

Lesson 10

A Find words or phrases in the text on page 13 of the Student's Book that have a similar meaning to these words or phrases.

- 1 surprised puzzled
- 2 pushing _____
- 3 without success _____
- 4 faint _____
- 5 dropping (water, milk, etc.) _____
- 6 the police, fire department, ambulance _____
- 7 medical helpers (not doctors or nurses) _____
- 8 woke up _____

B Put these notes in the correct order. Number them 1 to 7.

- a) boy opens door to paramedics
- b) boy finds diabetic mother unconscious
- c) boy tries to give mother sweet drink
- d) boy phones emergency services
- e) mother regains consciousness
- f) ambulance arrives at house
- g) paramedics give injection


C Cover the text on page 13 of the Student's Book. Use the notes above to retell the story. Add as much detail as you can remember. Take turns saying a sentence each. Use appropriate linking words.

D Write a summary of the text in 100 to 120 words. Start and end like this:

Little Mustafa Ahmad was surprised when his mother didn't come into his room
one morning.

Latifa is very proud of her clever son.

Lesson 1

A   Listen again and answer the questions.

Speaker 1

1 What did the speaker use to do?

2 What was the speed limit?

3 How did the police know she was speeding?

4 Why did she decide to stop driving too fast?

Speaker 2

1 What can footprints tell you?

2 What else can you find at a crime scene?

3 Why do the police use special powder?

4 Why is matching fingerprints easier than it used to be?

B Complete each sentence with a word or phrase from the box.

used to watch were speeding was watching was walking
 didn't have used to like walked didn't use to have

- 1 I _____ travelling, but I don't like it anymore.
- 2 We _____ when we saw the police car.
- 3 While my baggage was going through the x-ray machine, I _____ through the metal detector.
- 4 We _____ security cameras, but now we have six of them.
- 5 I _____ my passport, so they didn't let me get on the plane.
- 6 She _____ home from school when she heard the police siren.
- 7 I _____ action films on TV, but now I prefer documentaries.
- 8 The security guard saw the thieves because he _____ the screen.

Study Tip - using time lines

- One way of helping you remember the right tense is to use **time lines**.

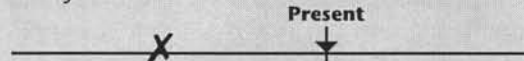
a) past habits/states which are now finished

I used to live in a big house.



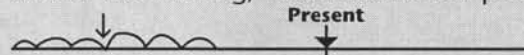
b) action that happened at a specific point in the past

Last year I moved to a smaller house.



c) one action that happened while another action was happening in the past


While I was moving, I found some old photos.



Lesson 2

A Find words in the texts on page 17 of the Student's Book that mean the same as the words and phrases below.

- 1 rules that everybody in the country must follow _____
- 2 get information about a crime _____
- 3 put someone in prison _____
- 4 a person who saw or heard something at the time of a crime _____
- 5 a person who steals money from your pocket _____

B  ⑤ Listen and answer the questions.

- 1 When is being a police officer dangerous?

- 2 When is the police station open?

- 3 Why does the police officer like his job? (Two reasons)

C Read the text on page 17 of the Student's Book and find all the phrases that contain *must*, *mustn't*, *have to*, *don't have to*, *need to* and *needn't*. Then complete the rules below.

- 1 Use _____ to say it's important **not** to do something.
- 2 Use _____ and _____ to say it's not necessary to do something.
- 3 Use _____, _____ and _____ to say it's necessary to do something.

D Use *must*, *mustn't*, *have to*, *don't have to*, *need to* and *needn't* to complete the sentences.

- 1 When you get in a car, you _____ put on your seat belt.
- 2 There's petrol in the car, so you _____ go to the petrol station.
- 3 You're driving too fast! You _____ slow down.
- 4 Please put out your cigarette. You _____ smoke in the police station.
- 5 You _____ pick me up in the car – I'll get the bus.
- 6 Police officers _____ prevent crimes.
- 7 I _____ be back later than 8 o'clock tonight or my parents will be angry.

Lesson 3

A Match the words and the definitions. Write the words.

empty baggage unattended declare dispose of

- 1 without someone looking after it _____
- 2 bags and suitcases that carry your possessions on a journey _____
- 3 there is nothing in it _____
- 4 throw away / get rid of _____
- 5 say you are carrying something you need to pay duty on _____

- B** Make sentences giving advice and making requests, suggestions and offers. Use the phrases in the box.

give me your passport help you with your baggage keep your passport in a safe place
see your ticket go to the shops before the plane leaves take a taxi to the airport

Could you give me your passport, please?

Lesson 4

- A** Read the advert on page 19 of the Student's Book and answer these vocabulary questions.

1 Rewrite the following words and phrases without the abbreviations.

- a) office bldgs. _____
b) 18 yrs. _____
c) spk. Engl. and Arab. _____
d) avail. at w-e. _____
e) driving lic. _____

2 Find abbreviations in the advert which mean:


- a) company _____
b) computer _____
c) appointment _____
d) experience _____
e) frequent _____

B Read the advert again and answer the questions about the job.

1 What kind of personality should you have to do this job? Why?

2 What do you need to be able to do to get this job?

3 Do you need to have worked as a security guard before to get this job?

C  ⑦ Listen to the conversation between Samir Esam and Mr Hazem. Complete Samir's notes about what the security guard does. How is the job similar to a policeman's job? How is it different?

- work ① _____ but not
- ② _____
- ③ _____ around the building every
- ④ _____
- watch ⑤ _____
- ⑥ _____ if see anything unusual
- give people ⑦ _____
- write ⑧ _____

D Read the extracts from the conversation and underline the best alternative.

- 1 *Could I speak to / I want to talk to* Mr Hazem?
- 2 *Will / May* I ask who's calling?
- 3 *This / That* is Samir Esam.
- 4 *Just a moment / Just wait*, please.
- 5 Good morning. *Is that / Are you* Mr Hazem?
- 6 I'm calling *about / because* your advert in yesterday's paper.
- 7 All right then, *would / do* you like to come in for an appointment?
- 8 Yes, I would. *What is a good time / When do I come*?

E Match the beginnings and endings.

- | | | |
|--|--------------------------|---|
| 1 You shouldn't have any trouble doing the work | <input type="checkbox"/> | a) she should get it by Monday. |
| 2 It shouldn't take me more than 15 minutes to drive there | <input type="checkbox"/> | b) because it's very easy. |
| 3 They should be very comfortable | <input type="checkbox"/> | c) he should know how to use this software. |
| 4 I can speak English and Arabic, | <input type="checkbox"/> | d) because there isn't much traffic. |
| 5 If he's used computers before, | <input type="checkbox"/> | e) because it's a very nice hotel. |
| 6 If you send the letter today, | <input type="checkbox"/> | f) so I should be able to talk to most of the visitors. |

Lesson 5

A Look at the words in bold in the text on page 20 of the Student's Book and try to guess their meaning. Check your ideas in a dictionary.

- 1 branches _____
- 2 join _____
- 3 install _____
- 4 maintain _____
- 5 officer _____
- 6 supervise _____
- 7 civilian _____

B In an exam, you sometimes have to find the main idea of a paragraph. It is what the paragraph is mostly about. Read the first paragraph of the text more carefully and look at the question in 1.

- 1 What is the main idea of the first paragraph?
 - a) The Air Force is more fun because you can pilot planes.
 - b) You can do many different things in the military.
 - c) You have to be 18 years old to join the military.

Look at choice a). The problem with this answer is that it doesn't give information that is in the first paragraph. Some people may think that piloting a plane is fun, but this is not what the text says. It simply tells you that if you join the Air Force, you can work with airplanes and helicopters. So choice a) is incorrect.

Choice c) does repeat information that is found in the first paragraph, since the last sentence of the paragraph is *You must be 18 years old to join*. But if you look at the other sentences, you will see that they mostly deal with the different activities people can do in the military. The last sentence gives additional information that is not directly related to the activities that people can do in the military. So choice c) is incorrect.

Choice b) is the correct choice, since most of the sentences in the paragraph tell you about the variety of military jobs.

C Now read the other paragraphs and find the main ideas.**Paragraph 2**

- a) Predicting the weather is important for people in the military.
- b) If you know about computers, you can find an interesting job.
- c) The computer hardware is old and needs to be fixed a lot.

Paragraph 3

- a) There are also jobs for people who don't have a technical background.
- b) People in the military need food and equipment.
- c) Driving a military vehicle is easy.

Paragraph 4

- a) Officers can be pilots.
- b) The military needs doctors at the army base.
- c) The military gives you a chance to get a better job.

Paragraph 5

- a) Working in the military is better than working in other places.
- b) There are classrooms in the military like at school.
- c) The military teaches you skills you can use in civilian life.

D Rewrite the sentences with *should* or *shouldn't*, as in the example.

- 1 You have always wanted to fly. I think you will like the Air Force.

You have always wanted to fly. You should like the Air Force.

- 2 I've studied hard for the test, so I think I'll pass.
-

- 3 You like exercising, so I don't think you'll have trouble getting fit.
-

- 4 They learnt a lot in the military, so I don't think they'll have trouble getting a job.
-
-

- 5 This is a new computer, so I think it is faster than the other one.
-

Lesson 6

Study Tip – skimming and scanning

- When you are looking for information in a text, you can save a lot of time if you use the right technique. Two common techniques are **skimming** and **scanning**. **Skimming** means looking at the whole text quickly, without reading it in detail, to understand what the text is about. **Scanning** is letting your eyes go over the text quickly to search for specific information. Scanning is a good technique when you know what you are looking for.

A Scan the texts on page 21 of the Student's Book, and circle the correct answer.

- Who called the police?
 - Sue
 - Mr Smith
 - Mrs Smith
- What woke Sue up?
 - the police
 - the telephone
 - a loud noise
- Who saw the robber?
 - a witness
 - the police
 - Sue

B Read the texts more carefully and answer the questions.

- Why are the police reminding homeowners to lock their doors and windows?

- Why is Sue happy that the robber left before her father went downstairs?

- How does Sue feel now?

- Why is Sue upset that her father's computer was stolen?

- Why is Sue's father getting the window lock replaced?

C Complete the columns on the right with less formal words from the e-mail.

Formal	Less formal	Formal	Less formal
occurred	_____	investigate	_____
injured	_____	property	_____
alerted	_____		

have, get and make

- Use *have* and *get* + object + past participle when something is done **to or for** someone.
 - My father had his computer stolen.
 - My father is getting the lock replaced today.
- Use *make* + object + infinitive when someone or something **causes** something to happen.
 - My father made me go back to my room.

D Rewrite the sentences with the correct form of *have, get or make*.

Example: Somebody stole my television. I had my television stolen.

1 I asked somebody to cut my hair.

I had _____

2 She asked somebody to fix the window.

She got _____

3 He looked outside because he heard a noise.

The noise made him _____

4 The leaves fell because of the wind.

The wind _____

5 A photographer took a picture of the witness.

The witness _____

Lesson 7

A Read the brochure on page 22 of the Student's Book. The writer uses different techniques to keep the reader interested and convince him that what he says is important. Find an example of the following techniques in the paragraphs in the Student's Book.

1 Questions to make you want to read to get the answer

2 Exclamations to show that the whole sentence is surprising or important

3 Strong adjectives

4 Strong adverbs to make adjectives stronger

5 Examples to make a previous sentence clearer

B Look at some ideas for keeping your home safe. Think of a reason for each one.

Things people shouldn't do:

Keep keys on a hook by the window

Thieves can get them by breaking the window.

Keep keys in a flowerpot by the door

Tell strangers when you will be away

Things people should do:

Leave lights on when going out after dark

Give a family member a key

Ask a neighbour to collect mail

Tell your neighbours if you are going on holiday

C Now use your notes to complete the paragraphs below.**Use your head: learn good security habits**

It is not enough to have good locks. It's also important to learn good habits. It's foolish to keep your keys on a hook by the window, because thieves can break the window and get the keys to open your door.

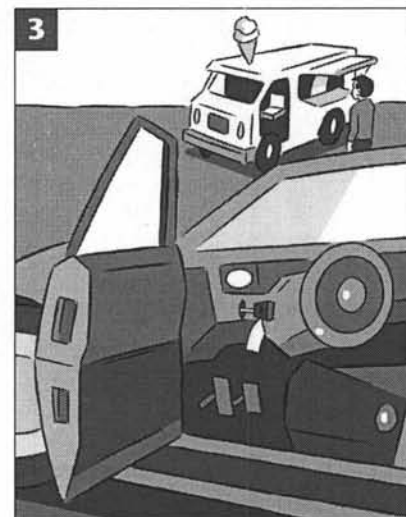
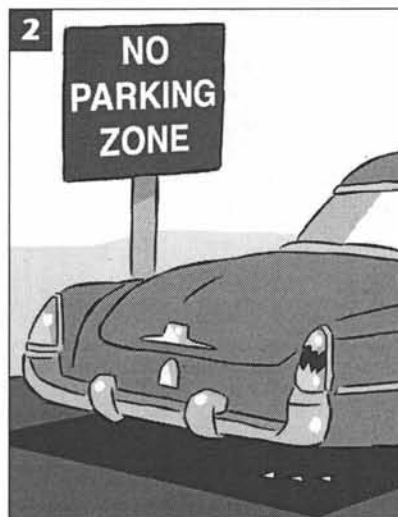
Friends and family

What else can you do to keep your home safe? Your friends, family and neighbours can help you.

- D** Look back at what you've written and make changes you think will make your paragraphs stronger and more convincing.
- E** Read your paragraphs to a partner. Are your partner's paragraphs clear? Is the language strong? Tell your partner what you like about his or her paragraphs, and make suggestions if you can.

Lesson 8

- A** Look at the cartoons. What's wrong in each picture?



- B** You are going to write a leaflet about road safety for new drivers. Write a list of things they should and shouldn't do on the left, and the reasons or examples to support your ideas on the right. Use the topics in the box to help you.

keys parking valuables lights brakes speeding driving licence

Advice for drivers

Reasons

Don't leave your keys in the ignition.

Someone could take them and steal your car.

- C** Write your ideas in two paragraphs. Look at the paragraph headings to help you decide where to put your ideas.

Drive safely

Keep your car safe

Shbabuna Project for Development and Education

مشروع شبابنا للتنمية والتعليم

- D** Reread your paragraphs. What changes can you make to make them clearer and stronger?
- E** Proofread for spelling, grammar and punctuation.
- F** Now exchange paragraphs with a partner. Do you have any questions about your partner's paragraphs? What is good about your partner's paragraphs?

Lesson 9 – Test yourself

VOCABULARY

A Underline the correct words.

- 1 The Land Force, the Navy and the Air Force are all *branches* / *types* of the military.
- 2 You must be 18 years old to *belong* / *join* the military.
- 3 The military needs people to *care for* / *maintain* its equipment and vehicles.
- 4 In the military, you can take a test to become an *officer* / *official*.
- 5 If you pass this test, you have more responsibility and you *investigate* / *supervise* other people.
- 6 When you leave the military, your training can help you find a *criminal* / *civilian* job.

6 marks

B Complete the phrases below with words from the box. There is one extra word.

belt ticket gun camera traffic machine detector limit

- | | |
|------------------|---------------------|
| 1 security _____ | 5 speeding _____ |
| 2 metal _____ | 6 radar speed _____ |
| 3 x-ray _____ | 7 conveyor _____ |
| 4 speed _____ | |

7 marks

C Complete the sentences with an appropriate verb.

- 1 Drivers must _____ the speed limit.
- 2 You mustn't _____ without your seat belt on.
- 3 Your car mustn't _____ broken lights.
- 4 You can take the bus, so you don't have to _____ your car.
- 5 When you ride a motorcycle, you must _____ a helmet.
- 6 You must _____ a fine when you get a ticket.
- 7 You must slow down at a roundabout, but you don't have to _____.
- 8 You must _____ people cross the street at a pedestrian crossing.
- 9 If you _____ a crime, the police will arrest you.

 9 marks
D Complete the articles with words from the box.

investigating witness fingerprints arrest
unattended disposed of pickpocket crime scene

The police got a call about a robbery last night. When they got to the

① _____ they found footprints and ② _____ they think were left by the criminal. They are still ③ _____ the crime, but they think they will ④ _____ someone soon.

Police caught a ⑤ _____ who had stolen several wallets and mobile phones at the airport. The same man also stole some baggage that a passenger had left ⑥ _____ in the waiting room while he bought a magazine. The thief had ⑦ _____ the stolen property when the police found him, but they spoke to a ⑧ _____ who said she had seen him steal the items.

 8 marks

Total vocabulary

 30 marks

GRAMMAR

E Match the beginnings and endings of the sentences.

- | | |
|--|---|
| 1 I must get up early tomorrow <input type="checkbox"/> | a) on a weekend trip. |
| 2 You needn't take so much baggage <input type="checkbox"/> | b) to drive a lorry. |
| 3 We mustn't forget <input type="checkbox"/> | c) because I don't want to be late again. |
| 4 You need to get a special licence <input type="checkbox"/> | d) wear a uniform at her new job. |
| 5 She has to <input type="checkbox"/> | e) leave so soon. |
| 6 I don't have to <input type="checkbox"/> | f) to take our passports. |

 6 marks
F Underline the best word in the second sentence.

- We left two hours early. We *should* / *shouldn't* miss the plane.
- The police found fingerprints at the scene. They *should* / *shouldn't* arrest the thief soon.
- He studied hard. He *should* / *shouldn't* fail the exam.
- He learnt about computers in the military. He *should* / *shouldn't* be able to help me fix mine.
- There are security cameras in the building. The security guard *should* / *shouldn't* see if anyone comes in.
- She's in 6th Preparatory. She *should* / *shouldn't* graduate this summer.

 6 marks
G Complete the dialogues with *let's*, *would*, *could*, *can*, *should*, *shall* and *will*. Use each word only once.

Ali: _____ you drive me to the match this afternoon?

Faisal: Sure. You know, you _____ get a driving licence. You're old enough to drive.

Huda: _____ you tell me how to get to the mall?

Police officer: Of course. I _____ show you on the map if you like.

Police officer: _____ you show me your driving licence, please?

Kamal: Yes, here you are.

Father: _____ we stop for lunch?

Mother: That's a good idea. _____ get some petrol too.

7 marks

H Write what the person is saying.



5 marks

I Write six sentences that are true for you with *have to*, *mustn't* and *don't have to* using the verbs in the box.

study smoke go shopping write forget get up read phone

Example:

I have to study for an exam tonight.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 marks

J Rewrite the sentences using the correct form of *get*, *have* or *make*.

Example:

A photographer took her picture.

She had her picture taken. _____

1 Somebody stole their television.

They had _____

2 My father asked somebody to fix the computer.

My father _____

3 My mother told me to turn down the music.

4 He asked somebody to cut his hair.

5 Yesterday my father asked somebody to clean the car.

5 marks

Total grammar

35 marks