 7 Yesterday was Monday, so I'm sure that today is Tuesday.

- 8 I wish that I had the ability to fly like a bird.

B Answer these questions.

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

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

3 What was strange about the ship Morehouse saw?

4 What did Morehouse order a sailor to do?

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

6 Who went aboard the *Mary Celeste*?

7 a) What food did they find?

b) What did this tell Morehouse?

8 a) What valuable things were on the ship?

b) What did this tell Morehouse?

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

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

10 What other mysterious thing did they see?

Talk about them like this:

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

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

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

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

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

Example:

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

The officer ordered his men to turn left.

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

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

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

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

Write your own sentences.

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

What do you want your parents to do for you?

What do you want your teacher to do for you?

C Use the correct reflexive pronouns.

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

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

3 My sister hurt _____ playing volleyball yesterday.

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

5 All the passengers on the ship to throw _____ into the sea.

6 Ahmed! What have you been doing? Go and wash _____

B Work out possible answers to the questions below.

1 Why did the cat jump onto the wall?

2 Why did the car drive onto the pavement?

3 Why is the man hanging from the tree?

4 Why did the ladder fall down?

5 What happened to the boy?

6 How did the bottle get broken?

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

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

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

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

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

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

2 'Look! Over there!' he whispered.

3 It was a red car with its doors closed.

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

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

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

5.12

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

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

C Write the ending of the story.

Remember:

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

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

The conversation was between the officer and

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

Say how you know.

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

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

Reporter: Go on. _____

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

Reporter: Didn't you look in your mirror first? _____

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

Reporter: And didn't you hear the car?

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

Reporter: OK, so then...

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

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

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

6 What's this? Another patient?

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

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

1 2 3 4 5 6 7 8

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

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

C Listen again and complete the expressions with these verbs.

call	come	examine	give	need
operate	recover	rush	show	take

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

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

Salwa Mafouz: She gave Anwar first-aid and _____

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

general	heart	immigration	planning
police	safety	social	sports

officer	practitioner	surgeon
teacher	worker	

- 1 _____
- 3 _____
- 5 _____
- 7 _____

- 2 _____
- 4 _____
- 6 _____
- 8 _____

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

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

centre	crash	details
education	engine	rider
services	stories	unit

- 1 _____
- 3 _____
- 5 _____
- 7 _____
- 9 _____
- 11 _____

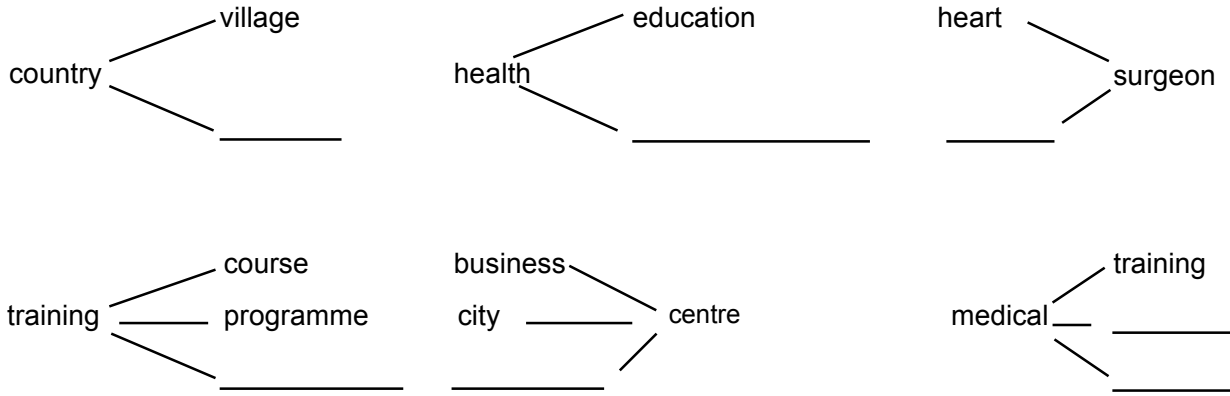
- 2 _____
- 4 _____
- 6 _____
- 8 _____
- 10 _____
- 12 _____

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

- 1 A person who makes sure that factories and other places of work are not dangerous. _____
- 2 Information about a person such as name, age and address.

- 3 A private place where a doctor can check a patient. _____
- 4 A person who helps other people learn to play games such as football.

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



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

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

6.10

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

Paragraph 1: Write your description.

Paragraph 2: Write what you thought about the picture.

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

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

6.11

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

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

Paragraph 2: My plans for the future

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

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

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

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

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

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

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

8 The scar would be 30 centimetres long.

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

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

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

ARTS 2

PROVERBS AND IDIOMS - PB52

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

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

B Read the text again and do the exercises.

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

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

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

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

- 7 some old streets in the town _____

- C** Complete these sentences.

- 1 Ahmed would probably stay in England for three years because _____

- 2 Mrs Dale must be quite old because _____
- 3 Ahmed didn't unpack immediately he arrived because _____

- 4 Derek offered to show Ahmed and Bob the town because _____

- 5 Ahmed was tired at the end of his first day at Telford Hall because _____

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

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

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

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

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

1 2 3 4 5 6 7 8 9 10

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

- 1 It is to be an exhibition sword only, with the points of the swords covered so that _____
- 2 However, Laertes leaves his sword uncovered and _____

- 3 Claudius has prepared a drink for Hamlet with poison in it in case _____

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

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

2 When was William Shakespeare born?

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

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

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

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

1 Christmas is in winter in England.

2 Norton College is closed for three weeks at Christmas.

3 Mick and Jerry are friends of Ahmed.

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

5 Shakespeare never performed in the Royal Shakespeare Theatre.

6 Khaled has a sense of humour.

F Can you remember? What did Ahmed...

1 miss at Christmas time? _____

2 think was strange? _____

3 look forward to? _____

4 push to one end of his room? _____

5 give to the cooks? _____

D Complete these sentences with words from the text.

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

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

ARTS 7

TELFORD HALL EPISODE 3 - PB58 AND PB59

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

- 1 What was the weather like on the day of the final examination?

- 2 How long did Ahmed have to wait for his results? _____
- 3 What did he do while he was waiting? _____
- 4 How did Ahmed get on in the examination? _____
- 5 What did Ahmed do after the results were announced? _____

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

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

1 Explain what it means.

2 Translate three Arabic proverbs into English.

ARTS 8

CALLIGRAPHY - PB60

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

Para 1 *Introduction*

Para 2 _____

Para 3 _____

Para 4 _____

Para 5 _____

Para 6 _____

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

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

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

ARTS 10

STRANGE HAPPENINGS - PB62

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

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

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

- 1 What is the Bermuda Triangle? _____

- 2 Why is it famous? _____

- 3 What is the biggest mystery? _____

- 4 When did it happen? _____

- 5 Why is it a mystery? _____

- 6 What else has happened in the area? _____

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

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

- 1 Discuss the meanings in pairs, but do not look at them up in a dictionary.
 - 2 Guess the meanings of the ones you do not know as you read the texts.
- acid
 - alkali
 - corrode
 - react with
 - dissolve
 - neutralize
 - indicator
 - pollute
 - soil
 - formula

B Read 'Definitions'. Complete these statements.

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

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

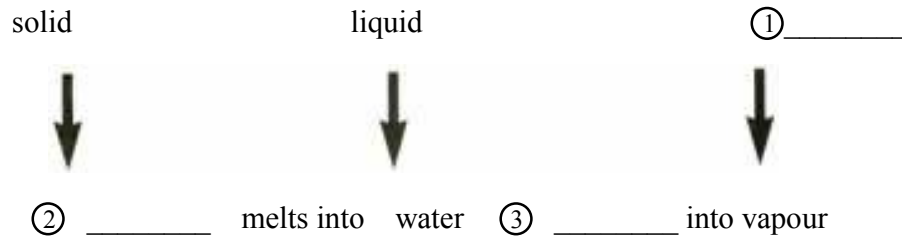
- 1 Litmus is a dead vegetable.
- 2 Acid turns green litmus paper red.
- 3 Alkalis turn green litmus paper blue.
- 4 The pH scale measures the concentration of iron in the substance.
- 5 Soap is very alkaline because it measure 9.5 on the pH scale.
- 6 Acids have a pH value below 7.
- 7 We can measure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

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

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

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

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



E Answer these questions in terms of the kinetic theory.

What happens when...

- 1 you put fresh food into the freezer.
The particles in the food move more slowly and get closer together.
- 2 you put an ice-cube into a glass of orange juice.

- 3 a kettle boils.

- 4 gas leaks from a gas bottle.

SCIENCE 3

LIGHT - PB67

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

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

A Before you read the texts, discuss these questions.

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

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

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

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

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

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

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

- 1 How can sound be useful in factories?

- 2 How can headphones be dangerous?

- 3 How do bats ‘see’?

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

Introduction

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

Box 1 (left)

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

Box 1 (right)

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

Box 2

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

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

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

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

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

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

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

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

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

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

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

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

1 turn / key

you turn the key in the ignition.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

- 2 _____

 Because the position of the Moon changes
 in relation to the Earth.
- 3 _____

 Because the Moon spins on its own axis.
- 4 _____

 Because the Moon sometimes passes
 between the Earth and the Sun.
- 5 _____

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

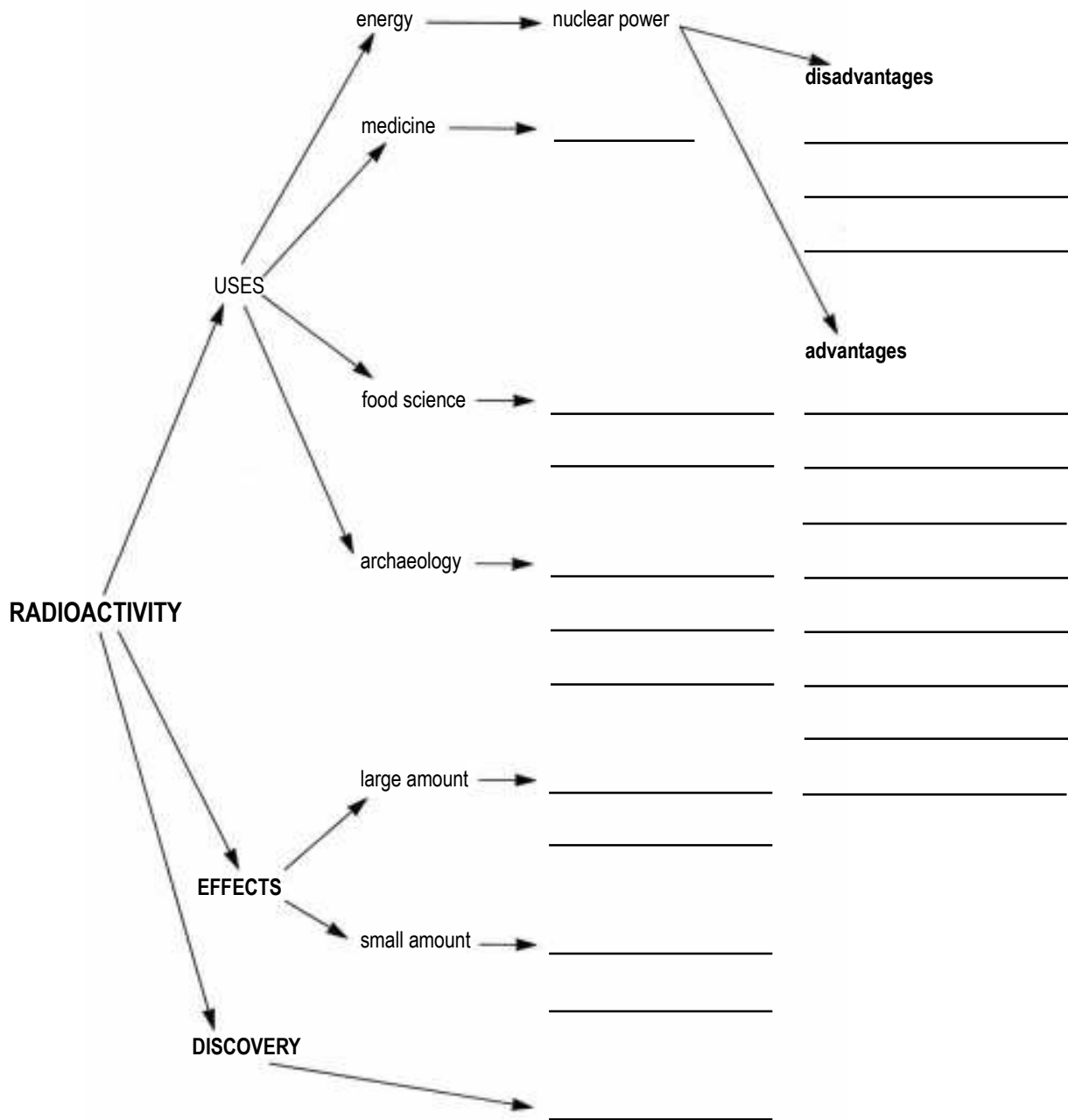
D Which adjectives in the texts have the following meanings:

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

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

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

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



shortage
shortened
silently
simplified
slight
Slow down
spaceship
spokesman

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

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

Unit 3

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

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

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

Unit 4

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

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

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

ARTS

Arts 1

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

Arts 2

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

Arts 3

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

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

Arts 4

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

Arts 5

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

teapot
tonight
wonder
Youth Hostel

Arts 6

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

Arts 7

call in (= *visit*)
come out (exam results ~)
delicious
disappear
disturb
fall asleep
hold (~ an exam)
hospitality
kindness
Many hands make light work.
name card
one of the family
perfectly
pour into (~ a room)
roast meat
sand dunes
Thank you for having me.

Arts 8

angular
calligrapher
calligraphy
carving
concentrate
connection
culture
decoration
equal

dolphin
flaw
frequency
graph
hertz Hz)
intensity
invisible
loudness
oud
pitch
range from
represent by
squeeze
underwater
vary
vibrate
volume

Science 5

algebra
anti-rust coating
astronomer
brain
capable
chemist
contribution
debt
decimal
educate
fluorescent ink
geographer
giant
gram
healing
image
influence
knowledge
logic
lungs
medical
medicine
molecular chemistry
negative
occur
pharmacist
philosophy
predecessor
program
prove
realize
recognize
research
scale
shoulder
software
standard
system
variation
vision

Science 6

against
AIDS
aspect
attempt
breakthrough
case (of a disease)
cholera
commonplace
control
development
diagnose
dollar
drug
equivalent
experiment
feared
germ
immunity
immunization
immunize
infect
long-term
patient
provide
rabid
rapid
research
significant
similar
smallpox
spread
struggle
suffer (~ a disease)
transmission
treat
typhoid
unexpected
unsuccessfully
vaccination
vaccine

Science 7

analyse
base (v)
error
evidence
experimental
guideline
monitor (v)
numerical
observation
progress
record (= *write down*)
report (n)
solution
stage (= *step*)
step -by-step
write up

Science 8

burnt
carburettor
circuit
combustion
compress
compression
exhaust
explode
force down
ignite
ignition
induction
inlet
internal
piston
sequence
spark
spark plug
starter motor
stroke
suck in

Science 9

axis
cast (~ a shadow)
daylight
direction
eclipse
fraction
Full Moon
Gibbous
hemisphere
hidden
in line with
in relation to
lunar eclipse
New Moon
orbit (v)
original
partial eclipse
phase
position
radius
relatively
rotate
shadow
solar eclipse
spin
sunlit
total eclipse
visible

Science 10

advantage
atom
bacteria
cancer
chain reaction
Eastern Europe
generate

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