

LESSON 1 Old and new pastimes

- A** Draw an arrow from each *-ing* verb with no auxiliary, back to the subject. The first one is done for you.

Hi Sarah,

I'm on holiday now, and having a lovely relaxing time. We're staying in a super hotel and enjoying it very much. The staff here are being very kind and looking after us well. I'm sleeping a lot and getting up late. I'm also drinking fresh orange juice and eating lots of ice cream so I'm very happy. At the moment, my brothers are swimming. They're being very noisy, but having lots of fun. I'm enjoying relaxing under my sunshade and writing to you. Today, Mum and Dad are being very energetic and seeing the sights. They are shopping in the market and visiting the museum. I hope you are enjoying yourself and not working too hard!

Best wishes, Ann

- B** Read the sentences and tick *true* (T) or *false* (F).

- | | | | | | |
|-------------------------------------------|---------------------------------------|---------------------------------------|------------------------------------------------|---------------------------------------|---------------------------------------|
| 1 Ann is writing to Sarah. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> | 2 Ann is bored. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 3 Ann is being very energetic. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> | 4 Ann likes orange juice. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 5 Ann's brothers are playing in the pool. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> | 6 Ann is going to the museum with her parents. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

- C** Write sentences using *and* as in the example.

Example: teacher/listen/students/correct/grammar

The teacher is listening to the students and correcting their grammar.

1 mechanic/check/car/change/oil

The mechanic is checking the car and changing the oil.

2 archeologist/study/ancient sword/write/about it

The archeologist is studying an ancient sword and writing about it.

3 fishermen/catch/fish/sell them

The fishermen are catching fish and selling them.

4 housewife/clean/house/cook/dinner

The housewife is cleaning the house and cooking the dinner.

5 shop assistant/take money/put/shopping in bags

The shop assistant is taking the money and putting the shopping in bags.

6 farmer/feed/animals/grow/plants/for food

The farmer is feeding the animals and growing plants for food.

The Answers:

A.

We're/enjoying

The staff here are/looking after

I'm/getting up late

I'm/eating

They're/having

I'm/writing

Mum and Dad are/seeing

They are/visiting

you are/not working



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D Complete the crossword.

Puzzle Fun

Across

- (and 3 Down) someone who makes beautiful and useful objects by hand
- a man who makes clothes by hand
- to cut a design in wood or stone
- a beautiful drawing
- a fun activity
- the making of beautiful, useful objects by hand

Down

- someone who does very beautiful writing
- to use something at the same time as someone else
- (See 1 Across)
- to make something look beautiful
- an activity you can do really well
- to make clothes by joining pieces of cloth

E Now use the correct form of the words from Exercise D in these sentences.

- My brother is waiting for the tailor to finish his new thobe.
- I have never learned to sew my own clothes.
- He enjoyed showing his skill at his work.
- Silver jewellery and wooden chests are examples of traditional crafts.
- I love watching traditional craftsmen at work.
- Reading and watching TV are popular pastimes.
- The calligrapher made a beautiful drawing from my name.
- My friend was hungry, so I shared my lunch with her.
- The plate has a beautiful blue and gold design.
- We decorated the room very beautifully.
- He is making a new chest and carving a complex design onto it.

F Write a postcard to a friend. Say where you are and what you are doing.

Hi Nagla

Paris is beautiful but it is very cold. My uncle's house is comfortable. We're having a fantastic time. I'm not sure what we are doing tomorrow. We can go for shopping or we can go for a long walk. Then in the evening, we always have dinner together. The food is very delicious. My aunt is a very good cook!

Write to me soon!

Maha

LESSON 2 *An important festival*

A Match these meanings with some of the words from the box.

cloak cultural festival reporter potter report row take place

- 1 a large piece of cloth to wrap around yourself
- 2 to happen
- 3 standing one beside the other
- 4 traditional arts and crafts
- 5 a story about something that has happened
- 6 someone who writes about an event
- 7 someone who makes pots
- 8 an exhibition of different cultural activities

- a cloak
- to take place
- in a row
- cultural
- a report
- a reporter
- a potter
- a festival

B Look at the picture. Omar is with his family in the park. He is writing to his friend, telling him what is happening. Write Omar's letter describing what is happening in the picture. Write as much detail as you can.



Hi Rajeh,

My family and I are now in the park. I'm sitting in front of a tree while writing to you. My father, uncles and young brother are having dinner. There is a bird next to them. I can see another family near to mine. The family members are drinking some drinks. Two boys are standing near to them. A boy is riding a bike. Three boys are standing away. They are playing football.

Bandar



C Complete the table by adding *-ing* to each verb. Think about the spelling.

1	buy	<u>buying</u>	7	forgive	<u>forgiving</u>	13	prefer	<u>preferring</u>
2	construct	<u>constructing</u>	8	get	<u>getting</u>	14	sneeze	<u>sneezing</u>
3	destroy	<u>destroying</u>	9	keep	<u>keeping</u>	15	swim	<u>swimming</u>
4	develop	<u>developing</u>	10	mix	<u>mixing</u>	16	wear	<u>wearing</u>
5	discover	<u>discovering</u>	11	order	<u>ordering</u>			
6	die out	<u>dying out</u>	12	panic	<u>panicking</u>			

D Make sentences using the present continuous.

- 1 We/walk/and/talk We are walking and talking.
- 2 The children/sleep The children are sleeping.
- 3 She/make/phone call She is making a phone call.
- 4 I/sit/in the car/but/not/drive I am sitting in the car but (I'm) not driving.
- 5 They/picnic/in/park They are picnicking in the park.
- 6 He/fix/car He is fixing the car.

E Read Jack's e-mail tick *true* (T) or *false* (F).

Hi Tom

I'm visiting my aunt this week. I'm staying in her house in the mountains. It's snowing so I have to wear a woollen sweater and my thickest jeans just to keep warm. But we're having a great time. We're skiing and skating every day and in the evenings we're sitting round the huge fire, drinking hot coffee and eating lots of my aunt's delicious chocolate cake. I'm getting quite good at skiing and I'm not falling over as much as I did last time. The others are enjoying themselves too, although the girls are more interested in finding out about the local art and crafts. They are learning to sew some of the traditional designs. They are making me a present but aren't saying what it is. I'm hoping it's warm and not too brightly coloured!

I'm keeping a diary and writing in it every day, so I'll tell you all about it when I get back.

Bye!

Jack

- 1 Jack's aunt lives in the mountains. T F
- 2 The weather is very cold. T F
- 3 Jack's aunt is a good baker. T F
- 4 Jack has never been skiing before. T F
- 5 The girls are keeping Jack's present a secret. T F
- 6 Jack likes very brightly coloured clothes. T F

LESSON 3 Great travellers

A Use the words from the box to complete these sentences.

caribou	female	herd	male	mammal
migrate	nest	threat	traveller	wolf

- 1 Some **travellers** are afraid of flying and prefer to go by train.
- 2 It is the **female**, not the male, which produces the baby animals.
- 3 Many animals **migrate** to the same places every year to look for food.
- 4 **Male** animals are usually bigger and heavier than females.
- 5 In some countries, serious floods are always a real **threat** after heavy rain.
- 6 The birds built a **nest** last week, and now there are four small, blue eggs in it.
- 7 Cutting down too many trees is causing problems for **caribou** and other animals.
- 8 Dogs and **wolves** belong to the same animal family.
- 9 Snakes aren't **mammals** because they produce eggs, not babies.
- 10 Elephants often travel in **herds** of ten animals or more.

B Make sentences with these words. Use the correct forms of the verbs in brackets

- 1 winter/many birds/warmer countries (migrate)

In winter, many birds migrate to warmer countries.

- 2 I/India/tomorrow (travel)

I'm travelling to India tomorrow.

- 3 those two male lions/that baby elephant (hunt)

Those two male lions are hunting that baby elephant.

- 4 baby animals/many threats (face)

Baby animals face many threats.

- 5 this year/Africa/very dry summer (face)

This year, Africa faces a very dry summer.

C Read the passage.

A healthy, full-grown lion doesn't have any predators. However, some animals will attack old, sick or very young lions. Lions will eat most other four-footed animals which live in the local environment. However, they do not often hunt giraffes because they know a giraffe's long legs could seriously hurt them.

Adult hippos are also huge animals, and very dangerous. However, lions sometimes eat young hippos when they stray away from the herd.

The main predators of parrots are birds of prey such as hawks, and large snakes such as pythons. Monkeys also eat both parrot eggs and baby parrots too, when they can find them.

D Match the underlined words in Exercise C with one of the meanings below.

- | | | |
|---------------|----------|------------------------------|
| 1 full-grown | f | a get lost |
| 2 predator | c | b with four feet |
| 3 four-footed | b | c hunter |
| 4 adult | e | d ill |
| 5 attack | g | e not a baby or young |
| 6 sick | d | f as big as it will ever get |
| 7 stray | a | g try to hurt something |

E Write questions for these answers.

1 **Do lions have any predators?/Do other animals attack/hunt/eat lions?**

Not if they are healthy and full-grown, but sometimes if they are old, sick or very young.

2 **Why do most lions prefer not to attack a giraffe?**

Because giraffes are so large and a giraffe's long legs could seriously hurt them.

3 **What are adult hippos like?**

They are huge and very dangerous.

4 **When might a lion try to eat a baby hippo?**

If/When it strays/moves away from the herd.

5 **Which animals hunt/eat parrots?**

Hawks and pythons./Birds of prey and snakes.

6 **Which other animal eats parrot eggs/baby parrots?**

Monkeys.

F You are at the zoo.

Write to a friend about the animals. What are they doing? What do you know about them? Use some present simple and some present continuous verbs.

Hi Omar,

This morning my family decides to visit the zoo. I arrive with my family at 10 a.m.

We walk toward the first cage.

I'm looking up at a giraffe when it is staring back at me. I walk to the next area.

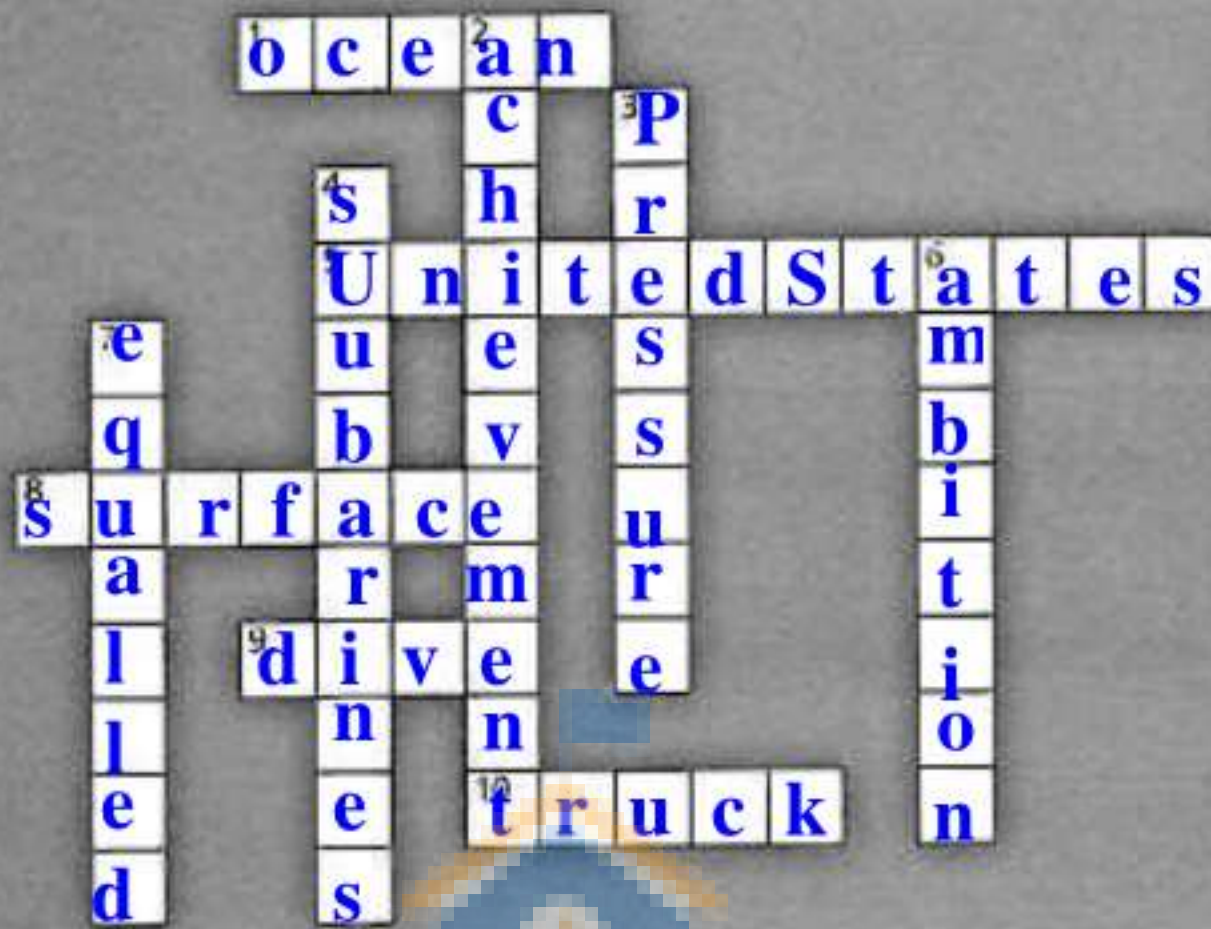
One of the lions looks quite while the others are roaring. We see most animals. My father asks us to rest and we drink water. Then, we go through the crowded paths and exit the gate. We buy some sandwiches and eat our dinner in the car while my father is driving the car on the way back home.

Khalid

LESSON 1 *Under the sea*

A Complete the word puzzle with words from the lesson.

Puzzle Fun



Across

- 1 Away from the land, the Arabian Sea becomes the Indian ocean.
- 5 My friend is from the United States of America.
- 8 The metal surface was hot because of the sun's heat.
- 9 I'd love to go on a dive in the Red Sea one day.
- 10 It's too big for my car; I'll have to bring it in the truck.

Down

- 2 To win a gold medal in an international race would be a great achievement.
- 3 It is hard to breathe at the top of a high mountain because the air pressure is so low.
- submarines are boats which travel under the sea.
- 6 My ambition is to go to university and become a doctor.
- 7 He ran very well and equalled his own record.

B Make sentences in the present perfect or past simple. Use the verbs in brackets.

- 1 James Cameron/an interesting life (have)

James Cameron has had an interesting life.

- 2 Since then, he/books (write)

Since then, he has written books and films.

- 3 He/a photographer, a film editor and a deep-sea diver (be)

He has been a photographer, a film editor and a deep-sea diver.

- 4 For three years, he/a truck (drive)

For three years, he drove a truck.

- 5 He/the deepest dive which anyone/ever (equal) (make)

He has equalled the deepest dive which anyone has ever made.

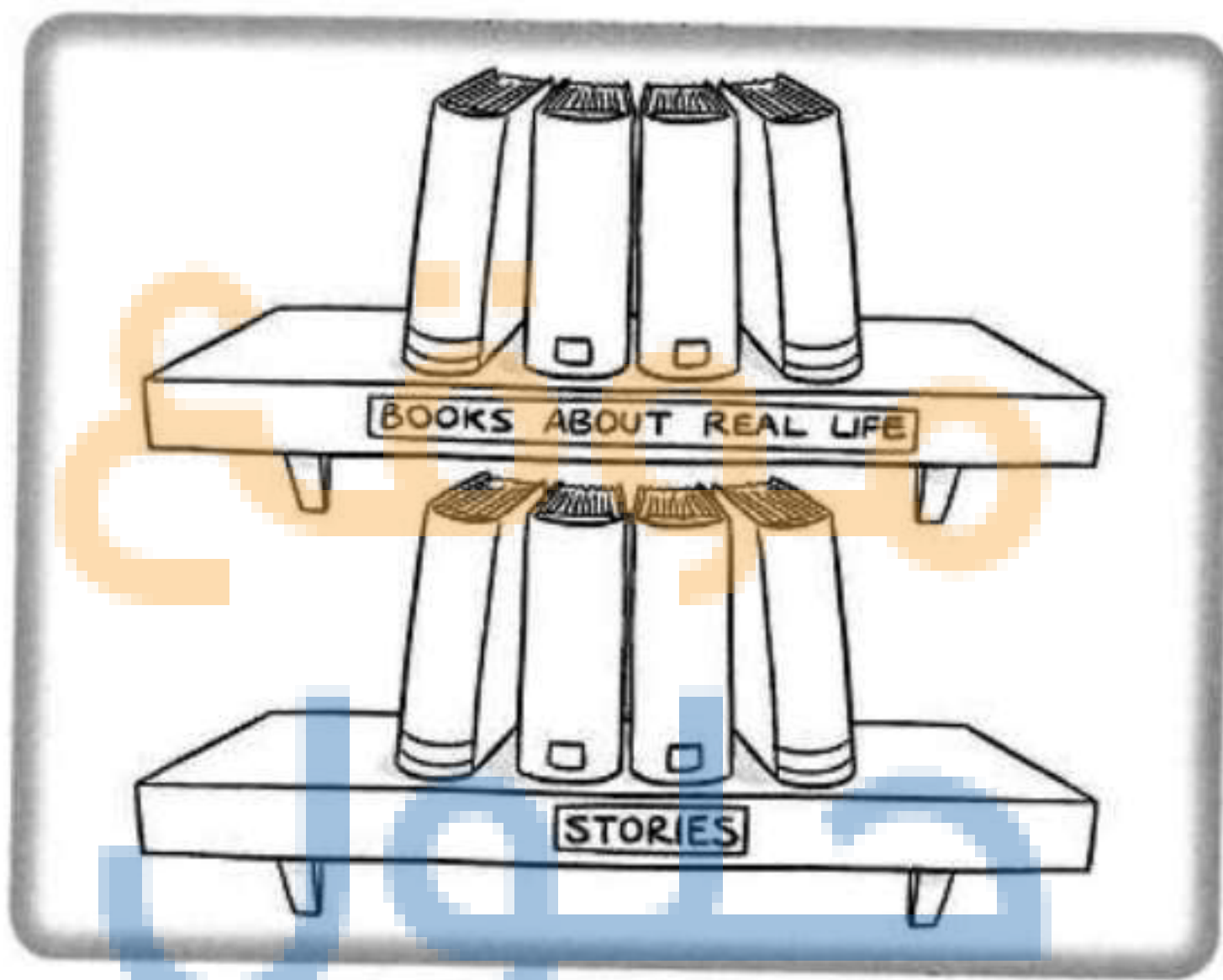
- 6 James Cameron/(now)/more than 70 deep dives (make)

James Cameron has now made more than 70 deep dives.

C Read the sentences. Circle *Fact* or *Opinion*.

- | | | |
|---------------------------------------------|------|---------|
| 1 Ice cream is delicious. | Fact | Opinion |
| 2 Too much fat is not good for you. | Fact | Opinion |
| 3 I think students should always be polite. | Fact | Opinion |
| 4 Deserts are very dry places. | Fact | Opinion |
| 5 It's 30° and I'm very hot. | Fact | Opinion |
| 6 Diving is too dangerous to do alone. | Fact | Opinion |
| 7 That was a fantastic book. | Fact | Opinion |
| 8 James Cameron is very brave. | Fact | Opinion |

D Look at the book titles. Are the books about real life or are they stories? Write the letter for each book on the correct book shelf.



E Look again at the text about James Cameron on page 14. Write a paragraph about someone you know, either someone in your family or someone famous.

Give as many details as possible.

Use these questions to help you:

When were they born? Where did they study? What do they do? How long have they done that?

Ali's father is a friend to my father. Both of them were born in 1970. They are doctors. They studied at Faculty of Medicine at the University of Al-Faisal in Riyadh. They work together in a famous hospital. They have been working there for ten years.

The Answers:

D.

The two kinds of books are available.

1- Real life: A, E, D, H

2- Stories: B,C,G,F



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LESSON 2 Plans for the future

A Match these meanings with words from the box.

achieve astronaut championship cyclist determined give up
Olympics plan dream rocket space train

- | | |
|-----------------------------------------------------------------------|---------------------|
| 1 stop because something is too hard | <u>give up</u> |
| 2 spaceship | <u>rocket</u> |
| 3 international sports competition which takes place every four years | <u>Olympics</u> |
| 4 the area outside the Earth's atmosphere | <u>space</u> |
| 5 prepare for a sports competition | <u>train</u> |
| 6 decide how to do something | <u>plan</u> |
| 7 competition to find the winner | <u>championship</u> |
| 8 succeed in doing something difficult | <u>achieve</u> |
| 9 someone trained to travel and work in space | <u>astronaut</u> |
| 10 someone who rides a bicycle | <u>cyclist</u> |
| 11 won't stop trying | <u>determined</u> |
| 12 hope for something difficult or impossible | <u>dream</u> |

B Put these words in alphabetical order.

achieved achievable achieving achiever achieve achievement

Achievable achieve achieved achievement achiever achieving

C Use the correct word from Exercise B to complete these sentences.

- Producing *Saudi Stars* was a real achievement for the girls.
- Are you looking forward to achieving your dream?
- What are you hoping to achieve today?
- What have you achieved today?
- He is determined to succeed – he's a real high achiever.
- If you work hard, I think your plan is achievable.

D Make sentences about the future.

1 We/(both)/scientists/exciting new discoveries (be, make)

We're both going to be scientists and make exciting new discoveries.

2 If I/you with your homework,/(you)/shopping with me? (help, come)

If I help you with your homework, will you come shopping with me?

3 If they all/there/(not) enough seats (come, be)

If they all come, there won't be enough seats.

4 I/today, so I/(not)/until tonight (fast, eat)

I'm fasting today, so I'm not going to eat until tonight.

5 If we/the championship, we/(each)/a gold medal! (win, get)

If we win the championship, we'll each get a gold medal!

E Complete the dialogue. Use the words in brackets to help or choose your own answer.

 Julie: (ambition?) ¹ **What's your ambition, Sarah?**

 Sarah: *I'm going to train to be a brain specialist.*

 Julie: (why?) ² **Why do you want to do that?**

 Sarah: *Because I've been interested in how the brain works since I read an article in a magazine.*

 Julie: (how?) ³ **How are you planning to achieve your ambition?**

 Sarah: *Well, first of all, I'm going to have to work really hard at school, so I can go to university.*

 Julie: (what/if/not?) ⁴ **What are you going to do if you can't be a brain specialist?**

 Sarah: *If I can't be a brain specialist, I think I'd like to be a doctor. What about you? What are you going to do?*

 Julie: (travel writer) ⁵ **I want to be a travel writer.**

 Sarah: *That sounds great! Where are you going to go?*

 Julie: (remote) ⁶ **If I can, I'll go to the most remote places on Earth.**

 Sarah: *What are you going to write about? Endangered animals? Traditional arts and crafts?*

 Julie: ⁷ **I'm going to write about endangered animals.**

 Sarah: *You sound very determined. Why do you want to write about that?*

 Julie: ⁸ **I'm going to explain why it's important to save them.**

 Sarah: *Well good luck. If you write a book, I hope you'll send me a copy!*
F Write about your plans and ambitions for the future. Give your reasons.

I want to become a Civil Engineer. I will have to study more than ever.

After that I want to get a well-paid job as an Engineer, doing all kind of

projects to improve the infrastructure of different cities. I also want to

create an organization for the poor people in my country.

LESSON 3 An amazing story

A Read and answer the questions about Mauro Prosperi.

At 240 kilometres, Mauro Prosperi knew the *Marathon des Sables* in the Moroccan desert was one of the hardest foot races in the world. But in 1994, as he was starting the six-day event, the 39-year-old Italian sportsman was certainly planning to finish it safely.

However, on day four, Mauro was just setting out again after a short water break, when a bad desert storm started. Mauro couldn't see and was soon lost in the 100 degree heat. He didn't know it, but he was running in the wrong direction. He was lost for nine days. The race officials were looking for him, but he was too far away. He survived by eating animals like snakes, and drinking water he found on leaves in the mornings. When a nomadic family found and rescued him, he was in Algeria, about 300 kilometres from the path of the race!

1 What do the underlined words refer to?

- a the six-day event
b the 39-year-old Italian sportsman
c it
d He didn't know it

the Marathon des Sables

Mauro Prosperi

the Marathon des Sables

he was running in the wrong direction

2 Number these sentences in the correct sequence.

- a It was impossible to see. **3**
b He was alone in the desert for many days. **5**
c On day four a strong wind began to blow. **2**
d Some Algerians took him to safety. **7**
e Mauro was racing across the desert. **1**
f Mauro started going the wrong way. **4**
g No one could find him. **6**

B Complete the sentences with the correct form of the words in the box.

biology crash hit lightning path shoulders storm stream survive

- 1 Biology is the science which investigates plants.
2 Lightning often happens when there is a lot of electricity in the clouds.
3 After the storm, Mauro couldn't find the correct path of the race.
4 The shoulders, which are usually the widest part of the body, are at the top of the arms.
5 It's the strong winds which make a desert storm so dangerous.
6 A stream is like a river, but very much smaller.
7 Deserts are dangerous places and Mauro was very lucky to survive his adventure.
8 When the bus hit his car, he crashed into a bridge.

C Complete with *who*, *where*, *when* or *while*.

- 1 **When** _____ the lightning hit the tree, it started a fire.
- 2 The climber **who** _____ fell off the mountain, survived the accident.
- 3 The jungle **where** _____ the plane crashed was very remote.
- 4 We went to look for the lost plane **when** _____ the storm was over.
- 5 A biologist is a scientist **who** _____ studies plants.
- 6 **While** _____ we were walking along the path, we could see a stream through the trees.
- 7 Jungles and deserts are places **where** _____ small accidents can be very serious.
- 8 He wasn't able to drive **while** _____ his shoulder was getting better.

D Complete with the correct form of the verbs in brackets (past simple or past continuous).

- 1 He **was driving** _____ too fast when he **crashed** _____ the car. (drive, crash)
- 2 While Peter **was living** _____ in China, he **took** _____ Chinese lessons every week. (live, take)
- 3 We **were watching** _____ television when the electricity **went** _____ off. (watch, go)
- 4 When I **looked** _____, John **was playing** _____ and Ann **was reading** _____ a book. (look, play, read)
- 5 Last year, I **spent** _____ two weeks with friends in Spain. (spend)
- 6 While I **was cooking** _____, our friends **arrived** _____. (cook, arrive)
- 7 What **were you doing** _____ at 6pm last Wednesday? ((you) do)
- 8 We **started** _____ at 10 o'clock and at 6 o'clock we **were still driving** _____. (start, (still) drive)
- 9 People **were standing** _____ or **sitting** _____ around. (stand, sit)

E Write about an adventure (real or imagined) that happened to you.

Use these questions to help you: Where were you when it happened? Were you alone? What happened? Why did it happen? Was it dangerous? Why? What happened in the end? Were you all right?

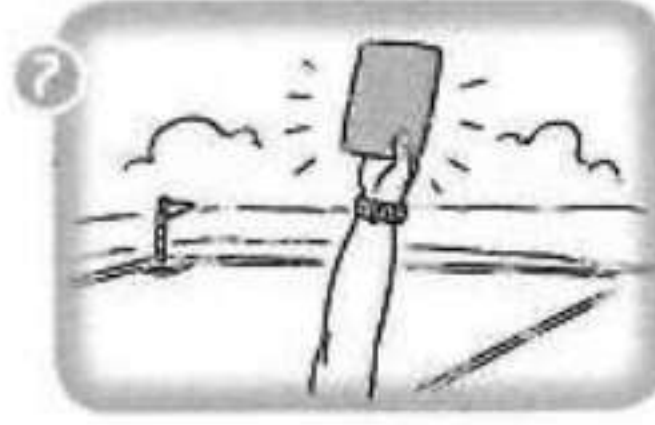
One day, my sister and I visited my uncle and we stayed for the evening.

We decided to go back to our house on foot because my uncle's house is close to our house. After we arrived to the midway, we saw a big dog crossing the road. We are frightened much. I suggested to my sister to take another path, which was a long way. We ran because we are late, but of course we arrived late. We found my mother crying and my father had left the house looking for us everywhere.

LESSON 1 *If I were the new manager*

card forward foul goal
kick score soccer team

A Match the pictures with the words in the box.



B Rearrange these letters to find more words from the lesson.

- 1 porealgeke g o a i k e e p e r
- 2 iln n i l
- 3 yobe o b e y
- 4 efereer r e f e r e e
- 5 pretrosup s u p p o r t e r
- 6 sticcat t a c t i c s

C Read the report and tick true (T) or false (F).

Match report

Today's match between Jeddah and Al-Nadi intermediate schools was soccer at its best. Both teams had good tactics, and all the players obeyed the referee. At the end of the match, the score was 10 to Al-Nadi. Kamal, who is Al-Nadi's new forward, scored the winning goal in the 85th minute. He produced a very strong kick from 25 metres which sent the ball straight past the goalkeeper. Immediately, the Al-Nadi supporters were jumping around, shouting, 'Goal!' and laughing with excitement. There was just one bad moment. Soon after the beginning of the second half, Ayman fouled Suleiman while Suleiman was running with the ball. However, the referee decided it was an accidental foul and only gave Ayman a yellow card. If I were Ayman, I'd be really careful after this. Players who collect six yellow cards will miss the championship match.

- 1 The writer thought it was a good match. T F
- 2 Jeddah played well but didn't score any goals. T F
- 3 Kamal has played for Al-Nadi many times. T F
- 4 Ayman fouled Suleiman at the beginning of the match. T F
- 5 The referee thought Ayman was trying to foul Suleiman. T F
- 6 The writer thinks Ayman had better take care not to get more yellow cards. T F

The Answers:**A.**

1. forward
2. team
3. soccer
4. foul
5. score
6. goal
7. card
8. kick



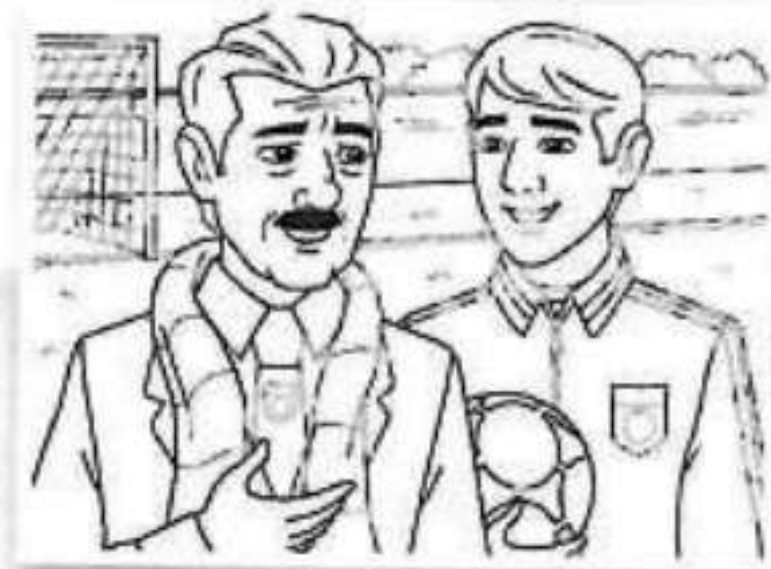
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D Match the sentences with the best advice.

- | | | |
|-----------------------------------------|----------|--------------------------------------------------------|
| 1 I'd like to be a great soccer player. | d | a If I were you, I'd get forwards who can score goals. |
| 2 I don't want any red cards. | e | b Why don't you make your goal keeper practise? |
| 3 I want the other team to score nil. | b | c Why don't you get a better trainer? |
| 4 I'd like our supporters to be happy. | a | d If I were you, I'd train every day. |
| 5 We need better tactics. | c | e You'd better obey the referee and not foul anyone. |

E Read the dialogue between the national team trainer and the team manager. Fill the missing information in the table.



Trainer: *Why not think about Massi? He's quite good at tactics.*
Manager: *Massi? Why would I choose Massi? He's not very fast.*
Trainer: *No, maybe not. But he's scored lots of goals and although he sometimes fouls other players, he never gets any red cards.*
Manager: *That's true, but what about Wooney? He's quite good at tactics too. I was considering him. He's also scored lots of goals and he's very fast.*
Trainer: *Yes, but he often fouls the other players and frequently gets red cards when he does. You'd better not choose him. If I were you, I'd definitely choose Massi.*

Player	Fast	Goals scored	Fouls other players	Good at tactics	Gets red cards
Kika	very	quite a few	frequently	not very	often
Abdullah	quite	not many	never	very	never
Massi	not very	lots	sometimes	quite	never
Pepe	quite	lots	not often	not very	never
Zainedine	not very	quite a few	sometimes	very	sometimes
Wooney	very	lots	often	quite	frequently

F Write a dialogue like this about the other players. Use the information in the table to help you.

Trainer: _____

Manager: _____

The Answers:

F.

Trainer: Why not choose Kika? He's scored quite a few goals ...

Manager: Yes, but he's not very good at tactics. I think I'd better choose Zinedine. He's scored goals and he's better at tactics than Kika.

Trainer: Yes, that's true, but he's not very fast. Abdullah's quite fast. Why don't you think about him?

Manager: Well, he is faster than Zinedine, but he hasn't scored many goals, so I don't think so.

Trainer: If I were you, I'd choose Pepe. Although he's not very good at tactics, he's scored lots of goals and he doesn't often foul other players. He never gets red cards.

Manager: Yes, and he's quite fast too, isn't he? I think I'd better choose him. Thanks.



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LESSON 2 Different ways of shopping

A Complete the crossword puzzle with words from the lesson.

Puzzle Fun



Across

- 4 EZE-KLEAN is our most popular cleaning product.
- 6 All our stores are open for business from 8 am to 8 pm.
- 7 The new décor makes the room look very big and light.
- 8 It isn't just **very** good value it's extremely good value!

Down

- 1 Not every customer likes shopping from home.
- 2 This dress is a much more attractive colour than that one.
- 3 personally like the new shopping mall, but not everyone does.
- 5 There's a wide range of hotels to choose from.

B Write sentences. Say why you would/wouldn't choose these hotels. Give two reasons.

		Cost	Comfortable	Facilities	Quiet	Food
1	The Lemon Tree	£	☆☆	xx	✓✓	۲۱
2	The Eagle	££	☆☆	✓✓✓	xxx	۲۱ ۲۱
3	The White Lion	££	☆☆	x	✓	۲۱ ۲۱
4	The Beach	£££	☆☆☆	✓✓✓	xx	۲۱ ۲۱ ۲۱
5	The Towers	££££	☆☆☆☆	✓	✓✓✓	۲۱ ۲۱ ۲۱ ۲۱

1 Personally, I'd choose The Lemon Tree because it's extremely cheap and quite comfortable.
I wouldn't choose The Lemon Tree because it's very quiet and the food isn't very good.

2 _____

3 _____

4 _____

5 _____

The Answers:**B.**

2. Personally, I'd choose The Eagle because it's very cheap and facilities are good.
3. I wouldn't choose The White Lion because the facilities and food aren't very good.
4. Personally, I'd choose The Beach because it's very comfortable and facilities and food are very good.
5. I wouldn't choose The Towers because it's too expensive and facilities aren't very good.



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The Answers:

C.

2. The Forest Inn, The Three Trees

3. The Forest Inn

4. No

5.

a) a Any from: You can relax, it's quiet, the décor is newly done, the rooms look out over the water, you can see wildlife

b) b Any from: The Three Trees is a top of the range hotel, it's quite cheap, it's near all the big stores, you can see products from all over the world, there's an extremely wide range of shopping malls.

6. I'd prefer the Forest Inn because I like walking in the forest. I'd prefer to go shopping in London because the Forest Inn sounds boring.



موقع

حلول كتيبى

LESSON 3 Sources of energy

A Find these words from the lesson in the wordsearch.



compress drill locate natural
pump rock separate source
transport underground

B Complete the sentences with the correct forms of the words from Exercise A.

- Oases were the main source of water for the nomadic people of the desert.
- The recycling centre is where the different materials are separated.
- Rabbits live in holes underground.
- To make them smaller, bottles are compressed when they are recycled.
- Products are transported around the country by road or air.
- Drills are used to make holes in wood or other materials.
- Water is pumped to the kitchen and bathrooms by an electric pump.
- The main company office is located in Riyadh.
- The Earth is a big ball of rock.
- Stone is a natural material.

C Write a short paragraph about how natural gas is produced.

Use the pictures on page 27 to help you. Check your work carefully for mistakes.

To look for gas, a hole is drilled into the rocks. Sometimes natural gas is discovered. If gas is discovered, it is pumped to the surface. Then the gas is cleaned and separated. Lots of gas is produced in Saudi Arabia. Some gas is used for making electricity and water. Some gas is transported in ships to other countries.

D Read the text and answer the questions.

Rubbish is collected from offices, factories and homes. It then arrives at the recycling centre, where it is **weighed**, separated, cleaned, compressed and recycled into new **products**. Different materials are used in different ways. Most paper is recycled back into paper and a range of other paper products. Egg boxes often produce from recycled paper, for example. Plastic is more difficult to recycle and plastics are not usually recycled into the same kind of plastic. Different kinds are labelled by numbers to help those who are separating them. Aluminium is recycled from cans, computers, cars and other sources. Europe's only **can** recycling centre is located in Warrington, which is a town in England. Cans are transported here from all over Europe. Because it keeps its **colour**, glass is separated into colours before recycling. For every tonne of recycled glass which is turned into new products, 315 kilograms of CO₂ are saved.

- 1 Find and correct
- a) 1 spelling mistake **compressed: compressed**
 - b) 1 grammar mistake **produce are: (often) produced,**
 - c) 1 punctuation mistake **Europes: Europe's**

2 Number the pictures in the order they appear in the text.



3 Which of these are present simple passive verbs? Tick (✓) or cross (X).

- | | | | | | | | |
|----------------|-------------------------------------|------------------|-------------------------------------|---------------|-------------------------------------|---------------------|-------------------------------------|
| a is collected | <input checked="" type="checkbox"/> | b It arrives | <input checked="" type="checkbox"/> | c are used | <input checked="" type="checkbox"/> | d is more difficult | <input checked="" type="checkbox"/> |
| e are labelled | <input checked="" type="checkbox"/> | f are separating | <input checked="" type="checkbox"/> | g is recycled | <input checked="" type="checkbox"/> | h is separated | <input checked="" type="checkbox"/> |

4 Who, what or where do the underlined words refer to?

- | | | | |
|----------|-------------|----------|-------------------|
| a line 1 | <u>it</u> | b line 5 | <u>those</u> |
| c line 6 | <u>them</u> | d line 7 | <u>Warrington</u> |
| e line 7 | <u>here</u> | f line 8 | <u>it</u> |

5 Are the words in **bold** nouns or verbs? Write *N* or *V*.

- a weighed **V** b products **N** c can **N** d colour **N**

6 Tick *true* (T) or *false* (F).

- | | | |
|------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a Plastic cannot be recycled. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| b Plastics are numbered so people know what kind of plastic it is. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| c Parts of your old computer could be recycled as a drinks can. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| d Aluminium cans are recycled in towns all over Europe. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| e Coloured glass is never recycled. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| f Less carbon dioxide is produced by recycled glass than by new glass. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |

The Answers:

D.

4

a. rubbish

b. people (who separate plastics)

c. Different kinds of plastics

d. a town in England

e. Warrington

f. glass



موقع

حلول كتيبى

LESSON 1 Money for good causes

S	H	A	R
O	T	E	I
U	M	C	V
L	K	N	Y

A How many words from this lesson (and previous lessons) can you make using the letters in the box? You can use the same letter more than once.

- | | | | |
|----------------|-------------------|------------------------|-----------------|
| <u>cause</u> | <u>crescent</u> | <u>humanitarian</u> | <u>raise</u> |
| <u>society</u> | <u>treatment</u> | <u>compress</u> | <u>locate</u> |
| <u>natural</u> | <u>rock</u> | <u>attractive</u> | <u>customer</u> |
| <u>mall</u> | <u>store, nil</u> | <u>soccer, tactics</u> | <u>team</u> |

B Complete the table with the correct spelling of the verb + -ing.

	Verb	Verb + -ing		Verb	Verb + -ing
1	fast	<u>fasting</u>	6	panic	<u>panicking</u>
2	follow	<u>following</u>	7	imagine	<u>imagining</u>
3	die out	<u>dying out</u>	8	study	<u>studying</u>
4	pray	<u>praying</u>	9	travel	<u>travelling</u>
5	wait	<u>waiting</u>	10	plan	<u>planning</u>

C Write one sentence about each picture. Use the present perfect continuous.

- They've been washing cars.
- She's been collecting money.
- They've been selling cakes.
- He's been fixing bicycles.
- He's been tidying gardens.
- They've been making and selling cards.



wash/cars



collect/money



sell/cakes



fix/bicycles



tidy/gardens



make/sell/cards

**D Match the words with the definitions.**

- | | | |
|------------------------|----------|--------------------------------------------------------|
| 1 a good cause | c | a a group which tries to help people who have problems |
| 2 a crescent moon | d | b health care |
| 3 humanitarian society | a | c something or somebody who needs help |
| 4 raise money | e | d one which is less than half full |
| 5 medical treatment | b | e to ask for money from people |

E Read and tick *true* (T) or *false* (F).

Dear Ann,

How are you? We are all well, but very busy. We've been raising money for the people who lost their homes in the flood. It's a good cause and people are being very generous. Some girls have been looking after children while their mothers go shopping. That's been very popular, and the mothers have been paying extremely well! The boys have been going to offices and offering to wash cars while their owners are at work. They've made quite a lot of money too. I've been collecting things which people don't want, and selling them on the internet. People have been buying the strangest things! We've been sending the money to Islamic Relief Worldwide, to help with their humanitarian work over there.

Sara

- | | | |
|--------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 1 Sara lost her home in the flood. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 Many mothers like going shopping without their children. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 3 The boys have been washing cars for people at their homes. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 4 People have been giving Sara things to sell. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 5 Islamic Relief Worldwide has been helping people who have problems because of the flood. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 6 Sara has been sending the money straight to the people who have lost their homes. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

F Complete the dialogue using the present perfect continuous tense.Mum: Hi! I'm back. ¹ Have you been doing your homework while I've been away? (do)John: Yes, ² I have./I've been doing my homework.Mum: Have you been keeping the house tidy? (keep)John: Yes, ⁴ I have./I've been keeping the house tidy.Mum: What time ⁵ have you been going to bed? (go)John: ⁶ I've been going to bed at 10 o'clock.Mum: Good. What else ⁷ have you been doing ? (do)John: ⁸ I've been tidying the garden. (tidy) Look!Mum: Wow! You ⁹ have been working hard! (work) Thanks!

LESSON 2 Race to the South Pole

A Can you find these words in the boggle box?

Yes, I can.

A	S	C	O	R	H	P
E	D	L	S	E	P	A
X	P	E	A	D	T	R
E	G	D	E	C	I	A
M	B	I	S	L	K	T
O	I	T	F	U	R	E
N	T	O	R	G	F	F

expedition explored
lack motor separate
sledge suffer trap

B Use the correct form of the words from the box to complete these sentences.

- After making their camp, the three men began to explore the jungle.
- When recycling rubbish, there are separate collections for different materials.
- On discovering they were trapped by the flood, the family telephoned for help.
- Before setting out on their dangerous expedition, they made careful plans.
- A lack of vitamins can cause many diseases.
- When there isn't enough water, plants and people both suffer.
- When the snow stopped, the children played with their sledges.
- While travelling on the river, they could relax because their boat had a motor.

C Join the sentences using the words in the brackets.

- Scott found Amundsen's flag. He was extremely upset. (On)
- The men were waiting to set out on the expedition. They took photographs of the main camp. (While)
- They were trapped for days. They knew they would die. (After)
- They lost everything. They suffered from a lack of food. (After)
- Scott was travelling to the South Pole. He wrote in his diary regularly. (While)
- People explore new places. They have to be extremely careful. (When)
- The men discovered that the motors were useless. They pulled the sledges themselves. (On)
- The two expeditions decided how to get there. They chose separate routes. (When)

D Add *un-* to these words to make a word which means the opposite.

- | | | | |
|---------------|----------------------|--------------|---------------------|
| 1 afraid | <u>unafraid</u> | 2 attractive | <u>unattractive</u> |
| 3 comfortable | <u>uncomfortable</u> | 4 exciting | <u>unexciting</u> |
| 5 friendly | <u>unfriendly</u> | 6 helpful | <u>unhelpful</u> |
| 7 important | <u>unimportant</u> | 8 successful | <u>unsuccessful</u> |

The Answers:**C.**

1. On finding Amundsen's flag, Scott was extremely upset.
2. While waiting to set out on the expedition, the men took photographs of the main camp.
3. After being trapped for days, they knew they would die.
4. After losing everything, they suffered from a lack of food.
5. While travelling to the South Pole, Scott regularly wrote in his diary.
6. When exploring new places, people have to be extremely careful.
7. On discovering that the motors were useless, the men pulled the sledges themselves.
8. When deciding how to get there, the two expeditions chose separate routes.



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E Read and complete the activities.

Amundsen and Scott

Scott first tried to find a route to the South Pole in 1901. Together with Ernest Shackleton and others, he set out to travel as far south as possible, but on reaching a point about 400 miles from the Pole in December 1902, they had to stop. In 1908-9, Shackleton returned to Antarctica, but 112 miles from the Pole, he also had to turn back. By getting to the Pole in December 1911, Amundsen won the race to be first to reach it. Scott finally arrived in January 1912, but died on the way home. In 1914, Shackleton tried again, but after being frozen in ice for 11 months, his ship sank, and he gave up. After flying to the South Pole in October 1956, George Dufek began setting up the US Amundsen-Scott South Pole Station and scientists have been working there ever since. There have been many other expeditions.

1 Complete the table.

Name(s)	Date	Achievement	Notes
Scott, Shackleton, Wilson	1901-2	got to 400 miles from Pole	
1 _____	1908-9	2 _____	
Amundsen	3 _____	4 _____	won the race
Scott	January 1912	5 _____	6 _____
Shackleton	7 _____	unsuccessful	8 _____
9 _____	October 1956	flew to South Pole	10 _____

2 Number the sentences in order.

- | | |
|------------------------------------------------------------------------|---|
| a Amundsen reached the South Pole. | 3 |
| b Shackleton tried to reach the South Pole but lost his ship. | 6 |
| c The first man arrived at the South Pole by plane. | 7 |
| d Scott and Shackleton were unsuccessful in reaching the South Pole. | 1 |
| e Scott died. | 5 |
| f Scientists started working in Antarctica. | 8 |
| g Scott reached the South Pole. | 4 |
| h On getting to 112 miles from the South Pole, Shackleton had to stop. | 2 |

F Write about a world event, or something that you have done. Use *On/While/After + -ing*.

What happened? When did it happen? Where did it happen? Who took part?

While spending the summer holiday in my house, I planned to go to Rome with my family. After reaching Rome, We did lots of exciting things. We went for long walks. The parks in Rome are huge. At night, we usually ate in amazing restaurants. The food was delicious! On leaving Rome, we went back to Saudi Arabia.

The Answers:**E.**

1. Shackleton
2. got to 112 miles from the Pole
3. December 1911
4. first to reach/reached the Pole
5. reached the (South) Pole
6. died
7. 1914
8. ship sank
9. George Dufek
10. set up US Amundsen-Scott South Pole Station



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LESSON 3 Accidents

A Reorder the letters to make words from the lesson.

- | | | | |
|------------------|------------------------------------|-------------|--------------------------|
| 1 shotinsed | <u>d i s h o n e s t</u> | 2 glapooy | <u>a p o l o g y</u> |
| 3 espronybilitis | <u>r e s p o n s i b i l i t y</u> | 4 increesin | <u>i n s i n c e r e</u> |
| 5 amaged | <u>d a m a g e</u> | 6 petcar | <u>c a r p e t</u> |
| 7 amaundged | <u>u n d a m a g e d</u> | 8 kram | <u>m a r k</u> |

B Use the words from Exercise A to complete these sentences.

- 1 She was still annoyed so her apology sounded very insincere.
- 2 I don't want to use your car because I'm worried I might damage it.
- 3 After losing your watch, an apology isn't enough.
- 4 It's my responsibility so I will pay for a new one.
- 5 We must be extremely careful because the carpet in here is new.
- 6 I dropped my phone, but luckily it's undamaged.
- 7 That mark on your dress looks like chocolate ice cream.
- 8 To take something and not pay for it is extremely dishonest.

C Write the opposite. Use *in-*, *im-*, *un-* or *dis-*.

- | | | | |
|-----------|------------------|---------------|----------------------|
| 1 appear | <u>disappear</u> | 2 expensive | <u>inexpensive</u> |
| 3 tidy | <u>untidy</u> | 4 like | <u>dislike</u> |
| 5 polite | <u>impolite</u> | 6 favourable | <u>unfavourable</u> |
| 7 patient | <u>impatient</u> | 8 considerate | <u>inconsiderate</u> |
| 9 healthy | <u>unhealthy</u> | 10 agree | <u>disagree</u> |

D Complete the sentences with the correct past tense of the verb.

- 1 Why are you late? What _____? (you/do)
- 2 The baby _____ until 6 o'clock this morning. (not wake up)
- 3 Sami called while you _____. (sleep)
- 4 I _____ in this school for three years. (teach)
- 5 They _____ Antarctica when they died. (explore)
- 6 I'm afraid I _____ your car. (damage)
- 7 We're ready for the exam now. We _____ all week. (practise)
- 8 He _____ his first gold medal three years ago. (win)

The Answers:

D.

1. have you been doing
2. didn't wake up
3. were sleeping
4. have taught
5. were exploring
6. have damaged
7. have been practising
8. won



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E Read and answer the questions.

Dear Uncle Alan,

Thanks again for lending me your car for the trip to London. However, I have some bad news. I'm not **there** yet, because I've had an accident. I'm afraid your car is damaged. I'm not sure how bad **it** is yet. A mechanic is coming now. After talking to **him**, I'll be able to tell you more. I'm so sorry. Here's what happened. On coming to the traffic lights, I saw **they** were green, so I didn't stop. However, as I was driving **across**, they started to change. Another driver, who was coming the other way, saw his lights were going to change too. But he didn't wait, and drove straight into me. I've been at the police station and I've been talking to the policemen. I don't think there will be any trouble, but I'm extremely sorry about your car. **It's** completely my responsibility and I'll pay for it.

David

1 What do the words in **bold** refer to?

a Line 1 *there* **London**

c Line 3 *him* **a mechanic**

e Line 4 *across* **the traffic lights**

b Line 2 *it* **the damage (to the car)**

d Line 4 *they* **the traffic lights**

f Line 7 *it* **the damage/the car/the accident**

2 Tick *true* (T) or *false* (F)

a David had an accident while driving his brother's car.

T F

b David was driving to London when the accident happened.

T F

c David is in London at the moment.

T F

d The accident wasn't David's fault.

T F

e David's apology is sincere.

T F

f David doesn't want to pay for the damage.

T F

F Number the sentences in order.

a I don't think so. Perhaps you didn't close it properly.

4

b Oh, Mary. The watch which you lent me has fallen off somewhere.

1

c Well anyway, it's lost. I'm sorry but it isn't my fault.

5

d Oh, Ann! My mother gave me that.

2

e Yes, well, I think it was broken when you gave it to me.

3

G Rewrite the dialogue from Exercise F. Make it a sincere apology.

Ann: **Oh, Mary. The watch which you lent me has fallen off somewhere.**

Mary: **Oh, Ann! My mother gave me that.**

Ann: **Yes, well, I think it was broken when you gave it to me.**

Mary: **I don't think so. Perhaps you didn't close it properly.**

Ann: **We'll anyway, it's lost. I'm sorry but it isn't my fault**

LESSON 1 Ramadan blog

A Read Jameel's blog and answer the questions.

Friday: I've decided to start a blog. Every day this week I'm going to write an entry about what I've been doing to help me with my English exam.

Saturday: Today, I've been practising my spelling. I've been writing down words which I find difficult, looking at them carefully and covering them up. Then I've been writing them again (without looking!) and checking the spelling.

Sunday: I've been working on my reading and writing. I've been reading English websites and I've been writing e-mails in English.

Monday: Today I wanted to improve my speaking and listening skills, so I've been listening to the radio. I've also been talking to Bill on my mobile.

Tuesday: After studying my grammar book, and doing some grammar exercises, I watched an English film.

Wednesday: I've been working extremely hard all week, so I think I will do well in today's exam. If I do, I'll celebrate tonight!

1 Tick the best title:

- a) My study skills blog b) My learning English blog c) My exam practice blog

2 Which words has Jameel been practising?

Words (which) he finds difficult

3 What has Jameel been doing to improve his reading?

Reading English websites

4 Why has Jameel been speaking to Bill?

To improve his speaking (skills)

5 What did Jameel do before he watched the English film?

He studied his grammar book and did some grammar exercises.

6 Why does Jameel think he will do well in his exam?

Because he has been working extremely hard all week.

7 When is Jameel's exam?

Wednesday

8 What will make Jameel happy tonight?

If he does well/doing well in his (English) exam.

B Write an entry for Jameel's blog. Write five things he *hasn't* been doing.

I haven't been **chatting with my friends. I haven't been watching (Arabic) television. I haven't been swimming. I haven't been spending time on Arabic websites. I haven't been watching Arabic films. I haven't been listening to music. I haven't been wasting time.**

C Make sentences and questions with the present perfect progressive.

1 we/cook/all morning

We have been cooking all morning.

2 you/picnic/in/park?

Have you been picnicking in the park?

3 why/you/not/throw away/rubbish?

Why haven't you been throwing away the rubbish?

4 I/not/leave/lights on

I haven't been leaving the lights on.

5 he/lie/in/sun?

Has he been lying in the sun?

6 your mother/worry/about you

Your mother has been worrying about you.

7 they/not/play/football?

Haven't they been playing football?

8 it/not/rain/today

It hasn't been raining today.

D Complete the puzzle with words from the lesson.



Across

- 4 People who don't mind waiting have lots of **patience**.
- 5 (and 2 Down) the end of the day
- 6 time spent not eating
- 8 an internet diary
- 10 show happiness for a special day
- 11 I try to be **faithful** to my religious duties.

Down

- 1 the start of the day
- 2 (See 5 Across)
- 3 It takes a lot of **self** not to eat or drink all day.
- 7 She writes an **over** in her diary every day.
- 9 finished

LESSON 2 Restaurant reviews

A Complete the puzzle.

Quizzes and games

Use the letters in the box to make words from the lesson.

Use each letter only once in the same word.

Use the spaces to help you.

- 1 **Wi-Fi**
- 2 **screen**
- 3 **single**
- 4 **section**
- 5 **comment**
- 6 **takeaway**
- 7 **terrible**
- 8 **advertisement**

O	L	M	W	E	R
I	X	J	M	E	A
Y	A	B	I	F	D
N	K	R	L	G	F
O	T	T	V	G	E
C	Z	B	C	S	A

B Complete the sentences. Use the words from Exercise A.

- We hope you enjoy the puzzle **section** of our magazine.
- James is travelling on his own, so he'll only need a **single** room.
- The **advertisement** was extremely good and made me want to buy the product.
- Are you eating in the restaurant or ordering a **takeaway**?
- Before choosing a hotel, I read the other guests' **comments**.
- I like using the internet, so I come here because it has **Wi-Fi**.
- The food is delicious but the décor is **terrible**!
- If your computer **screen** looks dirty, use a special cloth to clean it.

C Write the adjectives in the correct column of the table.

- beautiful calm clean comfortable dirty expensive great healthy
 lazy nasty neat noisy patient successful terrible tidy
 uncomfortable unhealthy uninteresting wasteful

Positive	Negative	Positive	Negative
beautiful	dirty	healthy	terrible
calm	expensive	neat	uncomfortable
clean	lazy	patient	unhealthy
comfortable	nasty	successful	uninteresting
great	noisy	tidy	wasteful

D Complete the sentences with the right form of the words in the box:

- Let's sit under this sunshade and try to keep/stay cool.
- The food in our hotel tasted terrible yesterday.
- These new shoes feel very comfortable.
- The café sounded noisy, so we didn't go in.
- In an emergency, try to stay/keep calm.
- Dinner smells great!
- The garden always looks very attractive at this time of year.

feel keep look smell
sound stay taste

E Make dialogues. Match the pictures with the sentences. Number them in the right order.



- | | | |
|--------------------------------------------------------------------------------------|----------|----------|
| 1 It doesn't smell very fresh. I'm not surprised you feel ill. | B | 4 |
| 2 Yes! And if we keep quiet while we're eating, I feel sure we'll see some wildlife. | A | 3 |
| 3 I feel very nervous. Do I look smart enough? | C | 2 |
| 4 That sounds great! If the weather stays dry, we could go to the forest. | A | 2 |
| 5 I don't feel very well. | B | 1 |
| 6 I will, and I'll try to sound confident. | C | 4 |
| 7 After eating, we can go for a walk if we don't feel too tired. | A | 4 |
| 8 I drank some of this milk. It tasted funny. | B | 3 |
| 9 The weather forecast for tomorrow sounds good. Why don't we go for a picnic? | A | 1 |
| 10 Are you ready for your talk? How do you feel? | C | 1 |
| 11 You don't look well. Have you eaten something bad? | B | 2 |
| 12 You look extremely smart. Just try to stay calm. | C | 3 |

F Write a review of a restaurant (real or imaginary) which you have visited.

I've just been trying a restaurant in Al-Mina Street, called the Kebab Palace.
The name sounds awful and the décor looks quite shabby, but inside it felt cool
and relaxed. The food smelled and tasted fantastic and it arrived on special
dishes which kept it warm. In my opinion, if the prices stay as cheap as this, it's
very good value.

LESSON 3 From Saudi Arabia
A Re-order the letters to make words from the lesson.

- | | | | |
|---------------|------------------------------|-----------|----------------------|
| 1 relmain | <u>m i n e r a l</u> | 2 decure | <u>r e d u c e</u> |
| 3 unfauramect | <u>m a n u f a c t u r e</u> | 4 asleere | <u>r e l e a s e</u> |
| 5 mencet | <u>c e m e n t</u> | 6 nefire | <u>r e f i n e</u> |
| 7 lebtot | <u>b o t t l e</u> | 8 pretox | <u>e x p o r t</u> |

B Complete the sentences with words from Exercise A.

- Saudi Arabia exports a wide range of products.
- Some Saudi companies refine sugar in their factories.
- Some mineral water tastes really terrible!
- When rubbish rots, it sometimes releases dangerous gases.
- Many European towns bottle and sell their local water.
- Britain used to manufacture many cotton goods.
- Try to reduce the amount of salt you eat.
- Many modern buildings are made of cement.

C Complete the table with the correct past participle

Verb	Past participle	Verb	Past participle	Verb	Past participle
be	1 <u>been</u>	have	5 <u>had</u>	read	9 <u>read</u>
bring	2 <u>brought</u>	keep	6 <u>kept</u>	steal	10 <u>stolen</u>
drive	3 <u>driven</u>	leave	7 <u>left</u>	tell	11 <u>told</u>
find	4 <u>found</u>	lose	8 <u>lost</u>	write	12 <u>written</u>

D Make sentences with the present passive of the verbs in brackets.

Example: Some Japanese kimonos are sewn (sew) by hand and only worn (wear) on special days.

- Today, fish is often caught (often catch) and frozen (freeze) at sea.
- It is flown (fly) to big cities and sold (sell).
- It is bought (buy) by hotels and eaten (eat) by their customers.
- Strawberries are grown (grown) here and the best ones are chosen (choose) for eating.
- The others are sent (send) to factories where they are made (make) into jam.

E Make questions with the present passive of the verbs in brackets.

In which countries of the world/English/? (speak)

In which countries of the world is English spoken?

1 Why/some children/all their subjects in English? (teach) _____

2 Which foods/to be healthy? (say) _____

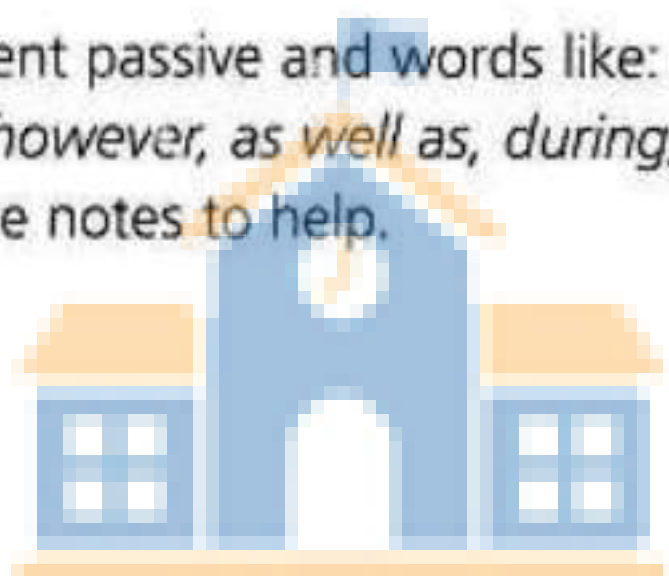
3 What/about prehistoric people? (know) _____

4 When/new clothes/to children? (give) _____

5 Where/rubbish/for recycling? (take) _____

F Write an article giving the advantages and disadvantages of tourism. Give your opinion.

Use the present passive and words like: *but, on the other hand, however, as well as, during, too* and *while*. Use the notes to help.



Should tourists visit ancient places?	
For	Against
increase in money and jobs (hotel, restaurants, cafés, local goods, traditional crafts)	places damaged/destroyed
improved transport	rubbish, noise, crowds
more known about the world	many very cheap, poor value goods sold
	lack of real learning or understanding

The Advantages and Disadvantages of Tourism

There are many advantages of tourism. It is a main source of income for many countries. Money and jobs are increased (hotel, restaurants, cafes, local goods, traditional crafts, as well as, transport is improved and more information is known about the world while tourism places are visited.

On the other hand, there are many disadvantages of tourism too. During tourism, places are damaged and destroyed because of rubbish, noise and crowds.

However, many very cheap, poor value goods are sold due to lack of real learning or understanding.

The Answers:

E.

1. Why are some children taught all their subjects in English?
2. Which foods are said to be healthy?
3. What is known about prehistoric people?
4. When are new clothes given to children?
5. Where is rubbish taken for recycling?



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LESSON 1 A radio drama

A Read and match the sentences to the pictures. Write the correct letter in the box.

Hi Ahmed, Next week I'm going on holiday with Mum and Dad to a big hotel in the city. I don't want to go. I'd prefer to go camping on the beach. If we went camping, this is what I'd do:



First



and



After that,



and



Then,



and



In the afternoon,



Later,



In the evening,



and

- a we'd eat them for lunch
 c we'd sit around the fire
 e tell stories.
 g I'd drive around the desert with my brother.
 i I'd probably swim with the other boys.

- b I'd catch some fish
 d cook them over the fire.
 f I'd collect lots of wood
 h build a big fire with it.
 j everyone would think I was very clever.

B Finish Ali's e-mail. Write the sentences in the correct order. Add the words from the pictures to make a paragraph.

First, I'd collect lots of wood and build a big fire with it. After that, I'd catch some fish and cook them over the fire. Then, we'd eat them for lunch, and everyone would think I was very clever. In the afternoon, I'd drive around the desert with my brother. Later, I'd probably swim with the other boys. In the evening, we'd sit around the fire and tell stories.

C Use the words from the box to complete these sentences.

clinic injection instead instruction recover specialist tablet x-ray

- 1 Always follow the **instruction** on the medicine bottle very carefully.
- 2 At the **clinic** the nurse will check your weight and height.
- 3 You have to take two of these **tablets** three times a day.
- 4 He's ill but is expected to **recover** in a couple of days.
- 5 Your doctor may look at an **x-ray** to check if you have broken any bones.
- 6 Dr Leila is ill, so Dr Huda will see you **instead**.
- 7 If your illness is serious, you will have to see a **specialist**.
- 8 An **injection** gets the medicine into your blood very quickly.

D Complete these sentences with the correct forms of the verbs in brackets.

- 1 If you **drove** more slowly, **you'd have** fewer accidents. (drive, have)
- 2 If he **studied** harder, he **he'd pass** his exams. (study, pass)
- 3 If she **ate** more vegetables, she **she'd feel** better. (eat, feel)
- 4 If you **found** a gold watch, what **would** you **do**? (find/do)
- 5 If you **caught** a fish here, I **I'd be** very surprised. (catch, be)
- 6 If I **weren't feeling** so ill, I **I'd go** shopping with you. (not feel, go)
- 7 If she **tried** harder, her teacher **wouldn't be** so cross with her. (try, not be)
- 8 If they **taught** English at that school, I **I'd go** there. (teach, go)

E Answer the questions to write a paragraph.

If you had a lot of money how would you spend it? Would you use it to help your family or other people? How? What would you buy for yourself? Write about what you would do.

I would like to spend some time for planning. Once I started tracking where I spent my money and my time, I then moved to actively budgeting them – and this is the strategy I will use. I'll do a project with cutting out some of things that are not essential and without harming the project. I'll do this with an attempt to shorten the time and reduce costs. When I gain money, I'll help my family and other people with one quarter of the money and I want to buy a smart phone for me.

LESSON 2 *Teamwork*

A Match the words with the correct meaning.

Marhaba Website
<http://www.kingfaisalschool.org/marhabawebsite>

Marhaba HOME READERS **STORIES** INSPIRATION TOPICS NEWS
 Match Report • Amundsen and Scott • Teamwork

Teamwork

① individual	c	a the person who keeps notes of meetings and so on
② proofreader	d	b the person who tells people what has happened
③ reporter	b	c the person who is on their own
④ secretary	a	d the person who checks writing for mistakes
⑤ tag question	h	e the person who checks how much time is passing
⑥ task	g	f not alone, with others
⑦ teamwork	i	g a job to do
⑧ timekeeper	e	h a short phrase added to a sentence to check information
⑨ together	f	i work done as a group

B Add tag questions and the expected answers to these sentences.

- 1 She likes tomatoes, _____ ?
- 2 You didn't do the washing up, _____ ?
- 3 You've been to Egypt, _____ ?
- 4 He's never studied French, _____ ?
- 5 New roads are being built every year, _____ ?
- 6 It's not going to rain today, _____ ?
- 7 He's studying in London, _____ ?
- 8 I won't miss the bus, _____ ?
- 9 You can't swim, _____ ?
- 10 We could go next week instead, _____ ?

The Answers:

B.

1. She likes tomatoes, doesn't she? Yes, she does.
2. You didn't do the washing-up, did you? No, I didn't.
3. You've been to Egypt, haven't you? Yes, I have.
4. He's never studied French, has he? No, he hasn't.
5. New roads are being built every year, aren't they? Yes, they are.
6. It's not going to rain today, is it? No, it isn't.
7. He's studying in London, isn't he? Yes, he is.
8. I won't miss the bus, will I? No, you won't.
9. You can't swim, can you? No, I can't.
10. We could go next week instead, couldn't we? Yes, we could.



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C Read and complete the notes.

Well, thanks for letting me tell your readers about our group. We work for Doctors Abroad which is a humanitarian society. It sends teams to remote places where the people have no medical help. There are only five of us in our group and so teamwork is very important. However, we each have our individual tasks too. Dr Faheed is the team manager and he runs the men's clinic. The women's clinic is run by Dr Huda who is also a children's specialist. We have two nurses, Jameela and Abdulrahman, who help the doctors and give injections. I'm Saeed, the team secretary. I look after the office, proofread the reports and do the timekeeping. I also give out tablets and make sure the patients understand the doctors' instructions. At the moment, we are working together to raise money to buy x-ray equipment. It's a very good cause but I think I know who will get the job of taking the x-rays!

Notes Name of Group: <u>Doctors Abroad</u>			
Members	Job name	Task(s) and responsibilities	
1 _____	2 _____	3 _____	4 _____
5 _____	6 _____	7 _____	8 _____
9 _____			
and			
10 _____	11 _____	12 _____	13 _____
14 _____	15 _____	16 _____	17 _____
		18 _____	19 _____
		20 _____	
Needs: 21 _____			

D Complete the dialogue.

- Reporter:** Let's tell the readers about next week's Traditional Crafts festival. It's on Thursday.
- Secretary:** Which Thursday ¹ **do you mean** (mean)? The 7th or the 14th?
- Reporter:** Oh, sorry. I mean Thursday 14th.
- Secretary:** It starts in the morning. ² **doesn't it** _____?
- Reporter:** That's right. At 10am. There's going to be lots to see.
- Secretary:** ³ **Can you explain** (explain) what kinds of things ⁴ **there will be** (be) to see?
- Reporter:** There will be craftsmen making swords and decorating doors. And camel racing too.
- Secretary:** ⁵ **Will there be** (be) examples of calligraphy?
- Reporter:** What does 'calligraphy' mean?
- Secretary:** Calligraphy means ⁶ **beautiful handwriting**.
- Reporter:** Oh yes, I remember. Yes, there will be calligraphy.
- Secretary:** Oh good. What else ⁷ **can you tell** (tell) me?
- Reporter:** Well, Sheikh Ali is going to open the festival and Mr Henderson will also be there.
- Secretary:** Sorry, ⁸ **could** you **say** (say) that name again, please?
- Reporter:** Mr Henderson. He's from the British Embassy.
- Secretary:** Ok. Well, I think that's everything, ⁹ **isn't it** _____?
- Reporter:** Yes, I think so.

The Answers:

- C.**
1. Dr Faheed
 2. doctor
 3. team manager
 4. runs the men's clinic
 5. Dr Huda
 6. doctor
 7. runs the women's clinic
 8. children's specialist
 9. Jameela
 10. Abdulrahman
 11. nurse
 12. helps the doctors
 13. gives injections
 14. Saeed
 15. secretary
 16. looks after the office
 17. proofreads the reports
 18. does the timekeeping
 19. gives out tablets
 20. 20 makes sure the patients understand the doctors' instructions
 21. x-ray equipment

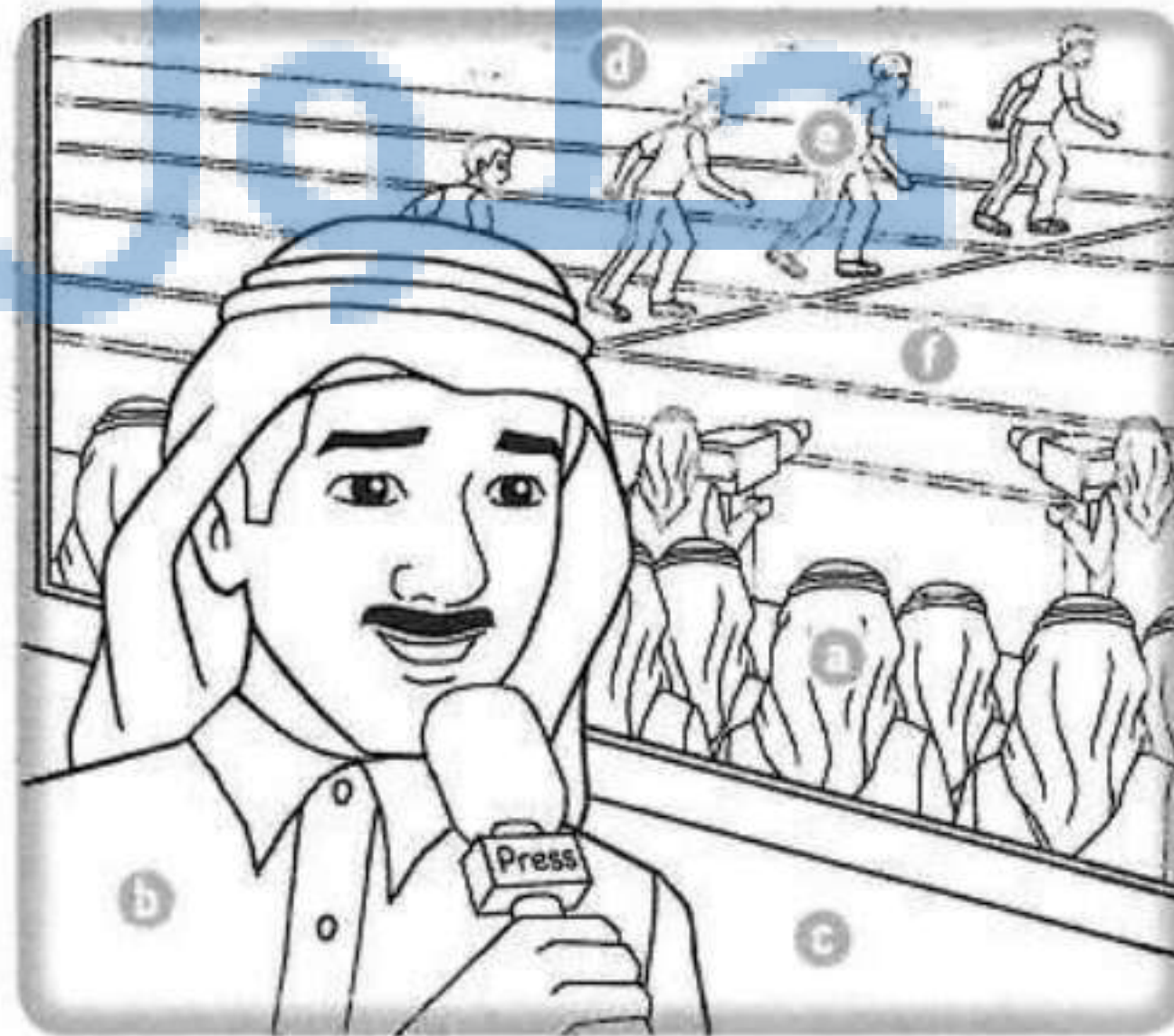
LESSON 3 Satellite TV

A Complete these sentences and questions with the correct form of the present passive.

- 1 Tonight's news/present/Yasser Ali
Tonight's news is presented by Yasser Ali.
- 2 countries/this programme/broadcast to? (Which)
Which countries is this programme broadcast to?
- 3 This programme/not/record
This programme isn't recorded.
- 4 The weather forecast/not transmit/satellite? (tag)
The weather forecast isn't transmitted by satellite, is it?
- 5 The signal/send/transmitter/to/receiver
The signal is sent by/from a transmitter to a receiver.
- 6 Some programmes/pay for/advertisements
Some programmes are paid for by advertisements.
- 7 science programmes/watch/many people? (Yes/No)
Are science programmes watched by many people?
- 8 Programmes about animals/enjoy/most people? (tag)
Programmes about animals are enjoyed by most people, aren't they?

B Read the passage and label the picture.

Well, I apologise for that break in transmission. We had a few problems with the receiver, but we're going over live now to the Al-Khobar Stadium, where thousands of excited spectators are waiting to see the big race. Later this evening, viewers at home can watch a recording of this race and hear the rest of today's results. The presenter in our commentary box today is Jamal Saleh. He's just putting his microphone on. 'Jamal, it looks as if the athletes are already out on the track, aren't they?' 'Good afternoon, Isa. Yes, they're all out there, getting ready for the start of the race.'



- | | |
|-------------------------|--------------------|
| a <u>spectators</u> | b <u>presenter</u> |
| c <u>commentary box</u> | d <u>stadium</u> |
| e <u>athletes</u> | f <u>track</u> |

C Match the words in bold from Exercise B with the correct meanings.

- | | | |
|----------------|----------|-----------------------------------------------------|
| 1 break | e | a the names of the winners |
| 2 transmission | d | b a programme which isn't live |
| 3 viewers | f | c a report which is given as something is happening |
| 4 recording | b | d the sending out of a signal |
| 5 results | a | e a short time when an activity has stopped |
| 6 commentary | c | f people who are watching a television programme |

D Use the present passive to write about this programme. Use Exercise F on page 51 to help.

This programme is called 'Today's races live from Khobar Stadium'. It is shown live at 2pm on Saturday afternoon and repeated at 8pm on Saturday evening. It is presented by Jamal Saleh and produced by the SaudiSat Company.

SATURDAY

2pm Today's races live from Khobar Stadium.
 Presenter Jamal Saleh.
 Programme produced by SaudiSat Company.
 (Programme repeated on Saturday at 8pm.)

E Use the correct forms of the words from the box to complete these sentences.

transmit ordinary live present as transmitter broadcast
 record receiver microphone

- 1 **As** you read, look for the answers to the questions.
- 2 The programme will be **broadcast** at 6 pm on Saturday.
- 3 We are bringing you this match **live** as it happens.
- 4 If you have a **microphone** you can speak to people over the Internet.
- 5 Mobile phones used to be too expensive for most **ordinary** people.
- 6 You will need a special **receiver** to watch satellite TV.
- 7 I often **record** TV programmes so I can watch them later.
- 8 After they stop playing, some footballers **present** sports programmes on TV.
- 9 Arab satellites **transmit** information to over 100 countries.
- 10 Computers use **transmitters** to send e-mails over the internet.

LESSON 1 An unusual holiday

A Complete the puzzle.

Marhaba Website
http://www.kingfaisalschool.org/marhabawebsite

Marhaba HOME READERS STORIES INSPIRATION TOPICS NEWS
Writing for Marhaba • Readers' Updates • Quiz Corner

The Marhaba quiz

Across

- 1 after
- 3 Ha Noi is the capital of this country
- 6 to go towards
- 7 to leave
- 8 to get on a bus, ship, plane or train
- 9 immediately (2, 4, 2)

Down

- 2 a bus
- 3 a trip by sea
- 4 a person who is paid to look after you or your house
- 5 a fast bus or train

B Put the words in the box into four groups. Put words with similar meanings together.

board boat trip climb into enter express fast
get on go towards head for make for ocean journey
quick rapid sea crossing travel to voyage

1 board _____
enter _____
climb _____
into, get on _____

2 head for _____
make for _____
go towards _____
travel to _____

3 express _____
fast _____
quick _____
rapid _____

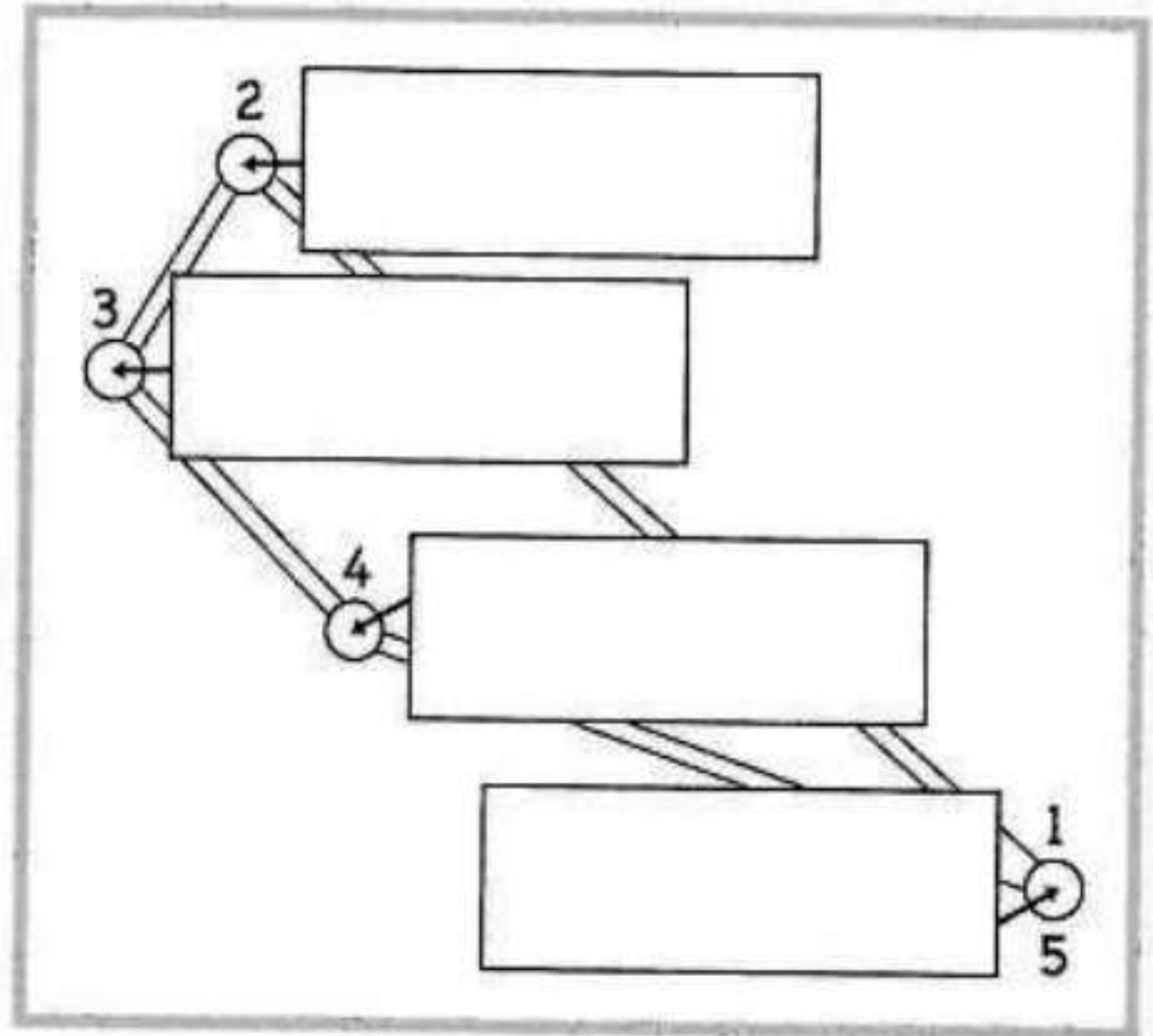
4 voyage _____
boat trip _____
sea crossing _____
ocean journey _____

- C Read the text. Draw the route the coach will take. Label the towns.

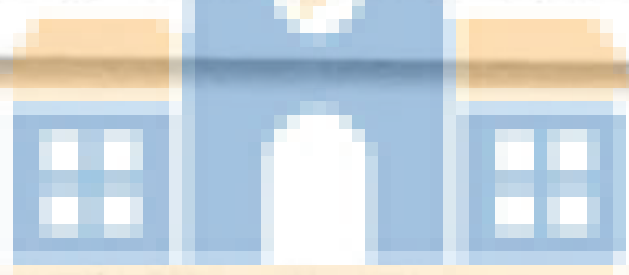
Trip 3 History of England (whole day)

Our express coach will collect you from your London hotel immediately after breakfast. Our coaches all have air-conditioners and toilets, so you'll be very comfortable. As you travel, the driver will tell you about the interesting sights you are passing. As soon as everyone is on board, the stewardess will bring you your choice from a range of soft drinks and light snacks. The first stop will be Warwick. When you get there, you'll have two hours to explore the castle and enjoy the sword fighting exhibition.

After leaving Warwick, you'll visit Stratford to see the house where William Shakespeare was born and to have lunch. When lunch is finished, you'll board the coach for the trip to Oxford. Once there, most people will visit the colleges or take a boat on the River Thames. After you've spent two hours exploring Oxford, it will be time to head back to London for dinner.



After you've spent two hours exploring Oxford, it will be time to head back to London for dinner.



- D Add these activities to the correct town on the map.

boat trip breakfast castle college visit dinner
lunch Shakespeare's house sword fighting



Notes
Arrive (where?)
Hotel (leave suitcases)
Shops (taxi)
Lunch (where?)
Sightseeing (what?)
Hotel (dinner)

- E Jameela and Hana are going on a family trip. Write Jameela's e-mail telling Hana the plans. Use *Once*, *When*, *After*, and *As soon as*. Use the notes and add some details of your own.

Hi Hana, Here's what we're planning to do. **As soon as we arrive in Dubai, we'll go straight to the hotel and leave the suitcases. Once we've left the suitcases, we'll take a taxi to the shops. After we've finished shopping, we'll have lunch at the Dubai Hilton. When we've had lunch, we'll go sightseeing. How about the Creek and the Burj Khalifa? After we've seen everything we want to see, we'll go back to the hotel for dinner.**

See you at the airport! Jameela

The Answers:

C/D

1/5 London, breakfast, dinner

2 Warwick, castle, sword fighting

3 Stratford, Shakespeare's house, lunch

4 Oxford, college visit, boat trip



موقع

حلول كتيب

LESSON 2 Water experiments

A Match the words and the meanings.

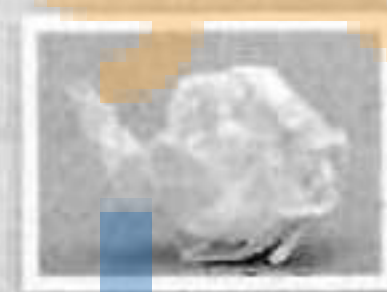
1 adult	e	a to watch carefully
2 bottom	h	b long narrow piece of plastic which holds things together
3 container	i	c the highest part of something
4 explanation	f	d the reason why something is done
5 flow	g	e someone who is not a child
6 observe	a	f a description of why something has happened
7 purpose	d	g to move without stopping
8 sink	j	h the lowest part of something
9 sticky tape	b	i a place to keep things
10 top	c	j a bowl with taps and a hole for the water to leave by

B Read and tick true (T) or false (F).

For these experiments you need a shoe and some paper.

First, make one piece of paper into a ball. Which is heavier, the paper ball or the shoe? If you drop them both, which one will reach the ground first? Try it. Make sure you drop them from the same height. What happens? They both reach the ground at the same time. Weight is not important. They are pulled to the Earth at the same speed. Can you explain why?

Now try this. Take another piece of paper which is the same size as the first piece. Keep it flat. Drop both pieces of paper. Which one gets to the ground first? The ball. The flat piece of paper floats down slowly. Air pushes up on the surface of the paper. The flat piece has more surface, so it falls more slowly.



- | | | |
|----------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 1 The shoe and the ball of paper are the same weight. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 2 The shoe hits the ground before the paper. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 3 The ball of paper heads for the ground as fast as the shoe. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 4 The pieces of paper weigh the same so they travel at the same speed. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 5 The two pieces of paper must be equal in size and weight. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 6 It is air pressure which makes the flat piece of paper fall so slowly. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 7 Air pressure has the same effect on both pieces of paper. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 8 The bigger surface area means the flat paper has more air holding it up. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |

C Rewrite these sentences using the present passive.

1 For these experiments you need a shoe and some paper.

For these experiments a shoe and some paper are needed.

2 Make one piece of paper into a ball.

One piece of paper is made into a ball.

3 Drop the shoe and the ball of paper from the same height.

The shoe and the ball of paper are dropped from the same height.

4 Both things reach the ground at the same time.

The ground is reached at the same time by both things.

5 Keep the second piece of paper flat.

The second piece of paper is kept flat.

6 Air holds the flat piece of paper up.

The flat piece of paper is held up by air.

D Write the present passive singular of these verbs (with *is*).

1 do is done

2 dry is dried

3 feel is felt

4 give is given

5 see is seen

6 show is shown

7 spend is spent

8 take is taken

9 teach is taught

E Finish the notes for this experiment. Use the present passive where you can.



Purpose: to investigate how important water and sunlight are to plants

Equipment: three plants (the same kind and size), water, a sunny place, a dark place

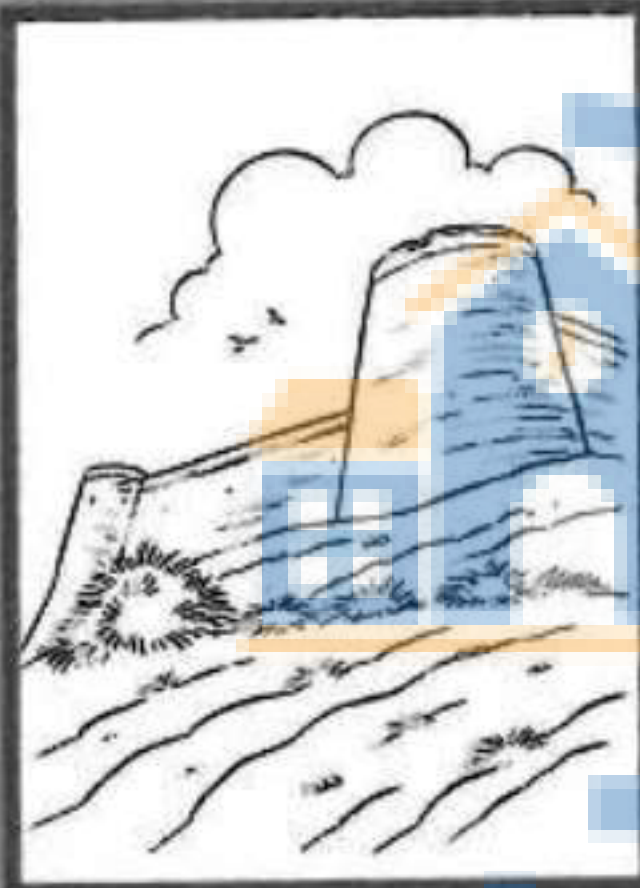
The first plant is put in a sunny place. It isn't given any water. After a few days it dies. The second plant is put in a dark place but it is given water. It grows for a few days but it is white and weak. Soon it dies too. The third plant is put in a sunny place and given water. It grows strong and healthy.

LESSON 3 *Mystery Island*

A Read the text and answer the questions.

An island fort

Tarout is a small island which is located off the coast of Qatif **oasis**, but is connected to it by road. Archeologists have found many standing stones, ancient pots and traditional swords at sites here. These objects are all now shown in **local** museums. In the centre of the island is Tarout fort. No one is certain, but it is **thought** that it is over 400 years old. It is **protected** by a **wide** stone wall. In the old town, the houses are built from stone and mud. A market is held here on Sundays and Tuesdays, where **inhabitants** and visitors can buy food and clothes. And the fish market is not too **distant**. All **kinds** of fish are caught off the coast and sold here. Although most of the Tarout islanders are fishermen, many **farms** are also found. The area of Al-Rabea is **famous** for the tomatoes and dates grown there.



① Where on the island is the fort located?

In the centre

② What does the wide wall protect?

The/Tarout fort

③ Where do the fishermen catch their fish?

Off the coast

④ How can you get from Tarout to Qatif?

By road

⑤ Not all the inhabitants of Tarout are fishermen, some are ...?

farmers

B Write questions about the text for these answers.

1 **What have archaeologists found on Tarout island?**

Many standing stones, ancient pots and traditional swords.

2 **How old do people think Tarout fort is?**

Over 400 years.

3 **What are the houses in the old town built from?**

Stone and mud.

4 **Who can buy food and clothes at the market?**

Inhabitants and visitors.

5 **What is grown in (the area of) Al Rabea?/ What is Al Rabea famous for?**

Tomatoes and dates.

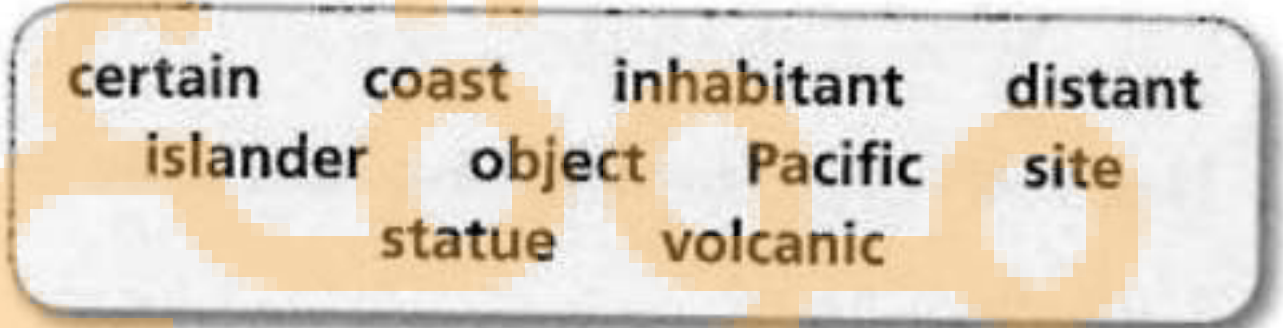
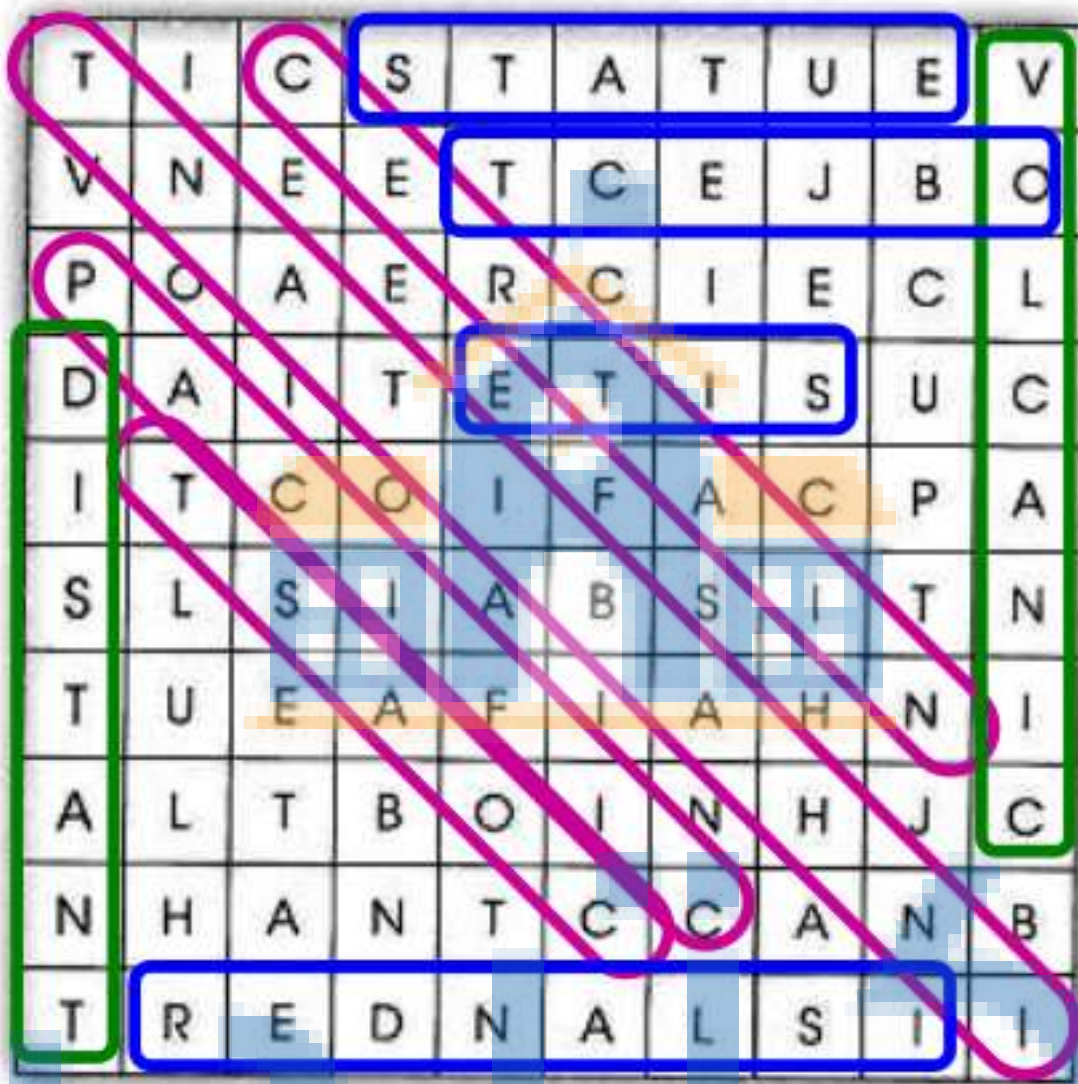
C In the text, are these words nouns (N), adjectives (A) or verbs (V)?

- | | | | | | |
|--------------------|----------|------------------------|----------|------------------|----------|
| 1 oasis (line 1) | <u>N</u> | 2 traditional (line 2) | <u>A</u> | 3 local (line 3) | <u>A</u> |
| 4 thought (line 4) | <u>V</u> | 5 protected (line 4) | <u>V</u> | 6 wide (line 4) | <u>A</u> |
| 7 kinds (line 6) | <u>N</u> | 8 islanders (line 7) | <u>N</u> | 9 farms (line 7) | <u>N</u> |
| 10 famous (line 8) | <u>A</u> | | | | |

D What do these words in the text refer to?

- | | | | |
|-----------------|---------------------|--------------------------|--------------------------------|
| 1 it (line 1) | <u>Qatif oasis</u> | 2 These objects (line 3) | <u>statues, pots and sword</u> |
| 3 here (line 5) | <u>the old town</u> | 4 here (line 7) | <u>the fish market</u> |

E Find these words in the wordsearch



F Complete the sentences with the correct form of the words from Exercise E.

- It is dangerous to live in a place where there is volcanic activity.
- These beautiful objects are produced by traditional craftsmen.
- The first inhabitants of the desert were nomadic.
- I think the exhibition starts at 10 o'clock, but I'm not certain.
- The distant mountains looked dark and mysterious.
- The seas around the coast are full of fish which are good to eat.
- The Pacific Ocean is found between China and America.
- These huge statues were carved by the Ancient Egyptians.
- Most of the islanders welcome tourists, who bring money to the island.
- The Grand Mosque in Makkah is the site of the Ka'aba, which is the centre of the Muslim world.

LESSON 1 Arab and Muslim contributions to science

A Find the words in the box in the wordsearch.



- cheque contribution culture
- mathematics organisation promise
- progress soap vaccination

B Use the right form of the words in Exercise A to complete the sentences.

- 1 The discovery of soap made washing clothes much easier.
- 2 mathematics is the study of numbers.
- 3 You have all made excellent progress with your English this year.
- 4 Doctors vaccinate children to stop them getting ill.
- 5 Muslim thinkers have made many great contributions to the world.
- 6 Saudi Arabia has a strong cultural history.
- 7 Paying by cheque is much safer than using money.
- 8 The children were promised new clothes for Eid.
- 9 Islamic Relief Worldwide is an international charity organisation.

C Complete the table of word families

Noun	Verb	Noun	Adjective
1 <u>location</u>	locate	2 <u>energy</u>	energetic
transportation	3 <u>transport</u>	4 <u>diabetes</u>	diabetic
5 <u>description</u>	describe	6 <u>poem</u>	poetic
competition	7 <u>compete</u>	accident	8 <u>accidental</u>
congratulations	9 <u>congratulate</u>	10 <u>medicine</u>	medical

D Rewrite these sentences in the past passive. Leave out the words in *italics*.

1 *Someone* brought vaccinations to Britain from Turkey.

Vaccinations were brought to Britain from Turkey.

2 *Someone* sent the charity organisation a cheque for £500.

The charity organisation was sent a cheque for £500.

3 Until recently, *people* knew nothing about this remote place.

Until recently, nothing was known about this remote place.

4 *No one* grew potatoes in England until the 16th century.

Potatoes weren't grown in England until the 16th century.

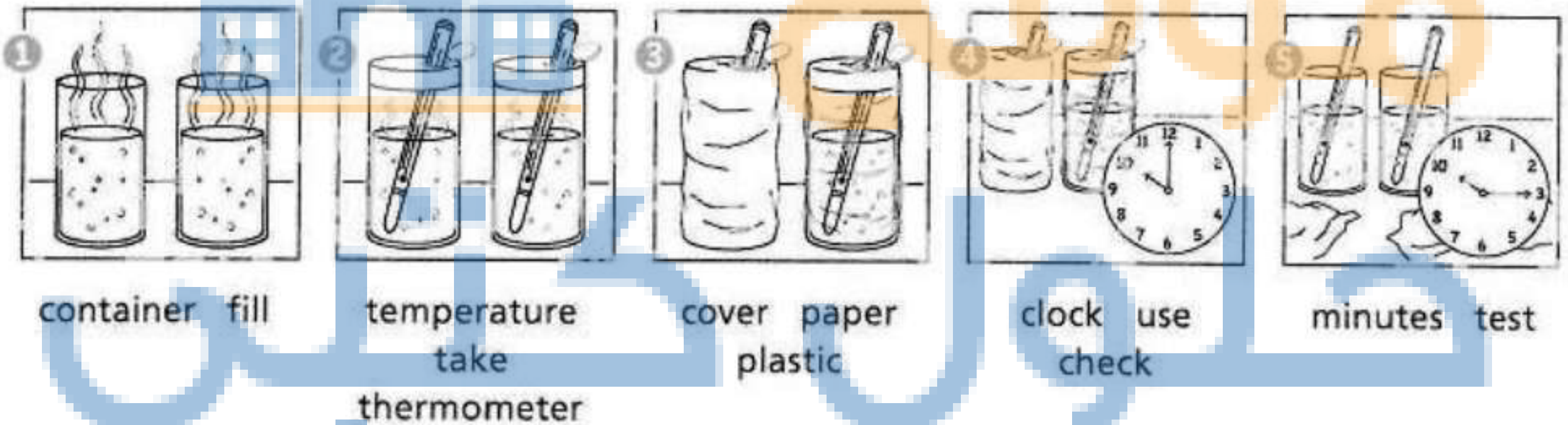
5 *Someone* didn't choose Farouk to play for the school team.

Farouk wasn't chosen to play for the school team.

6 *Everyone* forgot all the problems.

All the problems were forgotten.

E Write notes for an experiment. Use the past passive.



Purpose: to investigate keeping things warm

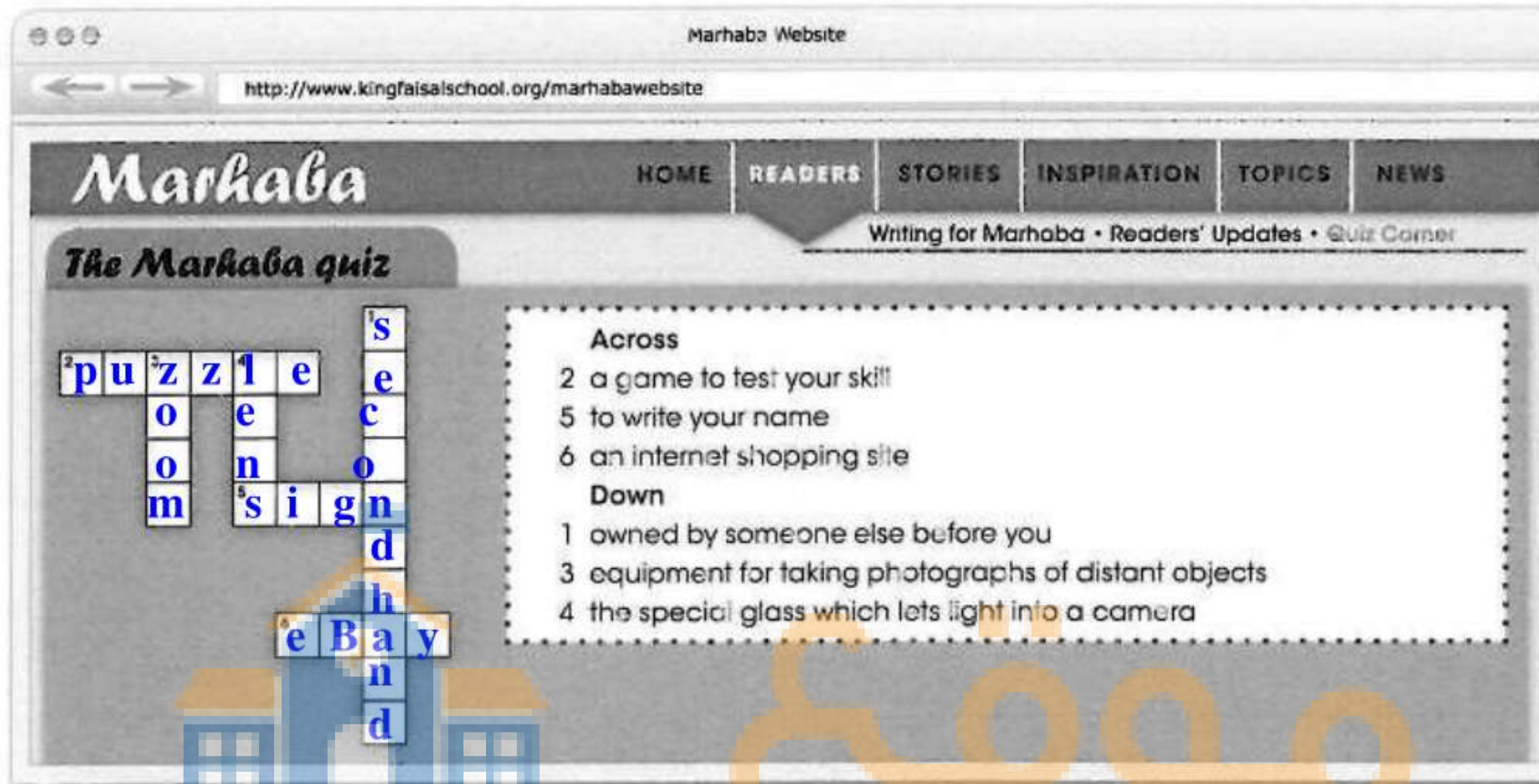
What was done:

1 Two containers were filled with hot water. The temperature was taken with thermometers. One container was covered in paper and the other was covered in plastic. A clock was used to check the time. After 15 minutes, the temperature of the water was tested again.

What was learnt? Paper is better than plastic at keeping things warm.

LESSON 2 *A present for Jeff*

A Complete the puzzle with words from the lesson.



Marhaba Website
http://www.kingfaisalschool.org/marhabawebsite

Marhaba HOME READERS STORIES INSPIRATION TOPICS NEWS

Writing for Marhaba • Readers' Updates • Quiz Corner

The Marhaba quiz

Across

2 a game to test your skill
5 to write your name
6 an internet shopping site

Down

1 owned by someone else before you
3 equipment for taking photographs of distant objects
4 the special glass which lets light into a camera

2 p u z z l e
o e
o n o
m s i g n
e B a n d
d

B Eddie is writing to his friend Fred. He is unhappy. His family have left notes for him. He tells Fred what everyone has asked and told him to do or not do. Finish Eddie's e-mail.

Remember to take your books back to the library. And please could you post some letters for Mrs. Thompson.

Please wash the car Dad oh, and could you cut the grass?

Write your report - Mum

Please email Fred, Eddie. He wants you to visit. And don't forget to feed the rabbit. Sue

Don't touch Jeff's new zoom lens! SAM

Hi Fred,

You asked me to visit, but before they left, the others gave me some jobs to do. Mum told me to take my books back to the library and asked me to post some letters for her. She also told me to write my report. Dad asked me to wash the car and cut the grass. Sue told me not to forget to feed the rabbit. She also asked me to e-mail you. And Sam told me not to touch Jeff's new lens! So, I'm sorry. I'll be too busy to visit today. Eddie

C Read these instructions. Number the sentences in the right order.

How to grow your own tomatoes

- | | | |
|---|-------------------------------------------------------------------------------------------|---|
| a | Continue to water it every few days, or when the earth is dry. | 6 |
| b | Water it immediately after planting, but don't give it too much. | 4 |
| c | When your tomatoes are ready to eat, choose a recipe to share with your family. | 8 |
| d | Then fill your pot about $\frac{3}{4}$ full with earth. | 2 |
| e | Once you have small tomatoes, give the plant some liquid plant food once a week. | 7 |
| f | First, choose a plant pot which is big enough for your tomato plant to grow to full size. | 1 |
| g | Next, plants need sunlight as well as water, so put your plant near a window. | 5 |
| h | Put your plant in the pot, and fill the pot up with earth. | 3 |

D Read the text. Tick *true* (T) or *false* (F).

Using the camera

Hold the camera **with both hands**. Keep it straight and **make sure you don't move**. Stand against a wall, or put the camera on a flat surface.

Take interesting photos

- Fill the picture:
 - use your **zoom lens to make things look bigger**.
 - use your legs - get really close!
- Take photographs from different positions:
 - from down near the ground is good for children and wildlife.
 - from up high means less empty sky, and group pictures filled with faces not legs and bodies.
- Check the background:
 - make sure nothing is 'growing' out of someone's head!

Learning more

Find help on the internet. Talk to other photographers. Read the book that came with your camera! Also, your local library probably has lots of books on photography.

Don't be afraid to experiment. If you're using a digital camera, the cost of making a mistake is free. Lastly: have fun!

- | | | |
|-----------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 1 It's important to stand completely still when taking pictures. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 2 You should never put your camera on a table while taking a picture. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 3 Put your camera on your legs to get a better picture. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 4 It's good to get down low to photograph animals. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 5 Photographs taken from above never look good. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| 6 A picture which is mostly sky can be boring. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 7 A zoom lens can help you take more interesting pictures. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| 8 Making mistakes with your pictures will be very expensive. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |

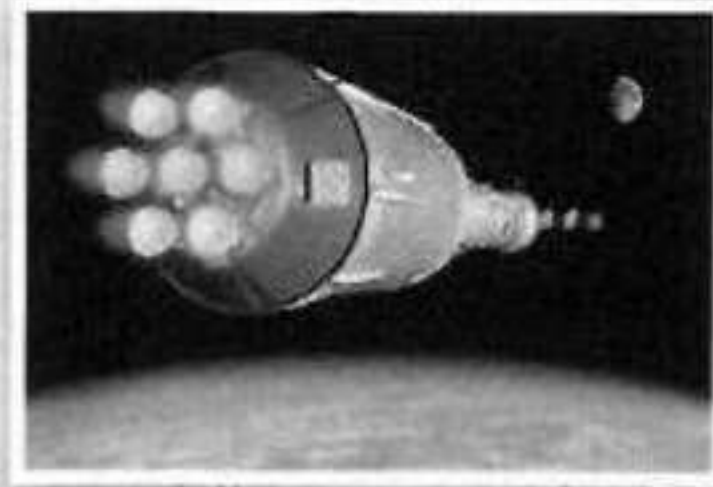
LESSON 3 *Plants*

A Read the text and circle the correct answer for each question.

Growing food in space

Long before space travel began, people understood that if astronauts are going to travel to distant planets, they will need fresh food. Scientists have been working on the problem since before the first trip to the moon in 1969. Growing plants without soil was thought to be one solution and since he finished his doctorate four years ago, biologist Dr Faisal Hamad has been trying to find ways of doing this. For a number of years now, he has been experimenting with growing plants in water. The light and temperature levels in his laboratory are carefully controlled and the plants are given liquid plant food. He has been testing the effects of different kinds and quantities of food on different plants. For each food, he's been measuring the plants and recording how much they have grown since the last test, and then he's been spending time analysing the results to find out which foods produce the strongest plants.

Saudi Stars



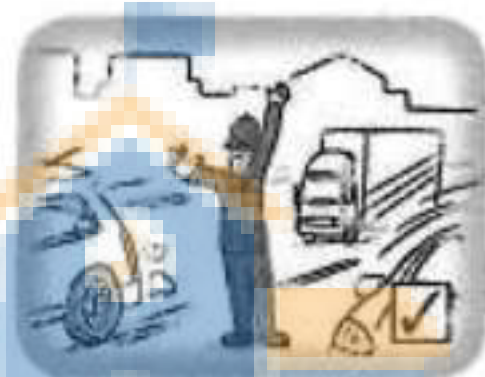
- Who will have to have fresh food?
 a scientists b people **c astronauts**
- How long have scientists been trying to solve the problem?
a for nearly 50 years b four years c since long before space travel began
- People think the answer might be to grow plants without using...
 a light. **b soil.** c water.
- At university, Dr Hamad studied...
 a medicine. b agriculture. **c biology.**
- He has been growing plants...
 a in space. **b in water.** c outside.
- Dr Hamad's experiments will tell us:
 a which foods are best b how much the plants have grown
c which plants are the strongest

B Match the words in the box with the meanings below.

- | | |
|---------------------------------------|--------------------|
| 1 the study of plants and animals | <u>biology</u> |
| 2 university award for doing research | <u>doctorate</u> |
| 3 examine and understand something | <u>analyse</u> |
| 4 room for science experiments | <u>laboratory</u> |
| 5 take water to plants in a dry area | <u>irrigate</u> |
| 6 manage | <u>control</u> |
| 7 earth, mud | <u>soil</u> |
| 8 look at very carefully | <u>examine</u> |
| 9 weeks when school is open | <u>term</u> |
| 10 study at university | <u>do a degree</u> |

analyse	biology
control	do a degree
doctorate	examine
irrigate	laboratory
soil	term

C Write sentences to say what everyone has (✓) or hasn't (X) been doing.



- The runner hasn't been winning medals.
- The policeman has been controlling traffic.
- The scientists haven't been analysing soil.
- The photographers have been taking photographs.
- The carpenter hasn't been carving a door.

D Complete each phrase with *for* or *since*.

- | | |
|------------------------------------|-----------------------------------|
| 1 <u>for</u> over an hour | 2 <u>since</u> early this morning |
| 3 <u>for</u> nearly the whole term | 4 <u>for</u> many years |
| 5 <u>since</u> I was a child | 6 <u>since</u> he left school |

E Julie is telling Dalal about the places and people she has been visiting for *Saudi Stars*. Write her e-mail. Use *for* and *since* where you can.

Hi Dalal,

I'm very excited since I have been visiting Saudi Stars Program (SSP). It is a youth development program which has been developed under the guidance and support of HRH Prince Khalid Al-Faisal. SSP gives focus to the youth's individual development for months and encourages the youth to be more social & responsible individuals.

LESSON 1 *Two successful modern companies*

A Complete the puzzle with words from the lesson.



Across

- 3 things produced for people to buy
 5 Money paid to someone for their work
 7 not unlike, the same in some ways
 9 a raised road which runs through water
 10 a thing, often one of many

Down

- 1 to announce something is being said
 2 television programmes are broadcast on one of these
 4 to suggest giving or doing something for someone
 6 someone who writes for the newspapers
 8 to establish a control centre

B Complete the sentences with the correct form of the passive. Use the verbs in brackets.

- The causeway to Bahrain **was built** in 1986. (build)
- Even today, goods **aren't advertised** on all the television channels. (not advertise)
- In the past, there were no shops, and shopping **took place** in the street. (take place)
- They have moved from Jeddah, because the company **isn't based** there these days. (not base)
- Channel 5 **wasn't established** for another two years. (not establish)
- The winner **is offered** a choice of prizes. (offer)
- In the early 20th century, journalists **weren't paid** very high fees. (not pay)
- Similar items **are often sold** for over £100. (often/sell)

C Match words with similar meanings.

- | | | | | | |
|--------------|----------|-----------|----------|------------|---------------|
| 1 causeway | i | 9 offer | o | a bus | i land bridge |
| 2 certain | p | 10 over | g | b buyers | j location |
| 3 coach | a | 11 remote | e | c champion | k observe |
| 4 customers | b | 12 site | j | d control | l picture |
| 5 emotions | f | 13 store | n | e distant | m reporter |
| 6 image | l | 14 team | h | f feelings | n shop |
| 7 journalist | m | 15 watch | k | g finished | o suggest |
| 8 manage | d | 16 winner | c | h group | p sure |

D Read the text and answer the questions.

- ① Most parts of the world have national television companies which show daily national and international news programmes. The most popular viewing time is in the evening but some programmes are shown at breakfast time. Specialist news channels broadcast news 24 hours a day.
- ② News programmes usually start with a presenter reading the headlines. Then sometimes a reporter is interviewed by the presenter, or a guest may offer an analysis of a story. There may also be stories about events which are going on as the programme is being broadcast. These are presented live as they happen.
- ③ Items are first filmed and then brought back for editing in the newsroom. Or they are edited in a remote editing facility and transmitted back for broadcasting. Live programmes are broadcast and sent back to the newsroom from a production truck or a satellite truck. Most news shows are broadcast live.

1 Write the number for each paragraph beside the correct title.

- a Presenting the programme
- 2**
- b Preparing the programme
- 3**
- c Television news
- 1**

2 Tick true (T) or false (F).

- | | | |
|------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| a Most news programmes only show news about their own country. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| b You can find a news programme to watch at any time of day. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| c Most news programmes have contributions from more than one person. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| d News programmes only present facts, never opinions. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |
| e News programmes are all edited before being broadcast. | T <input type="checkbox"/> | F <input checked="" type="checkbox"/> |
| f Sometimes parts of the programme are prepared in a location some distance from the newsroom. | T <input checked="" type="checkbox"/> | F <input type="checkbox"/> |

E Sami, Adel and Yazeed have won a trip to Al-Arabiya. Write their article for *Marhaba*.

- | | | |
|----------------------------------------------------------|--------------------------------|-----------------------------|
| 1 Explain what happened. | a meet/airport | b drive/Media City |
| | c introduce/presenter/producer | d show/news programme /made |
| 2 Explain how a news programme is made. Use the passive. | | |
| a news items/give/presenter | b backgrounds/prepare | c door/shut |
| d everyone/tell/quiet | e cameras/mic/switch on | f programme/start |

When we arrived we **were met at the airport. We were driven to Media City in a big car. First we were introduced to the presenter and the producer of the news programme. Then we were shown how a news programme is made. This is what happens. First the news items are given to the presenter. Then the backgrounds are prepared. The door is shut and everyone is told to be quiet. When it's time, the cameras and mics are switched on and the programme is started.**

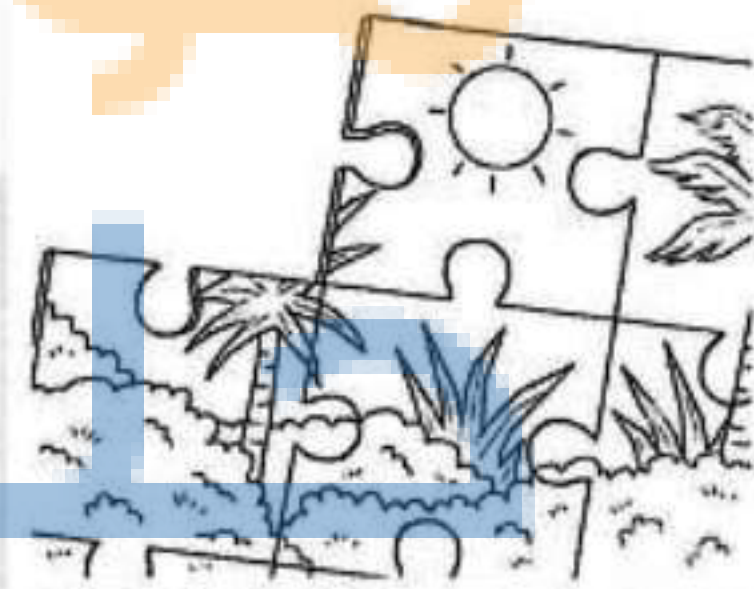
LESSON 2 *That can't be your bag.*

A Rewrite these sentences. Replace the words in **bold** with: *my, mine, your, yours, its, his, her, hers, our, ours, their* or *theirs*. Change *belong to* to *to be* where necessary.

- | | |
|-------------------------------------------------|---------------------------------------|
| 1 The gloves belong to me . | <u>They're my gloves.</u> |
| 2 It can't be Safwan's . | <u>It can't be his.</u> |
| 3 Are they Salma's parents? | <u>Are they her parents?</u> |
| 4 It might be on the boys' website. | <u>It might be on their website.</u> |
| 5 They must belong to me . | <u>They must be mine.</u> |
| 6 Might these belong to you ? | <u>Might these be yours?</u> |
| 7 They certainly don't belong to us . | <u>They certainly aren't ours.</u> |
| 8 How big is the computer's memory? | <u>How big is its memory?</u> |
| 9 It isn't Fred and Jim's . | <u>It isn't theirs.</u> |
| 10 Those are definitely Claire's . | <u>Those are definitely hers.</u> |
| 11 I think this coat may belong to you . | <u>I think this may be your coat.</u> |
| 12 That might not be Tom's car. | <u>That might not be his car.</u> |

B Complete the dialogue using *to be, can't, must, might (not), may (not), certainly/definitely*.

- Anna: What do you think? Might it be this one?
- Lucy: No, I don't think it can be that one. It's too big.
- Anna: How about this one, then? It's blue.
- Lucy: Yes, but it's the wrong blue. It really can't be that one.
- Anna: And this one has a straight edge so it can't be this one either.
- Lucy: Wait! I think this might be it/the one. Oh no, there's too much green. That's certainly/definitely not right.
- Anna: Look at this one! It's nearly all blue with just a little bit of green along the bottom. This must be it.
- Lucy: It might not be. Perhaps it will be too dark.
- Anna: No, it's not too dark! See, it's just right. This is it!



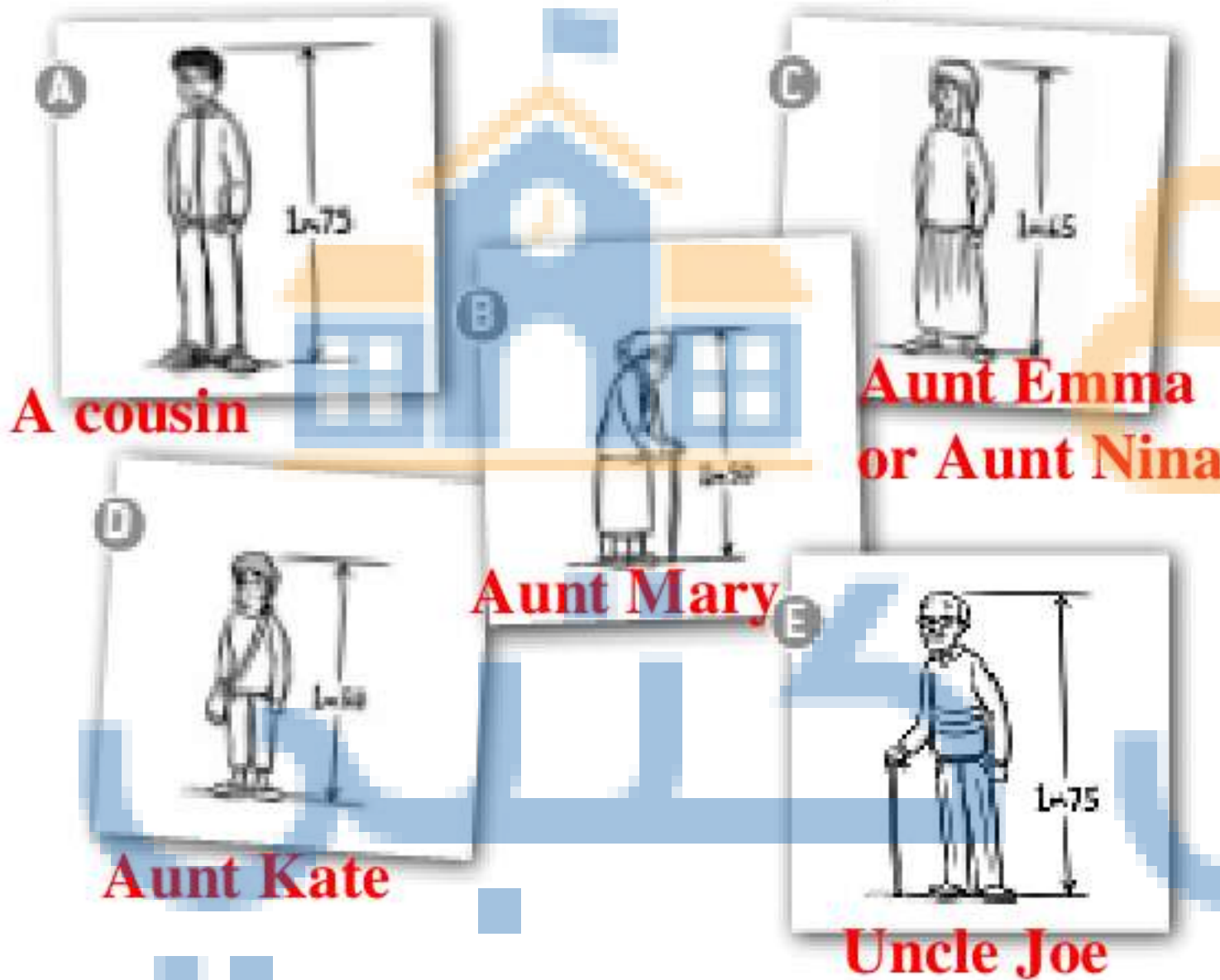
C Reorder the letters to make words from the lesson.

- | | | | |
|---------------|------------------------------|----------|--------------------|
| 1 reptantam | <u>a p a r t m e n t</u> | 2 filt | <u>l i f t</u> |
| 3 unsolccoin | <u>c o n c l u s i o n</u> | 4 blale | <u>l a b e l</u> |
| 5 yispilibots | <u>p o s s i b i l i t y</u> | 6 treeom | <u>r e m o t e</u> |

D Use the words from Exercise C to complete these sentences.

- 1 Look at the sky! There's a strong possibility that it's going to rain soon.
- 2 I can't change the channel, because I can't find the remote!
- 3 They live right at the top of the building, so I hope the lift isn't broken!
- 4 Never put an address label on the outside of your luggage.
- 5 How do you like living in your new apartment?
- 6 After the experiment was finished, what was your conclusion?

E Read the text. Say who each person can't, must or might/not be and say why/why not. Write two sentences about each picture.



Hi Nora,
 Thanks for your letter telling me you've found some old family photographs. How exciting! Of course I'll try to help you guess who everyone is. Aunt Kate is 45 years old. She's quite small - only about 1.50m. Aunt Mary is small too, but she's nearly 70. Aunt Emma and Aunt Nina are about the same age as Aunt Kate but they're much taller than she is. Uncle Joe is Aunt Mary's husband. They've been married for over 50 years. If you have pictures of any young people, they might be your cousins. Good luck. I'm looking forward to seeing the pictures!
 Best wishes,
 Aunt Ann

- This can't be Uncle Joe, he isn't old enough. It might be a cousin.**
- This lady is very old, so she can't be Aunt Kate. It must be Aunt Mary.**
- She can't be Aunt Kate because she's too tall. She might be Aunt Emma.**
- She isn't very tall so she can't be Aunt Emma or Aunt Nina. She must be Aunt Kate.**
- This must be Uncle Joe. He's too old to be a cousin.**

LESSON 3 *Opinions and reasons*

A Use the correct forms of the words in the box to complete these sentences.

announce authority district furthermore moreover re-equip retrain transfer

- The school authorities have given us an extra holiday this term.
- The workers will have to be retrained so they can use the new computers.
- Your marks are so good that we are going to transfer you to the next class.
- It's a lovely day and moreover/furthermore we've been working very hard, so let's go for a picnic.
- It will be expensive to re-equip the school laboratory.
- They are going to announce the winners at one o'clock.
- I love London. It's so exciting furthermore/moreover it's very expensive.
- Ours is the best school in the district.

B Complete these sentences with the correct form of a verb beginning with *re-*.

- The food was cold so I reheated it.
- If your computer stops working, try switching it off and then restarting it.
- She didn't understand the letter at first, but now she has reread it, she understands it.
- Their article isn't very good but they will rewrite it before Friday.
- This plastic bag is clean. We can reuse it next time.
- My water bottle is empty. Can I refill it here, please?
- He didn't get a very good mark in the test, so he wants to retake it.
- The results of the experiment were re-analysed and the mistake was found.
- I'm being very careful, because if it isn't right, I'll have to redo it.
- On Thursday, we're going revisit the town where we used to live.

C Complete each sentence with the correct word from the brackets.

- The food is excellent. Moreover it isn't very expensive. (However/Moreover)
- This hotel is nice. On the other hand it's a long way to the shops. (On the other hand/Moreover)
- The district needs better roads. Furthermore we need them quickly! (Furthermore/However)
- There are better facilities here. And we train new doctors. (And/On the other hand)
- Jeddah is a lovely city. However, it's very hot there in July. (However/Furthermore)

D Read the text and say what the words in bold refer to.

Reader's letters

Dear Marhaba,

I'm writing to tell you my opinion of school and homework. I like school. I get to see my friends when I'm **there**, and I enjoy the work. On the other hand, I don't like homework and I don't think students should have to do **any**. **We** should do all our work in class because that's the correct place for it. Moreover, students who have been working hard all day in school are tired when **they** get home and just want to relax when they are **there**. Also doing homework is boring. Most of us would rather spend time with our friends or watch television or look at the internet. Furthermore, some students just get the answers from their friends, so it doesn't help **them** at all. Please tell me you agree with me about **all this**!

1 there (line 2) _____

2 any (line 3) _____

3 We (line 3) _____

4 it (line 3) _____

5 they (line 4) _____

6 there (line 5) _____

7 them (line 7) _____

8 this (line 7) _____

E Write a reply. Agree or disagree politely. Give the opposite opinion. Use the notes to help.

Agree:	Opposite information:	Disagree:	Opposite information:
school is fun	<i>(Add your own similar information here!)</i>	all work should be done in class	not enough time, need more practise
school is tiring	short rest first then study	homework is always boring	research on the internet, cover interesting topics
getting answers from friends doesn't help	working together can help each other	it means you can't spend time with friends	work together, fun, help each other

I agree that school is fun and moreover, it's true that it is tiring. However, try having a short rest before you do your homework. I'm sorry, but I don't agree that all work should be done in class. There isn't enough time in class and we need more practice if we want to succeed. You have a point that homework can sometimes be boring, but often you get to research interesting topics on the internet. I agree that getting answers from friends doesn't help students. On the other hand, I don't agree that you can't spend time with your friends. If you work together, you can help each other and have fun at the same time.

The Answers:**D.**

1. school
2. homework
3. Students
4. (our) work
5. students (who have been working hard)
6. home
7. some students
8. my opinion on homework



موقع

حلول كتبي

LESSON 1 *An Asian story*

adopt beggar bring up
neighbour original orphanage
platform search

A Complete the sentences with the correct form of the words from the box.

- Which **platform** does the London train leave from?
- Do you have nice **neighbours** at your new house?
- I **have searched** everywhere but I can't find it.
- Muslim children who **are adopted** keep their own family name.
- After losing everything, he finally became a street **beggar**.
- Julie **was brought up** in Malaysia.
- Children who have no family are often cared for in an **orphanage**.
- An inventor is someone who has an idea for an **original** device.

B Read the text and complete the sentences in the past perfect.

Hi Omar
I am writing to explain why I was not at the airport to meet you. I am very sorry. On Monday night I played football and I arrived home very late. I immediately went to bed but I couldn't sleep. I had scored the winning goal in our game and I was very excited. I didn't get to sleep until about 2am and because of this woke up late. I got up and dressed quickly and immediately left the house. When I got in my car, I tried the engine but it didn't work! I gave up trying to start it and called a mechanic. He couldn't come for an hour so I phoned a taxi. It was now 8.30. The taxi arrived at 8.45 and we set out for the airport. At first the journey was OK but then the traffic stopped. The taxi couldn't move for another 45 minutes. During this time your plane arrived and I couldn't meet you. I couldn't phone you, either. My mobile was at home. I had forgotten it.
I must apologise again.
Terry

- Terry arrived **home late** after **he had played** (play) a game of football.
- After he _____ (go) to bed, he couldn't _____.
- Terry was very _____ because _____ (score) the winning goal.
- After _____ (get up) Terry immediately left the _____.
- After _____ (give up) trying to start _____, he called a taxi.
- Terry set out for _____ after _____ (arrive) at 8.45.
- After _____ (stop), the taxi _____ move.
- He couldn't _____ Omar because _____ (forget) his mobile

The Answers:

B.

2. had gone/sleep

3. excited/he had scored

4. had got up/house

5. he had given up/the engine

6. the airport/the taxi had arrived

7. the traffic had stopped/couldn't

8. phone/he had forgotten



موقع

حلول كتيبى

C Match the words with the correct pictures.

1 advertisement 2 remote 3 container 4 sticky tape



D Match the words with the correct meanings.

- | | | |
|---------------|----------|-------------------------------------------------------|
| 1 celebrate | d | a for one person only |
| 2 certain | g | b movement towards an achievement |
| 3 conclusion | f | c to say you will definitely do something |
| 4 individual | a | d be happy because something special has happened |
| 5 ordinary | i | e the reason for which something has been done |
| 6 possibility | j | f an opinion based on analysing information |
| 7 progress | b | g sure |
| 8 promise | c | h a small area separate from the main area |
| 9 purpose | e | i usual |
| 10 section | h | j something which might be true or which might happen |

E Test yourself. Complete the table with the correct forms of the verbs.

	Verb	Past tense	Past participle
1	break	broke	broken
2	choose	chose	chosen
3	drive	drove	driven
4	feel	felt	felt
5	hurt	hurt	hurt

	Verb	Past tense	Past participle
6	sew	sewed	sewn
7	speak	spoke	spoken
8	spend	spent	spent
9	teach	taught	taught

F Test yourself. Complete the text with the right form of the verbs in brackets.

Look at me, I ¹ _____ (walk) and ² _____ (run)! I _____ (exercise) for half an hour and I ⁴ _____ (not/stop) for another 30 minutes. I ⁵ _____ (try/get) fit. I know I ⁶ _____ (feel) better if I ⁷ _____ (be) fit. Furthermore, I ⁸ _____ (change) my eating habits. I ⁹ _____ (use to/eat) too much fat and sugar, but now I ¹⁰ _____ (eat) fresh fruit and vegetables every day. Last year, while I ¹¹ _____ (stay) with friends, some photographs ¹² _____ (take) of us. Later, I ¹³ _____ (see) one of me. I ¹⁴ _____ (look) awful. That was when I ¹⁵ _____ (decide/change) my lifestyle.

The Answers:

F.

1. am/'m walking
2. running
3. have/'ve been exercising
4. am/'m not going to stop
5. am/'m trying to get
6. will/'ll feel
7. am/'m fit
8. have/'ve changed
9. used to eat
10. eat
11. was staying
12. were taken
13. saw
14. looked
15. decided to change



موقع

حلول كتبي

LESSON 2 *When this device was invented*

A Match the words with the correct meaning.

aspirin bulb device match navigation plough printing press scales

- | | | |
|------------------|----------|---------------------------------------------------|
| 1 aspirin | f | a old machine which was used for making books |
| 2 bulb | d | b finding the way from one place to another |
| 3 device | c | c machine or piece of equipment |
| 4 match | h | d glass object which is used in an electric light |
| 5 navigation | b | e equipment which is used for measuring weight |
| 6 plough | g | f tablet which is often taken for headache |
| 7 printing press | a | g piece of equipment which is used on a farm |
| 8 scales | e | h small stick which is useful for starting a fire |

B Write definitions for these words. Use *who*, *where* or *which*.

- 1 A farmer is someone who grows food.
- 2 A classroom is a place where students study.
- 3 A fridge is a device which is used to keep food cold.
- 4 A tailor is someone who makes clothes.
- 5 A submarine is a boat which travels under water.
- 6 A laboratory is a room where experiments are done.
- 7 A pump is a device which is used to move water from one place to another.
- 8 An islander is someone who lives on an island.
- 9 A clinic is a place where people get medical treatment.
- 10 A store is a place where goods are sold.
- 11 A remote is a device which is used to switch electrical equipment on and off.
- 12 A potter is someone who makes pots.

C Look at the map on page 81. Write the directions for the bakery. Use the passive.

First I was told to go out of the shopping mall and turn left. Next I was told to turn left again and drive to the roundabout. At the roundabout I was told to take the first exit and go straight until the second roundabout. I was told to take the second exit at the second roundabout and then to take the second turning on the left to the bakery. I was told the bakery is on the left after the corner.

D Test yourself. Complete the table with the correct forms of the verbs.

	Verb	Past tense	Past participle
1	rise	rose	risen
2	see, seen	saw	
3	sell	sold	sold
4	show	showed	shown
5	steal	stole	stolen
6	take	took	taken
7	wear	wore	worn
8	win	won	won
9	write	wrote	written

E Test yourself. Match the words with the correct pictures.

1 astronaut
2 carpet
3 goalkeeper
4 drill
5 sledge
6 truck
7 wolf



F Describe two inventions from page 81. Say why they are important? Give reasons. Use words like *moreover*, *because*, *which* and *before*.

Compass: Sailors discovered a special rock which pointed to the North Pole.

Moreover, compass is a device which is used to find our way.

Light bulb: In the 19th century the Light bulb was a device which came with a warning. People were warned not to light it with matches because it was a new invention.

LESSON 3 I'd study maths.

A Complete the puzzle with words from the lesson.

Across

- 2 discover, see
- 5 a warning sound or the machine which makes it
- 6 helpful for doing or achieving something
- 7 a sign that something bad is going to happen
- 8 if ... not

Down

- 1 based on a fact or facts
- 3 to become a gas
- 4 money taken off the cost of an item
- 7 something which is wanted



B Complete the sentences with words from the box.

alarm detect discount evaporate factual unless useful warning wish

- 1 The shop belongs to my uncle who always gives me a **discount**.
- 2 It will be too expensive **unless** we stay in a hostel.
- 3 If you **detect** a smell of gas, call the emergency phone number.
- 4 You will find English very **useful** when you are a businessman.
- 5 My greatest **wish** is to travel around the world.
- 6 After the storm, it took weeks for the flood water to **evaporate**.
- 7 If you forget to turn off the lights, the car **alarm** will come on.
- 8 His report was very **factual** but I could hear the emotion in his voice.
- 9 The notice was a **warning** which said, 'Danger! No swimming'.

C Rewrite these sentences using *unless*.

- 1 I'll stay here if you don't want me to go with you.
I'll stay here unless you want me to go with you.
- 2 I'll eat that cake if you don't want it.
I'll eat that cake, unless you want it.
- 3 If he isn't very late, we won't leave without him.
Unless he is very late, we won't leave without him.
- 4 You're going to miss the match if you don't feel better very soon.
You're going to miss the match, unless you feel better very soon.

D Rewrite these sentences using the first conditional.

1 If we heated the sauce, it would evaporate more quickly.

If we heat the sauce, it will evaporate more quickly.

2 If they took umbrellas, they wouldn't get too wet.

If they take umbrellas, they won't get too wet.

3 If you drove, you'd be too tired to enjoy the visit.

If you drive you'll be too tired to enjoy the visit.

4 If he gave me a bigger discount, I'd buy more items.

If he gives me a bigger discount, I'll buy more items.

5 If you kept your articles factual, people would find them more interesting.

If you keep your articles factual, people will find them more interesting.

**E Rewrite these sentences using the second conditional.**

1 If the motor gets too hot, a light will come on as a warning.

If the motor got too hot, a light would come on as a warning.

2 If it will be useful, you can take this map with you.

If it would be useful, you could take this map with you.

3 If you want it enough, you will achieve your wish.

If you wanted it enough, you would achieve your wish.

4 If the system detects smoke, an alarm will sound.

If the system detected any smoke, an alarm would sound.

5 Unless you work really hard, you won't be finished in time.

Unless you worked really hard, you wouldn't be finished in time.

**F Test yourself. Complete the table with the correct forms of the verbs.**

	Verb	Past tense	Past participle
1	be	was	been
2	fly	flew	flown
3	become	became	become
4	get	got	got
5	cut	cut	cut
6	grow	grew	grown
7	draw	drew	drawn
8	know	knew	known
9	eat	ate	eaten

G Test yourself. Match the words with the correct meaning.

- | | | |
|-------------|----------|----------------------------|
| 1 craftsman | f | a medical care |
| 2 migrate | d | b live through danger |
| 3 ambition | h | c shopper |
| 4 customer | c | e would not steal |
| 5 survive | b | d travel |
| 6 compress | g | f skilled worker |
| 7 treatment | a | g make smaller |
| 8 honest | e | h what you want to achieve |

A

achieve
adopt
adult
advertise (v)
advertisement
alarm (n)
ambition
analyse
announce
apartment
apology
as (when)
as soon as
aspirin
astronaut
attractive
authority

يحقق
يتبنى
بالغ
يعن
إعلان
إنذار
طموح
يحلل
يعن
شقة
اعتذار
عندما
فور
اسبرين
رائد فضاء
جذاب
سلطة



B

base (v)
beggar
biology
blog
board (v)
bottle (v)
bottom
bring up
broadcast (v)
bulb (electric)

يضع مقرا
متسول
علم الأحياء
مدونة
يصعد
يضع في زجاجة
قاع
يربي
يبث
مصباح

C

calligrapher
carpet
carve

خطاط
فرش أرضيات
نحت

cause (n)
causeway
celebrate
cement (n)
certain (sure)
championship
channel (TV)
cheque
clinic
cloak
coach
coast
comment (n)
compress
conclusion
container
contribution
control (v)
craft
craftsman
crash (v)
crescent
cultural
culture
customers
cyclist

D

damage (v + n)
damaged (adj)
dawn
décor
decorate
degree

سبب
ممر فوق الماء
يحتفل
اسمنت
أكيد
بطولة
قناة
شيك
عيادة طبية
عباءة
مدرب
ساحل
تعليق
يضغط
خاتمة
حاوية
مساهمة
يراقب
حرفة
صاحب حرفة
اصطدام
هلال
ثقافي
ثقافة
زبانن
سائق دراجة



depart	يغادر
detect	يكشف
determined	عائد العزم
device	أداة
discount (n)	خصم
dishonest	غير شريف
distant	بعيد
district	مقاطعة
dive (n + v)	غوص - يغوص
doctorate	دكتوراة
drill (v)	يثقب
DVD	قرص رقمي

E	
eBay	موقع المزادات
entry	ادخال - مدخل
equal	يساوي
equip	يجهز
evaporate	يتبخر
examine	يختبر
expedition	بعثة
explanation	شرح
explored	تم اكتشافه
export (v)	يصدر
express (adj + n)	سريع
extremely	جدا

F	
factual	حقيقي - واقعي
faith(ful)	حقيقي
fast (n)	صيام
fee (n)	رسوم
female	أنثى
festival	مهرجان
flow (v)	يتدفق
forward (n)	جريء
foul (n + v)	خطأ - يرتكب خطأ
furthermore	علاوة على ذلك

G	
give up	يترك
goalkeeper	حارس مرمى
goods (n)	بضائع

H	
head for (v)	يتوجه لـ
herd	قطيع
hit (v)	يضرب
honest	صديق
humanitarian	انساني

I	
individual	فردى
inhabitant	مقيم
injection	حقن
insincere	مخادع
instead of	بدلاً من
instruction	تعليمات
irrigate/irrigation	يسقي الزرع - ري
islander	أحد سكان الجزيرة
item	صنف

J	
journalist	صحفي

L	
label (n)	علامة
laboratory	مختبر
lack (n)	نقص
lens	عدسات
lift (n)	مصعد
lightning	برق
live (adj)	مباشر
locate	يحدد

M	
male	ذكر
mammal	حيوان ثدي
manufacture	يصنع
mark (trace) (n)	يضع علامة



كتبي

match (fire)
mathematics
microphone
migrate
mineral
moreover
motor

كبريت
رياضيات
مكبر صوت
يهاجر
معدني
علاوة على ذلك
محرك

N
natural
navigation
neighbour
nest
nil

طبيعي
ابحار- ملاحه
جار
عش
صفر

O
obey
object
observe (v)
ocean
offer (v)
Olympic
once
ordinary
organisation
original
orphanage
over (finished)

يطيع
جسم
يستحق
محيط
يقدم عرضا
أولمبي
مرة
عادي
منظمة
أصلي
دار أيتام
انتهى

P
Pacific
pastime
path
patience
performer
personally
platform
plough (n)
possibility
potter

هادئ
تسليه
طريق
صبر
ممثل
شخصي
منصة
محراث
امكانية
صانع الخزف

present (v)
pressure
printing press (n)
product
progress
promise
proofreader
pump (v)
purpose
puzzle

يقدم
ضغط
مطابع
منتج
تقدم
يعد - وعد
قارئ البروفات
يضخ
غرض
لغز

R
raise (money)
range (n)
receiver
record (v)
recover

يجمع
مجال
لاقط
يسجل
يتعافى - يستعيد

reduce
re-equip
referee
refine
release (v)
remote (machine) (n)
report (v + n)
reporter
responsibility
re-train
rock (n)
row (n)

يقلل
يعيد التجهيز
حكم
يكرر البترول
يحرر
بعيد
يعد تقريرا - تقرير
مراسل
مسئولية
يحفظ - يبقي
صخرة
صف

S
scales (machine)
screen (n)
search (v)
second-hand
secretary
section
self-control
separate
separate (adj.)

ميزان
شاشة
يبحث
مستعمل
سكرتير - سكرتيرة
قسم
ضبط نفس
يفصل
منفصل

servant	خادم	team	فريق
sew	يحيك	teamwork	عمل جماعي
share	قسم - سهم	term	مصطلح - فصل دراسي - شرط
shopping mall	مركز تسوق	terrible	فظيع
shoulder	كتف	Thailand	تايلاند
sign (v)	يشير بيده	threat	خطر - تهديد
similar	مشابه	timekeeper	ضابط الوقت
sincere	مخلص	together	معا
single	أعزب	top (n)	قمة
sink (n)	مجلى	transfer	يحول
site	موقع	transmit	يبيث اشارات
skill	مهارة	transmitter	محول اشارات
sledge (n)	مزلجة	transport (v)	ينقل
soap	صابون	trap (v)	ينصب فخا
soccer	كرة قدم	travellers	مسافرون
society	مجتمع	treatment	معالجة
soil	تربة	truck	
source	مصدر	U	
specialist	اخصائي	underground	تحت الأرض
statue	حالة	United States	الولايات المتحدة
sticky tape	شريط لاصق	unless	إلا إذا
store	مخزن	useful	مفيد
storm	عاصفة	V	
stream	مجرى	vaccination	تطعيم
submarine	غواصة	volcanic	بركاني
suffer	يعاني	voyage	رحلة
sunset	غروب	W	
supporter (n)	مشجع	warning	تحذير
surface	سطح	Wi-Fi	واي فاي
survive	ينجو	wish (n)	أمنية
		wolf	ذئب
		X	
		x-ray	اشعة سينية
		Z	
		zoom	تكبير - تضخيم
	قرص دواء		
	تكتيك		
	علامة		
	خياط		
	يحدث		
	طلب خارجي		
	مهمة		



موقع حلول كتبي