

LESSON 1 *Who's who?*1 Look, say and listen. Track 1

a) Look and say.

Ibrahim ~~Uncle Jim~~ Omar Penny Reema

Look! It's Dave Watson.

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



1 Dave Watson



2 Ranya



3 Fahad



4 Nina

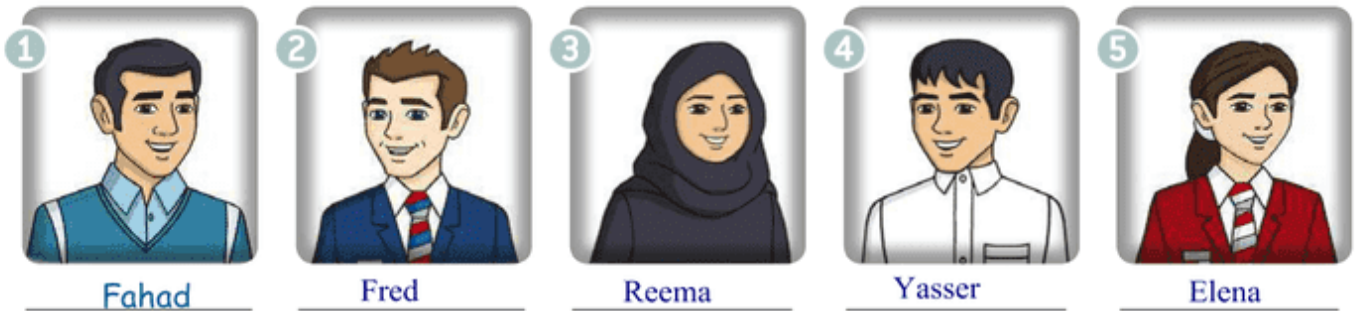


5 Yasser

b) Listen and check.

2 **LOOK!**His name's Jack.
He's Fred's friend.
Fred likes **him** a lot.Her name's Lucy. She's
Nina's friend. Nina
phoned **her** yesterday.

3 Read and match.



- a) Look at the pictures. Label them with the correct names. 🧑🧑
 b) Read the descriptions of the people. Match the descriptions with the pictures.
 c) Circle one possessive case, one possessive pronoun and one object pronoun in each description.

A 4 He's a Saudi boy. His Saudi friends are Rakan and Omar. He has English lessons at the International Language School in Dave Watson's class. His father is a farmer and he helps him with the farm animals.

B 2 His father, Dave, is an English teacher in Riyadh. His mother's name is Penny and he has a sister, Nina, and an uncle, Jim. His best friend in England is Jack. He sees him at school.

C 1 His home is in Saudi Arabia but he's living and studying in Bournemouth, a city in the south of England. He's Omar's cousin and he visited him in Oxford.

D 3 She's Omar's sister and the daughter of Ibrahim and Ranya Saad. Nina is her friend. She's very good at English, but some girls in her class are better than her.

E 5 Her mother and father are Italian. Her father's job is at the Pizza House in Oxford. She goes to school with Lucy and Lucy likes her a lot.

4 Read, ask and answer. 🧑🧑

- a) Answer the questions.

- 1 What is Yasser's father's job?
 - 2 What is Elena's father's job?
 - 3 Where does he work?
- 1- Yasser's father is a farmer.
 2- Elena's father is a waiter.
 3- He works at the Pizza House in Oxford.

- b)

What is your father's job?

Where does he work?



see Workbook pp96–97

LESSON 2 *A new student*1 Read and listen. Track 2a) Read and underline the correct words. 

b) Listen and check.

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

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

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

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

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

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

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

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

2

LOOK!

I'm **learning** English for my job.



I **work** in my father's hotel.

3 Answer and check.

Can you help Claudio do his test?



a) Answer the questions.

b) Check. 🧑🧑

BOURNEMOUTH ENGLISH SCHOOL
PLACEMENT TESTNAME: Claudio Fonzi AGE: 19HOW MANY YEARS HAVE YOU STUDIED ENGLISH? 6

A CIRCLE (O) the correct answer.

Example: What _____ you doing this evening?

Answer: a is b are c be

- 1 _____ you like pizza?
a) Does b) Are c) Do
- 2 What's _____ phone number?
a) your b) you're c) yours
- 3 I don't have _____ money.
a) any b) some c) a
- 4 Anne is French, _____ she?
a) don't b) isn't c) doesn't
- 5 I _____ visit my father next week.
a) go to b) 'm going to c) 'm going
- 6 Abdullah is _____ student in his class.
a) best b) a best c) the best

- 1 -

4 Listen and say. Copy the intonation.



Track 3

You're a new student, aren't you?



Yes, I am.



see Workbook pp98–99

Unit 1 • Lesson 2

LESSON 3 *Whose is it?*

1 Look, say and listen. Track 4

a) Look at the picture. Who can you see?
What can you see? *Nina and Penny at home.*

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

The parrot (says "hello"). It's Nina's (parrot).

2 Match, listen and say.



Track 5

a) Match the questions and answers.

Whose is it?



It's yours.

Nina: Mum. I'm home!

Parrot: Hello.

Nina: Who's that?

Parrot: Hello.

Nina: Mum ... there's someone in the house.

Penny: No there isn't. Look!

Nina: Oh, Mum. It's a parrot! What's it doing here? Whose is it?

Penny: It's yours, Nina. It's a present. I got it from the pet shop this morning.

Nina: Mine ... Oh, thank you, Mum. It's great.

Parrot: Hello.



1 Whose is the parrot?



a It's Yasser's.

1 b

2 Whose are the shoes?



b It's Nina's.

2 e

3 Whose is the horse?



c They're Reema's.

3 a

4 Whose are the books?



d It's Fred's.

4 c

5 Whose is the webcam?



e They're Dave's.

5 d

b) Listen and check.

c) Listen and repeat.

3 Read, write, listen and say. Track 6

a) Read Nina's e-mail. Where does the parrot live? *The parrot lives in a cage.*

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

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

- | | | | | | |
|---------|----------------|--------|---------------|--------|--------------|
| 1 have | <u>had</u> | 2 come | <u>came</u> | 3 hear | <u>heard</u> |
| 4 think | <u>thought</u> | 5 buy | <u>bought</u> | 6 say | <u>said</u> |

c) Listen and check.

d) Listen and repeat.

4 Say and read.

a) What do you know about parrots? 

- How many different kinds of parrot are there?
More than 350 kinds.
- Can young parrots learn words?
Yes, young parrots can learn words.
- Are parrots intelligent?
Yes, they are very intelligent.
- When is the best time of day to teach a parrot?
Early in the morning.

b) Read and check your answers.

ABOUT PARROTS

Do you know ...?

There are more than 350 different kinds of parrot.

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



Saudi Review

1 Listen, say and write. Track 7

a) Listen. Repeat the sentences.

b) Write the sentences.

It's Rakan's father.

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



Rakan / father ✗
Omar / father ✓

1 It's Rakan's father.

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



Penny / friend ✗
Nina / friend ✓

2 It's Penny's friend.

No, it isn't. It's Nina's friend.



Claudio / friends ✗
Rakan / friends ✓

3 They're Claudio's friends.

No, they aren't. They're Rakan's friends.



Miss Fatin / students ✗
Miss Jennings / students ✓

4 They're Miss Fatin's students.

No, they aren't. They're Miss Jennings's student's.

2 Complete the sentences. Use these words.



are is
it they

- | | | | | | |
|---|-------|------------|---------------|-----------------|------------|
| 1 | Whose | <u>are</u> | the parrots? | <u>They are</u> | Rakan's. |
| 2 | Whose | <u>is</u> | the sandwich? | <u>It is</u> | Reema's. |
| 3 | Whose | <u>are</u> | the trainers | <u>They are</u> | Yasser's. |
| 4 | Whose | <u>are</u> | the bags? | <u>They are</u> | Ibrahim's. |
| 5 | Whose | <u>is</u> | the car? | <u>It is</u> | Salim's. |

GRAMMAR STUDY

the past simple tense – some irregular verbs**Complete.**

present tense	past tense
buy	<u>bought</u>
come	¹ <u>came</u>
² <u>have</u>	had
hear	³ <u>heard</u>
⁴ <u>say</u>	said
think	⁵ <u>thought</u>

3 Read, listen and say. Track 8**a) Read the poem.**

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

b) Listen to the poem.**c) Repeat the poem.****4 Choose.**Underline the correct form of the verb.Ibrahim (goes/went) to the market every weekend.

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

**5 Punctuate the dialogue. _ _**

- 1 helloyouarenewstudentarentyou
Hello. You're a new student, aren't you?
- 2 yesiamitsmyfirstdayheremynamesclaudio
Yes, I am. It's my first day here. My name's Claudio.
- 3 nicetomeetyouclaudioimfahadimfromsaudiarabia
Nice to meet you, Claudio. I'm Fahid. I'm from Saudi Arabia.

Pronunciation corner**a) Listen and repeat.****b) Listen again and underline the stressed syllable.**

tourist director agriculture
interview hotel surname
intelligent

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

1 Read and say.

a) Read the brochure about London. Match sentences 1–5 with the photos A–E. **Visit LONDON****Yes, there's something for everyone! You can go**

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

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

I'd like to go to the Science Museum because ...

2 Write and check.

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

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

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

b) Check your work. 

Check: the grammar
the punctuation
the paragraphs

Date ...

Dear ...

unit 2 : Answers

1

b)

I'd like to go to Science Museum because I can learn amazing things there.

I'd like to go to Tower of London because it's a fascinating old castle.

2

a)

Because they forgot about their homework.

3 Listen, write and say. Tracks 10 and 11

a) Because they forgot about their homework.

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



Elena: Hi everyone!

Nina / Lucy: Hi Elena!

Elena: Well, here we are again. Monday morning. Back to school!

Nina: I know. And I had a **great** weekend.

Lucy: What did you do, Nina?

Nina: I went to London with my mum and dad.

Elena: Did you? We went to London. My mum and I took my uncle and aunt from Italy. We ate in a fantastic Italian restaurant. What did you do, Nina?

Nina: We went sightseeing. We walked and walked and saw so many things – the London Eye, the Tower of London and lots of other things. It was really interesting, but I was very tired. I went to sleep on the train on the way home. What did you do, Lucy?

Lucy: Not much. I stayed at home and read a book. Oh yes, and I wrote my geography homework essay, on Riyadh in Saudi Arabia.

Elena: Oh no! I forgot about the homework ...

Nina: So did I!

Elena: We're going to be in trouble!

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

1 go went

2 take took

3 eat ate

4 see saw

5 read read

6 write wrote

7 forget forgot

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

1 Lucy went to London with her uncle and aunt.

2 Nina ate in an Italian restaurant.

3 Lucy saw many interesting things.

4 Elena went to sleep on the train.

5 Nina read a book and wrote an essay.

**Elena went to London
with her uncle and aunt.**

d) Listen and check.

e) Listen again and repeat.

c)

2- Elena ate in an Italian restaurant.

3- Nina saw many interesting things.

4- Nina went to sleep on the train.

5- Lucy read a book and wrote an essay.



LESSON 2 *Come and see me after the lesson*

a) Nina and Elena did not do their homework. Because they don't have their essays. / They haven't done their homework.

1 Read, speak and write.

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

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

Miss Jennings: Now, all of you, stop talking, please. Well, Lucy. This is a very good piece of homework. There's only one mistake.

Lucy: Thank you, Miss Jennings.

Miss Jennings: And you, Nina and Elena? Where are your essays?

Nina: Sorry, Miss Jennings. Can I give you my essay tomorrow?

Elena: And mine, Miss Jennings.

Miss Jennings: Both of you, come and see me after the lesson.



Student's answer

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

Riyadh is in the centre of Saudi Arabia (not in the south).

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

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

2

LOOK!

Sit down, both of you.



Sit down, all of you.



a) Nina and Fred. Fred is reading a history book.

3 Read and say.

- a) Look at the picture.
What can you see? 
- b) Read about the Great Fire of London. How many people died in the Great Fire?

No one died in the Great Fire of London.



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

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

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



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

- A The bakery caught fire. 3
- B In four days the fire destroyed many shops and houses. 7
- C People ran away from their houses. 6
- D A baker didn't put out his oven fire. 2
- E There was a hot and dry summer in 1666. 1
- F Other buildings began to burn. 4
- G Londoners woke up. 5

Pronunciation corner



- a) Listen and repeat the words.
- b) Write the words in the correct columns.

did dead ate it win
when bell bill

did	dead
it	ate
win	when
bill	bell



see Workbook pp104–105

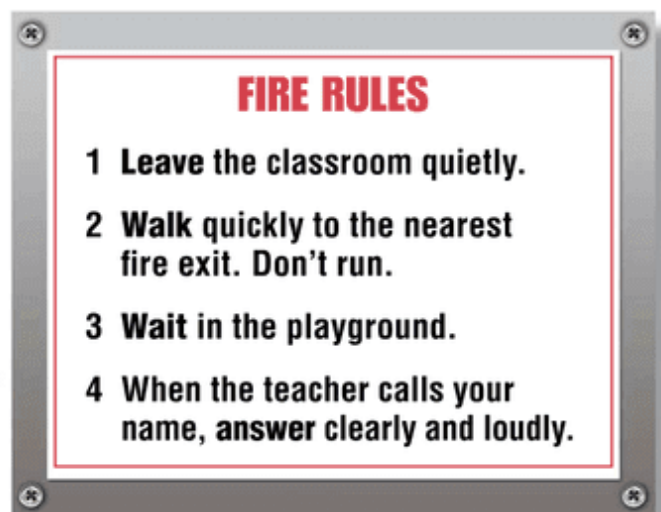
Unit 2 • Lesson 2

LESSON 3 *Fire!*1 Say and read. *Student's answer*

- a) Imagine ... there's a fire at your school. Do you know the fire rules? What must you do? 🧑🧑
- b) Read the fire rules at the International Language School in Riyadh. Are they the same as the rules in your school? 🧑🧑

2 Say and listen. 🎧 Track 13 🧑🧑

- a) Look at the picture. Where are Dave Watson and the students? Why do you think they are there?
- b) Listen to the first part of the dialogue. Who isn't behaving calmly?
- c) Listen to the second part. Was there really a fire?



1

Dave: Did you do your homework last night?

All: Yes, teacher.

Dave: Good, because today we have a test.

Yasser: Yes, teacher.

Rakan: Why's the bell ringing, teacher?

Dave: I think there's a fire. OK, everyone, don't panic!

Yasser: Quickly, we must leave quickly.

Dave: Don't panic Yasser. Behave calmly, and go to the playground immediately. Answer clearly when I call your name.

2

Dave: Rakan?

Rakan: Here, teacher.

Dave: Yasser? ... Yasser?

Yasser: (mumbling) Here, Teacher.

Dave: Speak more clearly, Yasser.

Yasser: Yes, teacher.

Dave: Good. That's everyone. No one's missing. OK, go back to the classroom and do the test.

Yasser: But what about the fire, teacher?

Dave: There isn't really a fire, Yassar. This is only a fire **drill**!

2

a) Dave Watson and the students are in the playground. They are there because there is a fire. They are there because Dave is checking names.

b)
Yasser isn't behaving calmly.

d) Listen again. Underline the correct words.

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

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

3 Write.

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

careful ~~correct~~ loud quick slow smart

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

4 Ask and answer the questions.

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

What is going to happen
at the International
Language School today?



There's going to
be a fire drill.



4)

- 2- The fire bell is going to ring.
- 3- They are going to leave the classroom quickly.
- 4- They are going to walk to the nearest fire exit.
- 5- No, they aren't/are not.
- 6- They are going to wait in the playground.
- 7- He is going to call the student's names.
- 8- They are going to answer clearly and loudly.

1 Match, choose and say.

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

- | | | |
|---------|------------|----------|
| 1 read | a a meal | <u>6</u> |
| 2 learn | b a picnic | <u>3</u> |
| 3 have | c views | <u>5</u> |
| 4 take | d a book | <u>1</u> |
| 5 see | e a trip | <u>4</u> |
| 6 eat | f facts | <u>2</u> |

b) Underline the best word. 

Read

an interesting book

- Read an (interesting/scruffy) book.
- Learn (intelligent/important) facts.
- Have a (delicious/interesting) picnic.
- Take an (exciting/excited) trip.
- See (beautiful/friendly) views.
- Eat a (comfortable/fantastic) meal.

c) Say sentences about Nina's day yesterday.  Student's answer

Nina read an interesting book yesterday.

She learned some important facts.

GRAMMAR STUDY

adverbs of manner

adjective	adverb
clear	clearly
calm	calmly
careful	carefully

Look and complete.

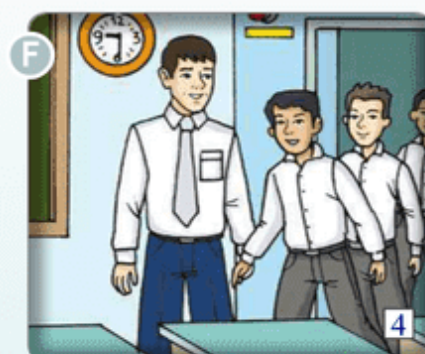
- | | |
|--------------------|------------------|
| 1 <u>immediate</u> | immediately |
| loud | 2 <u>loudly</u> |
| quick | 3 <u>quickly</u> |
| 4 <u>slow</u> | slowly |

2 Choose. Underline the correct form.

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

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

3 Read and number the pictures.



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

4 Complete, match and listen.



Track 14

a) Write the past simple of these irregular verbs.

- | | |
|---------|--------------|
| take | <u>took</u> |
| 1 say | <u>said</u> |
| 2 write | <u>wrote</u> |
| 3 hear | <u>heard</u> |
| 4 eat | <u>ate</u> |
| 5 begin | <u>began</u> |
| 6 see | <u>said</u> |

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

- | | |
|--------|--------------|
| book | <u>took</u> |
| 1 door | <u>saw</u> |
| 2 get | <u>ate</u> |
| 3 goat | <u>wrote</u> |
| 4 man | <u>began</u> |
| 5 word | <u>heard</u> |
| 6 bed | <u>said</u> |

c) Listen and check.

LESSON 1 *Read this, Nina*

1 Say and read.

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

Mystery Break-in at Styles

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

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

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

Oh, no! Read this, Nina. It's about Elena's father ... and Jack Baran's mother's shop!



- b) Read the article. Who did the police find in the shop?
- c) Can you explain this story? Did Mr. Rossi imagine it? Who do you think was in the shop? 🧑🧑

1.

a)

It's about a mystery break-in at "The Pizza House".

b)

The police found the shop empty. The door was locked and there was no one inside.

c)

Someone was in the shop but that person was not a burglar. Mr Rossi did not imagine the story. The person in the shop was the manager of the shop

2 Listen, say and write. Track 15

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

b) Listen again. Write answers to the questions.

- 1 What did Barbara do at 5:30? Barbara went home at 5:30 and she left her bag in the shop.
- 2 What did Barbara do at 10:00? Barbara went into the shop at 10:00 (because she wanted to get her bag).
- 3 'Could you come to the Station?' Which 'Station'? The "Station" is Oxford Police Station.

a) Barbara Baran. (Because) She left her bag in the shop (and she went back later and got it).

3 Look and say.

a) Put the pictures into the correct order.

b) Tell the story.



3 b) (Sample sentences)

- 1- Barbara went home from work at 5:30. She left her bag in the shop.
- 2- Barbara went back to the shop at 10:00 at night to get the bag.
- 3- Enrico saw someone in the shop with a torch.
- 4- Enrico thought the person in the shop was a burglar and phoned the police.
- 5- Barbara read the article about the break-in in the newspaper and phoned the police.
- 6- Barbara told the policeman about her bag.

4 Listen and say. Track 16

a) Listen and repeat the questions.

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



LESSON 2 *Why are you late, Yasser?*

- 1 a) Yasser, Omar, Rakan and their teacher. They are at school.
 b) He is fine now. (He bruised himself badly but he didn't break anything.)

1 Look, say and listen. Track 17

- a) Look at the picture. Who can you see? Where are they? 
 b) Listen to the dialogue. How is Yasser's cousin now?



Teacher: Now, where's Yasser?

Omar: I don't know, Teacher.

Teacher: Come in! Ah, Yasser ...

Yasser: I'm sorry, Teacher. I'm sorry I'm late.

Teacher: Why are you late, Yasser?

Yasser: Because I ... I overslept, Teacher. I'm, sorry.

Teacher: Overslept, eh? Enjoying yourself yesterday evening, were you? Staying up late?

Yasser: No, Teacher, no. It was nothing like that.

Teacher: Well, what happened? Tell me.

Yasser: It was my little cousin, Teacher. He stayed with us last night. He had an accident. He fell down the stairs and hurt himself.

Teacher: Oh dear. Not badly, I hope.

Yasser: Well, my father and I took him to hospital. We were there till four o'clock this morning. That's why I overslept. And, Teacher, I'm sorry ... I didn't do my homework.

Teacher: That's alright, Yasser. It doesn't matter. I accept your apologies and how is your cousin now?

Yasser: He's fine, thank you. He bruised himself badly, but he didn't break anything. He's fine!

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

- How did the teacher feel at the beginning of the dialogue?
 a pleased ☐ b not pleased ☒
- How did he feel at the end of the dialogue?
 a forgiving ☒ b angry ☐
- Yasser:
 a didn't wake up on time. ☒ b didn't go to bed. ☐
- Yasser's cousin:
 a broke his leg. ☐ b didn't break his leg. ☒

2 Listen and say. Track 18

- a) Listen and repeat.
b) Listen and repeat again.

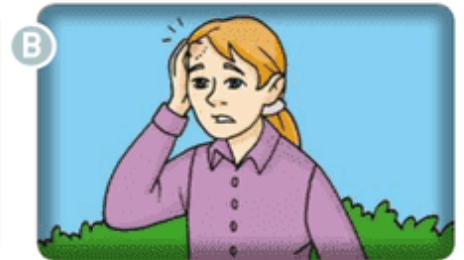
I'm sorry.

That's OK.

3 Match the pictures and the sentences.



- 1 She bruised her head. B
2 She burnt her hand. D
3 She cut her finger. C
4 She broke her arm. A



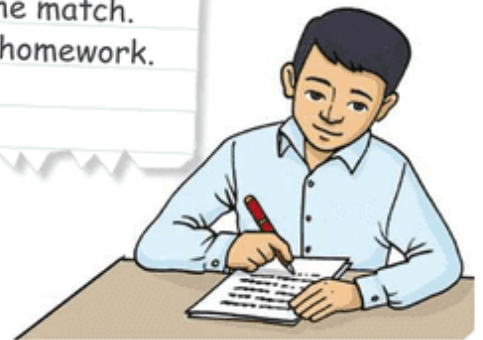
4 Read and write

- a) Read the message.

You didn't come to the match!



Dear Jamal,
Sorry I didn't come to the match.
I couldn't. I had a lot of homework.
Samy



- b) Now write four messages in your notebook. Student's answer

You ate all the cake!

You weren't at school yesterday!

You didn't come shopping with me!

You broke my CD!



see Workbook pp110–111

Unit 3 • Lesson 2

LESSON 3 *Poor Uncle Jim*

1 Read and answer.

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

in his car ☒at home ☐

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

A 2

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

B 1

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

C 4

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

D 3

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



2 Look and say.

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

traffic lights steering wheel
ambulance bandages

2) Sample answers:

- 1- On Saturday, Fred's uncle Jim was in his car driving to the supermarket. He stopped at the traffic lights.
- 2- A red car came and drove into the back of Uncle Jim's car.
- 3- The red car hit Uncle Jim's car and Uncle Jim hurt his head on the steering wheel.
- 4- An ambulance arrived and took Uncle Jim to the hospital.
- 5- At the hospital a doctor came and saw Uncle Jim.
- 6- The doctor put bandages on Uncle Jim's head.

3 Read and listen. Track 19

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

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

c) Read again and answer.

- What is the purpose of Yasser's e-mail to Fred? **To tell Fred about his cousin's accident.**
- Why didn't Yasser do much work at school on Wednesday? **Because he was overtired/too tired.**
- Yasser can make a new paragraph in his e-mail. Is the best place at **A** or **B**? **B**

Pronunciation corner



a) Listen and repeat these words.

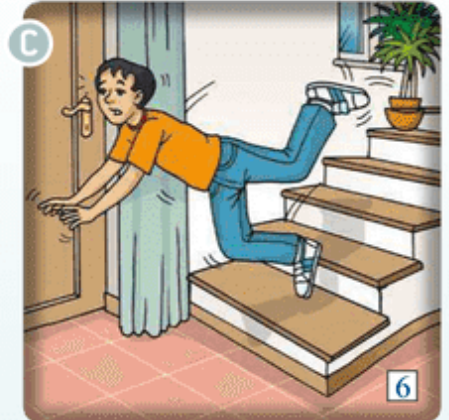
- | | | | |
|-------------------|-----------------------|---------------------|--------------------|
| 1 apologise | 2 <u>a</u> ccident | 3 <u>a</u> mbulance | 4 <u>b</u> andages |
| 5 <u>b</u> urglar | 6 <u>i</u> nvestigate | 7 <u>m</u> ystery | |

b) Listen and repeat again.

c) Underline the stressed syllables.



1 Read and say.



a) Number the pictures in the correct order.

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

b) Say the story. Use the pictures.

Don't look at the sentences. 🧑🏫🧒

Yasser's teacher was angry with Yasser yesterday.

GRAMMAR STUDY

the past simple tense – negatives of irregular verbs

Complete.

present

find
break
do
fall
⁴ leave
sleep
tell

past simple

found
broke
² did
fell
left
⁵ slept
⁷ told

negative of past simple

didn't find
¹ didn't break
didn't do
³ didn't fall
didn't leave
⁶ didn't sleep
⁸ didn't tell

2 Listen, repeat and say. Track 21

a) Listen and repeat the sentences in the negative.

Nina did her homework on Monday.

Nina didn't do her homework on Monday.

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

b) Correct the sentences in Exercise 2a. 

Nina didn't do her homework on Monday.

She did her homework on Tuesday.

Monday / Tuesday

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

3 Match and number.

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



2)

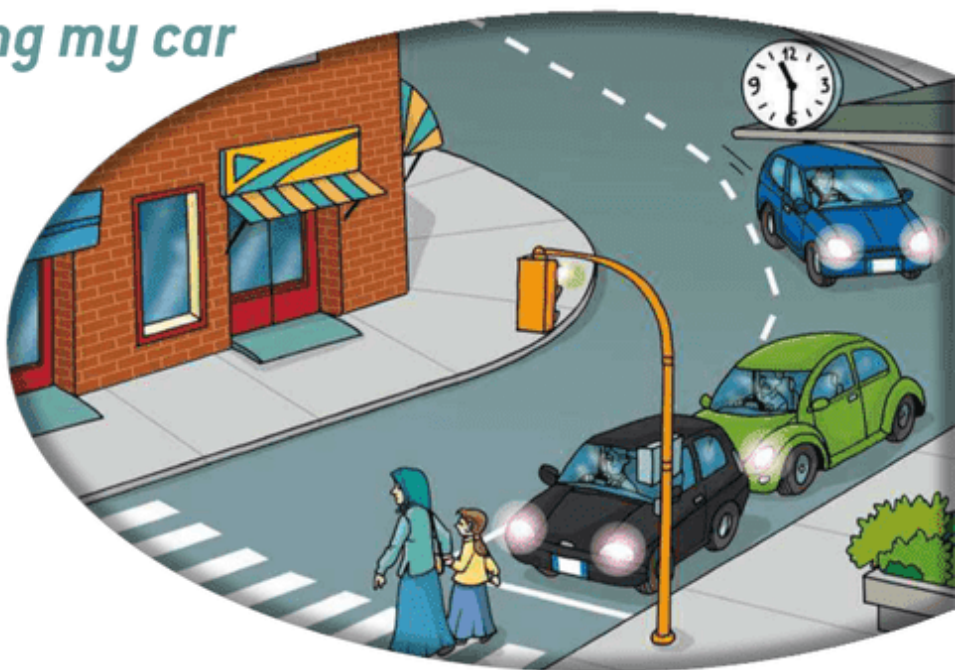
b -

- 1 A: Reema didn't sleep late in Wednesday.
B: She slept late on Thursday.
- 2 A: Rakan didn't find a mouse in his house.
B: He found a mouse in his garden.
- 3 A: Ibrahim didn't drive Omar to the hospital.
B: He drove Omar to school.
- 4 A: Reema didn't break a glass last night.
B: She broke a plate last night.

LESSON 1 *I was driving my car*

1 Speak and read.

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



POLICE STATEMENT

At 10 o'clock on Saturday morning I was driving my car, a red VW, to the supermarket. I had a passenger in the car. The traffic lights on Richmond Road, outside the supermarket, were red, so I stopped. Two children were crossing the road. There wasn't a car in front of me. I looked in my mirror and saw a red car. It was coming up behind me. Then I felt a hard knock and my head hit the steering wheel.

I don't remember anything else about the accident. The next thing I remember was waking up in an ambulance. It's all very mysterious.

- b) Read Uncle Jim's statement to the police.

His head hit the steering wheel.
What does he remember next?

- c) Look at the picture and read the statement again. Find seven mistakes in the picture. 🧑🧑
d) Check with another pair.

2 Say and write.

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

I was having my breakfast.

- a) Ask and answer three questions.

1

a)

We can see some cars at traffic lights. A woman and her daughter are crossing the road. Uncle Jim is driving a blue car. There is another man in the car with him.

b)

He doesn't remember anything after he hit his head.

C & D

Statement	Picture
1. Uncle Jim's car is red/green.	1 ^b . Uncle Jim's car is blue.
2. Uncle Jim had a passenger.	2. Uncle Jim was the only person in the car.
3. The traffic lights were red.	3. The traffic lights were green.
4. He stopped his car at the red traffic lights.	4. He was driving his car.
5. Two children were crossing the road.	5. A mother and her daughter were crossing the road.
6. There wasn't a car in front of Uncle Jim.	6. There was a black car in front of him.
7. A red car was coming up behind him.	7. A blue car was coming behind him.

2

a)

What were you doing at 2 o'clock this afternoon?

What were you doing at 6 o'clock this evening?

What were you doing at 8 o'clock this night?

b) Write your three answer sentences. Student's answer

- At six o'clock this morning I was having my breakfast.
 1 At 2 o'clock this afternoon I was having my lunch.
 2 At 6 o'clock this evening I was phoning my friend.
 3 At 8 o'clock this night I was watching TV.

3 Speak and write. 

a) Make up a story!

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

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

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

b) Write your story in your notebook.

4 Match the words and the pictures.

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



- 1 E 2 C 3 F 4 A 5 D 6 B

Pronunciation corner



a) Listen and repeat the words.

so	saw	boat	bought
cold	door	drove	go
	more	taught	

so	saw
boat	bought
cold	door
drove	more
go	taught

b) Listen again.

c) Write the words in the columns.



see Workbook pp114–115

Unit 4 • Lesson 1

3)

At 2 o'clock this afternoon I was having my lunch with my family. At 6 o'clock this evening I was phoning my friend Jamal. At 8 o'clock this night I was watching TV with my brother and my mother was cooking dinner.

LESSON 2 *Where's Davey?*

1 Say, read and match.

a) Sample answer:
Nina is looking at Davey's cage.
She is sad because Davey's cage is empty.

a) Look at the picture. What is happening? 

b) Read and check. Were you correct?

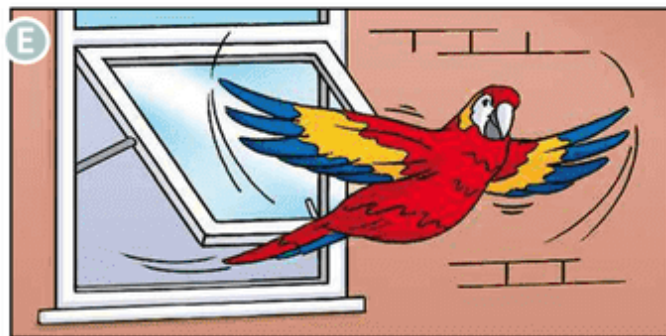
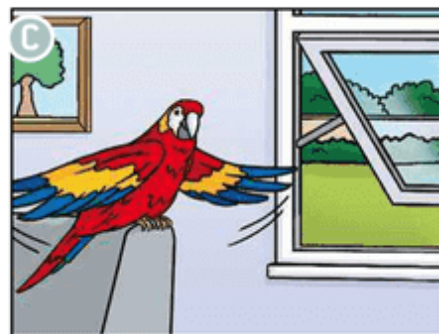
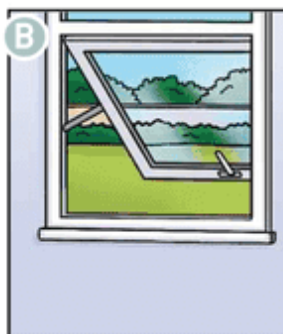
Penny: Oh, hello, Nina.

Nina: Hello, Mum ... where's Davey? Where's my parrot?

Penny: I'm really sorry, Nina. It was all my fault. He flew away ...



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



A 5 B 3 C 1 D 4 E 2

1 Davey saw the open window and flew towards it.

2 He flew out of the window and escaped.

3 I didn't close the window.

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

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

2 a) Nina or her mother probably wrote it. Because Davey is lost and Nina wants to find him.
b) because the woman has Davey./ Because she found and caught Davey.

2 Listen and say. Track 23

- a) Look at the poster. Who wrote it? Why?
b) Listen to the phone conversation. Why is Nina happy?

Nina: Hello.
Voice: Is that Oxford 287366?
Nina: Yes, it is.
Voice: Did you put a notice in the shop window about a lost parrot?
Nina: No, but my mum did.
Voice: Well, I have good news. I have him.
Nina: You have him!
Voice: Yes. He was sitting in the tree in my garden. I couldn't catch him at first, but I put some bird food on the ground and he came down and ate it. Then I could catch him. Tell me your address and I can bring him round.
Nina: Oh, thank you, thank you! This is the happiest day of my life! Mum ... that was a woman on the phone. She has Davey!

LOST!

A parrot, on
Thursday 1st
October.

Please phone
Oxford 287366.

£10 reward for information.



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

- A Davey came down and ate it. 4
B Davey was sitting in a tree in the woman's garden. 1
C She phoned Nina. 6
D She put some bird food on the ground. 3
E Then the woman could catch him. 5
F The woman couldn't catch him at first. 2

3 Write.

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

- 1 Davey flew out of the window. Nina's mother couldn't stop him.
2 Yasser couldn't do his homework because he was at hospital all night.
3 Could Reema speak English when she went to England? Yes, she could.
4 One night Enrico could see a person with a torch in Styles.

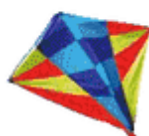


see Workbook pp116–117

Unit 4 • Lesson 2

LESSON 3 *When I was ten*1 Listen, say and write. Track 24

a) Listen to the sentences.

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

Yes, I could.

No, I couldn't.

b) Listen again and repeat.

c) Ask your partner. Then put ✓ or ✗ about you. Student's answer

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

d) Write sentences about yourself or your partner.

- I could speak Arabic when I was ten.
- ... couldn't cook when he/she was ten.
- I could swim when I was ten.
- Faisal couldn't swim when he was ten.
- I couldn't fly a kite when I was ten.
- Faisal could fly a kite when he was ten.



2 Say and read.

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

It's a traditional ship. It's called the *Mary Celeste*. The man is probably the captain of the ship.



Mary Celeste

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

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

Nobody saw them alive again.

On 4th December another ship saw the *Mary Celeste*. The

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

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

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



- b) There were eight people on the ship. The captain last wrote in the ship on 24th November 1872.

b) Read the story.

How many people were on the ship?
When did the captain last write in his diary?

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



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

I think the people on the *Mary Celeste* escaped.



see Workbook pp118–119

Unit 4 • Lesson 3

Saudi Review

1 Read and correct.

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

Dear Reema

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

I have a parrot called Mishmish. I ~~was~~ ^{were} cleaning Mishmish's cage and the parrot was sitting on the table. I was ~~feel~~ ^{feeling} hot. I opened the door. Mishmish saw the open door and she ~~fly~~ ^{flew} out and escaped.

I ~~can't~~ ^{couldn't} stop her. Then my mum came home. I told her about Mishmish and mum ~~say~~ ^{said}, 'I saw Mishmish in the garden. She ~~was~~ ^{wasn't} sitting in a tree. I didn't know it was her.' We ran out of the house. Mishmish ~~weren't~~ ^{wasn't} in the tree. I am feeling very sad. I want to find him. E-mail me and tell me your news.

With best wishes,

Manal

b) Listen and check the answers.

2 Ask, answer and write.

a) Ask and answer.

Could Omar speak English when he was six?

No, he couldn't.

Can Omar speak English now?

Yes, he can.

b) Write sentences about Omar.

- | | | | |
|---|----------------------|---|---|
| 1 | Speak English | X | ✓ |
| 2 | cook | X | X |
| 3 | write Arabic letters | ✓ | ✓ |
| 4 | tell the time | X | ✓ |
| 5 | ride a bike | ✓ | ✓ |
| 6 | clean his teeth | ✓ | ✓ |

When Omar was six ...



Omar now



2

a)

1 Could Omar speak English when he was six?
No, he couldn't. Can Omar speak English now?
Yes, he can.

2 Could Omar cook when he was six?
No, he couldn't. Can Omar cook now?
No, he can't.

3 Could Omar write Arabic letters when he was six?
Yes, he could. Can Omar write Arabic letters now?
Yes, he can.

4 Could Omar tell the time when he was six?
No, he couldn't. Can Omar tell the time now?
Yes, he can.

5 Could Omar ride a bike when he was six?
Yes, he could.
Can Omar ride a bike now?
Yes, he can.

6 Could Omar clean his teeth when he was six?
Yes, he could. Can Omar clean his teeth now?
Yes, he can.

b)

1 Omar couldn't speak English when he was six but he can speak English now.

2 Omar couldn't cook when he was six and he can't cook now.

3 Omar could write Arabic letters when he was six and he can write them now.

4 Omar couldn't tell the time when he was six but he can tell the time now.

5 Omar could ride a bike when he was six and he can ride a bike now.

6 Omar could clean his teeth when he was six and he can clean them now.

GRAMMAR STUDY

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

I was looking

you were looking

he was looking

she was looking

it was looking

plural

you were looking

we were looking

they were looking

3 Read and say.

Underline the correct words and say the sentence.

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

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

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

Pronunciation corner

Track 25

- a) Listen and repeat the words.**

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

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

know	fork
notice	caught
kilo	thought
wrote	fault

- c) Listen and check.**

4**Read, listen and say.** Track 26

- a) Read the poem.**

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

- b) Listen to the poem.**

- c) Repeat the poem.**

LESSON 1 *You're all correct!*

1 Read.

What's happening all over the world this week?

1) Student's are studying the world's changing climate.

International Climate Study Week

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



2 Read, listen and say. Track 27

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

Climate Change Quiz

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

b) Listen.

Which sentences in the Climate Change Quiz are correct?

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

- 1 Omar thinks we're driving too many cars.
- 2 Yasser thinks we're cutting down too many trees.
- 3 Rakan thinks we're flying too many planes.

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

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

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

Yasser: I think 2, 4 and 5.

Teacher: And you, Rakan?

Rakan: I think 1, 3 and 5.

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

Omar: Why, Teacher?

Teacher: It's because of ...

- | | |
|----------------------------|---------------------------------------|
| T ☐ | F ☒ |
| T ☐ | F ☒ |
| T ☐ | F ☒ |

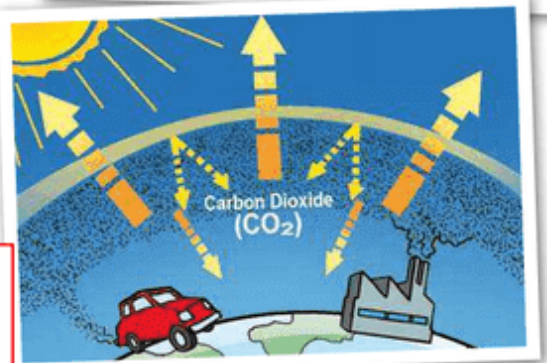
3 Say, read and write.

- a) Look at the diagrams.
Describe what is happening. 
- b) Read the teacher's explanation.
Were you correct?



It's because of carbon dioxide (CO₂). When we release too much carbon dioxide in to the air, the climate becomes hotter. Heat from the Earth can't escape through the carbon dioxide.

3 a) (Sample answers) In the first diagram heat is escaping from the Earth. In the second diagram heat cannot escape from the Earth because of carbon dioxide. This makes the world hotter.



4

LOOK!



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

We **know** the climate is changing. ✓

We **want** to stop climate change. ✓

We **are knowing** the climate is changing. ✗

We **are wanting** to stop climate change. ✗

5 Write and say.

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

- We're using too much electricity.
- We're driving too many cars.
- There's too much carbon dioxide.
- We make too much paper.
- Too many people are driving and flying.
- We use too much wood for paper.

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

Student's answer

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



see Workbook pp120–121

Unit 5 • Lesson 1

LESSON 2 *We should use less electricity*

1 Say and write.



- a) Say what is happening in the pictures. 🧑🧑
 b) Look at the pictures again and complete the sentences.
 Use these words.

write make throw cut escapes CO₂

- 1 Trees take in CO₂.
- 2 When we cut down a tree, the CO₂ escapes.
- 3 We make paper from wood.
- 4 We write on the paper.
- 5 We throw it away.
- 6 We cut another tree down and make more paper.



- c) Write the sentences in your notebooks.

2 Read, say and listen. 🎧 Track 28

- a) Read the suggestions.
- b) Talk about the suggestions. Why *should* or *shouldn't* we do these things? 🧑🧑
- c) Listen and repeat the sentences.

How do we stop climate change?

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

1)

a-

- 1- Trees take in CO₂.
- 2- We cut down trees.
- 3- We make paper.
- 4- We use paper.
- 5- We throw away paper.
- 6- We cut down more trees.

2)

b-

- 1- We shouldn't cut down so many trees because there aren't many trees in the world.
- 2- We should drive fewer cars because there are too many cars on the roads.
- 3- We should use less electricity because carbon dioxide escapes when we make electricity.
- 4- We should recycle our rubbish because we make too much rubbish.

d) Listen and say. Track 29

What does Miss Jennings think about the article? Miss Jennings thinks it's an interesting article.

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

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

Lucy: *Oil, Teacher.*

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

Lucy: *Lots, Teacher.*

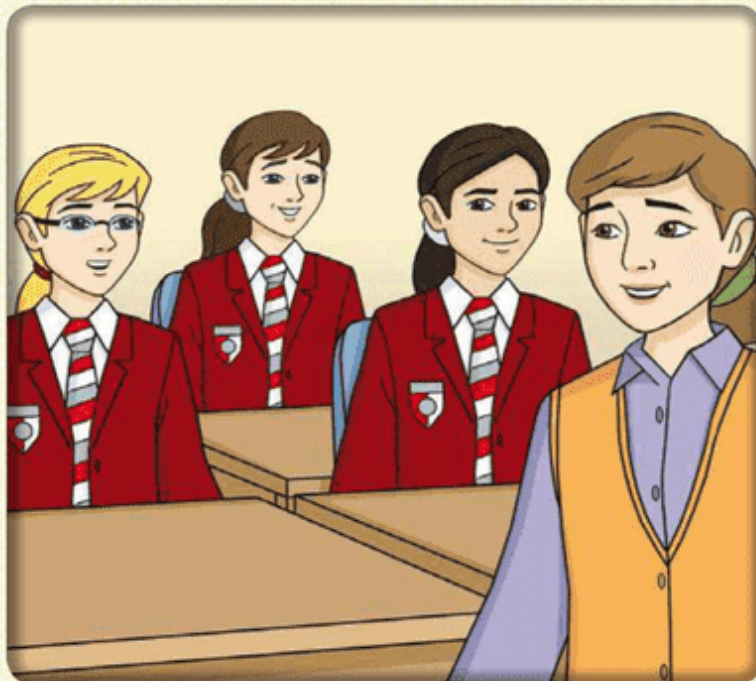
Miss Jennings: *Yes, lots ... now. But not for ever. One day there isn't going to be any more oil. So we should drive and fly less **now**.*

Lucy: *I understand, Teacher.*

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

Lucy: *A spaceship, Teacher? Why?*

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

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

Miss Jennings says that:

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 Driving cars produces CO ₂ . | T ☒ | F ☐ |
| 2 There's always going to be oil. | T ☐ | F ☒ |
| 3 We should drive more now because we still have oil. | T ☐ | F ☒ |

3 Put the words into the correct columns.

plane	car
plastic	quiz
oil	spaceship
paper	tree
electricity	petrol

fewer	less
plane	electricity
car	oil
quiz	paper
spaceship	petrol
tree	plastic



see Workbook pp122–123

Unit 5 • Lesson 2

LESSON 3 *Spaceship Earth*

1 Read, say and write.

a) Read the text.

What should we think about before we drive?

Is the journey really necessary?

Spaceship Earth

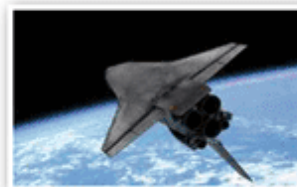
On a spaceship the air is very important. The space travellers must keep it clean. Also, when they leave the Earth they have a limited amount of energy. They mustn't waste it. They can't get any more.

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

We should think before we drive our car:

- is the journey really necessary?
- can we walk or cycle, not drive?

Because when we drive, we use valuable petrol. When we drive, we produce CO₂, and this is bad for the climate.



b) Complete the summary. Use these words.

air clean energy spaceship waste

The Earth is like a ¹ spaceship because:

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

2 Speak and write.

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

b) Write your list.

Lights, the TV, computer, fridge, freezer, cooker, microwave, air conditioner, fan, heater, mobile phone (charger), CD player, DVD player, MP3 player, vacuum cleaner, bread maker, hairdryer, radio and washing machine all use electricity.

c) Compare your list with another pair.



2)

a -

Lights

TV

Fridge

Freezer

Cooker

Microwave

Air conditioner

Fan

Heater

Mobile phone (charger)

CD player

DVD player

MP3 player

Vacuum cleaner

Bread maker

Hairdryer

Radio

Washing machine

3 Listen, say and write. Track 30

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

b) Listen to the interview.

What *shouldn't* you do with a plastic bag?

You shouldn't throw it away.

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

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

Presenter: What can we do?

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



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



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

Dr. Robson didn't say:

- 4 We should walk from home to school.
- 5 We shouldn't use plastic bags again.

d) Listen again. Underline the correct words.

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

4 Read and write.

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

- | | | |
|--|-------------------------------------|---------------------------------------|
| 1 We should use less petrol. | ☒ | _____ |
| 2 We should use more energy. | ☒ | <u>We should use less energy.</u> |
| 3 We shouldn't drive so many cars. | ☒ | _____ |
| 4 We shouldn't recycle our plastic. | ☒ | <u>We should recycle our plastic.</u> |
| 5 CO ₂ causes climate change. | ☒ | _____ |



see Workbook pp124–125

1 Match and say.

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

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

- | | | | |
|----------|----------|-------------|----------|
| A trees | <u>3</u> | B rubbish | <u>1</u> |
| C energy | <u>5</u> | D a car | <u>6</u> |
| E change | <u>2</u> | F the light | <u>4</u> |

b) Now say the words.

2 Read and complete.

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



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

Reema: Excuse me Dr. Muneera.

¹ Can I ask you some questions?

Dr. Muneera: Yes of course, Reema.

Reema: ² Is our climate really changing?

Dr. Muneera: Yes, it is. It's changing very quickly.

Reema: ³ Why is that happening?

Dr. Muneera: It's because of carbon dioxide. We produce carbon dioxide when we produce and use energy, drive cars or fly planes.

Reema: ⁴ Why is carbon dioxide important?

Dr. Muneera: When there's too much carbon dioxide above the Earth, the climate gets hotter.

Reema: ⁵ What can we do?

Dr. Muneera: Think carefully about everything we do. We shouldn't waste anything – petrol, water, electricity.

3 Underline the correct word in each sentence.

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

GRAMMAR STUDY

countable

He has **too many** bags.

His friend has **fewer** bags.

**uncountable**

This girl has **too much** rice.

Her friend has **less** rice.

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

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

- 1 Be careful, Omar. You're carrying **too many** books.
- 2 Turn the light off. We're using **too much** electricity.
- 3 We should try to make **fewer** journeys in planes.
- 4 Fahad can't shut his case because there are **too many** clothes in it.
- 5 To waste **less** paper, we should write on both sides.
- 6 We are causing climate change because we are producing **too much** carbon dioxide.

**5 Read, listen and say.** Track 31**a) Read the poem.**

The world is getting warmer
The weather's getting strange,
It's our lifestyle that is causing
our rapid climate change.
We're using too much petrol,
too much gas and oil, too.
We should try to stop producing
too much CO₂.
Is your journey necessary?
Don't drive or take a plane,
Why not walk or ride a bike,
take a bus or catch a train?

b) Listen to the poem.**c) Repeat the poem.****6 Match and number.** 

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



Section 1

GRAMMAR: 10 MARKS

Tick (✓) the best answer A, B or C.

See that boy over there. He _____ my brother.

- ☒ A 's
- ☐ B 're
- ☐ C 'm

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

- ☒ A mine
- ☐ B my
- ☐ C me

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

- ☐ A come
- ☐ B is coming
- ☒ C comes

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

- ☐ A go
- ☐ B is going
- ☒ C goes

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

- ☒ A to be
- ☐ B is
- ☐ C be

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

- ☐ A both
- ☒ B all
- ☐ C two

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

- ☐ A do
- ☒ B did
- ☐ C was

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

- ☐ A leaving
- ☐ B leaves
- ☒ C leave

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

- ☐ A slow
- ☒ B slowly
- ☐ C slowing

9 My little cousin Abdulla fell down and hurt _____.

- ☐ A myself
- ☐ B yourself
- ☒ C himself

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

- ☐ A didn't
- ☐ B isn't
- ☒ C wasn't

GRAMMAR 2: 10 MARKS

Complete the text with the correct form of the verb in brackets

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

Section 2

VOCABULARY: 10 MARKS

Match the words to the pictures.

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

[H] A
[E] B
[I] C
[A] D
[J] E
[D] F
[K] G
[B] H
[F] I
[C] J
[G] K



Section 3

LISTENING 1: 5 MARKS

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

- 1 Mike is 13 years old.
- 2 Don't waste electricity. Don't waste water.
- 3 There are too many clothes and books in it.
- 4 The cat climbed out of the window and over the garden wall.
- 5 When the boy was eight, he couldn't swim well.
- 6 The girl was waiting at the traffic lights when the red car ran into a tree.

LISTENING 2: 5 MARKS

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



Section 4

READING: 10 MARKS

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

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

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

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

Section 5

WRITING: 10 MARKS

Student's answer

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

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

Climate change is

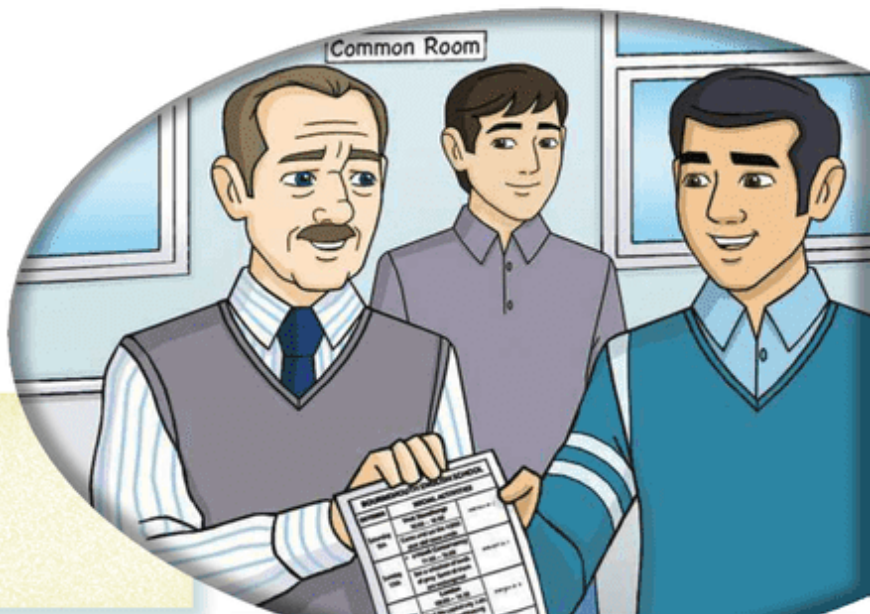
LESSON 1 *Old places*

1 Look, read and say.

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

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

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



- a) Julian, Fahad and Claudio. They are at the Bournemouth English School.

- b) Read and check.

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

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

- Which is the longest trip? 🧑🧑
- What is Stonehenge?
- What can Fahad do on Saturday 30th?
- Which two trips would you choose? Why?

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

d) Ask and answer.

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

Fahad *might* choose the trip to ... because ...

Fahad *may* choose the trip to ... because ...

2 Read, listen and say.



Track 34

a) Read the magazine article.

Do we know why prehistoric people built Al-Rajajil? **No, we don't.**

b) Read the article again.

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

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

c) Listen and repeat.

They were possibly a trade centre.

They were probably a meeting place.

d) SAMPLE ANSWERS:

Fahad might choose the trip to Stonehenge because he's very interested in prehistoric buildings. Fahad may choose the trip to London because he needs to buy some presents for his family.

Fahad may choose the trip to the Hawk Conservancy because he's interested in hunting with birds.

In Al-Jowf, in the Northern Desert of Saudi Arabia, you can find the standing stones of Al-Rajajil



('The Men'). They are probably over 5,000 years old. There are 54 groups of stones and some of them are three metres high. They go in parallel lines from east to west.

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

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

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

The Al-Rajajil stones are a fascinating mystery.

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

Student's answer



see Workbook pp126–127

Unit 6 • Lesson 1

LESSON 2 *I'm turning off the lights*1 Say, listen and read. Track 35

a) Look at the picture.

What is Nina doing? Why do you think she is doing it? 

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



Penny: What are you doing, Nina?

Nina: I'm turning off the lights, Mum.

Penny: Why?

Nina: Because I want to help save energy.

Penny: But I can't read my newspaper. Why do you want to save energy?

Nina: So I can stop climate change. Miss Jennings says we shouldn't waste electricity. We can save money, too.

Penny: Mmm ... I agree. We should turn off the lights when no one's in the room, but don't turn them off when I'm reading!

Nina: OK, Mum. Do we need the lights on in the hall?

Penny: No. No, we don't.

Nina: Anyway, I'm going upstairs to do my homework.

Penny: And I'm going to the kitchen to make a cup of tea. Would you like one?

a) She is turning off the light to save electricity.

b) Because she wants to make a cup of tea.

c) Listen again.

1 Why is Nina turning off the lights?

1 Because she wants to save energy.

2 Why is Nina going upstairs?

2 So she can do her homework.

d) Match the beginnings and endings of the sentences.

1 Nina's turning off the lights

a so she can do her homework.

2 Nina wants to save energy

b so she can help stop climate change.

3 Nina's going upstairs

c because she wants a cup of tea.

4 Penny's going to the kitchen

d because she wants to save energy.

1 d 2 b 3 a 4 c



2 Say, read and write.

a) Look at the pictures and complete the sentences.

b) Write the sentences in your notebook. 

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



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

Dear Reema,

Could you do me a big favour?

At school this week we're doing a project about people's favourite places in different countries.

Could you write something about your favourite place in Saudi Arabia, please?

We're going to publish all the places in our school magazine.

And some good news! We may be able to come to Riyadh in December so we can visit Dad.

With best wishes

Nina

4 Write.

Write the opposites. Use these words.

- | | |
|---------------|------------------|
| 1 put on | <u>take off</u> |
| 2 come in | <u>go out</u> |
| 3 go away | <u>come back</u> |
| 4 get up | <u>go to bed</u> |
| 5 pick up | <u>put down</u> |
| 6 go to sleep | <u>wake up</u> |

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



LESSON 3 *Favourite places*

1 Read and say.

Match two photographs to each description of a place. 



Reema 3 4

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

Barbara 1 6

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

Elena 2 5

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

2 Listen and say. Track 36

- a) Listen and tick (✓) or cross (X) the table.
- b) Listen and repeat Fahad's dialogue.
- c) Ask and answer. Give true answers. 

	Fahad	Nina and Fred
Riyadh	✓	✓
London	✓	✓
Paris	X	✓
Cairo	✓	X

Have you ever
been to ...?

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

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



3 Say and write.

- a) Ask and answer. 

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

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



2 c)
Have you ever been to Paris?
Yes, I have.
Have you ever been to Cairo?
No, I haven't.

☐ My favourite place is ...



see Workbook pp130–131

Unit 6 • Lesson 3

Answers

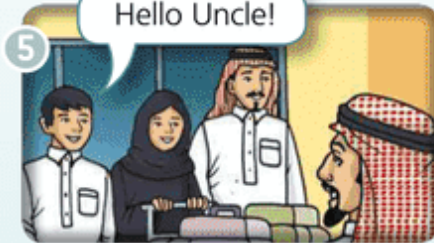
3 a)

- 1 I would like to go to London.
- 2 Because I want to go sightseeing and shopping.
- 3 Cairo
- 4 In Egypt
- 5 I have been there many times.
- 6 I went there last year.
- 7 Because it has interesting places to visit.

Saudi Review

1 Read, write and say.

a) Read and complete the sentences correctly.



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

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



b) Ask and answer. 

Why is Yasser going
to the park?

To play a game
of football.

Answers

1 b)

First student:

Why did Rakan visit Al-Jowf in March?

Second student:

To see the Rajajil.

First student:

Why did Jack go to Zakopane last year?

Second student:

To ski in the mountains.

First student:

Why is Fatimah going to visit Taif soon?

Second student:

To shop in the souk.

First student:

Why are Fred and Nina possibly going to Riyadh?

Second student:

To visit their father.

First student:

Why did Elena go to Florence two years ago?

Second student:

To see the museums and palaces.

GRAMMAR STUDY

Complete the past simple tense irregular verbs: questions and negatives**past simple**

I put on

You came in

He got up

² She woke up

It went away

We took off

⁷ They threw away**negative**

I didn't put on

You didn't come in

He didn't get up

She didn't wake up

³ It didn't go away⁵ We didn't take off

They didn't throw away

question

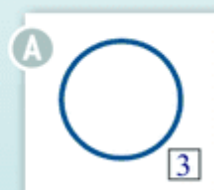
Did I put on ...?

Did you come in ...?¹ Did he get up...?

Did she wake up ...?

⁴ Did it go away?⁶ Did we take off...?⁸ Did they throw away...?**2 Underline the correct way to complete each sentence.**

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

3 Match and number.

1 flower

2 glasses

3 circle

4 desert

5 bee

6 hawk (as in bird)

**4 Ask and answer.**

Talk about a favourite place you visited last year.

Where did you go?

What did you do?

What did you see?

Why was the visit nice?

LESSON 1 *The three banks*1 Read, ask and answer.

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



1 We all have to take care of our planet.
 2 They are going to protect and clean them.
 3 We have to recycle them.

Vision 2030: Social responsibility

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

2 Say, listen and write. Track 37

a) Look at the picture.

What is behind Dave?

What are they for?

b) Listen.

Which bank does the school *not* have?

a) Behind Dave, there are three recycling banks. They are for recycling rubbish.
 b) A wood bank.

Yasser: What are those new bins in the playground, sir?

Dave: They're for recycling, Yasser.

Yasser: Recycling what, sir?

Dave: Well, there are three of them. One's a bottle bank, one's a plastic bank and one's a paper bank. You must be careful to put the correct things into the correct bin.

Yasser: So anything made of plastic goes into the plastic bank ...

Dave: And anything made of glass goes into the bottle bank ...

Rakan: And anything made of paper goes in the paper bank.

Dave: Quite right, Rakan. It's part of Vision 2030. We all have to recycle our glass, paper and plastic.

Yasser: What about things made of wood, sir?

Dave: We don't need a wood bank, Yasser. Wood rots naturally. In a few years wood disappears back into the earth.

c) Glass bottles: The bottle bank./Because a glass bottle is made of glass. Plastic bottles: The plastic bank./Because a plastic bottle is made of plastic. Newspapers: The paper bank./Because a newspaper is made of paper.

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

- d) Ask and answer. 🧑🧑



What's a newspaper made of?

A newspaper's made of paper.



Because a glass bottle is made of glass.

3 Match the sentences and the pictures. 🧑🧑

What happens to our old bottles?

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



Pronunciation corner



Track 38

- a) Listen to the words.
- b) Listen again and repeat.
- c) Listen again. Write the words in the correct column.

cold
class
coat

gold
glass
goat



see Workbook pp132–133

Unit 7 • Lesson 1

Answers

2 d)

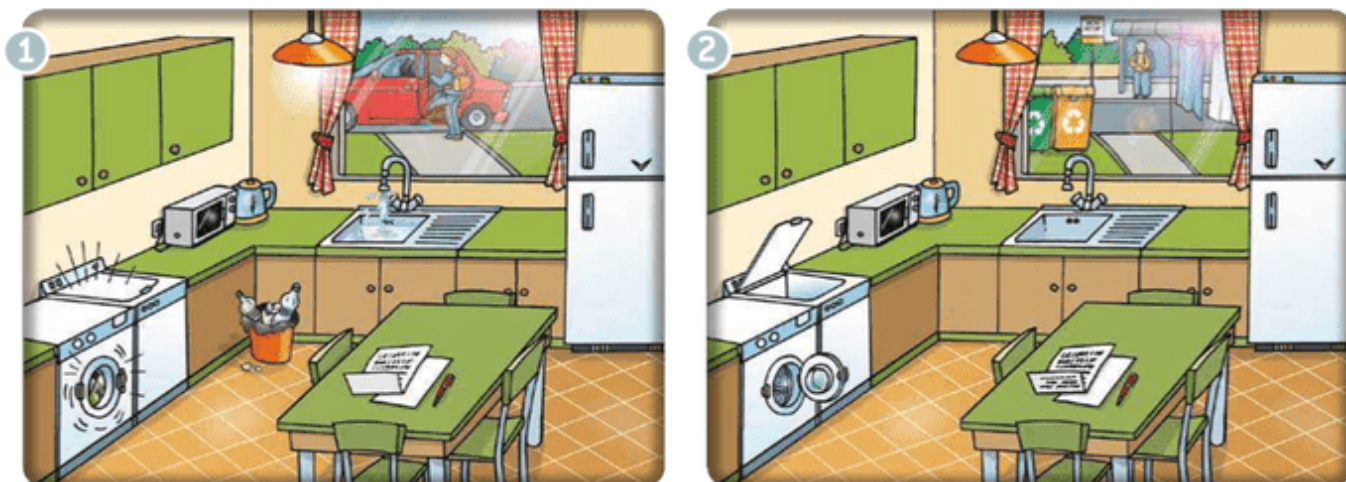
- 1 What's a table made of? A table's made of wood.
- 2 What's a pen made of? A pen's made of plastic.
- 3 What's a notebook made of? A notebook's made of paper.
- 4 What's a pencil made of? A pencil's made of wood.
- 5 What's a window made of? A window's made of glass.
- 6 What's a magazine made of? A magazine's made of paper.

LESSON 2 *What's it for?*

b) (Sample answers) The family in Picture 2.
Because they are saving energy, saving water and paper and recycling rubbish.

1 Say and write.

- a) Look at the pictures. What can you see? Find seven differences.
b) In which picture is the family doing more to stop climate change? Why?



c) Give the family in Picture 1 some advice. 🧑🧑

d) Write your advice.

Order the words and punctuate the sentences.

- 1 should / you / off / the / turn / lights

You should turn off the lights.

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

You should turn off the water.

- 3 recycle / should / your / you / rubbish

You should recycle your rubbish.

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

You should write on both sides of the paper.

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

You shouldn't drive to school. You should walk.

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

You should dry your clothes outside in the garden.

You should turn
off the lights.



Answers

1 a)

Picture 1:

The clothes are in the dryer.

The light is on.

The tap is on.

The rubbish bin is full.

There are no recycling bins.

There is writing on one side of the paper.

A boy is getting into a car.

Picture 2:

The clothes are in the garden.

The light is off.

The tap is off.

There is no rubbish bin.

There are recycling bins in the garden.

There is writing on both sides of the paper.

A boy is waiting at the bus stop.

b)

The family in Picture 2. Because they are saving energy, saving water and paper and recycling rubbish.

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

2 Listen, read and say. Track 39

- a) Listen and read the poem.
b) Listen again and repeat.

Planet Earth

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

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

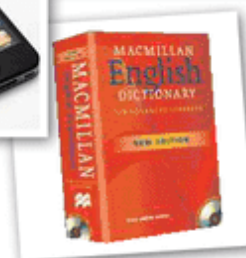
Turn off the taps, turn off the lights,
Save electricity,
You shouldn't waste, you should conserve,
Do these things with me.



- e) 1 Could you turn off the lights, please?
2 Could you turn off the water, please?
3 Could you recycle your rubbish, please?
4 Could you write on both sides of the paper, please?
5 Could you walk, please?
6 Could you dry your clothes outside in the garden, please?

3 Write questions and answers.

- 1 bottle bank/it/recycle bottles
What's a bottle bank for? It's for recycling bottles.
- 2 scissors/they/cut paper
What are the scissors for? They're for cutting paper.
- 3 fridge/it/keep food cold
What's a fridge for? It's for keeping food cold.
- 4 mobile phones/they/talk to your friends
What are mobile phones for? They're for talking to your friends.
- 5 dictionary/it/look up words
What's a dictionary for? It's for looking up words.



LESSON 3 *Mount Pinatubo*

1 Read and say.

a) Read the article. What is it about? *Climate change*

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



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

First, gas and ashes came out of Pinatubo and rose 34 km into the sky. The gas was sulphur dioxide (SO₂). Between 15 and 30 million tonnes of SO₂ went up into the air. It formed an enormous cloud. This cloud travelled slowly round the world and produced serious climate change. The heat from

the sun could not get through the cloud and the world's climate got cooler. In 1992 North America had the coldest, wettest winter for 77 years, and in March 1993 there were serious floods near the River Mississippi. In September 1993 in Africa the change was different. The Sahel Desert in North Africa had even less rain than usual. There was a very serious drought.

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



b) Read again.

Find words that mean:

- 1 too much water flood(s)
- 2 not enough water drought

c) Complete this table.

Date	What happened
15th June 1991	Mount Pinatubo erupted
16th June 1991	800 people died
1992	coldest, wettest winter for 77 years
March 1993	serious floods near River Mississippi
September 1993	drought in Africa

LOOK!

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

2 Read, listen and say. Track 40

a) Read Fred's e-mail to Omar.

Pay attention to the highlighted words.

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

b) Listen and repeat the sentences.

3 Say.

What did you do
last Thursday?

First I ... then ...

Pronunciation corner

 Track 41

a) Match the words that rhyme.

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

1 h 2 e 3 g 4 a 5 b 6 c 7 f 8 d

b) Listen and check.

c) Listen again and repeat.



see Workbook pp136–137

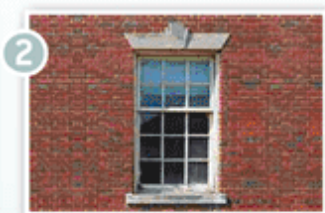
Saudi Review

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

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

Number one.

It's a bag.



b) Listen and number the correct words.

- | | | | |
|--------------|--------------------------------|------------|--------------------------------|
| A a magazine | <input type="text" value="2"/> | B forks | <input type="text" value="1"/> |
| C glasses | <input type="text" value="3"/> | D a window | <input type="text" value="6"/> |
| E a bag | <input type="text" value="4"/> | F books | <input type="text" value="5"/> |

c) Say sentences about the things in Exercise b. 

d) Listen and repeat.

Where should I put the magazine?



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

2 Order the words and punctuate the sentences.

- for / up / a / words / is / dictionary / looking
A dictionary is for looking up words.
- chair / is / sitting / for / a / on
A chair is for sitting on.
- those / what / for / scissors / are
What are those scissors for?
- recycling / bottle / a / bottles / for / is / bank
A bottle bank is for recycling bottles.
- the / across / travelling / a / for / boat / sea / is
A boat is for travelling across the sea.



Answers:

1 a)

1. It's a bag.
2. It's a window.
3. They're glasses.
4. It's a magazine.
5. They're forks.
6. They're notebooks.

c)

I have some magazines and books in my bag.

Can I open the window?

Put the forks and glasses on the table.

3

LOOK!

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

4

Correct.

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

Dear Nina,

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

Email me and tell me about one of your lessons.

With best ^{wishes} ~~wishes~~,

Manal

5

Read and play.

- Choose ten words from Brigitte's e-mail. Write them on a piece of paper.
- Ask your friend to spell the words.

Spell 'many' please.

M-A-N-Y.

Yes, correct.

5 a)
climate, volcano, scientists, enormous, serious,
drought, cooler, erupted, cloud, lessons

LESSON 1 *It looks like a lamp*1 Say, listen and write. Track 44

a) Look at the pictures. Who can you see? What do you think is in the box? Lucy, Miss Jennings, Nina and Elena./Students' own suggestions.

b) Listen. What did Lucy buy? A bird feeder.



Miss Jennings: Good morning, everybody.

Everybody: Good morning, Miss Jennings.

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

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

Nina: What is it, Lucy?

Miss Jennings: Don't be nosy, Nina.

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

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

Lucy: Here, look!

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

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

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

Nina: But how does it work?

Lucy: Look ...



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



Correct the false sentences.

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

Nina doesn't know what the present is.

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

3 Lucy's grandma feeds the birds in the summer. T ☐ F ☒
Lucy's grandma feeds the birds in the winter/ when the weather's cold.

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

2 Read, say and listen. Track 45

a) Look at the pictures and read the instructions.

b) Match the pictures and the instructions.

1 B 2 E 3 D 4 A 5 C

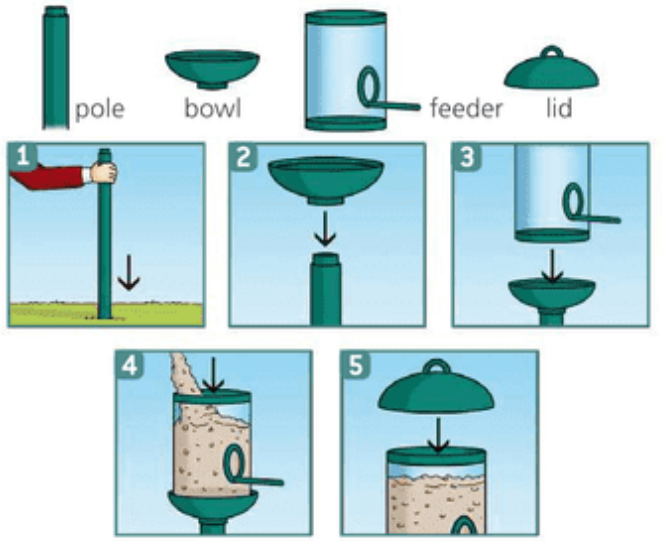
c) Listen and check.

3 Say and write.

It looks like a lamp.



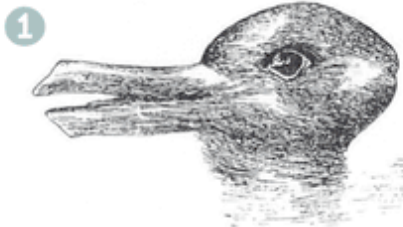
a) Look at the pictures. What can you see? 



A Pole bowl feeder lid

1 2 3 4 5

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



b) What did *you* say the pictures were? Sample answers:

1 It looks like a duck.

It looks like a rabbit.

2 It looks like a young woman.

It looks like an old woman.

3 It looks like a vase.

It looks like two heads.

4 Write.

Underline the correct words to complete the instructions.

How to play a CD

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



see Workbook pp138–139

Unit 8 • Lesson 1

1)

1 It's between 3,500 and 4,500 years old.

2 How did they build Stonehenge? Why did they build Stonehenge?

3 No, they didn't.

LESSON 2 *Stonehenge*1 Read, ask and answer

Answer the questions about Stonehenge.

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

2 Listen, underline and say.



Track 46

a) Listen and underline.

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

b) Why do you think they built Stonehenge? *Student's answer*

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

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

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

Claudio: *No, neither do I.*

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



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

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

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

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

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

How did they build Stonehenge and why?

We may never know the answer.

Facts about Stonehenge

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

Answers

1)

1 It's between 3,500 and 4,500 years old.

2 How did they build Stonehenge? Why did they build Stonehenge?

3 No, they didn't.

2 b)

I agree with Fahad. I think it was probably an observatory where they studied the planets and stars.

3 Read, choose, listen and say. Track 47

a) Tick (✓) the correct responses.

- 1 Fahad enjoyed the trip to Stonehenge.
a So did Claudio. ☒ b Neither did Claudio. ☐
- 2 Reema likes ice cream.
a So do I. ☒ b Neither do I. ☐
- 3 Omar doesn't like coffee.
a So does Fred. ☐ b Neither does Fred. ☒
- 4 Lucy and Elena go to school.
a So do we. ☒ b Neither do we. ☐
- 5 Ibrahim isn't an English name.
a So is Ranya. ☐ b Neither is Ranya. ☒

I think it was an observatory.

So do I.

I don't think we can ever know.

Neither do I.

b) Listen and check.

c) Listen again and repeat the responses.

4

LOOK!

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

5 Write.

Express possibility. Put the words into the correct order.

- 1 Take your umbrella. may/rain/it
Take your umbrella. It may rain.
- 2 Close the window. parrot/the/escape/may
Close the window. The parrot may escape.
- 3 tomorrow/you/may/I/see
I may see you tomorrow.
- 4 December/house/go/Yasser's/may/Fred/to/in
Fred may go to Yasser's house in December.



see Workbook pp140–141

Unit 8 • Lesson 2

LESSON 3 *Holiday time*1 Say.

- Where do you go on holiday?
- What do you do there?
- Where would you *like* to go?

2 Read, write and say.

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

The Island Holiday Village.

COME TO THE ISLAND HOLIDAY VILLAGE FOR A GREAT TIME!

We have something for all the family!

Sports

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

Shopping

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

Eating

There is a restaurant in the hotel for breakfast, lunch and dinner. There is also a snack bar. You can also

have a snack in the Café in the Park. Or you can order a picnic from the hotel and eat it on the beach.



- Label A–F with the correct words.

café hotel post office fitness centre
sports shop supermarket

A hotel
C sports shop
E supermarket

B fitness centre
D post office
F café

It's in the middle of the holiday village.

It's ...

Answers

1

- a) I go to Rome with my family.
- b) We go to huge parks in Rome and we eat in amazing restaurants.
- c) I'd like to go to Italy.

3 Look, listen and say. Track 48

- a) Look at Charlie's holiday picture of friends. Describe them. 
- b) Listen and read. Which boys in the picture does Fred ask about first? E and A.

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



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

4 LOOK!

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



c)
 Sorry Fred. Can you say that again, please? Pardon.
 Could you repeat that, please?

5 Write.

Make one sentence.

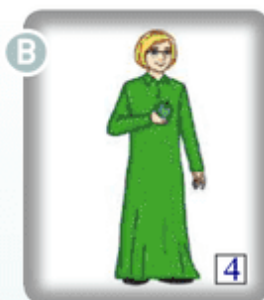
- I know the boy. He's wearing black trousers.
I know the boy in black trousers.
- Who's the girl? She's taking a photo.
Who's the girl taking a photo?
- Who's the woman? She's standing with Ranya.
Who's the woman with Ranya?
- Look at the man. He's driving the red car.
Look at the man driving the red car.
- I know the boys. They're talking to Omar.
I know the boys talking to Omar.
- I can see a girl. She's eating ice cream.
I can see a girl eating ice cream.



see Workbook pp142–143

Unit 8 • Lesson 3

Saudi Review



1 Listen, number and say. Track 49

- a) Listen and write the number of the person.
b) Now talk about each picture.

Number one.

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



2 Read and complete.

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



between	builders	certain
equipment	place	possibly
standing	visit	weigh
	west	

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

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



GRAMMAR STUDY

so and neither

be present

Ibrahim is an Arabic name.

So is Fahad.

I am not thirsty.

Neither am I.

present simple verbs

Ranya likes pizza.

So **does** Fatima.

Yasser and Rakan don't live in Taif.

Neither **do** Reema and Omar.

be past

Fatimah was tired last night.

So **was** Reema.

Fred and Jack weren't late for school.

Neither **were** Omar and Rashed.

past simple verbs

Rakan went to bed early last night.

So **did** Yasser.

We didn't watch TV yesterday.

Neither **did** I.

3 Read and complete.

- I am happy to arrive home. (I)
So am I.
- Omar didn't eat his sandwich. (Rakan)
Neither did Rakan.
- Fatimah decided to feed the birds in her garden. (Reema)
So did Reema.
- The weather was cloudy on Sunday. (weather on Monday)
So was the weather on Monday.
- Yasser didn't stay in a hotel on holiday. (Rakan)
Neither did Rashed.
- Stonehenge is a famous circle of stones. (Al-Rajajil)
So is Al-Rajajil.
- The fitness centre wasn't crowded yesterday. (park and café)
Neither were the park and the café.
- I don't want to play basketball tomorrow. (Rakan)
Neither does Rakan.

4 Match and number.

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



LESSON 1 *Let's ask him the way*1 Listen, say and choose. Track 50

a) Listen to the CD.

When they see the policeman, are they near the Embassy? **Yes, they are.**

b) Listen again.

Are these sentences true (T) or false (F)?

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



1

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

Penny: That's right, Jim.

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

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

2

Nina: Mum, where are we?

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

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

Nina: Yes, Fred. I think we are.

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

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

Fred: Thank you very much.

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

- Do you want me to come with you?
Uncle Jim.
- I'm taking it with us.
The map.
- Let's ask him the way.
The policeman.
- Can you help us?
Nina, Fred and Penny.
- You can't miss it.
The embassy.

2

LOOK!

Subject pronouns

I you he she it
we they

Object pronouns

me you him her it
us them

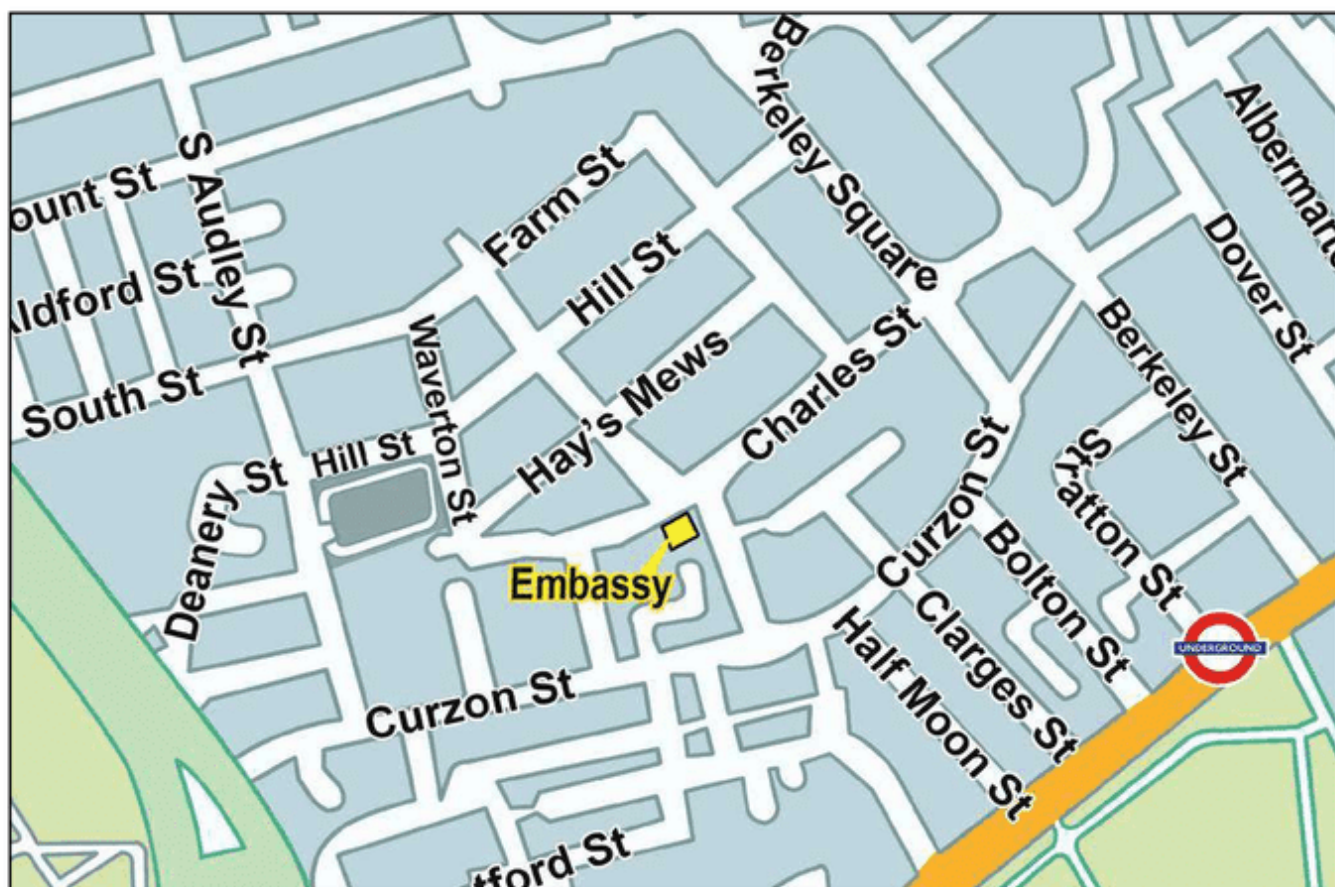
3 Write.

Complete with object pronouns.

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

4 Read, listen, follow and say. Track 51

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



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

b) Listen and follow the directions.

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



LESSON 2 *The father of optics*

1 Say, read and order.

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

Fred and Nina. Nina's reading a web page/working at her computer.

Fred: What are you doing, Nina?

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

Fred: A project? What's it about?

Nina: It's about photography.

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



b) Read the web page below.

Put the paragraphs in the correct order. The paragraph titles are:

- | | |
|----------------------|----------|
| 1 The person | <u>B</u> |
| 2 His invention | <u>D</u> |
| 3 His books | <u>C</u> |
| 4 Later developments | <u>A</u> |

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

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

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

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

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

2

LOOK!

That book looks
really interesting.



Would you
like to read it?

3 Look, ask and answer.

a) Say and offer.



b) Write the offers.

- 1 Would you like to try my new phone?
- 2 Would you like to have some cake?
- 3 Would you like to drive the car?
- 4 Would you like to watch the programme about parrots?
- 5 Would you like to borrow the bag?

3 a) 1 Would you like to try it? 2 Would you like to have some? 3 Would you like to drive it? 4 Would you like to watch it? 5 Would you like borrow it?

CHECK

Pronunciation corner

a) Listen and repeat.

b) Listen again. Underline the stressed syllables.

- | | | | |
|-----------------------|-------------------------|-------------------|---------------------|
| 1 <u>pho</u> tograph | photo <u>tog</u> rapher | 2 <u>mys</u> tery | mys <u>ter</u> ious |
| 3 <u>elec</u> tric | elec <u>tri</u> city | 4 <u>Eur</u> ope | Eur <u>ope</u> an |
| 5 <u>inves</u> tigate | inves <u>ti</u> gation | | |

see Workbook pp146–147

Unit 9 • Lesson 2

1 a) (These are sample answers. Students' answers may vary.) Nina, Penny, Fred, a stewardess/air hostess and Fahad. They are on a plane. They are flying to Saudi Arabia. Fahad is a surprise on the plane.
b) Apple juice and water.

c) 1 She's bringing some food. 2 Fahad's on the same plane.
d) 1 jet lag 2 wound up

LESSON 3 *In the air*

1 Say, listen and read. Track 53

a) Look at the picture.

Who can you see? Where are they? What are they doing? Who is a surprise on the plane?

b) Listen.

What does Nina want to drink?

c) Listen again. Answer the questions.

- 1 What's the stewardess doing?
- 2 Who's on the same plane?

d) Read the dialogue.

In pairs, find words that mean:

- 1 a bad feeling after flying
- 2 excited

2 Read and speak.

a) Read the advice.

ADVICE FOR AIR TRAVELLERS

For your comfort and safety:

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

b) Match the pieces of advice with the reasons.

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

1 D 2 B 3 C 4 E 5 A



Nina: How long is the flight, Mum?

Penny: It's six and a half hours, Nina.

Nina: That's a long time.

Penny: Yes, but it's a long way! Remember, drink lots of liquid, water and juice, and try to get some sleep. Then you don't get jet lag.

Nina: Sleep? I can't sleep, Mum. I'm too wound up. Is Dad going to meet us?

Penny: Yes, he's driving to the airport and I think Ibrahim's coming with him.

Nina: Great. I can't wait! Look! Here comes the air hostess. She's bringing us some food.

Hostess: Here you are. Enjoy your meal. What would you like to drink?

Nina: Do you have any apple juice ... and some water?

Hostess: Yes, of course.

Fred: Mum ... look! Look! There's Fahad. He's on the same plane. Over here Fahad!

3 Read and underline.

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

4 Read and say.

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

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

Should I read the safety information carefully?

Yes, you should.

**ADVICE FOR AIR TRAVELLERS**

For your comfort and safety:

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

5 Say and listen.

Track 54

**a) Say.**

What do you say to someone ...

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

Enjoy your meal.

**b) Listen and repeat.**

- 4)
- 2 Should I drink lots of liquid? Yes, you should.
- 3 Should I sit down for the complete journey? No, you shouldn't.
- 4 Should I try to stay awake on long journeys? No, you shouldn't.
- 5 Should I keep my seat belt on when sitting down? Yes, you should.



see Workbook pp148–149

Unit 9 • Lesson 3

Saudi Review

1 Write the sentences.



1 You should read the safety instructions.



2 You should sleep on long (plane) journeys.



3 You shouldn't sit down for the complete journey.



4 You should drink lots of liquid.



5 You shouldn't take too many bags.



6 You should keep your seat belt on.

2 Ask and answer.

Ask directions to these places on the map.

- 1 Post office
- 2 Swimming pool
- 3 Sports shop
- 4 Café

Excuse me. Where's the post office?

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



3 Underline the correct word.

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

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

Answers

2)

2. Excuse me. Where's the swimming pool?

Walk to the middle of the street. Turn right to the Park Street. The swimming pool is on your left.

3. Excuse me. Where's the sports shop?

Walk to the middle of the street. Turn right and walk to the end of the Park Street. Go straight the New Road Street. The sports shop is on your left.

4. Excuse me. Where's the Cafe?

Walk to the middle of the street. Turn right and walk to the end of the Park Street. Go down the New Road Street. The Café is on your right.

GRAMMAR STUDY

subject
pronounsI
you

Complete.

she

³ he

it

we

you

¹¹ theyobject
pronounsme
you¹ her

him

it

⁷ us⁹ you

them

possessive
adjectivesmy
your

her

⁴ his⁵ it

our

¹⁰ your¹² theirpossessive
pronounsmine
yours² hers

his

⁶ its⁸ ours

yours

theirs

4 Write and listen. Track 55

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

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

- 1 He Ibn al-Haytham
- 2 him Ibn al-Haytham
- 3 it (the science of) optics
- 4 it his book - Kitab al-Manazir (Book of Optics)
- 5 It the camera obscura
- 6 They rays of light

b) Listen and check.



Pronunciation corner

 Track 56

a) Listen and repeat.

- | | | |
|-------------|-------------------|--------------|
| 1 beach | 2 dark | 3 day |
| <u>feed</u> | <u>basketball</u> | <u>weigh</u> |
| 4 go | 5 mind | 6 pool |
| <u>show</u> | <u>neither</u> | <u>huge</u> |

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

basketball	feed	huge
neither	show	weigh

c) Listen and check. Track 57

LESSON 1 *Welcome back!*1 Listen and say. Track 58

a) Listen, speak and write.

What does Omar want to tell Fred?

1 Some important news/a secret.

Reema: Look! There they are!

Omar: Here. Fred! Over here!

Ibrahim: Welcome back to Saudi Arabia, all of you!

Penny: Thank you, Ibrahim. Hello, Omar, hello Reema ... and hello, Dave.

Dave: Hi, Penny. It's great to see you.

Fred: And look! Here comes Fahad!

2

Omar: It's great to see you again, Fred.

Fred: And it's great to see you, Omar. I have so much to tell you.

Omar: And I want to talk to you, Fred. I have some important news to tell you ... but it's a secret.

Fred: A secret?

Omar: Yes, you mustn't tell anyone ... listen ...

b) Listen again. Underline the correct word.

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

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

2 Match and write.

a) Match the beginnings and endings of the sentences.

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

b) Write the sentences with the correct punctuation.

- Hi, Penny. It's great to see you.
- Fred, I have something to tell you.
- Claudio couldn't answer all the questions in his test.
- I'm going to the study to do some work.
- Ibrahim's the man waiting at the airport.



3 Look, read and complete.

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



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

4 Say and write.

Read and look at the pictures.

Ask and answer the questions.

Why did Omar want to talk to Fred.

Because he wanted to tell him a secret.

1 Omar/want to talk to Fred?



want to tell him a secret

Why did Omar want to talk to Fred?

Because he wanted to tell him a secret.

2 mouse/run up the tree?



want to escape from the cat

Why did the mouse run up the tree?

Because it wanted to escape from the cat.



see Workbook pp150–151

Unit 10 • Lesson 1

Unit 10

1 a) We can see the teacher, Rakan and Yasser in a classroom. There is an empty desk. Omar's writing/doing an exam.

1 b) 1 Omar is taking an exam about Britain and the English language. 2 A scholarship is when the best students in an exam go to a school free – they pay no money.

LESSON 2 *He's taking an exam*

1 Say, read and answer.

a) Look at the pictures.

What can you see? What's Omar doing?

b) Read and answer the questions.

- 1 What exam is Omar taking?
- 2 What's a scholarship?



2 Read and write.

a) Read Omar's exam questions (a–e).

b) Help Omar answer the questions.

SCHOLARSHIP EXAMINATION

- 1 Complete the sentences using the past tense of the verbs in brackets (...).
 - a) The boys got wet and caught a cold. (catch)
 - b) My parents gave me a present when I passed my exam. (give)
 - c) I didn't write to my grandmother last week. (not write)
 - d) 'Anna fell down the stairs.' (fall)
'Oh dear. Did she hurt herself?' (hurt)
 - e) The student overslept and was late for school. (oversleep)



Yasser: Where's Omar, Teacher?

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

Yasser: An exam?

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

Yasser: What's a scholarship, Teacher?

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

Yasser: Great! I hope Omar wins!

3 Underline the correct forms.

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

4 Listen, say and read. Track 59

a) Listen.

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

No, he doesn't.

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

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

Teacher: *Did you answer all the questions?*

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

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

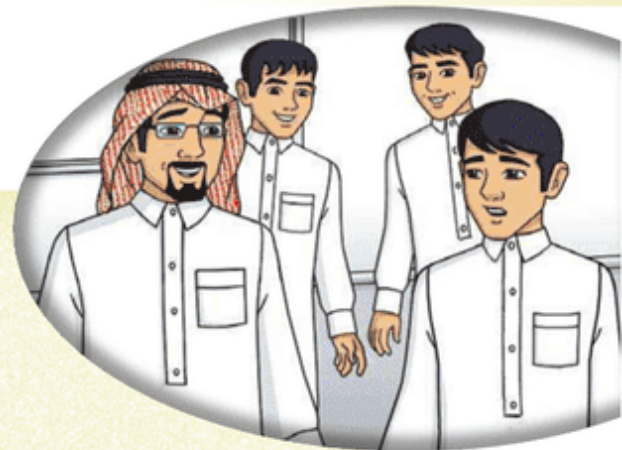
Omar: *Because ... because I didn't want anyone to know. I was very nervous. I didn't want to talk about it. Now it doesn't matter. I'm sure I got a lot of the answers wrong. I'm not going to win the scholarship.*

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

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

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

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



b) Listen again.

Match the questions and answers 

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

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

- 1 C 2 D 3 A 4 B

5 Write question tags. Say sentences to agree.

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

I was very nervous.

So was I.

1 So was I 2 So did I 3 Neither did I 4 Neither was I
5 So do I



see Workbook pp152–153

Unit 10 • Lesson 2

LESSON 3 *Omar's good news*

1 Read.

- What do you think Omar's 'great news' is?
- Read the letter. Were you correct?
- Read the letter again and find words that mean: 
 - a mark in an exam
 - giving
 - money to spend
 - a group of people



Omar: Fred, look ... it's great news.

Fred: What's great news, Omar?

Omar: I have a letter. It came this morning.

Dear Omar,

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

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

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

Congratulations!

With best wishes,

Ella Lewis

Scholarship Committee

2 Write questions and answers.

- Why/Omar/go/to England? (study English)
Why is Omar going to England?
So he can study English.
- Why/Nina in Riyadh? (visit her father)
Why is Nina in Riyadh?
So she can visit her father.
- Why/Ella Lewis/write to Omar? (tell him about his scholarship)
Why did Ella Lewis write to Omar?
So she can tell him about his scholarship.
- Why/Elena/go to Italy every year? (see her relatives)
Why does Elena go to Italy every year?
So she can see her relatives.



Answers

1

a)

Get the scholarship and study in Oxford.

b)

Yes, I was. He got the scholarship and study in the international Language School in Oxford.

c)

1. score

2. awarding

3. pocket money

4. committee

4 a) (Sample answers) 1 Can I have a cake? 2 Could I borrow your camera? 3 Could I read the newspaper? 4 Can I ride your bike?

3 Listen, read and say. Track 60

a) Read and listen to the poem.

It's rhyming that keeps us together

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

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

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

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

b) Listen again and repeat.

4 Look and say.

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



b) Now ask and answer.



4 b) (Sample answers)
1 Can I have a cake? Yes, of course.
2 Could I borrow your camera? Sorry, I'm using it.
3 Could I read the newspaper? Yes, help yourself.
4 Can I ride your bike? No, you can't.



see Workbook pp154–155

Unit 10 • Lesson 3

Saudi Review

1 Match and number.

Read and complete in the correct tense.



When Fred ¹ returned (return) to Riyadh, Omar ² was waiting (wait) at the airport.

'I want to tell you a secret,' Omar ³ said (say). 'I have an English exam next week.'

On the day the exam, Yasser asked the teacher, 'Where ⁴ is (be) Omar?'

'Omar ⁵ is doing (do) a test today,' the teacher answered.

Students from all over Saudi Arabia ⁶ are taking (take) it.

The best students win a scholarship to Britain.



At the end of the lesson, Omar ⁷ came (come) back to the classroom. Yasser asked Omar, 'You ⁸ didn't tell (not tell) us about the exam, Omar. Why not?'

Omar said: 'I was very nervous. I ⁹ didn't want (not want) to talk about it.'

Three weeks told Fred some great news: 'A letter

¹⁰ came (come) this morning. I scored 96% in my test. I

¹¹ am getting/got (get) a scholarship to study in Oxford.'



2 Complete.

Complete the sentences. Use these words.

a some any ~~many~~ much some

1 How many lights did you turn off when you left the house?

2 When we drive cars some carbon dioxide escapes into the air.

3 I'm taking some paper to take to the recycling centre.

4 There's a light on in the kitchen. Please turn it off.

5 We produce too much rubbish in modern cities.

6 There weren't any bottles in the glass bank.



3 Correct the verbs.

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

was rainingdidn't seebuywastetookdid

4 Choose.

Underline the correct spelling.

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

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

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

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

5 (Wear/Where) is it,
please?

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

GRAMMAR STUDY

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

Can you remember ...

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

5 Read, listen and say.



a) Read the poem.

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

b) Listen and repeat.

Section 1

GRAMMAR 1: 10 MARKS

Tick (✓) the best answer A, B or C.

See that boy over there. He _____ my brother.

- ☒ A 's
- ☐ B 're
- ☐ C 'm

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

- ☐ A everything
- ☐ B nothing
- ☒ C something

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

- ☒ A buy
- ☐ B buying
- ☐ C buys

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

- ☐ A be
- ☒ B been
- ☐ C was

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

- ☒ A everyone
- ☐ B no one
- ☐ C someone

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

- ☐ A make
- ☒ B made
- ☐ C making

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

- ☐ A at
- ☐ B for
- ☒ C like

7 Nina doesn't like fish and _____.

- ☒ A neither does Fred
- ☐ B neither is Fred
- ☐ C so is Fred

8 Who is that man _____ into the office?

- ☐ A go
- ☐ B goes
- ☒ C going

9 _____ about when you are on a plane?

- ☒ A Should you walk
- ☐ B Should you walking
- ☐ C You should walking

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

- ☒ A takes
- ☐ B take
- ☐ C 'm taking

GRAMMAR 2: 10 MARKS

Complete the text with the correct form of the verb in brackets.

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

Section 2

VOCABULARY: 10 MARKS

Match the words to the pictures.

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

[H] A		B		C		D	
[J] E		F		G		H	
[D] I		J		K			

Section 3

LISTENING 1: 5 MARKS

Listen and complete. Write one word in each sentence.



Track 62

- Mike is 13 years old.
- Sarah wants to go shopping to buy some presents.
- The man wants the light on because he wants to write.
- The girl is going upstairs so she can get her books.
- At the recycling centre they break the old bottles into small pieces.
- The girl should put the magazines into the paper bank.

LISTENING 2: 5 MARKS

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



Track 63



Section 4

READING: 10 MARKS

Read about two volcanoes. Tick (✓) true (T) or false (F).

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

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

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

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

T	F
☒	☐
☒	☐
☐	☒
☐	☒
☒	☐
☐	☒
☒	☐
☒	☐
☐	☒
☒	☐
☐	☒

Section 5**WRITING: 10 MARKS**

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

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

My favourite place for a holiday is Cairo. It is the capital city of Egypt. I like to visit Cairo because it has great historical places to see, like the pyramids, the Egyptian museum and the sphinx. I also like to go shopping because it is very cheap and the streets are full of small shops and street sellers. There are many local dishes to try, and some of my favourites are falafel and fava beans.