

Action Pack 7

Seventh Grade

Activity Book

Virginia Paris

Action Pack is a twelve-level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of teaching language, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skills syllabus.

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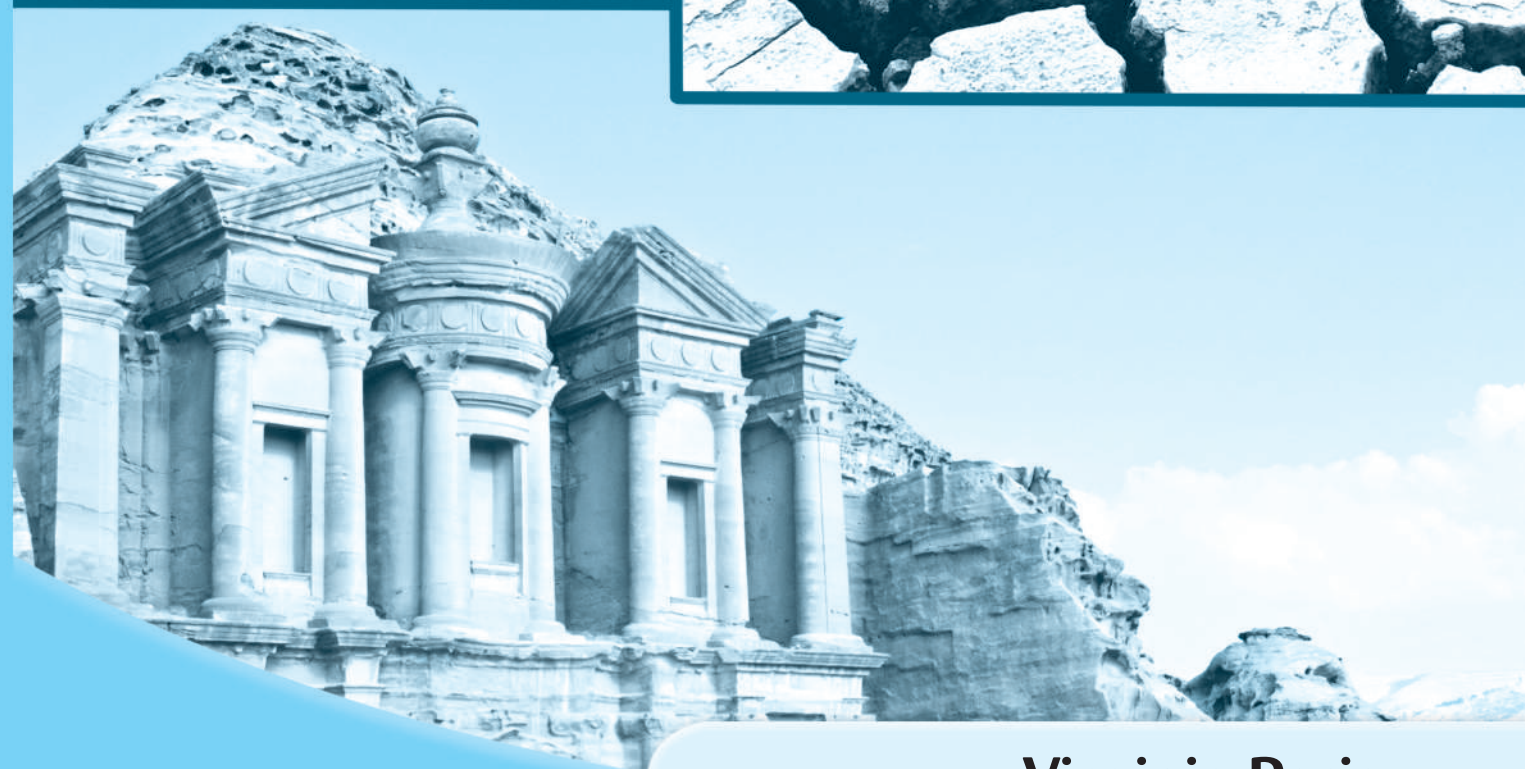
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I remember ...

1 Read these sentences carefully. Then complete them with the correct words from a, b or c. (1 mark each)

1. I _____ a student.
a) are b) is c) am
2. My father _____ a doctor.
a) isn't b) aren't c) am not
3. We _____ in the classroom.
a) is b) are c) am
4. Q: "_____ your sisters?"
a) Are they b) They are c) Is they
5. A: "Yes, _____ !"
a) are they b) they are c) they is
6. They _____ new shoes.
a) is got b) has got c) have got
7. We _____ a TV set in our classroom.
a) haven't got b) hasn't got c) have not
8. "_____ a computer in your bedroom?"
a) Have got you b) Have you got c) Has you got
9. Q: "This is my key. Where's _____ key?"
a) you b) they c) your
10. A: "It's in _____ handbag."
a) their b) his c) my

10

2 Find five classroom objects and five colours. (1 mark each)

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

Classroom objects

Colours

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10

3 Complete this passage with the correct form of the verbs in brackets. (2 marks each)

Ahmad (1) _____ (be) from Jordan. He (2) _____ (have got) a father, a mother, three brothers and two sisters. His father (3) _____ (be) a dentist. His mother (4) _____ (be) a teacher. All of Ahmad's brothers and sisters (5) _____ (be) in school.

10

- 4 Write five questions about these people and about yourself. Then answer the questions. (2 marks each)

	Tareq	Nawal and Salma	You
a computer	✓	✓	
a car	—	—	
football photos / bedroom	✓	—	
an English dictionary	✓	—	
two brothers	—	✓	

Have you got two brothers?

Yes, I have. I've got two brothers.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

	10
--	----

MODULE 1

What do you do?

First section

Vocabulary

The time

1 Underline the correct answer.

- a.  It's half past two.
It's half to three.

- b.  It's quarter past ten.
It's quarter to ten.

- c.  It's five to five.
It's five to six.

- d.  It's quarter past eight.
It's quarter to nine.

Grammar

The Present Simple (affirmative)

2 Underline the correct form of the verbs.

- A pilot need/needs courage and dedication.
- Airline pilots becomes/become very tired from work.
- Pilots has/have to face all types of risks.
- An airline pilot fly/flies between 65 and 75 hours a month.
- A pilot works/work odd hours.

The Present Simple (negative)

3 Underline the correct form of the verbs.

- You don't/doesn't need experience to become a fisherman.
- Samira doesn't/don't like rally driving.
- Kareem's children doesn't/don't want him to work as a pilot.
- Kareem and his family do/don't usually go on holidays together.
- A stuntman doesn't/don't do simple scenes in a film.
- I doesn't/don't go scuba diving.

The Present Simple (interrogative)

4 Fill in the blanks with **do** or **does**.

- _____ pilots arrive an hour before their flight?
- When _____ the passengers get on the plane?
- How many hours a month _____ a pilot fly?
- _____ crabbers need a lot of experience?
- What _____ policemen and stuntmen have in common?
- _____ you enjoy danger?

Pronunciation

- 5  Listen to these verbs and write them in the correct column. Then repeat them.

jumps runs catches wants
does matches

/z/	/s/	/iz/
runs		

Second section

Grammar

The Present Simple (affirmative)



- 1 Complete the second sentence with the correct form of the underlined verbs.
- I like rock climbing, but my sister likes horse riding.
 - They love mountain biking, but their son _____ mountain climbing.
 - Pilots arrive at the airport one hour before their flight, but a flight attendant _____ half an hour earlier.
 - Nurses work morning, afternoon or night shifts. Salma _____ nights.
 - Rally drivers enjoy danger. A journalist _____ running a risk.

2 Write the verbs in the correct column.

like fly arrive climb fish work
study go enjoy print need

-s	-es	y + -s	y + -ies
likes			

If you have doubts, check the spelling rules on page 12.

The Present Simple (negative)

- 3 Match sentences a–e with sentences 1–5. Then complete them with the negative forms of the underlined verbs.

Affirmative Form	Negative Form
a I <u>want</u> to become a flight attendant. (want)	1. He _____ from London to Liverpool. (not fly)
b Sami _____ on a ship. (work)	2. We _____ mountain climbing in the winter. (not go)
c Kareem Mahmoud _____ from Madrid to Sao Paulo. (fly)	3. I <u>don't want</u> to become a pilot. (not want)
d We _____ mountain climbing in the summer. (go)	4. It _____ experience. (not demand)
e Fishing _____ patience. (demand)	5. He _____ in a hospital. (not work)

The Present Simple (interrogative)

4 Use the words in brackets to complete the questions.

- a. What (the captain and the pilot / talk) about before the flight?

What do the captain and the pilot talk about before the flight?

- b. (Kareem Mahmoud / fly) to Sao Paulo and come back on the same day?

- c. (Salma / enjoy) working nights?

- d. Where (Kareem Mahmoud and the captain / fly) every Friday night?

- e. (you / like) dangerous sports?

- f. (you and your friends / go out) during the weekend?

The Present Simple (affirmative, negative and interrogative)

5 Complete the sentences with the correct form of these verbs.

tell print check close take go sleep

- a. The captain tells the pilot about the flight details.

- b. The pilot _____ the weather forecast.

- c. _____ flight attendants _____ the outside of the plane?

- d. When _____ the pilot _____ the aeroplane's doors?

- e. After a flight, pilots _____ to a hotel and _____.

6 Write questions and answer them using the Present Simple.

- a. Salma / work nights or mornings?

Does Salma work nights or mornings?

- b. Salma / work / nights ✓
mornings ✗

Salma works nights. She doesn't work mornings.

- c. Crabbers / need / experience or patience?

- d. Crabbers / need / experience ✓
patience ✗

- e. Rock climbers / love / danger or safety?

- f. Rock climbers / love / danger ✓
safety ✗

Vocabulary Corner

7 Complete the text with the correct form of the verbs in brackets.

Does a mountain climber always
(1) enjoy (enjoy) climbing difficult
mountains? No, they (2) _____.
Lots of climbers simply (3) _____
(enjoy) walking up low mountains.
These people (4) _____ (not want) to
face the risks of rock climbing. Other
climbers (5) _____ (risk) their life to
reach the top of the mountain. They
(6) _____ (need) a lot of experience
and competence in this sport.

8 Use these notes to write a paragraph.

Ali Karaki (be) a diver but / he (not enjoy) diving in caves under water, so / he (not do) cave diving / Where he (dive)? / he (dive) in the open sea / he (not want) to risk his life to reach 100 feet in a cave under water / he (not want) a big scary animal to eat him.

Ali Karaki is a diver, but ...

[illegible]

9 Match the words.

- a.** rally **1** riding
b. scuba **2** fishing
c. rock **3** biking
d. rock **4** driving
e. mountain **5** diving
f. horse **6** climbing

10 Now use the words correctly in the following sentences.

- a. _____ is the sport of swimming underwater.
- b. _____ is climbing up or across rock formations using your hands.
- c. _____ is dangerous because a big wave can catch you.
- d. _____ is going from one place to another on a horse.
- e. _____ is riding a bicycle over rough terrain.
- f. _____ is driving a very fast car in a competition.

Third section

Communication

Forming a team

- 1 You are organising a team of climbers to go up Mount Everest. Read these applications and then complete the grid with the good and bad points of each candidate.

Name	Good points	Bad points
Tareq	Age: 30	
Samira		
Ibrahim		

SHARE OUR ADVENTURE

APPLICATION

Name:

Tareq

Occupation:

Stuntman



My name is Tareq. I'm 30 years old. I'm a stuntman. I am an experienced rally driver and mountain biker, but I don't have any experience in mountain climbing.

SHARE OUR ADVENTURE

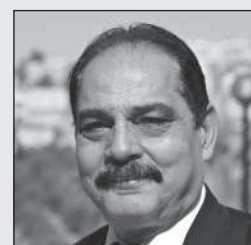
APPLICATION

Name:

Ibrahim

Occupation:

Accountant



My name is Ibrahim. I'm 40 years old. I'm an accountant. I am an experienced mountain climber and rock climber. I go rock climbing every month. I have experience in first aid.

SHARE OUR ADVENTURE

APPLICATION

Name:

Samira

Occupation:

Medical student



My name is Samira. I'm 25 years old. I'm a medical student. I like dangerous sports. I have been mountain climbing once. I am also a scuba diver.

- 2 Write three sentences with the good and bad points of each candidate.

Example: Tareq's good points are his age and His bad point is ...

- 3 Use your notes to discuss with a friend who the best candidate is.

- 4 Write a sentence saying your choice and giving your reasons.

Fourth section

Focus on writing

Capital letters

We use capital letters

- for the first person singular pronoun (*I*);
- at the beginning of sentences;
- for the names of people, places or countries (*Nawal, Beirut, Syria*);
- for the days of the week and the months of the year (*Sunday, October*).

- 1** Rewrite this paragraph using capital letters where necessary.

in jordan, some people do dangerous activities to help poor or ill people. every year, alia fawzi and samira hafiz do rock climbing to raise money for poor children.

they climb big rocks using ropes and other tools. samira says: "i am always terribly scared, but i think of the poor and i climb."



Punctuation: the full stop and the comma

- Sentences start with a capital letter and end in a full stop.

He is a good teacher.

- Commas are used when we list three or more items.

She goes to work on Mondays, Tuesdays, Wednesdays and Saturdays.

- 2** Identify the sentences in this article. Rewrite them in your notebook using capital letters, full stops and commas.

mountain biking is riding bicycles over difficult terrain mountain bikes have similar characteristics: wide tyres a large frame tubing and dual suspension

mountain biking has four categories: cross country downhill free-ride and street riding this sport requires a lot of skill and self-reliance you can do it in your backyard but generally mountain bikers ride on country back roads



Spelling

All verbs take -s or -es to form the 3rd person singular.

- ◆ Verbs ending in -p, -b, -t, -d, -k, -g or in mute -e add -s:
climbs, works, cuts, takes
- ◆ Verbs ending in -s, -z, -ch, -sh, -o add -es:
matches, fishes, goes
- ◆ Verbs ending in a consonant + -y, change -y to -i and -es:
studies, flies
- ◆ Verbs ending in vowel + -y, add -s:
says, plays, buys

Now, go back to exercise 2 on page 7 and check your answers.

Linking words

and

We use *and* to join things that are the same:

Example: Fadi and Omar do rally driving every year.

3 Make sentences.

- a. mountain biking / Mountain climbing / and / demand /. / experience

- b. Ibrahim is / mountain climber /. / an experienced / and / rock

- c. does / Tareq / caving / mountain biking /. / and

- d. a lot of / and / rock climbing / demand / experience /. / Crabbing

4 Now, use the cues to write true sentences about yourself.

- a. I like _____ and _____.
- b. I don't like _____ and _____.
- c. My friend _____ likes _____ and _____.
- d. My friends _____ and _____ every day.
- e. My brother and my sister go _____ and _____ every week.



but

We use *but* to join things that are different:

Example: Samira is an experienced mountain climber, but Tareq is not.

Nurses can talk to people in the hospital at night, but they don't have time during the day.

5 Match sentences a–d with sentences 1–4 using *and* or *but*.

- | |
|---|
| a. Some pilots only fly between 30 and 90 hours a month |
| b. A crabber needs a lot of experience |
| c. Flying does not involve physical effort |
| d. Stuntmen do dangerous activities out of necessity |

and

but

- | |
|--|
| 1 people who do dangerous sports do them because they like danger. |
| 2 it is very stressful. |
| 3 they also work when they are on land. |
| 4 a normal fisherman does not need any experience. |

What I have learnt

1 Complete this text with the correct form of the verbs in brackets. (2 marks each)

Nawal Jabari is a stuntwoman. She (1) _____ (do) the scenes famous actors (2) _____ (not / want) to do. She (3) _____ (love) her work. 'It's very exciting,' she (4) _____ (say), 'but sometimes I start work at two or three in the morning.' She (5) _____ (not / like) to work nights.

10

2 Make sentences. (2 marks each)

a. work / , / sometimes / but / I / don't / like / it / . / I / nights

b. the / Ali / film / Samira / at / . / and / work / studio

c. enjoys / driver / danger / . / A / rally

d. A / job / is / . / pilot's / stressful

e. enjoy / you / fishing / ? / Do / rock

10

3 Choose the correct answer. (2 marks each)

1. Where _____ you live?

a) does b) do c) are

2. Nawal doesn't like to work nights _____ Salma likes to work nights.

a) and b) when c) but

3. A mountain climber _____ a stuntman do dangerous activities.

a) when b) but c) and

4. On Fridays, Kareem always _____ at Madrid airport at 9.50 p.m.

a) arrive b) arrives c) to arrive

5. _____ Samira like dangerous sports?

a) Is b) Do c) Does

10

WHAT I CAN DO

	Always	Sometimes	Never
I can use the Present Simple.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can use notes to write a paragraph.			
I can work on communication exercises with my classmates.			
I can use linking words: <i>and/but</i> .			
I can use capital letters and punctuation marks.			
I can spell words.			

MODULE 2

Fighting global warming

First section

Vocabulary

1 Match the words.

- | | |
|------------|--------------|
| a. climate | 1 atmosphere |
| b. carbon | 2 warming |
| c. global | 3 change |
| d. Earth's | 4 dioxide |

2 Now fill in the blanks with the correct pairs.

- (1) Climate change is not the same as
 (2) g_____. Global warming means the temperature of the
 (3) E_____ goes up every day. We need (4) c_____ in the atmosphere in order not to freeze. But now, we have too much carbon dioxide in the atmosphere, and that's making the Earth too warm; it is our fault.

Grammar

The Imperative (affirmative)



3 Underline the correct form of the verbs.

- Walk/Walks to school.
- Plants/Plant trees in your garden.
- Turns/Turn down the air conditioning and wears/wear cool clothes in summer.

- Wears/Wear warm clothes in winter.
- Turn off/Turns off your computer when you don't use it.
- Brush/Brushes your teeth with the water tap off.

The Imperative (negative)

4 Underline the correct form of the verbs.

- Don't drive/Doesn't drive to work.
- Do not play/Don't plays computer games all the time.
- Doesn't throw away/Do not throw away used supermarket bags.
- Do not leave/Does not leave the lights on when you leave a room.
- Don't take/Do not takes the bus; walk!

The Present Simple (adverbs of frequency)

5 Cross out the adverb in the wrong place.

- My mother *never* drives ~~never~~ to work.
- We *always* reuse *always* old paper at home.
- My friends *sometimes* come *sometimes* to school by car.
- I *never* remember *never* to turn off the lights.
- My father *sometimes* cycles *sometimes* to work.
- My friends and I *never* walk *never* to school.



Second section

Grammar

The Imperative (affirmative)

- 1 Complete the instructions for this experiment with the correct form of these verbs. Two words are used more than once.

Write	Get	Add	Look
take out	Place	Cut	

Science Experiment:

The purpose of this experiment is to show how pollution spoils our ground, our water and our food.

- 1 Get a glass of water, red ink and a stalk of celery.
- 2 _____ several drops of red ink to the water in the glass.
- 3 _____ the celery stalk in the glass.
- 4 _____ at the changes in the celery stalk during the school day.
- 5 _____ your observations.
- 6 At the end of the school day, _____ the stalk _____ of the water.
- 7 _____ an inch off the bottom of the stalk.
- 8 _____ at both ends of the stalk.
- 9 _____ what you see.

The Imperative (negative)

- 2 Make sentences about what you mustn't do in order to save our planet.

- a. to / ask / your / to / Don't / you / school! / dad / drive

Don't ask your dad to drive you to school!

- b. when / Don't / leave / water / you / teeth! / your / the / brush / running

- c. leave / the / on / time! / Don't / the / computer / all

- d. old / throw / your / away / toys! / Don't

- e. need! / buy / things / you / Don't / don't



The Imperative (affirmative and negative)

- 3** Fill in the recycling instructions with the correct form of these verbs. One word is used more than once.

Not put in place Rinse Find
Check recycle Not recycle



How to recycle glass

- 1** Check your local recycling programmes for the type of glass to recycle.
- 2** _____ and _____ bottle glass of any colour.
- 3** _____ any broken glass.

How to recycle aluminium

- 4** _____ where to recycle aluminium.
- 5** _____ and _____ aluminium cans, caps and lids in the same recycle bin.
- 6** _____ cans containing dangerous materials.

The Present Simple (affirmative, negative and interrogative)

- 4** Use the words in brackets to complete the questions. Then answer the questions.

- a. (people / cause) global warming?

Do people cause global warming?

Yes, they do.

- b. (you / reuse) paper cups?

- c. (your father / drive) to work every day?

- d. How often (you / cycle) to school?

- e. What (your family / recycle)?

- 5** Complete this text with the correct form of the verbs in brackets.

Climate (1) is (be) a sort of "machine". The weather (2) _____ (be) a small part of this machine, but it's what you and I (3) _____ (notice): a storm, a drought, very hot weather or very cold weather. The sun (4) _____ (make) this possible. It (5) _____ (warm) the air. Hot air (6) _____ (rise), (7) _____ (expand) and (8) _____ (make) clouds and eventually rain.

The Present Simple and Adverbs of Frequency



6 Use these words to write sentences. Put the adverb in the correct place.

a. my / floods / never / in / happen / country /.

Floods never happen in my country.

b. throws / My / always / mother / away / my / sister's / . / baby / nappies

c. to / sometimes / We / the / centres / to / glass / . / recycle / go / recycling

d. usually / At / we / recycle / . / home, / junk / mail

e. aluminium / his / friend / and / often / cans / . / family / My / Ahmad / recycle

7 Write questions and answer them. Use the adverbs of frequency *sometimes, never or always*.

a. How often / you / reuse envelopes?

How often do you reuse envelopes?
I always reuse envelopes.

b. How often / your sister / give away old toys?

c. How often / your family / recycle glass?

d. How often / your teacher / throw away junk mail?

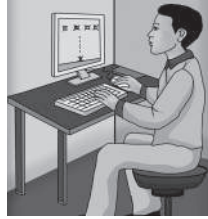
e. How often / you and your classmates / turn off your computers when you leave the room?

8 Write five sentences about the things you, your family and your friends do to save the planet. Use one of the adverbs in the box in every sentence.

always	never	usually
sometimes	often	

Example: My sister often turns off the water when she brushes her teeth. I never do.

- 9** In your notebook, ask and answer questions about Abba and Saleem using *How often ...?*



	Abba	Saleem
1 turn off the water while brushing teeth	often	always
2 recycle aluminium cans	sometimes	always
3 play computer games	never	sometimes
4 wear cool clothes in summer	always	always
5 turn off the air conditioning in summer	always	sometimes

Example: How often does Abba play computer games?
She never plays computer games.

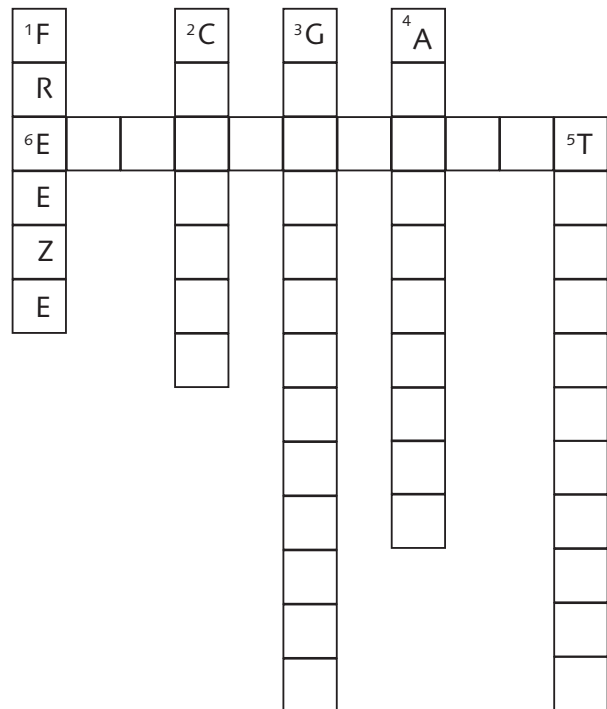
- 10** Are Abba and Saleem good weather warriors? Why? What about you? Write three sentences.
Abba is / isn't a good weather warrior because she ...

Saleem

Vocabulary Corner

- 11** Read the clues 1–5 and write the words vertically in the puzzle. You are given the first letter.

- To turn into ice
- The weather conditions of a place
- The Earth's temperature keeps going up.
- The gases surrounding the Earth
- The degree of heat in the atmosphere



- 12** Read horizontally the word for number 6. Write its clue.

6 _____

Third section

Communication

- 1 You are a member of the Kids Ecology Club and you have to decide on a project for this year in the school garden. Read these proposals and then complete the grid with the good and bad points of each one. You may add others.

Name	Good points	Bad points
Making a bird-friendly environment	It is easy to attract birds to a garden.	
Making a butterfly garden		
Making a wildflower garden		

Kids Ecology Club

PROPOSAL: Making a bird-friendly environment in our school garden



It is easy to attract birds to a garden.
You can see different birds all year round.
Birds need water, food and protection.
Put up a birdbath and keep it full of clean water.
Hang bird feeders with different seeds around the garden.

Kids Ecology Club

PROPOSAL: Making a wildflower garden in our school garden



Wildflowers don't need much work and butterflies and birds like them.
Grow snapdragons and poppies, hollyhocks and forget-me-nots.
Water every week.

Kids Ecology Club

PROPOSAL: Making a butterfly garden in our school garden



Butterflies are very pretty and are fascinating to watch.
Butterflies like flowers but they only lay their eggs on plants their babies eat.
Grow wild bergamots, sunflowers and honeysuckle, mint and violets for butterflies.
Grow dill and parsley for their babies, the caterpillars.

- 2 Write three sentences in your notebook with the good and bad points of each proposal.

Example: The good points of the proposal for making a bird-friendly environment are ... and ... The bad point is ...

- 3 Use your notes to discuss with a friend which is the best proposal.
- 4 Write a sentence saying your choice and giving your reasons.

Fourth section

Focus on writing

Punctuation: the apostrophe

We use the apostrophe:

- when we write two words as one:

1 the subject pronoun and the verb:

I'm a member of the Kids Ecology Club.

He's my brother.

They've got three computers at home.

2 the auxiliary + **not**:

Don't throw away envelopes!

I can't use old paper cups!

- to show that something belongs, is related to or is part of a person, a place or a thing:

The Earth's temperature goes up every year.

Saleem's brother drives to work every day.

Our country's capital is a large city.

1 Rewrite this paragraph in your notebook. Put the apostrophes where necessary. There are eleven apostrophes.

Our Suns about 5,000 million years old! It heats the Earths atmosphere. But global warming isnt the Suns fault. Its peoples fault because they use machines. And machines emit carbon dioxide. You cant see this gas, but its the main cause of the trouble. And Im afraid things are getting really bad. Scientists study the Earths climate. They say our planets weather is becoming more and more violent.

Spelling

2 Write the correct vowels to complete the words in the dialogue.

Ali: What is the K_ds _c_l_gy Cl_b?

Samira: It is a n_n-pr_f_t organisation. It helps young people d_f_nd the _nv_r_nm_nt.

Ali: And what do you do?

Samira: We take part in projects about k_p_ng our c_t_s cl_n, about w_t_r c_ns_rv_t_n and p_ll_t_n pr_v_nt_n, about gl_b_l cl_m_t_ch_ng_ and _n_rgy c_ns_rv_t_n. Why don't you join us?



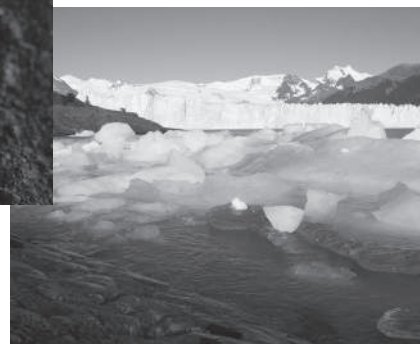
3 Now, go back to exercise 7 on page 23 of your Student's Book and check your answers.

Linking words

when

We use *when* to mark time when we join ideas:

When the temperature goes up,
the ice in the Poles melts.



4 Write five sentences in your notebook using *when*.

When	it rains	they	always	goes up.
	the Sun warms the Earth's atmosphere	my father	sometimes	forget to turn off the lights.
	I leave a room	it	often	drives me to school.
	my mother goes to the supermarket	I	never	don't reuse their paper cups.
	my friends go on a picnic	the temperature	usually	takes our used plastic bags.
		she		

5 Now write five true sentences about yourself in your notebook using *when*.



also

Also is a synonym of *and*, but we use it in a second sentence next to the verb:

Kids Ecology Club takes part in projects about water conservation and pollution.
It also participates in energy conservation projects.

6 Reorder the following words to write a paragraph about Sami and his family.

- use only / Sami / his family / . / and / energy-saving bulbs
- the lights / when they / leave / They also / . / turn off / the room
- never / on picnics / , / They like / but / to go / use / . / they / paper cups
- take / always / real plates / glasses / . / They / and
- real knives / also / take / forks / and / . / They

Sami and his family ...

What I have learnt

1 Complete the pieces of advice with the correct form of these verbs. (2 marks each)

turn down Let cool down Reduce turn off Not place

- a. In winter, _____ the heating by just 1°C.
- b. In summer, _____ your air conditioning every day for four hours when you're not in the house.
- c. _____ hot food in the fridge. _____ it _____ to room temperature before putting it in the fridge.
- d. _____ your waste!

10

2 Make sentences. (2 marks each)

- a. is / warming / Earth's / temperature / rise / in /. / Global / the

- b. catch / from / gases / atmosphere / energy / the / Some / Sun /. / the / in

- c. gases / these / Carbon / is / of /. / dioxide / one

- d. the / we / too / warm / carbon / When / have / dioxide / , / Earth / gets / much /.

- e. Global / weather /. / changes / our / warming

10

3 Choose the correct answer. (2 marks each)

1. The temperature of the _____ goes up.

a) Earth's b) Earths c) Earth

2. Our weather gets violent _____ unpredictable.

a) also b) and c) but

3. Global warming _____ a problem without solution.

a) isnot b) isnt c) isn't

4. Global warming is _____ fault.

a) people's b) people c) peoples

5. Carbon dioxide is in the atmosphere. Other gases _____ exist in the atmosphere.

a) but b) and c) also

10

WHAT I CAN DO

	Always	Sometimes	Never
I can use the Imperative.			
I can use the adverbs of time and frequency.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can use punctuation marks.			
I can spell words.			
I can use linking words: <i>when, also</i> .			
I can use notes to write a paragraph.			
I can work on communication exercises with my classmates.			

MODULE 3

Visiting places

First section

Vocabulary

- 1 Write the words about Souk Jara in the correct column.

games market café shopping
concerts theatre

Areas/Places	Activities
market	

Grammar

There is / There are (affirmative) Countable and uncountable nouns



- 2 Look at the picture above and underline the correct words.
- There is an/is some onion.
 - There are some/is some tomatoes.
 - There are some/is any carrots.
 - There is some/are some cherries.

There is / There are (negative) Countable and uncountable nouns

- 3 Look at the picture below and write what there isn't.

tomatoes carrots lemons
ice cream eggs

- There aren't any tomatoes.
- _____
- _____
- _____



There is / There are (interrogative) Countable and uncountable nouns

- 4 Look at the picture above. Make questions and answer them.
- (there / be) mushrooms?
Are there any mushrooms?
No, there aren't any.
 - (there / be) bananas?

c. (there / be) apples?

d. (there / be) cherries?

e. (there / be) potatoes?

Pronunciation

- 5  Listen to these nouns and write them in the correct column. Then repeat them.

~~eggs~~ cakes flowers cherries boxes
plants pears watches apricots
peaches

/z/	/s/	/iz/
eggs		

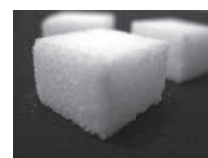
Second section

Grammar

Countable and uncountable nouns (some / any)

- 1 Sameer and Nour are making a shopping list. Use these cues to write sentences in your notebook with **We've got some** or **We haven't got any**.

Example: We haven't got any fish.



- 2 Write the plural of the nouns in the correct column.

~~chicken~~ tomato flower cherry
day peach berry cake box way
bridge fly potato

-s	-es	y + -s	y + -ies
chickens			

What are the rules to form the plural?

***There is / There are* (affirmative and negative)**

3 Use these words to make sentences. Add capital letters and full stops. Then, write sentences in the correct column.

- a. jara / hospital / there / near / a / souk / is
There is a hospital near Souk Jara.
- b. in / handicrafts / are / and / antiques / souk / there / some / jara
- c. police / isn't / there / station / souk / a / jara / in
- d. in / is / some / very / fruit / souk / cheap / jara / there
- e. in / there / policemen / the / aren't / market / any

There is/isn't	There are/aren't
a. There is a hospital near Souk Jara.	

***There is / There are* (interrogative) + short answers**

4 Use these words to write questions. Then answer them.

- a. expensive food / in Souk Jara?
Is there any expensive food in Souk Jara?
No, there isn't.
- b. vegetables / in the market?

- c. police station / in Souk Jara?

- d. shops and restaurants / in Souk Jara?

- e. bus station / in Souk Jara?

- f. honey / in Souk Jara café?



some / any (affirmative, negative and interrogative)

5 Complete the text with *some* or *any*.



Children's Museum Jordan is a very exciting place where you can learn, explore, discover and have fun. Don't miss (1) _____ of the activities! Read books and do (2) _____ research in the library. Visit the art studio, enjoy the art activities and be creative! Meet Mr Bulb, the scientist and join in (3) _____ exciting games. Mr Inspector Eye needs (4) _____ help with his investigation. Do you like to find (5) _____ clues for him? Don't forget to get (6) _____ special gifts for your friends from the museum shop!



6 Write questions and answer them using ***there is / there are*** and ***some, any, a lot of***.

a. British Museum / live animals?

Are there any live animals in the British Museum?

b. animals ✗ famous objects ✓

There aren't any animals in the British Museum. There are a lot of famous objects.

c. policemen / in Souk Jara?

d. policemen ✗ restaurants ✓

e. old statues / Children's Museum Jordan?

f. old statues ✗ exciting games ✓

g. clothes shop / Children's Museum Jordan?

h. special gifts ✓ clothes shop ✗

- 7** Complete the text with the correct form of the verb *to be*.



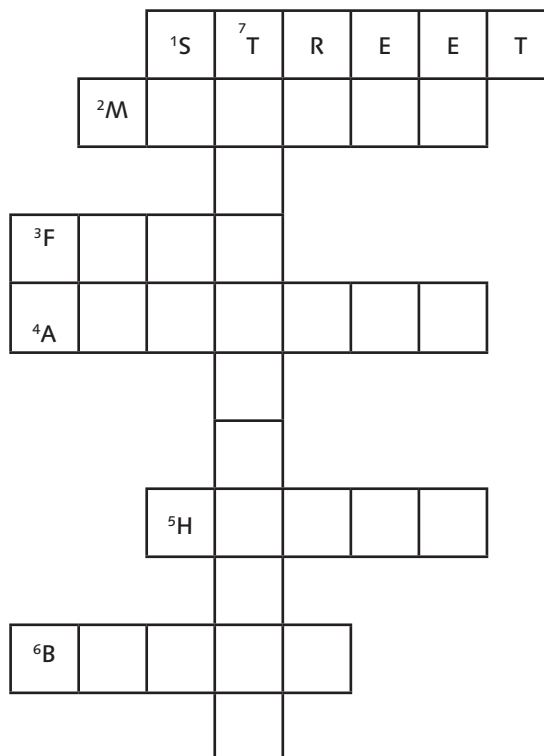
There (1) _____ an extraordinary museum in Paris: the Louvre. In the heart of the Louvre, there (2) _____ (not) a glass dome, as in the British Museum. There (3) _____ a glass pyramid: the Louvre Pyramid.

There (4) _____ also nearly 35,000 objects from prehistory to the 19th century. There (5) _____ eight departments: Egyptian Antiquities; Near Eastern Antiquities; Greek, Etruscan, and Roman Antiquities; Islamic Art; Sculpture; Decorative Arts; Paintings; Prints and Drawings.

In the Near Eastern department, there (6) _____ works from before the arrival of Islam. In the Islamic Art collection, there (7) _____ more than 5,000 works.

Vocabulary Corner

- 8** Read the clues 1–6 and write the words horizontally in the puzzle. You are given the first letter.



- 1** A road in a city or town that has houses and other buildings
- 2** A place where you can buy things and food
- 3** Things you eat, like vegetables and meat
- 4** You pay a lot of money for this object because it is old.
- 5** It comes from bees.
- 6** You mix flour and water to make it.

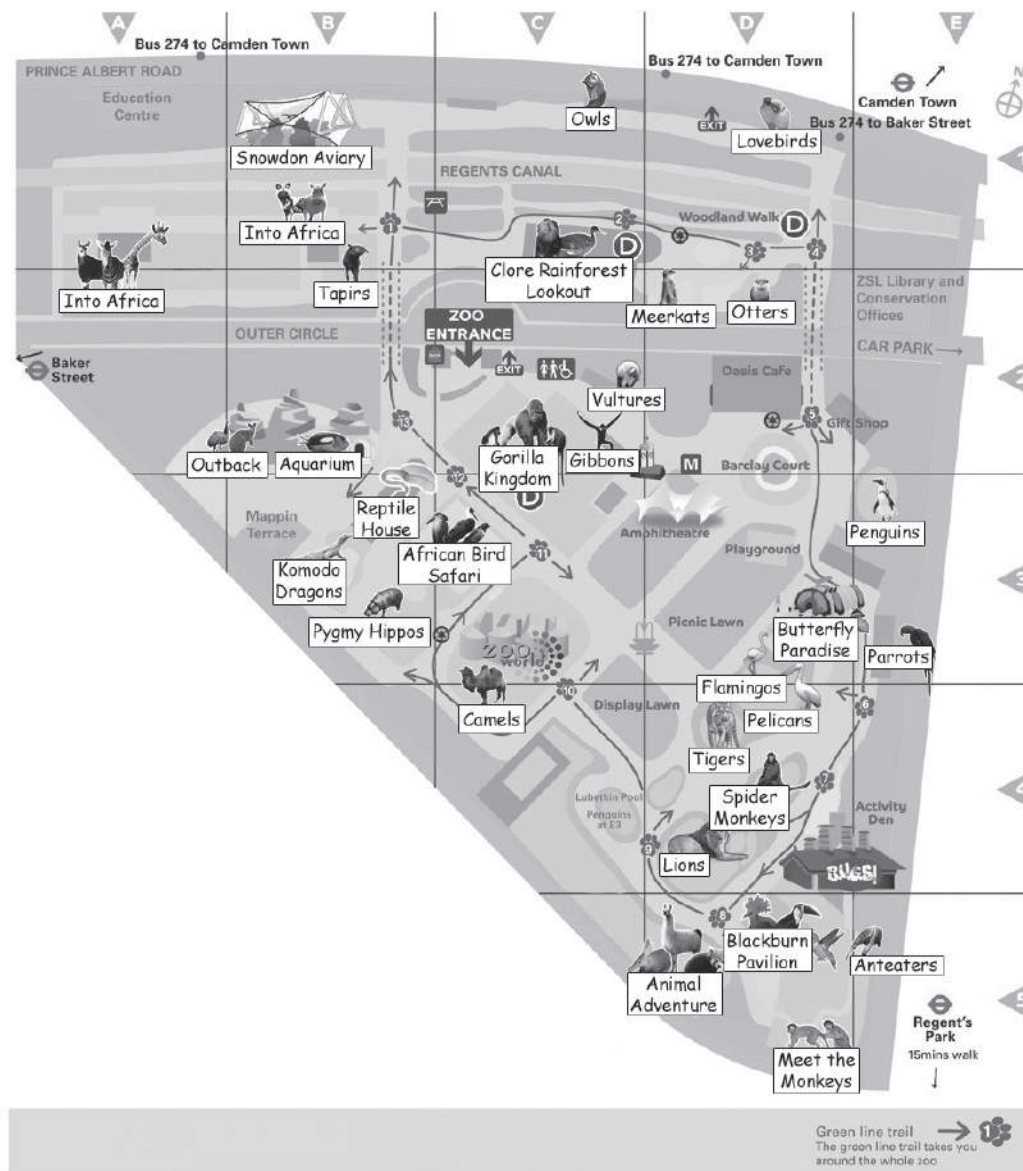
- 9** Read vertically the word for number 7. Write its clue.

7 _____

Third section

Communication

A visit to London Zoo



- 1 You are at London Zoo. Look at this plan and decide which animals you want to see. Then decide on a route to visit them.
- 2 In pairs, ask and give one another directions to visit the different animals.

- 3 Write in your notebook three sets of directions to visit: Snowdon Aviary, the spider monkeys, the Butterfly Paradise. Your starting point is the zoo entrance.

Example: Snowdon Aviary is in B1. Take ...

- 4 Write a sentence giving instructions to go to a place of your choice.

Fourth section

Focus on writing

Punctuation: commas and numbers

We put commas in long numbers. Year dates have no commas or full stops:

1,000 10,000 1,000,000

But

1999 2000 2010

1 Put full stops and commas in these numbers where necessary.

- The entire world is 510072000 square kilometres, but there are only 148940000 square kilometres of land. The rest, 361132000 square kilometres is under water.
- Brazil is the 12th country in size. It has a surface of 8511965 square kilometres. Of those, 55455 square kilometres are under water.
- The Faroe Islands are 1399 square kilometres big.
- Pierre Curie (May 15th 1859 – April 19th 1906) is a Nobel Prize winner.
- London Bridge is about 2000 years old.

Punctuation: commas in lists

When we write a list, we put a comma after each thing on the list. Before the last thing, we write **and** but there is no comma before it:

At Souk Jara market there are handicrafts, antiques, paintings, traditional dresses and homemade items.

2 Put commas in the correct places in the lists.

- Children's Museum Jordan is a very exciting place where you can learn explore discover and have fun.
- There is a library an art studio a museum shop and an imagination playground in Children's Museum Jordan.
- There are some pears oranges lemons and plums in the kitchen.
- I always have potatoes tomatoes carrots and milk on my shopping list.
- Eat a lot of vegetables fruit and drink milk. They are good for your health.

Spelling

3 Complete these words and match them with the pictures.

a



b



c



d



e



f



1 y _ gh _ _ t

2 t _ _ at _ _ s

3 c _ _ _ s _

4 m _ _ k

5 co _ _ _ e

6 c _ o _ o _ at _ c _ _ e

d

Linking words

but and *however*

However and **but** are synonyms. We use **However** at the beginning of a new sentence and we write a comma after it. We use it more in written English:

There are some permanent activities in the Children's Museum Jordan, but there are also some temporary ones.

There are four underground stations near the British Museum. However, there is only one near the Louvre.

4 Use these words to make sentences with **but** and **However**.

- a. There are over seven million objects in the British Museum / they are not all on show. (however,)

- b. In the British Museum there is a glass dome / in the Louvre there is a glass pyramid. (but)

- c. There are a lot of mummies in the Louvre / in the British Museum there are 140 mummies. (However,)

- d. Dry seasons can be long in some places / in other places there are floods. (but)

- e. Cars produce a lot of carbon dioxide / planes produce much more. (However,)

5 Write four pieces of information (two with **but** and two with **However**) about what you and your family or friends eat.

I eat cucumbers, but I don't eat aubergines.

My friend Adil eats carrots. However, he doesn't eat broccoli.

What I have learnt

- 1** Read this text. Then complete with *there is / there isn't*, or *there are / there aren't*. (2 marks each)

(1) _____ many interesting markets in Jordan, but on Friday, (2) _____ a special one: the Farmer's Market. (3) _____ always fresh fruit and vegetables. (4) _____ also cheese, meat, juice and bread. Traders can only sell their own products, so (5) _____ any imported products.

10

- 2** Read this dialogue. Then complete with *some* or *any*. (2 marks each)

Mrs Asma: So, what do you need today, Mrs Nada? Do you want (1) _____ vegetables?

Mrs Nada: Mmm. Those cucumbers look very nice. I want (2) _____.

Mrs Asma: OK. Do you want (3) _____ peppers?

Mrs Nada: No, thank you. Oh! I see you've got (4) _____ nice homemade jam.

Mrs Asma: Oh yes! We make it with our own fruit.

Mrs Nada: Excellent! I want (5) _____, please.

10

- 3** Choose the correct answer. (2 marks each)

1. Mr Mahmoud hasn't got _____ tea.

a) some b) a c) any

2. There _____ cheese in the fridge.

a) is some b) is any c) are some

3. We've got _____ nice aubergines.

a) a lot b) any c) some

4. We never go to London. _____ we usually go to Paris.

a) However b) but c) However,

5. Do you want _____ cup of tea?

a) any b) some c) a

10

WHAT I CAN DO

	Always	Sometimes	Never
I can use <i>There is/There are</i> .			
I can pronounce /z/, /s/ and /iz/.			
I can use <i>some/any</i> with countable/uncountable nouns.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can use punctuation marks.			
I can spell words.			
I can use linking words: <i>but, however</i> .			
I can use notes to write a paragraph.			
I can work on communication exercises with my classmates.			

I now know ...

- 1** Complete this text with the correct form of the verbs in brackets. (1 mark each)



Sami Salameh
(1) _____ (be)
a firefighter. Every
day he (2) _____
(arrive) at the station
and he (3) _____ (get) his orders for
the day. Next, all firefighters
(4) _____ (do) their drill. During the
drill, firefighters (5) _____ (practise)
different firefighting techniques or
(6) _____ (learn) to use new
technology and new procedures. A
typical day (7) _____ (include)
exercises to rescue trapped people and
lectures on dangerous substances. After
the drill (8) _____ (come) a great
Fire Service tradition, tea and toast.
Believe it or not, this is a very important
part of daily life because it (9) _____
(provide) the firefighters with the energy
they (10) _____ (need) to do their
job.

10

- 2** Use these words to write questions. Then answer them. (2 marks each)

a. you / get / What / on / do / Saturday / ? / up / time

b. you / often / do / global / discuss / warming / with / friends / ? / How / your

c. the / do / artist / the / climber / and / have / common / ? / What / rock / in

d. father / How / does / your / often / envelopes / ? / reuse

e. global / to / can / What / do / down / warming / ? / we / slow

10

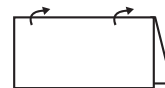
- 3** Complete these instructions with the verbs in the box. (1 mark each)

Flip Fold (x2) Draw Lift
Take fold (x2) lift paint

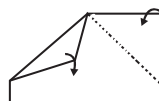
Make a Paper Hat



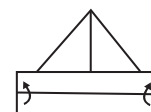
(1) _____ a sheet
of newspaper.



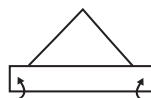
(2) _____
it in half.



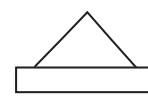
(3) _____ the
corners down
towards the centre.



(4) _____ the
front bottom flap
and (5) _____ it up.



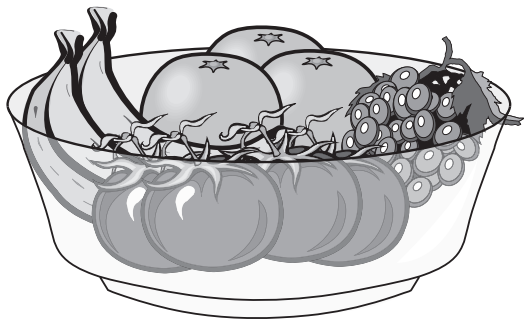
(6) _____ the
paper over, then
(7) _____ the
bottom flap and
(8) _____ it up.



(9) _____ on
it and (10) _____
it. Your hat is
complete.

10

- 4** Write questions with *Is there / Are there* using these cues and answer them. (2 marks each)



a. bananas / in the bowl?

b. oranges / in the bowl?

c. grapes / in the bowl?

d. tea / in the bowl?

e. tomatoes / in the bowl?

	10
--	----

- 5** Read these sentences carefully. Then complete them with the correct words from a, b or c. (1 mark each)

- What _____ Kareem Mahmoud do?
a) does b) do c) is
- Fishermen _____ need any experience.
a) don't b) aren't c) doesn't
- People think fishermen _____ get seasick. But it isn't true.
a) sometimes b) never c) always
- The Earth's climate _____ on the Sun.
a) depends b) depend c) depended
- _____ throw away used envelopes!
a) Doesn't b) Do c) Don't
- As the atmosphere warms up, _____.
a) the weather is good
b) the weather becomes more violent
c) it rains a lot
- _____ do you turn off the tap when brushing your teeth?
a) What b) When c) How often
- There _____ interesting objects at the British Museum.
a) are any b) aren't some
c) are some
- There _____ excellent Chinese tea at the shop.
a) were some b) was some
c) was any
- Mohammad Najjar _____ Jordan's Archaeological Museum.
a) designed b) design
c) designs

	10
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MODULE 4

Wonders of the ancient world

First section

Vocabulary

1 Match the words from the reading with their meaning.

- | | |
|------------------|---|
| a. location | 1 an important building |
| b. archaeologist | 2 a particular place |
| c. monument | 3 a person who studies old cities |
| d. discover | 4 something that is great and amazing |
| e. wonder | 5 to see and get to know an unknown place |

Grammar

The Past Simple (affirmative and negative)

to be

2 Underline the correct form of the verbs.

- Babylon was/were an ancient city in Iraq.
- The Hanging Gardens of Babylon was/were a world wonder.
- They was/were on the Euphrates River.
- The gardens was/were full of beautiful trees and plants.
- The building was/were in the shape of a rectangle.

The Past Simple (affirmative)

regular verbs

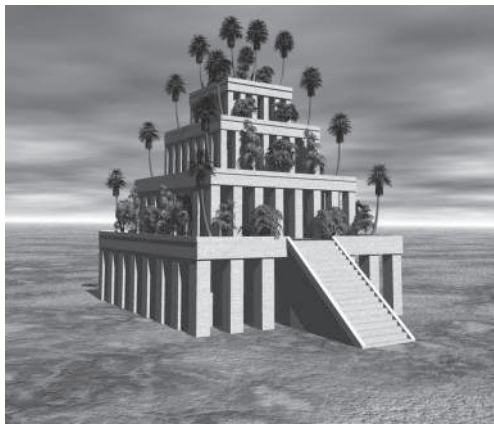


3 Write the regular verbs in brackets in the Past Simple.

My grandfather was an archaeologist. He (1) _____ (like) to travel a lot. He often (2) _____ (study) ancient cities. He (3) _____ (explore) different places in order to learn about their history. My father sometimes (4) _____ (help) him. Together they (5) _____ (discover) new lands and cities.

The Past Simple (negative and interrogative)

to be



4 Complete the questions then answer them.

a. Was Petra one of the ancient wonders of the world?

No, it wasn't.

b. _____ the Hanging Gardens of Babylon in Jordan?

c. _____ the Great Pyramid of Giza a tomb for kings?

d. _____ Pharaohs the kings of England?

e. _____ many of the ancient wonders of the world destroyed?

Pronunciation

5 Listen to these verbs and write them in the correct column. Then repeat them.

discovered helped started walked
attracted used finished wanted
constructed

/d/	/t/	/id/
discovered		

Second section

Grammar

The Past Simple (affirmative)

to be and regular verbs

- 1 Complete the text with the correct form of the verbs in brackets.



This is the city of Jerash. It (1) _____ (look) different in ancient times. There (2) _____ (be) a few buildings then. There (3) _____ (be) also many markets in the ancient city. People (4) _____ (walk) through these streets to buy and sell things. Ancient Jerash (5) _____ (be) very beautiful.

- 2 Write the verbs in the correct column.

like	arrive	work	study	live	need
travel	enjoy	stop	walk		

+ -d	+ -ed	y + -ed	y + -ied	+ -led/ + -ped

The Past Simple (interrogative)

- 3 Use the cues to make and answer questions about the ancient and new wonders of the world.



- a. archaeologists / build ancient cities?

Did archaeologists build ancient cities?

No, they didn't.

- b. archaeologists / find ancient cities?

- c. world wonders / special places?

- d. all the ancient wonders / last till today?

- e. be / Petra / vote one of the new world wonders?

The Past Simple (affirmative, negative and Interrogative)

4 Use the words in brackets to complete the questions. Then answer them.

- a. Where (people / vote) for Petra? – online

Where did people vote for Petra?

People voted for Petra online.

- b. When (archaeologists / discover) Petra? – in the 1800s

- c. Why (people / search) for new wonders? – many of the ancient wonders / disappear

- d. What (people / use) to build the cities of Jordan? – the materials around them

- e. (Petra / be) one of the Seven Wonders of the ancient world? – No

5 Write sentences using the Past Simple.

- a. ancient wonders / stay the same or change over the years?

Did ancient wonders stay the same or change over the years?

- b. ancient wonders / change ✓
stay the same ✗

Ancient wonders changed over the years.

They didn't stay the same.

- c. The Hanging Gardens of Babylon / be an ancient wonder or a new wonder?

- d. The Hanging Gardens of Babylon / ancient wonder ✓ new wonder ✗

- e. Pyramids / be tombs for kings or ordinary people?

- f. Pyramids / tombs for kings ✓
tombs for ordinary people ✗

- 6** Complete the text with the correct form of the verbs in brackets. **7** Use these notes to write a paragraph.



The Great Wall of China

The Great Wall of China (1) _____
(not be) an ancient wonder of the
world. People (2) _____ (vote)
for it as a new wonder in 2007.
It (3) _____ (attract) thousands
of tourists each year. Chinese people
(4) _____ (start) to build the
stone wall to protect the northern
borders of China in the 5th century BC.
A part of this wall was built by the
first emperor of China but only a little
of that wall (5) _____ (last).



The Colosseum

The Romans (start) to build the colosseum in 72 CE under the emperor Vespasian. They (use) it for entertainment such as sports competitions. The Roman emperor (welcome) people to enjoy the shows. The colosseum (be) also a place for workshops and a fortress too. In summer 2010, the underground passageways that people used in the past (open) to the public.

[illegible]

Vocabulary Corner

- 8** Read the clues 1–6 and write the words horizontally in the puzzle. You are given the first letter.

					¹ W O R L D				
				² V					
			³ M						
⁴ P									
		⁵ G							
⁶ D									

- 1 The Great Wall of China is a new _____ wonder.
- 2 People from all over the world _____ for Petra.
- 3 An old building that is important.
- 4 A triangle-shaped building.
- 5 The Hanging _____ of Babylon were one of the ancient world wonders.
- 6 To find something that people did not know about before.

- 9** Read vertically the word for number 7. Write its clue.

7 _____

Third section

Communication

An archaeology contest



- 1** Your teacher will divide you into two teams. Find a name for your team.
- 2** Each team will re-read Module 4 and write down seven questions about facts you learnt about the ancient world and its wonders.

Example: What does an archaeologist do?

- 3** Each team will take turns to ask and answer the questions. Both teams will have one minute to find the correct answer, write it down and say "Ready". The first team to say "Ready" will get ten points for each correct answer and will lose five points for each incorrect answer.

Fourth section

Focus on writing

Punctuation: review

- 1** Write these sentences again using capital letters, full stops, commas and apostrophes as necessary.

a. the city of petra in jordan was one of the top locations people chose

b. jordans cities always attracted thousands of visitors

c. the hanging gardens of babylon were one of the seven wonders of the ancient world

d. for thousands of years the pyramid of giza was the tallest building made by man

e. some of the ancient wonders didnt change over the years but some disappeared after many years

Spelling

- 2 Complete the regular verbs in the Past Simple with the correct spelling.

Ancient times: Caves



Ancient people (1) l _ v _ _ in caves. They (2) u _ _ _ rocks to make tools about 2 million years ago. Later, they (3) s t _ r _ _ _ painting animals on the inside walls of caves. The cave paintings (4) a _ t r _ c t _ _ visitors. Many years ago, people (5) v _ s _ t _ _ caves to see the paintings, but scientists (6) d _ s _ _ v _ r _ _ that carbon dioxide damaged cave paintings.

Linking words

when, before and after

We use *when*, *before* and *after* to put different events in order when we are talking about something that happened in the past.



when = at the same time

When people travelled in ancient times, they often used to trade.

After walking through the markets, they used to sell what they had and buy new things.

Travellers traded everything they had **before** they left the city.

- 3 Use these words to make sentences with **when**, **before** and **after**.

- a. The Great Pyramids of Giza be on the list of Seven Wonders / the city of Petra. (before)

The Great Pyramids of Giza were on the list of Seven Wonders before the city of Petra.

- b. Scientists discover that carbon dioxide damaged cave paintings / people visit the caves. (after)

- c. Petra attract more visitors / it was voted one of the new Seven Wonders of the world. (when)

- d. Ancient people use rocks to make tools / they start painting animals. (before)

- 4 Write three sentences about what you and your family or friends do **during**, **before** and **after** visiting a tourist site.

I pack the things I will need for the trip **before** we leave.

My friend Huda puts our pictures in an album **after** we come back from the trip.

Her family always takes pictures **when** they are on a sight-seeing trip.

What I have learnt

- 1** Read this text. Then complete with the correct form of the verbs in brackets.
(2 marks each)

Many countries protected their special monuments and (1) _____ (welcome) travellers to explore their cities. People (2) _____ (start) to visit countries with rich historical locations a long time ago. Many travellers (3) _____ (visit) the city of Petra in Jordan, the Great Pyramid of Giza in Egypt and the Hanging Gardens of Babylon in Iraq. These places (4) _____ (attract) visitors from all around the world. Many wonders and historical places (5) _____ (last) to our present day but many disappeared.

10

- 2** Use the words in brackets to complete the questions. Then answer them.
(2 marks each)

a. Why (many countries / welcome) travellers? – explore their monuments and cities

b. When (people / start) to visit historical places? – a long time ago

c. What (travellers / visit)? – countries with rich historical places

d. Who (wonders / attract)? – visitors from all around the world

e. (all wonders / last) to our present day? – No

10

- 3** Choose the correct answer.
(2 marks each)

1. _____ the city of Petra in the list of the ancient wonders of the world?

a) Did b) Were c) Was

2. The markets of Jordan were very busy with buyers and _____.

a) sellers b) kings c) archaeologists

3. Egyptians buried kings and queens in _____.

a) rocks b) tombs c) land

4. Petra became a new world wonder in _____.

a) 2006 b) 2007 c) 2008

5. _____ travellers build the Pyramids?

a) Were b) Does c) Did

10

WHAT I CAN DO

	Always	Sometimes	Never
I can use the Past Simple.			
I can pronounce /d/, /t/ and /id/.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can use punctuation marks.			
I can spell words.			
I can use linking words: <i>when, before, after</i> .			
I can use notes to write a paragraph.			
I can work on communication exercises with my classmates.			

MODULE 5

Elementary, my dear Watson!

First section

Vocabulary

1 Match the words from the reading with their meaning.

- | | |
|------------------|----------------------------|
| a. famous | 1 mind is unfocused |
| b. intelligent | 2 polite and easily loved |
| c. elementary | 3 known by a lot of people |
| d. pleasant | 4 clever; smart |
| e. absent-minded | 5 easy and not complicated |

Grammar



The Past Simple irregular verbs

2 Put the verbs in the table below in the Past Simple tense.

Base form	Past Simple
a. sit	sat
b. stand	
c. think	
d. become	
e. know	

The Comparative

3 Complete the text with the correct form of the comparative.

Hercule Poirot is (1) _____ (professional) than Miss Marple. He is also (2) _____ (rich) than her and he travels the world. Miss Marple's (3) _____ (wise) than Poirot. She's (4) _____ (famous) than him. We don't really know if she's (5) _____ (old) than Poirot, but we do know that she is (6) _____ (pleasant).

The Superlative

4 Complete the text with the correct form of the superlative.

Dr Watson is the (1) _____ (loyal) person to Sherlock Holmes. Holmes is the (2) _____ (famous) detective in the world. He is the (3) _____ (intelligent) and the (4) _____ (logical) detective Watson knows. He's not the (5) _____ (pleasant) person, but Dr Watson doesn't mind and thinks that Holmes is the (6) _____ (wise) detective in history.

Second section

Grammar

The Past Simple

irregular verbs

- 1 Complete the text with the correct form of the irregular verbs in brackets.



Perry Mason is a famous fictional detective. Earle Stanley Gardner (1) made (make) this character. He (2) _____ (write) more than 80 Perry Mason novels. Perry Mason's task (3) _____ (be) to defend a client on trial for murder. In the end, Mason always (4) _____ (find) proof of their innocence. Gardner (5) _____ (sell) 135 million copies of his books in America alone, in the year of his death, 1969.

- 2 Complete the text with the correct form of the verbs in the box below (regular and irregular).

pass enjoy be read
help write solve

Mahmoud Salem (1) _____ born in Alexandria in 1929. He (2) _____ useful and entertaining works of literature for children. One of his best detective series was "The Five Adventurers" which was about five heroes who (3) _____ mysteries. Many generations of women and men who (4) _____ this series as children (5) _____ them down to their children and grandchildren. Young readers (6) _____ his stories because there was no physical violence in them. His detective series showed values such as courage, justice and cooperation. They (7) _____ the children to use their imagination and think logically by analysing the events in order to find clues for solving mysteries.

The Comparative

3 Write the adjectives in the correct column.

short logical big thin professional important intelligent wise
hard pleasant bad happy wide small kind good safe

Adjectives that form the comparative ...					
by adding <i>-er</i>	by adding <i>-r</i>	by doubling final consonant and adding <i>-er</i>	by dropping <i>-y</i> and adding <i>-ier</i>	by adding <i>more ... / less ...</i>	irregular comparatives
short – shorter					

4 Complete the text with the correct form of the comparatives (*more/less*).

Sherlock Holmes was (1) more perceptive (perceptive) than Watson. That's why, Watson was (2) _____ (successful) than Holmes in his attempts at solving cases; he was (3) _____ (attentive) to details than Holmes. As Holmes said, Watson saw but he did not observe. However, Watson was naturally (4) _____ (honest) and (5) _____ (practical), while Holmes was (6) _____ (mysterious).

The Superlative

5 Write the adjectives in the correct column.

famous short logical hot pleasant well-known professional interesting
boring wise hard good happy small kind bad wide

Adjectives that form the superlative ...					
by adding <i>-est</i>	by adding <i>-st</i>	doubling final consonant and adding <i>-est</i>	dropping <i>-y</i> and adding <i>-iest</i>	adding <i>the most ...</i>	irregular superlatives
kind – kindest				the most famous	

6 Complete the text with the superlative form of the adjectives.

What were the characteristics of the (1) most famous (famous) detective?
 Sherlock Holmes was the (2) _____ (intelligent) detective in the world.
 Watson was Holmes' (3) _____ (loyal) friend. He considered Holmes to
 be the (4) _____ (bad) roommate in London because he was very untidy.
 However, he didn't have Holmes' brain, which was the (5) _____ (logical)
 of his time, so his success was limited.

7 Use these words to make questions. Then answer them.

1. intelligent / Who / the / history / ? / is / detective / in / most

2. Mahmoud Salem / ? / Which / the / detective / is / of / series / best

3. novel / more / Which / thrilling / : / romantic / is / novel / or / detective / ? / a / a

4. useful / more / detective / ? / Whose / children / are / for / series

5. detective / is / Who / most / the / famous / in / ? / history

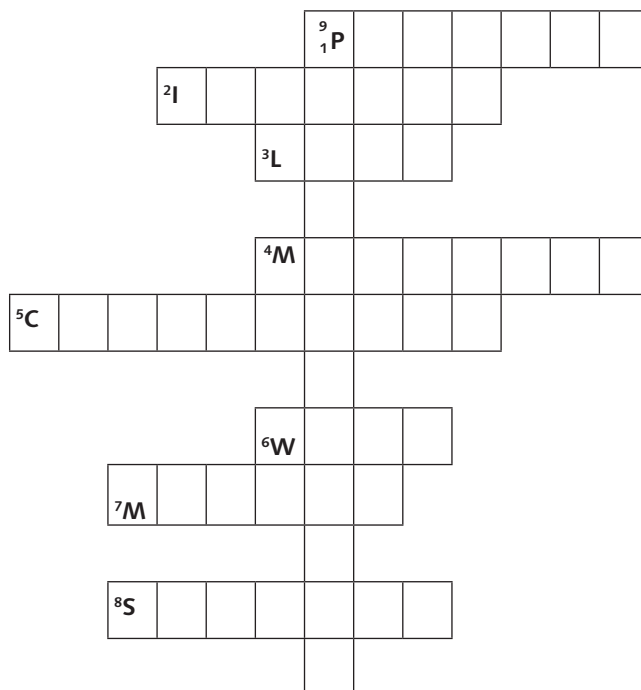
8 Use these notes to write a paragraph.

Who / Sherlock Holmes' (great) enemy? It / Professor Moriarty. He / the (bad) criminal in the stories of Sherlock Holmes. He (not like) Sherlock Holmes and he (want) to stop his detective work. People (say) he / a genius. He / a scientist who (work) in a university. Some people (think) he / (intelligent) Holmes, but Holmes (defeat) him. Moriarty (successful) than Holmes.

Who was Sherlock Holmes' greatest enemy? It ...

Vocabulary Corner

9 Read the clues 1–8 and write the words horizontally in the puzzle. You are given the first letter.



- 1 Someone who is treated by a doctor or in a hospital
- 2 To make someone feel admiration and respect
- 3 The fact of losing something or someone
- 4 Someone who buys and sells goods
- 5 Something you decide after having all the information about something
- 6 He makes good decisions.
- 7 A planned way of doing something
- 8 Someone who is paid to work in a house of someone else

10 Read vertically the word for number 9. Write its clue.

9 _____

Third section

Communication

Read this extract from a detective story adapted from Mahmoud Salem's *The International Smuggler*.

John Kent is an international thief.

Police are looking for him because he stole old Egyptian treasure from a museum.

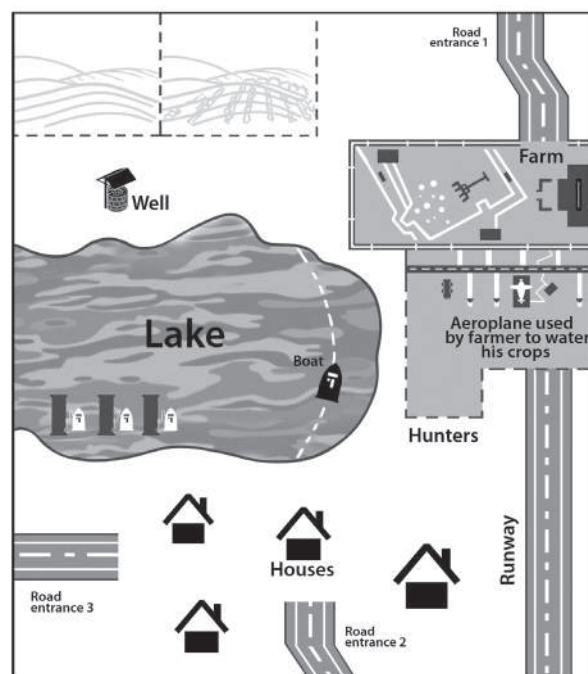
They think he has gone to hide the treasure in his village so they wait by all the road entrances. They hope to catch him and take the treasure back. They wait for a long time but never see him.

At night, a group of visiting hunters were stopped by a strange man. He looked tired and was carrying lots of plastic bags. He wanted to know how they were able to see in order to hunt at night. They were pleasant and showed him the special cartridges they use to light the night sky. A while after he had left, they noticed that some of their cartridges were missing! Then they saw a light flash in the sky across the lake.

The hunters crossed the lake. Sending another flare into the sky, they saw a well and some empty plastic bags just like the ones the strange man had been carrying. There was a rope in the well but no bucket to get water. Above the water it looked like there was a door but the hunters just wanted to drink. They were thirsty after their hunt and managed to get water from the well. As they did, they heard strange noises and became afraid. They called the police and ...

Talking about the clues

- 1 Imagine you are a detective and have to find John Kent. Answer these questions as part of your investigation.
 - a. The police waited at the road entrances to the village. How did John Kent get in?
 - b. John Kent couldn't hide the statues during the day because the police would have seen him. What could he have used to help him see at night?
 - c. There was no bucket to get water from the well. What did the hunters use to get water?
 - d. There was water in the well but what was making the strange noises?
- 2 Use the following clues to tell the police what has happened: plane, cartridges, plastic bags, well.
- 3 What do you think happened to John Kent? Could there be a way to escape?



Fourth section

Focus on writing

Punctuation: writing dates

- In British English, it is usual to write the date before the month:
31st January 2011 or 31 January 2011
- In American English, it is usual to write the month before the date:
January 31st 2011 or January 31, 2011
- We can write dates in different styles:
31/01/11 – 31.01.11 or 1/31/11 – 1.31.11

- 1 Complete this table with the corresponding dates.

20 th June 1955	1 June 20, 1955	2 _____	3 _____
4 _____	April 15, 2011	5 _____	6 _____
7 _____	8 _____	25.05.10	9 _____
10 _____	11 _____	12 _____	9/31/12

Spelling

- 2 Complete these comparative and superlative adjectives with the correct spelling.

- o _ d _ _ _
- ki _ _ _ _
- h _ _ d _ _
- w _ _ _ r
- h _ t _ _ _ _
- b _ s _ _ _
- f _ s _ _ _

Linking words in stories

Establishing a sequence

- 3 Write these phrases in the correct place to complete the story.

When she opened the door
As soon as Max gave the man his
mum's address
Half an hour later
As they cycled back
~~One very hot day last summer~~
before his uncle saw it
a few minutes after they knocked
When they arrived

(1) One very hot day last summer, Nina and Max saw Max's mother come in looking very angry.

"Do you remember that old house over on Norton Drive?" she said. "I put a FOR SALE sign up in the yard this morning, and now it's gone."

Max said to Nina, "Let's solve this mystery!"

"An old lady lives in the house next to the one for sale," said his mother.

"Maybe she saw something," Nina said. "Let's go and ask."

(2) _____, they saw a man in a truck in front of the empty house.

"Is this the house for sale? There aren't any signs. I want to buy it!" The man said. "My nephew lent me his truck to see it."

"My mum is selling it," Max told him.

(3) _____, he drove off.

"Mmmm!" said Nina. "His nephew may be the thief. Maybe he didn't want people to buy the house"

(4) _____, and he put the sign in the back of a truck."

Max said: "Let's ask Mrs Stearns."

Mrs Stearns came to the door

(5) _____ .

"Oh, the thief is Freddie Swanson," she told them. "He lives a block away and he's very mean."

(6) _____ , Nina looked inside and she saw a cheerful fire in the chimney.

"Let's go and see Freddie," Max said.

Freddie said, "I didn't take that sign. I worked in the garden all morning."

Nina looked at his garden. It was very tidy. (7) _____ ,

Nina and Max talked.

(8) _____ , Nina told Max's mother: "We know who took the sign."

4 Who took the sign? How did Nina and Max find out?

Freddie / Mrs Stearns / The man's nephew did it because ...

Max and Nina found out because ...

What I have learnt

- 1** Read this text. Then complete it with the Past Simple form of the verbs in brackets. (1 mark each)

Once upon a time, there (1) _____ (be) a very rich merchant. He (2) _____ (travel) to different places to sell goods. One day he (3) _____ (lose) a bag full of money. He (4) _____ (become) poor and (5) _____ (sell) everything he had. In the meantime, a Sheikh (6) _____ (find) the bag. He (7) _____ (take) it and (8) _____ (hide) it away. He (9) _____ (know) that he would return it one day. When the Sheikh met the merchant, he (10) _____ (give) it back to him, and the lost bag was restored to its owner.

10

- 2** Look at the information in the table. Write one comparative and one superlative sentence for each adjective. (2 marks each)

Adjectives	Sherlock Holmes	Hercule Poirot	Miss Marple
a. young	**	***	*
b. old	**	*	***
c. pleasant	**	*	***
d. professional	***	**	*
e. logical	***	**	*
f. wise	**	*	***

- a. Sherlock Holmes is/was younger than Miss Marple.

Hercule Poirot is/was the youngest detective.

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

10

3 Choose the correct answer. (2 marks each)

1. Holmes always _____ in a logical way.
a) thinking b) thought c) think
2. Miss Marple was _____ than Hercule Poirot.
a) wiser b) more wise c) wisest
3. Poirot was _____ in details than Holmes.
a) less interested b) more interested c) not interested
4. Poirot _____ quietly and thought to solve a crime.
a) sit b) sitting c) sat
5. Miss Marple is _____ of women detectives.
a) popular b) more popular c) the most popular

10

WHAT I CAN DO			
	Always	Sometimes	Never
I can use the Past Simple.			
I can use the comparative/superlative.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can write dates.			
I can spell words.			
I can use linking words to show sequence.			
I can use notes to write a paragraph.			
I can work on communication exercises with my classmates.			

MODULE 6

I'm having fun!

First section

Vocabulary

1 Match the words from the reading with their meaning.

- | | |
|----------------|---|
| a. holiday | 1 to sit in the sun to get tanned |
| b. to sunbathe | 2 to move through water using arms and legs |
| c. sandcastle | 3 to produce light |
| d. to swim | 4 a period of time to rest or travel |
| e. to shine | 5 a model of a castle made of sand |

Grammar

The Present Continuous (affirmative and interrogative)

2 Choose the correct verb from the verbs in the box to complete the following dialogue.

is sunbathing is doing is cycling
is playing is having is having

Amal: I heard the phone. Did Hassan phone you? How is he?

Omar: He's fine! He (1) is having an adventure holiday in New Zealand. He (2) _____ up and down the mountains and he (3) _____ by the sea.

Amal: That sounds interesting! What (4) _____ everyone else _____?

Omar: Khaled (5) _____ hide and seek with the boys. Hassan's father broke his leg when they arrived. I don't think he (6) _____ much fun.

The Present Continuous (negative)

3 Write five sentences about what Hassan and his family are not doing during their holidays.

- Hassan / do scuba diving
Hassan isn't doing scuba diving.
- Sami / ride a bike

- Hassan / play chess

- Hassan's father / do rock fishing

- Khaled / rock climbing



The Present Continuous (all forms)

- 4 Write questions about Omar, Hassan and his family and then match them with their correct answers.

Question

a. What / Hassan do?

b. Hassan / play football?

c. Why / Omar / not play football?

Answer

1. Because it's raining.

2. He is cycling up a mountain.

3. No, he isn't.

Second section

Grammar

The Present Continuous (spelling)

- 1 Write the verbs in the correct column.

do rest have cut enjoy sunbathe watch cycle stay rain shop lie travel					
Verbs ending in a vowel			Verbs ending in a consonant		Verbs ending in -y
adding -ing	deleting -e and adding -ing	changing -ie to -y and adding -ing	adding -ing	doubling final consonant and adding -ing	adding -ing
do – doing					

The Present Continuous (affirmative, interrogative and negative)

- 2 Complete the letter with the correct form of the verbs in brackets.

Hi!

We (1) are having (have) a great time in Madaba. Right now I (2) _____ (sunbathe), while my brother Faisal (3) _____ (swim). He (4) _____ (look) at the calm water and the mountains behind the horizon of the Dead Sea. Mum and my sister (5) _____ also _____ (have) a great time! When they (6) _____ (not lie) in the sun, they (7) _____ (shop).

Best,
Hisham

3 Use these words to ask questions about Hisham and his family in his letter on page 57. Then answer them using short forms.

a. Hisham / have a good time?
Is Hisham having a good time?
Yes, he is.

b. Hisham and his family / on holiday / in Sharm El Sheikh?

c. Hisham / swim?

d. Faisal / sunbathe?

e. Hisham's mum and his sister / shopping?



4 Write questions or answers about Hisham and his family.

Question	Answer
a. <u>What is Hisham doing?</u>	Hisham is sunbathing.
Where are Hisham and his family having their holiday?	b. _____
What is Faisal doing?	c. _____
d. _____	Faisal is looking at the calm water of the Dead Sea.
What are Hisham's mum and sister doing other than lying in the sun?	e. _____

5 Use these words to write a dialogue using the Present Continuous.

Hakim: So, you / have / an adventure holiday or an eco holiday?

a. So, are you having an adventure holiday or an eco holiday?

Rafiq: I / have an adventure holiday ✗
 an eco holiday ✓

b. I'm not having an adventure holiday. I'm having an eco holiday.

Hakim: What's the difference? you / visit exotic places or well-known cities?

c. _____

Rafiq: An adventure holiday / visit exotic places ✓ well-known cities ✗

d. _____

Hakim: But an eco holiday is also visiting exotic places.

Rafiq: Yes, but not only that. I / taking the plane on this holiday ✗ I / only travel by train or by boat ✓

e. _____

- 6 Complete the dialogue with the correct form of the verbs in brackets.



Jasmine: We wanted a different holiday, so here we are in Lapland!

Noura: What is Lapland like in winter? Isn't it very cold?

Jasmine: It's brilliant! We (1) are making (make) our own programme as we go along. Dad is very happy. Right now, he (2) _____ (drive) a snowmobile to go ice fishing. My brother Rafiq wants to go with him, so he (3) _____ (take) the test to get a full driving licence. Mum (4) _____ (go) on all the snowmobile safaris on offer. Yesterday she travelled across the frozen lakes. Today, she (5) _____ (travel) to see the Northern Lights.

Noura: And you? What (6) _____ you _____ (do)?

Jasmine: Me? Right now, I (7) _____ (sit) in a very comfortable armchair and I (8) _____ (drink) a cup of hot chocolate near the chimney.

- 7 Imagine you are Ibn Battuta. Use these notes to write three entries in his diary using the Present Continuous.

We left Tabuk five days ago. Now we (approach) the well of Al-Hijr. The people (look) at the water, but they (not drink) a drop. We (follow) the example of the Prophet; he passed it on his expedition to Tabuk and gave the order not to drink its waters. We (not stop) here. We (go on) to the village of Al-Ula. It is half a day's journey from Al-Hijr.

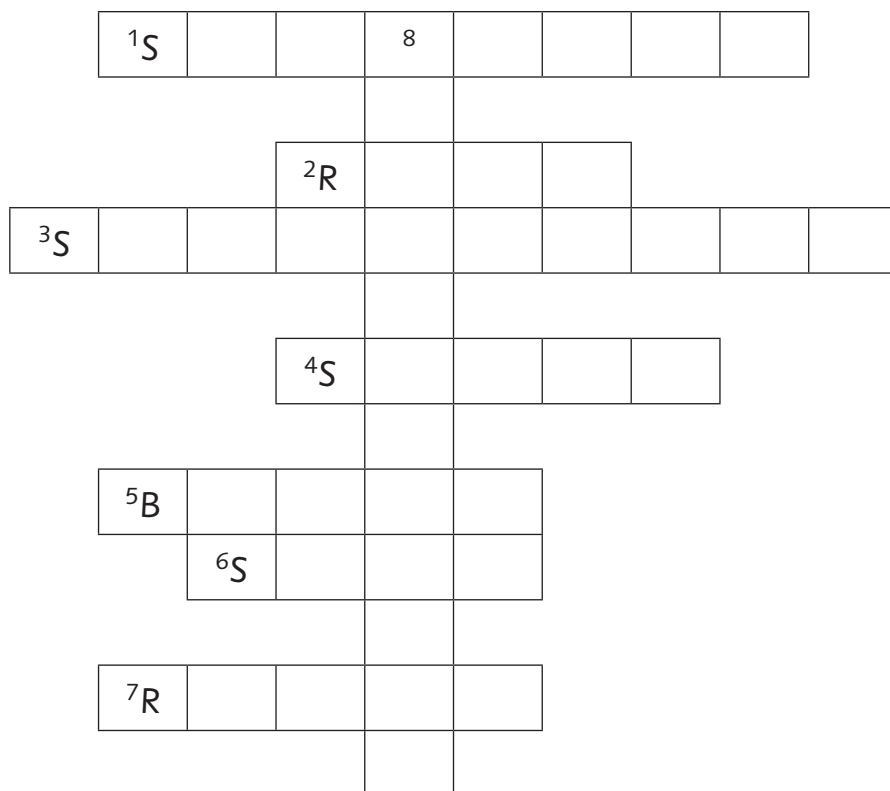
We left Tabuk five days ago. Now we are approaching the well of Al-Hijr. The ...

We are now at Al-Ula. We (eat) and we (wash) our clothes. We (leave) behind all the things we don't need.

This is the third day after leaving Al-Ula. Our caravan (stay) in the outskirts of the holy city of Medina.

Vocabulary Corner

8 Read the clues 1–8 and write the words horizontally in the puzzle. Then find the hidden expression.



- 1 To sit or lie in the sun to get tanned
- 2 Water falling from the sky
- 3 You build it on the beach near the sea.
- 4 It is when the sun gives very bright light.
- 5 To make something by putting stone or sand together
- 6 It is an activity you do in the sea.
- 7 To rest after work
- 8 The hidden expression is:

Third section

Communication

A holiday postcard

1 Read the postcard. Put the verbs in brackets in the correct tense.

Jordan, 7th May 20 ...

Dear Alia,

We (1) _____ (have) a great time here. The hotel's wonderful and the people are very nice. Yesterday evening, we (2) _____ (have) dinner at the restaurant. The children (3) _____ (not enjoy) it, but Faisal and I did. Faisal and the boys (4) _____ (wake up) early and now they (5) _____ (water-ski). The girls (6) _____ (play) beach volleyball. Well, that's it for now! See you soon,

Samira

PLACE
STAMP
HERE

Alia Mallah
15 Ramsay Rd
Oxford
OX97 7ST
UK



2 In pairs, choose a place where you want to spend your holiday. It may be the same place you chose for exercise 8 on page 70 of the Student's Book. If so, you can use those notes to help you.

Write notes about these things in your notebook:

- the place (city / country)
- who is with you (family / friends)
- where you are staying (hotel / campsite / beach apartment)
- the weather / the food / the people
- what you and your family / friends are doing

3 Write your postcard.

Fourth section

Focus on writing

Capital letters and punctuation

- 1** Write these addresses in a suitable layout and use capital letters where necessary.
- a.** best western bruntsfield hotel / 69
bruntsfield place / edinburgh / lothian
/ eh10 4hh / scotland
- Best Western Bruntsfield Hotel
69 Bruntsfield Place
Edinburgh
Lothian
Scotland
EH10 4HH
- b.** grand hills hotel and spa / brummana
main road / beirut / Lebanon
- _____
- _____
- c.** al salam holiday inn hotel / p.o. box
6582 / jeddah 51452 / saudia arabia
- _____
- _____
- d.** general administration / no. 26 /
prince shaker bin zaid street /
shmeisani / amman / Jordan
- _____

- 2** Read this extract from Ibn Battuta's diary. Add capital letters and punctuation marks where necessary.



i entered damascus on
thursday 9th ramadan
726 [9th august 1326]
and lodged at ash-sharabishiya the
malikite college. damascus surpasses
all other cities in beauty.

the ummayyad mosque

the mosque is the most magnificent mosque in the world the finest in construction and noblest in beauty grace and perfection. its beautys unequalled. the caliph walid I [ce 705–715] built it. he asked the roman emperor at Constantinople for help. the emperor sent him 12000 men

/ . . /

the western door is the “door of the post.” in the passage outside the door there are candlemakers shops and a gallery to sell fruit. the northern door is the “door of the confectioners.” outside there is also a large passage. on the right there is a large basin of water and lavatories with running water.

Spelling

- 3** Complete the following email in the Present Continuous, using the correct **-ing** spelling of the verbs in brackets.

Dear Mum,

We are having a terrible holiday. It
(1) _____ (rain) all the time,
so my friends and I (2) _____
(not lie) on the beach as we planned.
We (3) _____ (not swim) in the
sea either, because it (4) _____
(freeze).

The hotel we (5) _____ (stay)
at is awful. At the moment, I
(6) _____ (eat) a sandwich
in the room because the food at the
restaurant is too expensive. The only
nice place is the shopping centre.
Ahmad is there now. He
(7) _____ (buy) some fruit,
bread and butter. We (8) _____
(spend) a lot of money! Can you send
me some?

Love Ali

Linking words

Review

4 Circle the correct linking word.

In April 1350, Ibn Battuta was back in Tangiers. (1) *After/Before* hearing that the King of Spain wanted to attack Gibraltar, he decided to join the Moroccan army to defend it. (2) *When/Because* he arrived, he saw the Black Death had killed the King of Spain (3) *and/but* many soldiers in the Spanish (4) *and/also* the Moroccan armies. Ibn Battuta, (5) *but/however*, decided to go on travelling. Malaga (6) *and/also* Granada were wonderful cities, (7) *but/so* Granada was larger and more beautiful than Malaga. (8) *After/When* visiting Granada, Ibn Battuta decided to go back home.

5 Imagine you are Ibn Battuta. Use the diary entry in exercise 2 to write a postcard to one of your friends. Follow the model on page 61.

Damascus, 18th Ramadan 726 Dear Khalil, I arrived in Damascus on ...	PLACE STAMP HERE Khalil ... Tangiers
--	---

What I have learnt

- 1** Read this text. Then complete with the correct Present Simple or Present Continuous form of the verbs in brackets. (2 marks each)

Fatima: Hello.

Noura: Hi, Fatima! Where are you?

Fatima: Hi, Noura! I (1) _____ (have) tea in a café in the shopping centre with my cousin Zeina.

Noura: What (2) _____ your mothers _____ (do)?

Fatima: They (3) _____ (buy) clothes for Zeina's baby brother. Oh! There they are! Hi, Mum. Well, Noura, we (4) _____ (leave) now.

Noura: Where (5) _____ you _____ (go)?

Fatima: We're going to the cinema to watch a historical film.

Noura: Have fun!

10

- 2** Use the words in brackets to complete the questions. Then answer them. (2 marks each)

a. (Hassan / have) an adventure holiday or an eco holiday? – adventure holiday

b. Where (Hassan / have) an adventure holiday? – New Zealand

c. What (Hassan / do)? – lie under a tree

d. Why (Hassan's dad / not cycle up the mountain)? – broke his leg

e. What (Hassan's dad / do) instead? – play chess with younger brother

10

- 3** Choose the correct answer. (2 marks each)

1. I _____ breakfast at the hotel restaurant.

- a) am have b) am having
c) am haveing

2. Mum and I _____ at Amman City Mall.

- a) am shopping b) are shoping
c) are shopping

3. Omar and his dad _____ on the beach.

- a) are lieing b) are lying c) is lying

4. "Where are the children?"

"They _____ hide and seek on the beach."

- a) is playing b) are plaing
c) are playing

5. Mum _____ me. I've got to go.

- a) called b) is caling c) is calling

10

WHAT I CAN DO

	Always	Sometimes	Never
I can use the Present Continuous.			
I can use the comparative/superlative.			
I can understand and use the vocabulary.			
I can arrange words in order.			
I can write addresses.			
I can spell words.			
I can use linking words: <i>after, and, also ...</i>			
I can use notes to write a postcard.			
I can work on communication exercises with my classmates.			

I now know ...

1 Use these words to write questions. Then answer them. (2 marks each)

a. by / Petra / When / ? / rediscovered / archaeologists / was

b. build / Why / Egyptians / the / Pyramids / ? / did / the

c. Gardens / Hanging / the / Babylon / of / ? / were / Where

d. The / of / wonders / world / ancient / many / How / were / ? / the

e. Petra / ? / What / people / build / to / did / use

10

2 Complete this text with the correct form of the verbs in brackets. (1 mark each)

Sir Arthur Conan Doyle (1) _____ (be) born in Scotland, in 1859. He (2) _____ (study) to be a doctor at Edinburgh University. He (3) _____ (set) up a small practice in Southsea. He (4) _____ (not have) many patients, which (5) _____ (give) him the opportunity to write his Sherlock Holmes novels. Sherlock Holmes (6) _____ (not become) popular until *Strand* magazine

(7) _____ (publish) *The Adventures of Sherlock Holmes*. Holmes' character and personality (8) _____ (catch) the reader's imagination. Holmes and his enemy, Professor Moriarty, (9) _____ (die) in *The Final Problem*, but the public outcry (10) _____ (make) Conan Doyle bring him back to life nine years later in *The Hound of the Baskervilles*.

10

3 Complete this text with the correct form of the verbs in brackets. (1 mark each)

Dear Fawwaz,

I (1) _____ (have) a wonderful time with my family here in Disneyland. I (2) _____ (not do) any work and I (3) _____ (not think) about my GCSE* results. Right now, I (4) _____ (sit) by the pool and I (5) _____ (eat) an ice cream. My brother Tareq (6) _____ (play) golf, and my dad (7) _____ (fish). Mum (8) _____ (take) a photo of me and my sister, so we (9) _____ (smile). What (10) _____ you _____ (do)?

10

*GCSE: General Certificate of Secondary Education

4 Complete this text with the comparative or superlative form of the adjectives. (1 mark each)

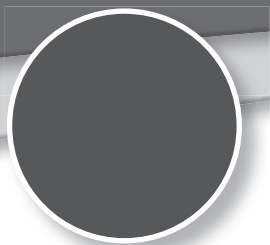
Sherlock Holmes' (1) _____ (bad) enemy was Professor James Moriarty. As Holmes' (2) _____ (great) enemy, Moriarty was the (3) _____ (intelligent) criminal in Europe. Some people think he was (4) _____ (intelligent) than Holmes. Moriarty tried to kill Holmes several times, but Holmes always escaped, so we can't say he was (5) _____ (not intelligent) than Moriarty. In *The Final Problem*, Holmes said that Moriarty had the (6) _____ (good) education in England and that he was the (7) _____ (popular) mathematician in Europe. So, Moriarty had the (8) _____ (brilliant) career before him. He was a lecturer at a university that was (9) _____ (small) than Oxford, but very important. However, he was a born criminal, and his intelligence made his criminal mind (10) _____ (dangerous).

	10
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5 Read these sentences carefully. Then complete them with the correct words from a, b or c. (1 mark each)

1. Ancient Egyptians _____ their kings and queens in the Pyramids.
a) buried b) burried c) buried
2. The Hanging Gardens of Babylon _____ a wonder of the ancient world.
a) was b) were c) wasn't
3. _____ you vote online for Petra?
a) Did b) Were c) Was
4. "Did you like the book?"
"Yes, I _____."
a) liked b) did like c) did
5. Sherlock Holmes is the _____ detective in history.
a) famous b) most famous c) more famous
6. During his travels, Ibn Battuta _____ many important people.
a) meet b) met c) meeting
7. _____ at the Jordanian resort today?
a) Are you staying
b) Do you stay
c) You are staying
8. Tareq _____ for his exams.
a) not studying b) studying
c) isn't studying
9. Where did Miss Marple _____?
a) live b) lived c) lives
10. Ibn Battuta _____ very interesting travel notes.
a) writes b) wrote c) writing

	10
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Reading for fun

The Boy Judge

1 Look back at the story *The Boy Judge* on pages 81–83 of the Student's Book, then answer the questions below.

1 Do you think Ali Cogia is a good man? Why?

2 Why do you think Caliph Haroun was known as a wise ruler? Give examples from the story.

3 Why did Caliph Haroun invite the boy judge to judge Ali and Massoud?

4 What do you think the Caliph meant when he said "Twenty jars of gold can't buy a good judge"?

Vocabulary

2 Use these words to write sentences in your notebook. Then match them with the words they refer to (a–f).

1 or / It's / book / . / in / person / a / film / a

2 opposite / the / 'open' / It's / . / of

3 the / 'push' / . / of / opposite / It's

4 and / ordinary / means / simple / It / .

5 is / who / . / It's / someone / stupid

6 people / to / . / means / It / amuse

a. pull

b. fool

c. plain

d. entertain

e. character

f. shut

Grammar

3 Underline the correct form of the verbs.

1 There *wasn't/weren't* any olives in the house.

2 You *did not/didn't not* tell me about a jar of gold.

3 Massoud said he did not know *anything/nothing* about a jar of gold.

4 The judge said that Ali *were not/was not* telling the truth because nobody *had/had not* seen him put the gold in the jar.

5 The merchant *believed not/did not believe* that the olives were seven years old.

4 Complete the sentences with the correct form of the adjectives in brackets, comparative or superlative.

1 Ali thought that it would be _____ (safe) to leave his gold with Massoud than to take it with him.

2 Ali was a _____ (good) friend than Massoud.

3 Massoud reached _____ (deep) into the jar.

4 Ali was _____ (honest) than Massoud.

5 The boy judge was _____ (wise) than the first judge.

6 Caliph Haroun was _____ (perceptive) man in the kingdom.

7 The olives at the top of the jar were _____ (dry) than the ones at the bottom.

8 The _____ (good) olives were at the bottom of the jar.

Glossary

Module 1

aeroplane /eəˈrəpleɪn/ *noun*
a flying vehicle with fixed wings

airline /eəlaɪn/ *noun*
a company that takes passengers to different places by plane

airport /eəˈpɔ:t/ *noun* a place where planes take off and land, with buildings for passengers to wait in

always /ɔ:lweɪz/ *adverb* all the time or every time

artist /ɑ:tɪst/ *noun* someone who produces art

board /bɔ:d/ *verb* to get on a bus, plane, train, etc. in order to travel somewhere

boring /bɔ:ɪŋ/ *adjective* not interesting in any way

cabin /kæbɪn/ *noun* a private room in a plane

challenging /tʃæləndʒɪŋ/ *adjective* difficult in an interesting or enjoyable way

check in /tʃek ɪn/ *phrasal verb* if you check in or are checked in at a hotel or airport, you go to the desk and report that you arrived

controlled /kəntrəuld/ *adjective* deliberately done in a particular way or made to have particular qualities

dangerous /deɪndʒərəs/ *adjective* involving a lot of risk or likely to cause problems

defeat /dɪfi:t/ *verb* to win over someone in war, game, etc.

every day /evri deɪ/ *adverb* each day without exception

every month /evri mʌnθ/ *adverb* something happening without missing a month

every week /evri wi:k/ *adverb* something happening without missing a week

exciting /ɪksaɪtɪŋ/ *adjective* making you feel excited

experience /ɪkˈspɪəriəns/ *noun* knowledge or skill that you gain from doing a job or activity

fireman /faɪəməŋ/ *noun* a man whose job is to stop fires burning

flight /flaɪt/ *noun* a journey in a plane

flight attendant /flaɪt ətendənt/ *noun* someone who serves food to passengers on a plane and looks after their comfort and safety

forecast /fɔ:kɑ:st/ *noun* a description of what is likely to happen in the future based on the information that you have now

horse riding /hɔ:s raɪdɪŋ/ *noun* the activity of riding horses

interesting /ɪntrestɪŋ/ *adjective* something that seems unusual or exciting and provides information that you did not know about

justify /dʒʌstɪfaɪ/ *verb* to explain; to give reasons

land /lænd/ *verb* (of a plane, bird or insect) to move safely down onto the ground

miner /maɪnə/ *noun* someone who works under the ground in a mine to remove coal, gold, etc.

mountain biking /maʊntən baɪkɪŋ/ *noun* a sport which consists of riding bicycles off-road, often over rough terrain using specially adapted mountain bikes

never /nevə/ *adverb* not at any time or not at once

overcome /əʊvəkaʊm/ *verb* to successfully control a feeling or problem that stops you from achieving something

passenger /pæsndʒə/ *noun* someone who is travelling in a vehicle, but is not driving it or working on it

physical /ˈfɪzɪkəl/ *adjective* related to someone's body rather than their mind or emotions

policeman /pəli:smən/ *noun* a male police officer

profession /prəˈfeʃən/ *noun* a job that needs a high level of education

psychological

/ˌsaɪkəˈlɒdʒɪkəl/ *adjective*
relating to the way that
your mind works and the
way that this affects your
behaviour

rally driving /ræli draɪvɪŋ/ *noun*
taking part in races on
public roads or rough terrain

relaxing /rɪlæksɪŋ/ *adjective*
making you feel relaxed

rock climbing /rɒk klaɪmɪŋ/ *noun*
the sport of climbing
up very steep rock surfaces
such as the sides of
mountains

rock fishing /rɒk fɪʃɪŋ/ *noun*
fishing from rocks into the
sea

routine /ruːtiːn/ *noun* the
usual order in which you
do things, or the things you
regularly do

safe /seɪf/ *adjective* not
likely to cause any physical
harm

scuba diving /skuːbə daɪvɪŋ/ *noun*
the sport of swimming
underwater while breathing
through a tube that is
connected to a container of
air on your back

sometimes /sʌmtaɪmz/ *adverb*
on some occasions
but not always

stuntman /stʌntmən/ *noun*
a man who is employed to
take the place of an actor
when something dangerous
has to be done in a film

survive /səˈvaɪv/ *verb* to live,
often in a difficult situation

take off /teɪk ɒf/ *verb* (of a
plane) to leave the ground
and begin to fly

thrill /θrɪl/ *noun* a sudden
strong feeling of excitement

thrilling /θrɪlɪŋ/ *adjective*
interesting and exciting

underground /ˈʌndəgraʊnd/ *adverb*
beneath the surface
of the ground

weather /weðə/ *noun* the
temperature and other
conditions such as sun, rain
and wind

Module 2

accelerate /əkseleɪreɪt/ *verb*
to happen faster than usual
or sooner than you expect

advertising campaign
/ædvətaɪzɪŋ kæmpəɪn/ *noun*
a programme of advertising
activities over a certain
period of time with specific
aims, such as increasing
sales of a product

aluminium /æləˈmɪniəm/ *noun*
a silver-white metal
that is very light and is used
to make cans, cooking pans,
window frames, etc.

atmosphere /ætməsfɪə/ *noun*
the mixture of gases
that surrounds the Earth

carbon dioxide /kɑːbən
daɪɒksaɪd/ *noun* the gas
produced when humans
and animals breathe out

climate /klaɪmət/ *noun* the
typical weather conditions
in a particular area

consist in /kənˈsɪst ɪn/ *verb*
to have as an essential
feature

container /kənˈteɪnə/ *noun*
something such as a box or
bowl that you use to keep
things in

damage /ˈdæmɪdʒ/ *noun* a
bad effect on something

desert /ˈdezət/ *noun* a large
area of land where it is
always very hot and dry, and
there is a lot of sand

drought /draʊt/ *noun* a long
period when there is a little
or no rain

Earth /ɜːθ/ *noun* the planet
we live on

effect /ɪfekt/ *noun* the way
in which an event, action or
person changes someone or
something

emit /ɪˈmɪt/ *verb* to produce
(especially gas or radiation)

environment /ɪnvaɪrənmənt/ *noun*
the air, water and land
on Earth

expert /ˈekspɜːt/ *noun*
someone who has a special
skill or special knowledge of
a subject, gained as a result
of training or experience

flood /flʌd/ *noun* a very
large amount of water that
covers an area that is usually
dry

freeze /friːz/ *verb* to become
hard and solid because the
temperature is equal to or
below 0°C

gas /gæs/ *noun* a substance such as air which is not solid or liquid and usually cannot be seen

global warming /gləʊbəl wɔːmɪŋ/ *noun* an increase in world temperatures caused by increased amounts of carbon dioxide around the Earth

greenhouse gas /ˈɡriːnhaʊs gæs/ *noun* a gas especially carbon dioxide or methane, that is thought to trap heat above the Earth

heat /hiːt/ *verb* to make something become warm or hot

humid /ˈhjuːmɪd/ *adjective* marked by a high level of water vapour

industry /ˈɪndəstri/ *noun* the large-scale production of goods or of substances such as coal and steel

instruction /ɪnstrʌkʃən/ *noun* written information that tells you how to do or use something

jumble sale /dʒʌmbəl 'seɪl/ *noun* a sale of used clothes, books, etc. in order to get money for a local school, etc.

junk mail /dʒʌŋk meɪl/ *noun* letters, especially advertisements, that are sent by organisations to large numbers of people, used to show disapproval

local /ˈləʊkəl/ *adjective* relating to the particular area you live in, or the area you are talking about

melt /melt/ *verb* to become liquid

nappy /næpi/ *noun* a piece of soft cloth or paper worn by a baby between its legs and fastened around its waist to hold its liquid and solid waste

non-profit /ˌnɒn'prɒfɪt/ *adjective* (of an organisation) using the money it earns to help people instead of making a profit

pollution /pəluːʃən/ *noun* the process of making air, water, soil, etc. dangerously dirty and not suitable for people to use

powerful /paʊəfəl/ *adjective* able to control and influence events and other people's actions

prevent /prɪ'vent/ *verb* to stop something from happening or stop someone from doing something

rain /reɪn/ *verb* (of water) to fall to the ground from clouds

rainforest /ˈreɪnfɒrɛst/ *noun* a tropical forest with tall trees that are very close together, growing in an area where it rains a lot

recycle /rɪˈsaɪkəl/ *verb* to put used objects or materials through a special process so that they can be used again

rescue /ˈreskjʊː/ *noun* the act of saving someone from danger

rinse /rɪns/ *verb* to wash clothes, dishes, vegetables, etc. quickly with water, especially running water, and without soap

slow /sləʊ/ *verb* to become slower or to make something slower

specialist /ˈspeʃəlist/ *noun* someone who knows a lot about a particular subject, or is very skilled at it; expert

streak /striːk/ *noun* a long straight flash of lightning, fire, etc.

temperature /temprətʃə/ *noun* a measure of how hot or cold a place or thing is

tornado /tɔːneɪdəs/ *noun* an extremely violent storm consisting of air that spins very quickly and causes a lot of damage

violent /vaɪələnt/ *adjective* using physical force to hurt, damage or kill someone

warm up /wɔːm ʌp/ *phrasal verb* to become warm or to make someone or something warm

warrior /ˈwɒriə/ *noun* a soldier or fighter who is brave and experienced

Module 3

annual /ˈænjuəl/ *adjective* taking place once a year

antique /æntiːk/ *noun* something made in an earlier period, collected and valued because it is beautiful, old, rare or of high quality

apple /æpəl/ *noun* a hard round fruit that has red, light green or yellow skin and is white inside

apricots /eɪprɪkɒts/ *noun* a small round fruit that is orange or yellow and has a single large seed

architect /ˈɑːkɪtekt/ *noun* someone whose job is to design buildings

aubergine /ˈəʊbəʒiːn/ *noun* a large dark purple vegetable

audience /ˈɔːdiəns/ *noun* group of people who watch and listen to someone speaking or performing in public

beef /biːf/ *noun* the meat from a cow

bread /bred/ *noun* a type of food made from flour and water that is mixed together and then baked

bridge /brɪdʒ/ *noun* a structure built over a river, road, etc. that allows people or vehicles to cross from one side to the other

cake /keɪk/ *noun* a soft sweet food made by baking a mixture of flour, butter, sugar and eggs

cheese /tʃiːz/ *noun* a solid food made from milk, which is usually yellow or white in colour, and can be soft or hard

chicken /tʃɪkɪn/ *noun* the meat from a farm bird eaten as food

dome /dəʊm/ *noun* a round roof on a building

egg /eg/ *noun* an oval object, especially one from a chicken, that is used for food

fish /fɪʃ/ *noun* the flesh of an animal that lives in water, used as food

food /fuːd/ *noun* something that people and animals eat or that plants absorb, to keep them alive

fruit /fruːt/ *noun* something that grows on a plant, tree or bush, can be eaten as a food, contains seeds and is usually sweet

gallery /gæləri/ *noun* a large building where people can see famous pieces of art

get off /get ɒf/ *phrasal verb* to leave a place, or to help someone to leave a place

greengrocer /ɡriːnɡrəʊsə/ *noun* someone who owns or works in a shop selling fruit and vegetables

ground floor /ɡraʊnd flɔː/ *noun* the floor of a building that is at ground level

handicraft /hændɪkraːft/ *noun* something that someone has made in a skilful way using their hands

homemade /həʊmˈmeɪd/ *adjective* made at home and not brought from a shop

honey /hʌni/ *noun* a sweet sticky substance produced by bees, used as food

hospital /hɒspɪtl/ *noun* a large building where ill or injured people receive medical treatment

ideal /aɪdɪəl/ *adjective* the best or most suitable that something could possibly be

inexpensive /ɪnɪkspensɪv/ *adjective* cheap; not very expensive

market /mɑːkɪt/ *noun* a time when people buy and sell goods, food, etc. or the place usually outside or in a large building, where this happens

meat /miːt/ *noun* the flesh of animals and birds eaten as food

mosque /mɒsk/ *noun* a Muslim place of worship

mummy /mʌmi/ *noun* a dead body that has been preserved by wrapping it in cloth, especially in ancient Egypt

museum /mjuːziəm/ *noun* a building where historical or artistic objects are kept

outdoor /aʊtdɔː/ *adjective* something that exists, happens or is used outside, not inside a building

peach /piːtʃ/ *noun* a round juicy fruit that has a soft yellow or red skin and a large, hard seed in the centre

pear /peə/ *noun* a sweet juicy fruit that has a round base and is thinner near the top

plant /plænt/ *noun* a living thing that has leaves and roots and grows in earth, especially one that is smaller than a tree

plum /plʌm/ *noun* a small round juicy fruit which is dark red, purple or yellow and has a single hard seed

potato /pə'teɪtəʊ/ *noun* a round white vegetable with a brown, red or pale yellow skin that grows under the ground

prison /'prɪzən/ *noun* a building where people are kept as a punishment for a crime, or while they are waiting to go to court for their trial

railway /reɪlweɪ/ *noun* a system of tracks along which trains run, or a system of trains

restaurant /'restərɒnt/ *noun* a place where people pay and eat food

school /sku:l/ *noun* a place where children are taught

shop /ʃɒp/ *noun* a place where goods are sold

sights /saɪts/ *noun* [plural] famous or interesting places that tourists visit

souvenir shop /su:vəniəʊ ʃɒp/ *noun* a shop where you find an object that you buy to remind yourself of a special occasion or a place you have visited

space /speɪs/ *noun* the amount of an area, room, container, etc. that is empty or available to be used

square /skweə/ *noun* a large open area in the centre of a town or city, usually in the shape of a square

store room /stɔ: ru:m/ *noun* a room where goods are stored

street /stri:t/ *noun* a public road in a city or town that has houses, shops, etc. on one or both sides

tea /ti:/ *noun* a hot brown drink made by pouring boiling water onto the dried leaves from a particular Asian bush, or a cup of this drink

theatre /θiətə/ *noun* a place or building with a stage where plays are performed

tomato /təmə'təʊ/ *noun* a round soft red fruit eaten raw or cooked as a vegetable

trader /treɪdə/ *noun* someone who buys and sells goods

traditional /trə'dɪʃənəl/ *adjective* being part of the traditions of a country or group of people

traffic /træfɪk/ *noun* the vehicles moving along a road or street

train station /treɪn steɪʃən/ *noun* a place where trains stop for people to get on and off

treasure /treʒə/ *noun* a group of valuable things such as gold, silver, jewels, etc.

underground station /ʌndəgraʊnd steɪʃən/ *noun* a railway station for a rapid transit system, often known by "metro" and "subway"

upper floor /ʌpə flɔ:/ *noun* near or at the top of the floor

vegetable /vedʒtəbəl/ *noun* a plant that is eaten raw or cooked, such as a cabbage, a carrot or peas

Module 4

ancient /'eɪnfənt/ *adjective* belonging to a time long ago in history, especially thousands of years ago

archaeologist /ɑ:kiə'lɒdʒɪst/ *noun* someone who studies ancient societies by examining what remains of their buildings, graves, tools, etc.

attract /ə'trækt/ *verb* to make someone interested in something or make them want to take part in something

bury /'beri/ *verb* to put someone who has died in a grave

buyer /'baɪə/ *noun* a person who makes a purchase

centre /'sentə/ *noun* a place where there is a lot of a particular type of business, activity, etc.

citizen /ˈsɪtɪzən/ *noun*

someone who legally belongs to a particular country and has rights and responsibilities there

civilisation /sɪvələɪˈzeɪʃən/

noun a society that is well organised and developed

construct /kənˈstrʌkt/ *verb*

to build something, such as a house or a road

expect /ɪkˈspekt/ *verb* to think that something will happen because it seems likely or has been planned

explore /ɪkˈsplɔː/ *verb* to travel around an area in order to find out about it

famous /ˈfeɪməs/ *adjective* known about by many people in many places

gain /ɡeɪn/ *verb* to get something; to have more than before

historian /hɪstəˈrɪən/ *noun*

someone who studies history or the history of a particular thing

historical /hɪˈstɒrɪkəl/

adjective historical events, facts, people, etc. happened or existed in the past

journey /ˈdʒɜːni/ *noun* a time spent travelling from one place to another, especially over a long distance

location /ləʊˈkeɪʃən/ *noun* a particular place, especially in relation to other areas, buildings, etc.

monument /ˈmɒnjumənt/

noun a very old building or place that is important historically

Nabatean /nəˈbætiːən/ *noun*

ancient Arabian people whose capital city was Petra

seller /ˈselə/ *noun* someone who sells something

tomb /tuːm/ *noun* a stone structure above or below the ground where a dead person is buried

traveller /ˈtrævələ/ *noun*

someone who is on a journey or someone who travels often

unique /juːˈniːk/ *adjective* being the only one of its kind

visitor /ˈvɪzɪtə/ *noun*

someone who comes to visit a place or a person

vote /vəʊt/ *verb* cause (someone or something) to gain or lose a particular post or honour by means of a vote

wonder /ˈwʌndə/ *noun*

a place or a thing characterised by being beautiful and unfamiliar

Module 5

absent-minded /æbsənt maɪndɪd/ *adjective* likely to forget things, especially because you are thinking about something else

analysis /əˈnælɪsɪs/ *noun* a careful study of something in order to understand it better

clue /kluː/ *noun* an object or a piece of information that helps someone solve a crime or a mystery

conclusion /kənˈkluːʒən/ *noun* something you decide after considering all the information you have

courageous /kəˈreɪdʒəs/ *adjective* not afraid of danger or pain; brave

cover up /kʌvər ʌp/ *verb* to hide the truth about a serious mistake or crime

crime /kraɪm/ *noun* illegal activities in general (Do not say *make/do a crime*; use *commit*)

deduction /dɪˈdʌkʃən/ *noun* the process of making a judgment about something, based on the information you have

detection /dɪˈtekʃən/ *noun* when something is found that is not easy to see, hear, etc., or the process of looking for it

detective /dɪˈtektɪv/ *noun* a police officer whose job is to discover information about crimes and catch criminals

elementary /elɪ'mentəri/
adjective easy; not complicated

fact /fækt/ *noun* a piece of information known to be true

fingerprint /'fɪŋɡəprɪnt/
noun a mark made by the patterns of lines at the end of a person's finger

frightened /'fraɪtnd/
adjective feeling afraid

hypothesis /haɪpəθə'sɪs/
noun an idea that is suggested as a possible way of explaining a situation, proving an idea, etc. which has not yet been shown to be true

impress /ɪmpres/ *verb* to make someone feel respect and admiration

intelligent /ɪntelɪdʒənt/
adjective clever

interested /ɪntrestɪd/
adjective giving a lot of attention to something because you want to find out more about it or because you enjoy it

investigate /ɪn'vestɪgeɪt/
verb to do research and examine the facts of an incident in order to find out the truth

investigation
/ɪn'vestɪgeɪʃən/ *noun* an official attempt to find out the truth about or the causes of something such as a crime, accident or scientific problem

jewel /'dʒu:əl/ *noun* a valuable stone such as a diamond

kidnap /kɪdnæp/ *verb* to take someone away by force

kind /kaɪnd/ *adjective* saying or doing things that show that you care about other people

logical /lɒdʒɪkəl/ *adjective* seeming reasonable and sensible

loss /lɒs/ *noun* the fact of no longer having something you used to have

merchant /'mɜ:tʃənt/ *noun* someone who buys and sells goods in large quantities

method /meθəd/ *noun* a planned way of doing something, especially one that a lot of people know about

murder /'mɜ:də/ *verb* to kill someone deliberately and illegally

mystery /'mɪstəri/ *noun* an event, situation, etc. that people do not understand or cannot explain because they do not know enough about it

observation /,ɒbzə'veɪʃən/
noun the process of watching something or someone carefully for a period of time

owner /'əʊnə/ *noun* someone who has something belonging to them

patient /peɪʃənt/ *noun* someone receiving medical treatment from a doctor

perceptive /pəseptɪv/
adjective good at noticing and understanding what is happening or what someone is thinking or feeling

pleasant /'plezənt/ *adjective* friendly, polite and easily loved

police officer /pə'li:s ɒfɪsə/
noun a member of the police force

professional /prə'feʃənəl/
adjective related to a job that needs special education and training

pull /pʊl/ *verb* to use your hands to make something move towards you or in the direction that you are moving

ransom /rænsəm/ *noun* an amount of money that is paid to free someone from prison

safely /'seɪfli/ *adverb* in a way that is safe

scratched /skrætʃt/
adjective (of markings) made on a hard surface with a sharp object

servant /'sɜ:vənt/ *noun* someone who is paid to clean someone's house, cook for them, answer the door, etc. and who often lives in the house

steal /sti:l/ *verb* to take something that belongs to someone else

suspect /'sʌspekt/ *noun* someone who is thought to be guilty of a crime

technique /te'kni:k/ *noun*

a special way of doing something

thief /θi:f/ *noun* a person who steals another person's property in secret

untidy /ʌntaɪdi/ *adjective* not neat; messy

victim /vɪktɪm/ *noun* a person harmed, injured or killed as a result of a crime or accident

wander /wɒndə/ *verb* to move slowly across or around an area, without a clear direction or purpose

wise /waɪz/ *adjective* describing someone who makes good decisions, gives good advice, etc.

witness /'wɪtnɪs/ *noun* someone who sees a crime or an accident and can describe what happened

Module 6

adventure holiday /ədvenʃə hɒlɪdeɪ/ *noun* a recreational break where people take part in exciting or dangerous activities

amusement park /ə'mju:zmənt ,pɑ:k/ *noun* a large park with many special machines that you can ride on

beach holiday /bi:tʃ hɒlɪdeɪ/ *noun* a recreational break where people spend time relaxing by the sea

build /bɪld/ *verb* to construct something large by putting parts together

cabin /kæbɪn/ *noun* a small house, especially one built of wood in an area of forest or mountains

caliph /'keɪlɪf/ *noun* a Muslim ruler, especially in the past

camp /kæmp/ *verb* to live for a short period of time in a camp or tent as on vacation

ecological /i:kə'lɒdʒɪkəl/ *adjective* interested in preserving the environment

ecotourism /i:kəʊtʊərɪzəm/ *noun* responsible travel to a protected area to educate the traveller and raise money for conservation

fortress /'fɔ:trɪs/ *noun* a large, strong building used for defending an important place

gardening /'gɑ:dnɪŋ/ *noun* the activity of working in a garden, growing plants, cutting a lawn, etc.

lie /laɪ/ *verb* to be in a position in which your body is flat on the floor, on a bed, etc.

Malikite /mæ'lɪki/ *noun* one of the four schools of fiqh or religious law

phone /fəʊn/ *verb* to speak to someone by telephone

pilgrimage /'pɪlgrəmədʒ/ *noun* a journey to a holy place for a religious reason

rain /reɪn/ *verb* (of drops of water) to fall from clouds in the sky

refuge /'refju:dʒ/ *noun* a place that provides protection or shelter from danger

relax /rɪləks/ *verb* to feel calm and comfortable

rest /rest/ *verb* to stop working or doing an activity for a time and relax

safari /sə'fɑ:ri/ *noun* a trip especially in Africa, that you go on to watch wild animals

sandcastle /sændkɑ:səl/ *noun* a small model of a castle made out of sand by children playing on a beach

scholar /'skɒlə/ *noun* someone who knows a lot about a particular subject, especially one that is not a science subject

shine /ʃaɪn/ *verb* to produce light

sunbathe /sʌnbeɪð/ *verb* to sit or lie outside in the sun, especially in order to get a tan

swim /swɪm/ *verb* to move yourself through water using your arms, legs, etc.

tourism /'tʊərɪzəm/ *noun* the business of providing things for people to do, places for them to stay, etc. while they are on holiday

Umayyad /uːmɪ'yæd/ *noun* a member of a Muslim family that ruled the Islam world for a long time

vizier /vɪ'zɪə/ *noun* an important government official in some Muslim countries

Reading for fun

turban /'tɜːbən/ *noun* a long piece of cloth that you wind tightly round your head

Irregular verbs

Base Form

be
become
begin
bend
bite
break
bring
build
burn
buy
catch
choose
come
cost
cut
do
draw
dream
drink
drive
eat
fall
feel
find
fly
forget
forgive
get
give
go
grow
have
hear
hide
hit
hold
hurt
keep
know
learn
leave
lend
let

Past Simple

was/were
became
began
bent
bit
broke
brought
built
burned/burnt
bought
caught
chose
came
cost
cut
did
drew
dreamed/dreamt
drank
drove
ate
fell
felt
found
flew
forgot
forgave
got
gave
went
grew
had
heard
hid
hit
held
hurt
kept
knew
learned/learnt
left
lent
let

Past Participle

been
become
begun
bent
bitten
broken
brought
built
burned/burnt
bought
caught
chosen
come
cost
cut
done
drawn
dreamed/dreamt
drunk
driven
eaten
fallen
felt
found
flown
forgotten
forgiven
got
given
gone
grown
had
heard
hidden
hit
held
hurt
kept
known
learned/learnt
left
lent
let

Base Form

lie
lose
make
mean
meet
pay
put
read
ride
ring
rise
run
say
see
sell
send
shake
shine
show
shut
sing
sit
sleep
smell
speak
spell
spend
spill
stand
steal
stick
swim
take
teach
tear
tell
think
throw
understand
wake
wear
win
write

Past Simple

lay
lost
made
meant
met
paid
put
read
rode
rang
rose
ran
said
saw
sold
sent
shook
shone
showed
shut
sang
sat
slept
smelled/smelt
spoke
spelled/spelt
spent
spilled/spilt
stood
stole
stuck
swam
took
taught
tore
told
thought
threw
understood
woke
wore
won
wrote

Past Participle

lain
lost
made
meant
met
paid
put
read
ridden
rung
risen
run
said
seen
sold
sent
shaken
shone
showed/shown
shut
sung
sat
slept
smelled/smelt
spoken
spelled/spelt
spent
spilled/spilt
stood
stolen
stuck
swum
taken
taught
torn
told
thought
thrown
understood
woken
worn
won
written

