

Action Pack 9

Ninth Grade

Student's 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.

This level is for Grade 9 students.

The Action Pack series offers learners:

- modern, interesting and relevant topics
- a clear and systematic approach to grammar, with thorough practice
- integrated skills which work with a particular focus on reading and writing
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- special sections devoted to functional and situational language
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إدارة المناهج والكتب المدرسية

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Map of the book

FIRST SEMESTER

Module	Title/Theme	Functions	Grammar
1 page 4	Starting out ▶ Friendship ▶ Famous people from the past	• Describing personalities and qualities • Arguing what makes a good friend • Determining why people are famous • Expressing opinions • Comparing and discussing choices	Revision: ▶ The Past Simple and the Past Continuous ▶ The Future Simple ▶ <i>have to/don't have to; can/can't</i> ▶ The Present Perfect Simple
2 page 10	The man who wears a kufiyah... ▶ Traditional garments ▶ Workplace ethics	• Explaining why a style of clothes is favourable • Expressing opinions • Describing people • Arguing for professional skills or ethics • Comparing different styles and types of clothes	▶ Relative Pronouns ▶ Comparative and Superlative adjectives
3 page 22	Will computers rule the world? ▶ Future predictions ▶ Science fiction	• Making predictions about the future • Accounting for the choice of a future job • Discussing opinions • Comparing and contrasting future plans and predictions	▶ <i>be going to</i> (future planning) and <i>will</i>

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SECOND SEMESTER

4 page 36	If you are happy, write about it! ▶ Writing and communication	• Identifying writing systems • Stating facts • Expressing opinions • Discussing conditions • Arguing for sending letters or emails • Narrating a short message using a new writing system • Discussing the importance of speech and writing	▶ First Conditional
5 page 48	Money doesn't bring happiness ▶ Money and volunteering	• Expressing opinions • Reporting personal information about possessions and lifestyle • Arguing for a project to help the poor • Giving reasons why money doesn't make you happy • Expressing agreement and disagreement	▶ Quantity words and expressions
6 page 60	They have made important discoveries! ▶ Travelling and discoveries ▶ Journeys	• Identifying places • Discussing important discoveries • Expressing opinions • Narrating a personal journey • Justifying feelings about a journey • Defending why you haven't been in touch with your friend	▶ The Present Perfect Simple with <i>for</i> and <i>since</i> and time expressions ▶ The Present Perfect Simple and the Past Simple

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	Vocabulary	Skills	Project
h't	▶ Different personalities ▶ Famous people	• Listening to a radio programme about friendship • Speaking about famous people and their personalities • Reading about some famous people in the past • Writing a factfile about a famous person	
	▶ Styles and types of clothes ▶ Workplace ethics	• Listening to a description about colours and their associations • Speaking about different styles and types of clothes • Reading an article about workplace ethics • Writing instructions for designing a logo	What did you wear?
	▶ Computers and technology ▶ Science fiction	• Listening to a specialist talking about future predictions • Speaking about your own plans and predictions • Reading an article about science fiction • Writing an application form	My future

	▶ The origin of writing	• Listening to a specialist talking about the origin of writing • Speaking about communicating without speech or writing • Reading about different ways of writing from the present and the past • Writing proverbs about communication in English and Arabic	An email in hieroglyphics
	▶ Possessions and lifestyles ▶ Volunteering	• Listening to a conversation about money • Speaking about a project to help the poor and needy • Reading an article about the Red Crescent • Writing an argument about ways to help people in need	A charitable campaign
	▶ Journeys and discoveries	• Listening to a specialist talking about discoveries • Speaking about how you feel about your journey across the Atlantic Ocean • Reading a magazine article about a lifetime experience • Writing a letter to a friend	Discover a country
		Speaking about the importance of life experience	Reading an adventure story Writing an informal letter about a personal adventure
		Reading stories about two Muslim pioneers	

Starting out

You will be able to:

- listen to a radio programme about friendship
- predict the meaning of new vocabulary items
- take part in a debate about the most important quality in a friend
- read about some famous people in the past
- talk about famous people and their personalities
- write a factfile about a famous person





Before you start

Look at the pictures. Are the people in each picture friends? Discuss with a partner.

1  Listen to the radio programme about friendship. Make notes on what makes a good friend.

2  Listen to the words below in context. Try to guess their meanings.

outgoing, personality, shy,
uncommon, sense of humour,
loyal, interests

3 Write the names of three people who are important to you: someone in your family, a friend and somebody famous. Then, work in pairs and tell your partner why they are important to you. Find out about the people on your partner's list.

1. *My mum*
2. *Hassan*
3. *Mustafa Salameh*
(mountain climber)

Example

Hassan's important to me because he's my friend. We play football together.



Friends



Before you start

Read the title.

What does "first impressions" mean? How do you think they can be important? Why / Why not?

Reading

- 1 Skim this story about friends. Do you think it is strange that Rashed and Jamal are such good friends? Why / Why not?
- 2  Listen to the words below in context. Try to guess their meanings.

impression, close, serious, reliable, skilful, talented

First impressions

To be honest, the first time I met Jamal, I didn't imagine that we would ever be close friends. He arrived about a year ago at our school. I saw him in the playground. He made friends quickly as he was very friendly and funny. He told jokes and made all the other students laugh. In class, he was clever and hard-working. He didn't take much
5 notice of me that first week – we seemed so different. I'm quite serious and really shy.

Well, one afternoon, about a week later, I met Jamal on the basketball court. We were alone and we started to play basketball together. We soon discovered that we had a lot in common: we both love basketball and music. From that day on, we became really good friends. Jamal is actually a kind and reliable person. He's a really skilful
10 basketball player and he thinks I'm talented because I play the piano really well.

Our classmates find it strange now to see us together – the outgoing Jamal who always has a big smile, and me, the quiet and shy boy. They find it difficult to believe we're best friends. After school, we usually sit and read or listen to music together. Every Saturday, we go and watch a basketball match or practise together on the courts.
15 It just goes to show how first impressions can be so wrong.

Rashed

3 Read the story on page 6. Then answer the following questions.

- Find eight adjectives from the story that describe Jamal and four adjectives that describe Rashed, and put them in the correct column.

Jamal	Rashed
friendly,	

- Work in pairs. Which of the adjectives you found do you think describe / do not describe your partner?
- Do you sometimes have first impressions about people? Give real examples from your daily life.

Grammar

1 Read through the table below. Then, correct the underlined verb form in each statement or question.

a. Fadi <u>will tries</u> to fix the car himself.	
b. Sally <u>speaks</u> on the phone with her cousin at the moment.	
c. <u>Have</u> you <u>travel</u> to Egypt before?	
d. Faten was typing the report when the electricity <u>go</u> off.	
e. Ahmad says we <u>not have to</u> come before 9 o'clock.	
f. The teacher <u>has gave</u> us an assignment for tomorrow.	

2 Mazen has a test this week and he still has to prepare. Help him get ready for his test by giving him advice, using **have to/don't have to, can/can't**.

Example

You have to go to bed early the night before your test.

3  Listen to what Ziad says about himself. Take notes about his qualities and preferences as you're listening.

4 Read the following table. Then, put a tick (✓) or a cross (X) next to each sentence to match the information Ziad has given about himself.

This person loves sports and takes risks.	☒
You can trust this person with a secret.	☐
This person is never late for a meeting.	☐
This person likes to be with many people at the same time.	☐
This person likes watching films.	☐
This person likes to have friends who are older than him.	☐

5  Listen again and check your answers.

Over to you . . .

6 Choose three qualities that you think are important in a friend and three that you think are not important. Then, work in pairs and compare your answers.

<u>Important</u>	<u>Not important</u>
loyal	

7 In a group, have a debate about the most important quality in a friend, based on the statement 'The most important quality in a friend is honesty.' Use expressions like **That is a very important point; That seems reasonable; I can't agree, I'm afraid; That's not how I see it.**

People from the past



Before you start

Who are the three most famous people in your opinion? Discuss with a partner.

Reading

- 1 Read about these famous people from the past. What did they do that made them famous?
- 2 Listen to the words below in context. Try to guess their meanings.

self-taught, to pursue, superb, valuable, pharaoh, to reign, mysterious, philosophy

Books Weekly

There are many people who are still famous today because of what they did or who they were. Here are three that we, at *Books Weekly*, think are some of the most famous.

Tutankhamun



- Tutankhamun is one of the most famous rulers in history, but we know very little about his life. He became famous
- 5 when the English archaeologist Howard Carter discovered his secret tomb in 1922. Inside the tomb, Carter found a superb collection of valuable objects. These included the impressive mask of
- 10 Tutankhamun, which is probably the most well-known object from Ancient Egypt. Tutankhamun was only a boy when he became a pharaoh in Ancient Egypt around 2,500 years ago. He reigned for only a few
- 15 years and died very young. His death is mysterious.



Fadwa Touqan

- Fadwa Touqan is one of the greatest poets of Palestine in the 20th century. Born in Nabulus
- 20 to a well-known wealthy family, Touqan also carried the Jordanian nationality. Even though she was not given the opportunity to pursue her education, she still insisted on studying and was self-taught with the assistance of her
- 25 brother, Ibrahim Touqan. She was considered a great figure of modern Arabic literature and received many awards including the United Arab Emirates Award in 1990 and the Honorary Prize for Poetry in 1996. She died in 2003.

Ibn Sina



- 30 Ibn Sina or Avicenna, was one of the most famous scientists. He was born around 980 CE in Afshana, in present-day Uzbekistan. Most of his written work focused mainly on
- 35 philosophy and medicine. He's well known for writing a scientific and philosophical encyclopaedia called *The Book of Healing* and he is considered the Father of modern medicine. This encyclopaedia was adopted as
- 40 a medical textbook in many universities at that time. Ibn Sina's works also included writings on astronomy, psychology, mathematics, physics and poetry. He died in Hamadan, in Persia, in June 1037 CE.

Grammar

- 1 Match the sentence beginnings (1–4) with their endings (a–d). Then, complete the sentences with the correct form of the verbs in brackets.

A

1. I'll go shopping with my sister in the afternoon ...
2. Sami was playing football ...
3. I usually read adventure stories, ...
4. I met Zinedine Zidane last summer, ...

B

- a. when he ____ (fall) and broke his arm.
- b. but I ____ (not meet) any other famous person.
- c. then we ____ (go) to the theatre with our cousins.
- d. but now I ____ (read) a history book.

- 2 Answer the following questions about yourself in full sentences.
- a. What were you doing this morning when the bell rang?
 - b. What do you think you will do in your summer holiday?
 - c. What do you have to do when you're playing football?
 - d. Which historical monument have you been to?

3 Read the Listening Strategies.

Listening Strategies: Completing a factfile

- Before listening, read the factfile prompts to help you know what to listen for.
- Listen carefully to find relevant information for each prompt (dates, actions, etc.).
- Write down the information in the space provided.

- 4  Listen to a conversation about Alexander the Great, following the Listening Strategies. Then, complete the factfile below about him.

ALEXANDER THE GREAT

When he lived:

What he did:

What he is famous for:

FACTFILE

- 5  Listen again and check your answers.

Over to you . . .

- 6 Choose three famous people that you admire. Say why they are famous and why you admire them.
- 7 Choose one of the three famous people you admire and write a factfile about them.
- 8 Work in pairs and compare your answers.

The man who wears a k

You will be able to:

- predict the meaning of new vocabulary items
- write descriptions based on photographs using Relative Pronouns
- talk about different styles and types of clothes
- read an article about workplace ethics
- listen to a description about colours and their associations
- take part in a debate about professional skills and ethics
- write instructions for designing a logo

Project: What did you wear?



2

3

kufiyyah ...

Before you start

Look at the photos and guess why each person is dressed as they are.

1

Listen to the three speakers and match each person to their photo. Then, listen again and check your answers.

2

Listen to the words below in context. Try to guess their meanings.

bright, casual, comfortable, fashionable, formal, practical, smart, striped, trendy, wardrobe

3

Use the key words from exercise 2 to fill in the table below.

Occasion	Type of clothes
a. business meeting	
b. football match	
c. friend's birthday party	

4

Think of two or three other occasions and ask your friends what type of clothes they should wear for each one. Why?

Occasion	Type of clothes

Traditional garments

Reading

Before you start

Look at the pictures. What do you think about these people's clothes? Use the words from the box to describe them.

- 1 Read and match each conversation to a picture. Do you think traditional garments are important to preserve? Why / Why not?
- 2 Listen to the words below in context. Try to guess their meanings.

tunic, costume, jumper, sleeves, headdress, headband, robe, to wrap, garment, silk



- 1

TOM: Who's the young man wearing the tunic? Is he your dad?

KAMAL: No, it's my grandpa when he was a teacher. That's the traditional Jordanian costume. In the past, he didn't wear jeans, jumpers or jackets. He wore a tunic with long sleeves, called a thobe.

TOM: Oh, and what's that on his head?

KAMAL: It's a kufiyyah that people wore as a headdress. The black thing around it is an agal. It's a headband that keeps the kufiyyah from falling off your head. Did you know that some people still wear the traditional Jordanian costume?

TOM: That's amazing!



- 2

Misaki: This is my mum and my aunt when they were young. Which is your mum and which is your aunt? They're both wearing the same clothes!

Asma:

Misaki: My mum is the one holding an umbrella. My aunt is the one with the blue purse. They are wearing kimonos. It's a long, traditional Japanese robe with long sleeves that you wear by wrapping it around your body.

Asma: Wow! Traditional clothes are beautiful!



- 3

SaIma: Is the woman who's wearing the red dress your mother?

Hina: Oh no, that's a photo of my sister on her wedding day. She's wearing a sari.

SaIma: She looks amazing! What's a sari? Is it a traditional garment?

Hina: Yes, but Indian women still wear them today. A sari is a long dress with a piece of material, like cotton or silk, that covers the shoulders.

Grammar

Relative Pronouns

- 1 Read this paragraph, circle **that**, **who**, **which**, **whose** and **where** and underline the relative clauses.

A charity shop is a shop that belongs to a charity organisation. It usually sells the things that people donate. Charity shops are places where you can find
 5 clothes that someone else doesn't want anymore. There are also so many charity shops which have sales or discount days for students. People who want to buy cheap clothes can go to a charity shop.
 10 There are some people who like charity shops which are organised according to type of clothes. So, it is important to find a charity shop where items are organised properly. People whose clothes are
 15 donated feel very happy to help others.

- 2 Match the sentence beginnings (1–4) with their endings (a–d), using **who**, **which**, **whose** or **where**.

A

1. Salem is going to participate in the spelling competition,
2. The woman and the baby
3. Salem visited the town
4. Muna trusts her best friend

B

- a. actions show that she's always honest with her.
- b. we met in the park are my aunt and cousin.
- c. my school is organising next month.
- d. Arar, the poet, was born.

- 3 Fill in the gaps with **that**, **who**, **whose** or **where**. Then, in a group, discuss your guesses.

Student: Why do we have to wear a school uniform?

Teacher: That's a good question. Most schools have rules (1) _____ tell students how to dress. A uniform helps students to focus on their studies and not worry about what they should wear.

Student: Do you mean to say that wearing ordinary clothes distracts students from studying?

Teacher: Well, students (2) _____ clothes are trendy may show off to other students. It's only fair that students (3) _____ are from different backgrounds feel equal in the school (4) _____ they study.

Student: Oh, I understand. Do you think this affects students' performance?

Teacher: Yes, I do. Having a school uniform also creates a sense of belonging (5) _____ leads to school pride. Students become proud of being part of their school.

- 4 Finish these sentences to make a questionnaire. Then, in pairs, ask and answer the questions.

Example

Do you buy clothes that are too large?

1. Do you buy clothes that _____?
2. Do you have friends who _____?
3. Do you like people whose _____?
4. Do you enjoy visiting villages where _____?
5. Do you wear shoes that _____?

- 5 Help Rashed find out who the new members of his football team are. Describe each one in your notebook using relative pronouns based on the photographs below.



Jaber



Sami



Adel



Mazen

The person who is studying in the library is Jaber.

The Comparative and Superlative

- 6 Write the Comparative and Superlative forms of these adjectives.

big casual cheap classic
colourful comfortable formal
practical smart tidy

Adjective	Comparative	Superlative

- 7 Listen to a conversation between Salma and Rana. Then, complete this table with (✓), (✓✓) or (–) to make comparisons as in the example in the box. Then, listen and check.

	blue jacket	red jacket	yellow jacket
nice	✓✓	✓	–
short			
fashionable			
casual			
expensive			



Over to you . . .

- 8 In a group, discuss the different styles and types of clothes you learnt about in this module. Then, write a paragraph based on the discussion. Which style do you like wearing best? Explain why and compare your response with the choices made by the other members of your group.



Assessment Tool 2



Skills focus

“The employee of the month is ...”



Before you start

How do you think the title relates to the pictures above? What qualities do you think a good employee should have?

- 1**  Listen to the words below in context. Try to guess their meanings.

to abide by, bribe, colleague, conduct, ethics, dress code, exemplary

Find the words

- ▶ A set of rules for what you can wear
- ▶ How you behave
- ▶ Someone you work with

READING

2 What do you know about workplace ethics? Answer these questions before reading the article.

1. How should you deal with others at work?

2. What can you do to help your company impress customers?

3. Why is a dress code important in an office?

3 Following the Reading Strategies below, read the article and check your answers.

Employee of the month

Like millions of people around the world, Khalid Mustafa works in an office. He works with the same colleagues every day, and he often has meetings with people from other companies. Everyone says the same thing about him – he is the ideal employee.

5 "Khalid is a great worker and an example to follow. He's always neatly dressed, and he follows the code of workplace ethics," explains his boss, Saleh Moussa. "This means that he behaves properly in the office. He is very polite and respectful to those around him. He has a positive attitude, and he interacts very well with his colleagues so that the job is done efficiently. I also trust Khalid. He would rather
10 resign than lie, cheat, steal or accept a bribe."

Khalid also abides by the company's dress code. This is another reason why he's such a good worker. He usually dresses up in a casual business style and makes sure that his clothes are always neat. "It means I can work more comfortably," says Khalid. "It also projects a professional image to my colleagues and to visiting clients."

15 Any employee who doesn't respect the company's dress code may be sent home to change or receive a verbal warning, but this is never a problem for Khalid. "I always feel happy when I'm working hard. The dress code helps to create a working environment where it is simple to do that." In short, Khalid's conduct at work is exemplary.



VOCABULARY

Reading Strategies: Reading for specific information

- Before you read, try to guess what the text is about. Use the title and the design of the text to guide you.
- Read the text the first time for overall meaning.
- Read again and underline the important words and the main idea of every paragraph.

4 Find these words in the text and guess their meanings.

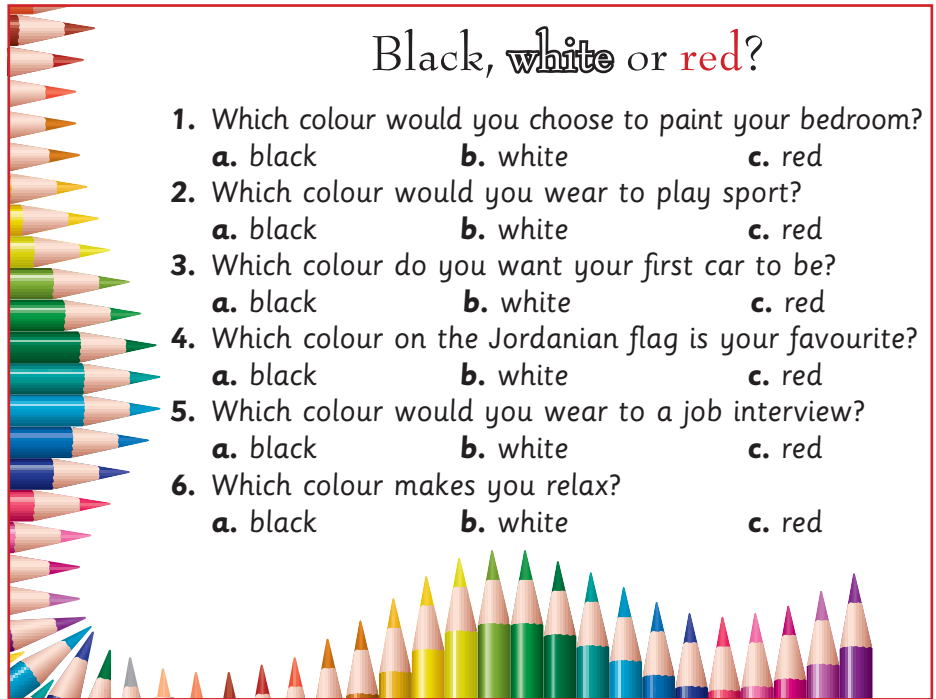
1. **ideal** (line 3)
a. pleasant b. perfect c. smart
2. **interact** (line 8)
a. behave b. communicate c. ignore
3. **efficiently** (line 9)
a. without wasting time, money or energy
b. as soon as possible
c. without problems
4. **resign** (line 10)
a. be dismissed
b. tell the truth
c. quit

5 Read the text on page 16 again and answer the questions.

1. According to the text, how should an employee behave in order to be successful at work?
2. Why do you think it is important to be dressed neatly at work?
3. In your opinion, what should a person do to have a positive attitude all the time?

LISTENING

6 Read the quiz questions and choose the best answer for you. Then, listen to see what associations your answers have.



Black, ~~white~~ or red?

1. Which colour would you choose to paint your bedroom?
a. black **b.** white **c.** red
2. Which colour would you wear to play sport?
a. black **b.** white **c.** red
3. Which colour do you want your first car to be?
a. black **b.** white **c.** red
4. Which colour on the Jordanian flag is your favourite?
a. black **b.** white **c.** red
5. Which colour would you wear to a job interview?
a. black **b.** white **c.** red
6. Which colour makes you relax?
a. black **b.** white **c.** red

**SPEAKING
AND
WRITING**

7 Think about what qualities an ideal employee should have. In a group, have a short debate based on the statement 'A good employee is a person who only has a good attitude.' Use linking words such as 'so that' and 'because' while presenting your argument to explain your point of view and to give reasons. Then, fill in this job advertisement and discuss your choices.

We are looking for a top _____ to work for us.
You have to have the following skills: _____.
You must abide by these rules:
a. _____.
b. _____.
c. _____.

If you think you are the ideal person for the job, send us an email.

Writing instructions

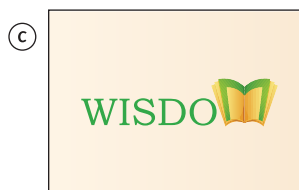
Before you start

Have you seen a logo that you can still remember? What did you think about it?

Writing Strategies: Writing instructions

- Always give instructions in a logical order. Think carefully about what the listener needs to know at each stage.
- Remember to include enough detail in your instructions.
- If you are not sure whether your instructions are detailed enough, try following them yourself to test them.

Designing a logo



- First, choose your product of interest.
- Then, think of a logo to represent your product.
- Next, pick the appropriate colours for the logo.
- Last, check if the logo represents the product well.

- 1** In pairs, ask and answer questions about the logos.
 1. How does each logo represent what the company does?
 2. In what other ways could a designer have represented these companies?
 3. In which logo do you think colour is most important?
 4. Which logo do you think is the most successful? Why?
- 2** Work in groups to design the logo for a fashion company. Decide which words, pictures and colours best represent its aims. Take notes.
- 3** Write instructions as a group for the design of your logo, following the Writing Strategies. Use words such as *first*, *next*, *then* and *finally* to make sure the instructions are clear and easy to follow.
- 4** Have another group draw and colour your logo using only your written instructions.

Language Development

- 1 Complete this passage with the relative pronouns **who**, **that**, **which**, **whose** and **where**.

In the company (1) _____ I work, we all know the rules (2) _____ we have to follow. Our manager is very strict with us; he is the one (3) _____ organises the work among us. The dress code, (4) _____ each one of us has to follow, makes all the employees look neat and professional. The manager warns any employee (5) _____ attitude is negative towards their colleagues.

- 2  Now, listen to the passage and check your answers.

- 3 Choose a word or a name for each of the following items.

the most beautiful place that you have visited in Jordan

someone who is as close to you as your family

something that is more important to you than anything else in the world

What do you think?

Read the quotation.
Translate it into Arabic.

"Clothes do not make the man."

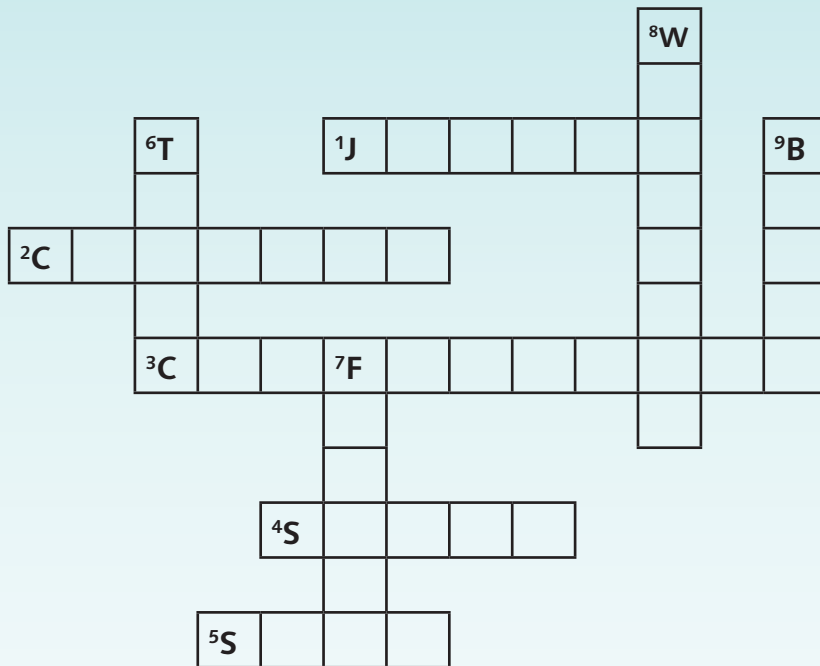
Proverb

- 4 Work in pairs. Talk about what you have chosen from the boxes in exercise 3 and explain why you wrote these things.
- 5 The phrases in Column B are clues that help you guess the word in Column A. Can you guess all the words? The first letter of each word is given to you.

A	B
1. t_____	• a piece of clothing • usually loose
2. c_____	• worn every day • not formal type
3. e_____	• a set of rules • relating to behaviour
4. a_____	• relating to rules • another word for 'to follow'
5. w_____	• related to paper or cloth • another word for 'to cover'

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A piece of clothing made of wool that covers the upper part of the body
2. The way someone behaves in his job
3. When you wear loose clothes, you feel _____.
4. When you're wearing neat, stylish clothes, you look _____.
5. A soft fabric made from the thin threads of silkworms

Down

6. A loose, long garment
7. Businessmen wear _____ clothes.
8. A piece of furniture that you hang clothes in
9. To give someone money so he can do something dishonest for you



Research box

What items of clothing make up the traditional Jordanian costume?

What did you wear?

PROJECT

Before you start

Find a large sheet of cardboard, coloured paper, scissors, marker pens and a glue stick.

Clothes through time

Your task is ...

To show the changes in fashion in your country.



A Your first assignment

- Make a table like the one below. Then, in groups, discuss a series of questions to ask the older members of your family and write them down. Here are some points to think about:
1. What was the fashion when they were your age? Did they follow the fashion? Why / Why not?
 2. What colours or designs were popular? Draw a picture or find an old photo of your family showing how they dressed.
 3. What has changed? What is similar?

	What did you wear?	What colours?	What's different?	What's similar?
Me and my friends	jeans, T-shirts,			
Mum and my aunts				
Dad and my uncles				
Grandmother				
Grandfather				

B Your second assignment

- Use the information that you collected from your family to write a short report.
- Show your project to the class.
- Explain what has changed and what has remained the same.



MODULE 3

Will computers rule the

You will be able to:

- listen to a specialist talking about future predictions
- predict the meaning of new vocabulary items
- talk about future predictions using *be going to* (future planning) and *will*
- read an article about science fiction
- talk about your own plans and predictions
- write an application form

Project: My future





the world?

Before you start

Do you use computers? Do you use the Internet? Make a list of things around you that are computerised (your watch, a calculator, a coffee-maker, etc.) Imagine life in the next twenty years. How do you think computer technology and the Internet will change our lives?

1 Read these predictions about the future. Do you think they are likely to happen?

1. We will wear computers in our clothing.
2. We will be online all the time.
3. Doctors will treat patients in their own homes.
4. Flying cars will be cheap.

2 Now, listen to a specialist talking about predictions related to the future and check your answers.

3 Listen to the words below in context. Try to guess their meanings.

assistant, tiny, to connect, to download, built-in, distant, patient, specialised, webcam

4 In a group, discuss your guesses for exercise 1. Are there any predictions that the specialist talks about which surprise you? Do you and your friends think the predictions will come true?

I'm going to walk on the Moon!

Reading

- 1 Read this web page. Then, answer the questionnaire.

Before you start

What are your plans for the future? Say where you think you will be in 2030. What do you think you will become?

Imagine your future, plan your actions!

This is the time for you to take a long-term view of your career. Here are three exercises that will help you to start planning your future.

1. What do you want to be in 2030?

Answer the following questions honestly:

1. What do you want to be in 2030?
2. Why did you choose this job?
3. What are you going to do to achieve your goal when you finish school?

2. Plan your actions

Now that you know what you want to be in 2030, let's plan how to achieve your goal.

In 2030, I'm going to be an astronaut and I'm going to travel to the Moon				
What	Why	When	Where	How
I'm going to finish high-school.	Because I want to go to university	In the year ..	At ... school	I'm going to study hard.

Copy this table on a sheet of paper, and write your answers to these questions:

1. What steps are you going to take to achieve your goal?
2. Why do you have to take these steps?
3. When are you going to take or achieve these steps?
4. Where are you going to carry out these steps?
5. How are you going to achieve these steps?

3. Map out your journey

Now decide what you are going to achieve each year.

20..	20..	20..	20..	2030
I'll finish high-school	I'm going to finish university.	I'm going to learn to fly a plane.	I'm going to apply for a job at the Space Agency.	I'm going to walk on the Moon.

Now you only have to do it!

Grammar

Be going to (future planning) and will

- 1 Complete the dialogue with the correct form of **be going to** in the affirmative, negative or interrogative.



Habib: I have decided to plan my future. I

(1) _____ (make) my decisions for next year.

Hamzah: Really! What are you going to do?

Habib: I am going to be a computer specialist, so, I (2) _____ (begin) by taking maths seriously. My maths teacher thinks it's a good idea. He told me that he (3) _____ (give) me extra lessons so that I can pass the entrance exam at university.

Hamzah: What (4) _____ you _____ (do) about those video games you like so much?

Habib: I (5) _____ (play) any more video games until I get my degree at university. Then, I (6) _____ (apply) for a position at one of the largest technology companies.

Hamzah: Well, good luck to you! I still don't know what I am going to be.

- 2 Which comment is better in each situation?

1. Experts think that the new Internet will be more powerful than the one we know.
 - a. It will probably be more powerful.
 - b. It's definitely going to be more powerful.
2. I'm going to be an electronic engineer.
 - a. At which university are you going to study?
 - b. At which university will you study?
3. I'm going to visit my grandparents at the weekend.
 - a. You'll probably visit your grandparents at the weekend.
 - b. You're going to visit your grandparents at the weekend for sure.

- 3 Complete the dialogue between the two young Jordanian scientists, Fawzi Al Mitwalli and Nour Maraqa.

Nour: Fawzi and I **are going to/will** make a refrigerator that works without electricity.

Fawzi: First, we **are going to/will** place a tall glass box inside a container full of water.

Nour: Then, we **are going to/will** put them both in a mirrored glass box. The mirrors **are going to/will** reflect the sunlight and prevent it from warming the container.

Fawzi: Finally, two small fans on each side of the mirror box **are going to/will** circulate the air around the container. As a result, the evaporating water **is going to/will** keep the glass box and the food inside cool.

- 4  Now, listen to the dialogue and check your answers.

- 5 Imagine you are in one of the situations below. Write sentences about what you *are going to* do.

Example

I have a maths test tomorrow. → I'm going to practise solving those problems.

1. My room is very untidy → I'm ...
2. I want to be a musician → I'm ...
3. I'm tired → I'm ...
4. I've got a difficult test tomorrow → I'm ...
5. I was late for school today → I'm ...

- 6 In pairs, take turns to guess what your partner is *going to* do in each situation from exercise 5.

Example

A: I was late for school today.
B: Are you going to buy an alarm clock?
A: No, I'm not.
B: Are you going to get up earlier?
A: Yes, I am.

- 7 In pairs, take turns to make predictions about life in 20 years. Use the words from the box to give you ideas.

transport the environment
your work your family telephone
the Internet newspapers books
education buildings



Over to you . . .

- 8 Read the Speaking Strategies.

Speaking Strategies: Having a group conversation

- Make sure everyone in your group has a chance to speak.
- Listen carefully to others, and wait for the speaker to pause before sharing your ideas.
- If anyone in your group hasn't had a chance to speak, you can encourage them to join the conversation by asking, 'What do you think?', 'Do you agree?', 'What's your opinion?' or 'Do you have anything to say?'

- 9 Go over the questions below. Then, following the Speaking Strategies, answer them and discuss your opinions in groups. Are they similar or different?

In the 22nd century:

How will computers look different?

Will we have robots instead of doctors?

Will we still read books, or will we only read online?

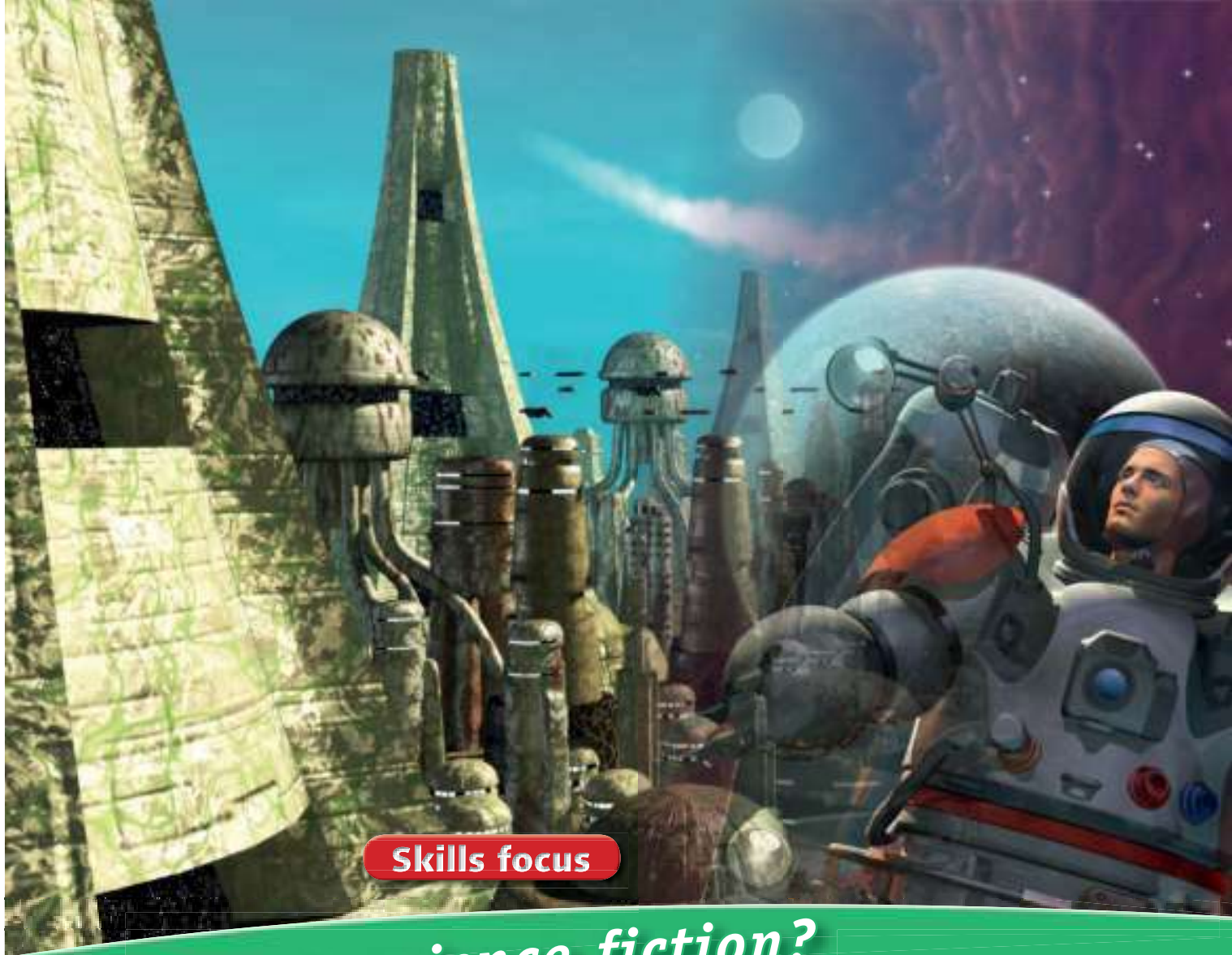
Will cars fly?

Will we have airports in the sky?

Will we still carry passports?

Will we take holidays on other planets?

What jobs in the house will computers and robots do?



Skills focus

What is science fiction?

Before you start

Look at the pictures. What are they about? Have you ever read a story or watched a film about science fiction? What were they about?

Find the words

- 1  Listen to the words below in context. Try to guess their meanings.

alternative, principle, accurate, advance, rationally,
reality, science fiction, weightless

- ▶ One of a number of things from which only one can be chosen
- ▶ It is what actually happens in the world.
- ▶ Exactly right in every detail

READING

- 2 What do you know about science fiction? Answer these questions before reading the article.
 1. What does a science fiction story talk about?
 2. What elements make a good science fiction story?
 3. Why do people write science fiction stories?
- 3 Now, scan the article and check your answers.

The science fiction story

Science fiction or “Sci Fi” deals rationally with alternative possibilities to our everyday reality. Sci Fi uses scientific theories, new scientific principles or new technologies as elements in the story.

A good science fiction story will include the following elements:

- 5 • A setting in the future, or in a historical past that is different from the history we know
- A setting in outer space including technology or scientific rules which contradict known scientific theories

There are many arguments about which story was the first science fiction story. However, science fiction as we know it today started with Jules Verne, who wrote
10 exciting adventure stories including amazingly accurate predictions about future science. In *From the Earth to the Moon*, 100 years before the first Moon landing, he predicted that astronauts would be weightless in space! No one knew this at the time.

Why is science fiction so popular today? Is it just because the stories are exciting? Some people believe that it is popular because it is the literature of change. There have been
15 many technological advances in the past few years, and it is natural for any culture to discuss these and future changes in stories. Some writers’ predictions come true, and it is thrilling to read examples of what our lives might be like.

VOCABULARY

- 4 Find these words in the article and guess their meaning.
 1. **element** (line 3)
 - a. one part of a whole work
 - b. an amount of something
 - c. a part in an electric teapot
 2. **setting** (line 5)
 - a. music written to go with a poem
 - b. surroundings
 - c. the place and time when a story takes place
 3. **contradict** (line 7)
 - a. go against known facts
 - b. agree with known facts
 - c. differ from known facts but not necessary false
 4. **thrilling** (line 17)
 - a. boring
 - b. scary
 - c. very exciting

What do you think?

Read the quotation.
Translate it into Arabic.

"We're changing the world with technology."

Bill Gates

5 What can you remember? Cover the text and correct these sentences.

1. Science fiction is about the changes that happened to the things we know.
2. People agree on which was the first science fiction story as we know it today.
3. Jules Verne mentioned in one of his books what other people had discovered, that astronauts would float in space.
4. The things that science fiction writers predict will never happen.

LISTENING

6 Listen to this lecturer and his students. Complete the sentences with the new information.

In one of his books, Ibn Al Nafis expresses his own philosophical and (1) _____ ideas.

He's one of the greatest (2) _____ in history. The main purpose of his book was to prove that the human mind can (3) _____ the truths of the universe through (4) _____ and logical (5) _____.

The 'truths' he presented in the story include the necessity of God's (6) _____, the life and teachings of the (7) _____ of Islam, an (8) _____ of the past and present of man, and a general (9) _____ about his future and that of the (10) _____.



7 Now, listen again and check your answers.

WRITING

- 8 Write down three activities you are going to do and three events you think will happen in the next five days. Write your opinion: will they be interesting or uninteresting? Will you enjoy carrying out your plans or not? Use as many linking words as possible for coherence.

SPEAKING

- 9 In a group, discuss what you wrote. Do all of you have similar plans and predictions? Do all of you share the same opinion about the activities and events you mention in your notes? What are the similarities and differences?



Assessment Tool 4

Filling in an application form

Before you start

Have you ever filled in an application form? Have you ever applied for a job?

Application form

First name: Raed

Surname: Al Rasheed

Address: 251 Al Taj Street, Amman

Phone number: _____

Email address: _____

Interests / Hobbies: reading science magazines, swimming, jogging

Write a short paragraph explaining your relevant experience, your reasons for applying and your expected contributions to the job.

I am applying for the vacancy of software programmer in your company. I worked in a computer company for three months as a research assistant. I am interested in the position in your company because it matches my field of specialisation: software programming. I feel I'll have the opportunity to use my expertise in this field to contribute to your company by developing new programmes, and to develop my skills further.

Writing Strategies: Filling in an application form

- When filling in an application form, it is necessary to use formal English.
- Do not use slang or abbreviations, and avoid using contractions, i.e., use 'do not' rather than 'don't'.
- Be clear and logical. On an application form, you should first say what job you are applying for, and then give further details.

1 Imagine you are applying to join the Science Club at school. In pairs, discuss what you are going to include in your application form. Answer the following questions.

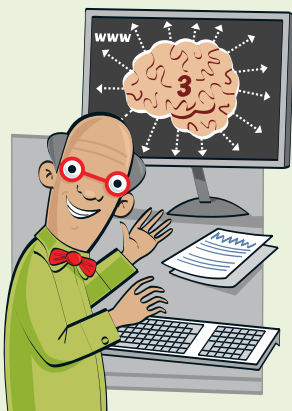
1. What are your reasons for applying to join the club?
2. What experience do you have that is relevant to the club?
3. How will you contribute to the club?

2 In a group, make an application form for the Science Club. Use the form above as a guide. You may include any additional headings that you find necessary.

3 Read the Writing Strategies. Then, use your notes from exercise 1 to write the paragraph about yourself to include in the application form. When you finish, exchange your notebook with your partner to edit each other's paragraphs.

Language Development

- 1 Complete this text with the correct form of *be going to* or *will*.



In the heart of Silicon Valley, people are working on a new type of Internet. It (1) _____ be more powerful than the one we have now.

Imagine you are typing an email. The Internet (2) _____ know its subject, and it (3) _____ suggest websites and books, as well as documents, photographs and videos you have saved that may be relevant to that topic. The new web (4) _____ become smarter than the previous ones. It will connect every aspect of our digital lives.

With Web 1.0, engineers wanted to make information accessible to everyone. With Web 2.0, users are able to connect with one another. Now, engineers are developing Web 3.0, which a lot of people already started using. This (5) _____ make the web much more intelligent. With Web 3.0 they (6) _____ give the Internet a "brain".

- 2 Now, listen and check your answers. In pairs, discuss your guesses.

- 3 Use these words to ask questions and answer them.

- people / Where / working / a / type / Internet? / are / on / new / of
- connect / will / What / web / in the future? / the
- Internet / What / will / the / know? / new
- the / will / Internet / new / know / Why / this?

- 4 In a group, say what your plans are for the holidays.

Example

My family and I aren't going to go away for our holidays. My father is going to give me tennis lessons and my mother and sister are going to visit our grandparents.

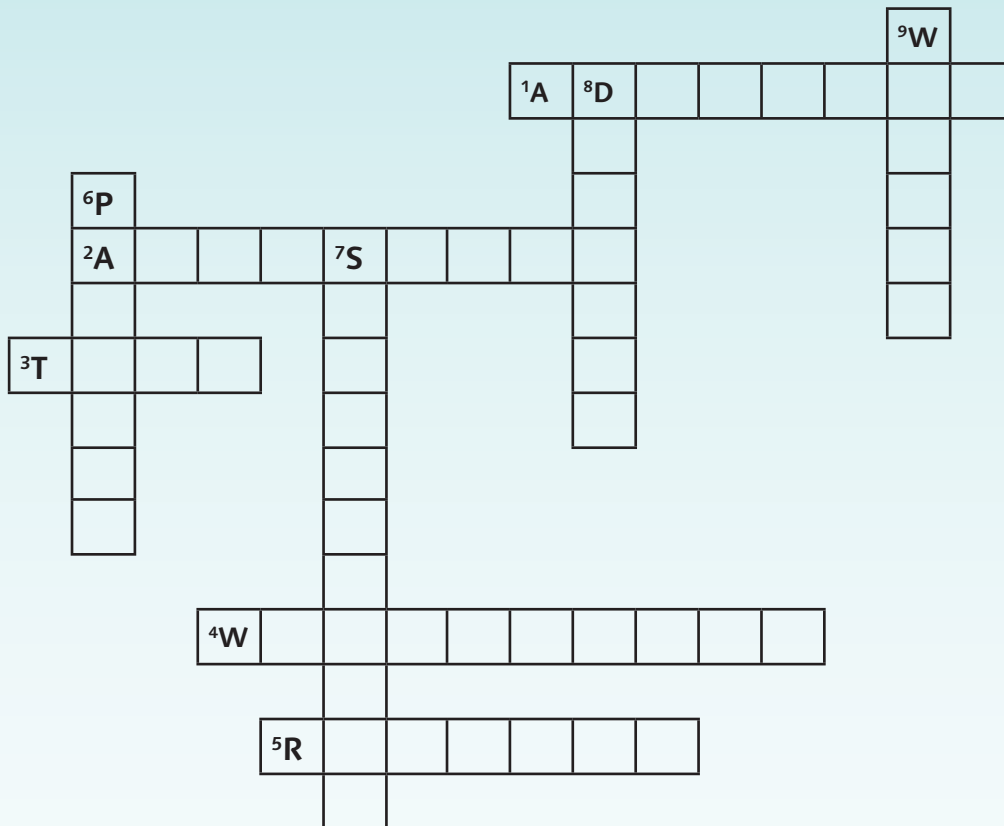
- 5 Put the following words in the correct column.

webcam principle setting
thrilling built-in download
connect

Computers	Science fiction

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. Improvements done in any field of study
2. A person who helps others with their work
3. Very small in size
4. Something that is not affected by Earth's gravity and has no weight
5. What is actually a fact or truth

Down

6. A person who is being treated by a doctor or in hospital
7. Trained and experienced in a specific field or activity
8. Far away in space or time
9. A video camera that sends out films on a website (or network)



Research box

What's the complete name of Ibn Al Nafis?
What are his achievements and publications?

My future

PROJECT

Before you start

Look at the picture. What do you think she is writing about?

Your task is ...

To use this poem as a basis to write about your own future.



You never know what the future will hide,
But I know God has a lot for me to give.
I know that my family will never leave my side,
And will always be there for me as long as they live.

Great
poet

A Your first assignment

- Look at your answers to the questionnaire on page 24. In groups, discuss:
 1. Where will you be in ten years?
 2. What will you do?
 3. What will make you happy?

B Your second assignment

- Write four words that you have used in the first assignment.
- For each word, find another one that ends with the same sound.
- Use each pair of rhyming words at the end of a sentence or two.
- Put the two pairs of sentences together to make a stanza.

Before you start
Revise what you have learnt in Modules 1–3.

1 Read this job advertisement and find an attractive title for it.

A youth club is looking for a hard-working and skilful person to entertain young children during the school holidays!

- You have to be a reliable person to be in charge of a group of children.
- Some of the children in your group can be shy and some can be outgoing, so you have to be flexible and help all of them express themselves.
- Others can be naughty, so you have to be patient and have a sense of humour so that you do not get angry.
- Children have different interests, so you have to plan indoor and outdoor activities daily.

2 Choose a word from the advertisement that best suits each description.

1. good at something
2. can be trusted
3. not very open to people
4. sociable and friendly
5. the quality of being funny and amusing
6. activities that someone likes

3 Read the sentences below. Then, put a tick (✓) next to the correct sentences and correct the ones that have wrong verb forms.

- a. Tomorrow there is rain in Irbid.
- b. He's going to study Arabic when he leaves school next year.
- c. I have to go now. I see you next week.

- d. I think she is going to do well in the exam tomorrow.
- e. Najim said he'll probably meet us in the library at 4 p.m.

4 Listen to the quotes and choose the best answer.

1. a. Colleagues should work together to give better results.
b. Colleagues should work for each other.
2. a. People who dream are successful.
b. People should work hard to reach their goals.
3. a. Employees should clap with two hands.
b. Employees must cooperate to achieve their goals.
4. a. What you do is more important than what you say you will do.
b. What people tell you to do is more important than what you want to do.

5 Find 10 words below from Modules 1–3 and write them down.

a	x	t	g	m	y	s	t	e	r	i	o	u	s
c	p	e	r	s	o	n	a	l	i	t	y	r	j
c	r	h	r	w	t	g	a	r	m	e	n	t	e
u	i	x	r	f	h	j	d	s	r	q	d	c	x
r	n	r	g	q	s	k	q	j	d	f	b	o	e
a	c	n	n	f	x	h	x	r	p	s	q	l	m
t	i	r	j	q	b	n	j	t	d	t	p	l	p
e	p	u	r	s	u	e	i	g	h	t	f	e	l
f	l	t	t	r	b	t	u	m	g	i	q	a	a
k	e	f	h	k	m	e	y	t	w	n	t	g	r
m	j	g	x	h	j	k	l	v	u	y	u	u	y
p	r	a	c	t	i	c	a	l	x	k	y	e	r

Across

1. m _____
2. p _____
3. g _____
4. p _____
5. p _____

Down

6. a _____
7. p _____
8. t _____
9. c _____
10. e _____

- 6** Complete these sentences with your own ideas, using *that, where, which, who* or *whose*.
- I like people ...
 - I want a job ...
 - One day, I want to go somewhere ...
 - My favourite book is about someone ...
 - I don't know anyone ...
- 7** Working in pairs, read the sentence beginnings from exercise 6 to each other. Try to guess how your partner will complete their sentence.

SELF-ASSESSMENT

In your notebook, complete the self-assessment tables based on Modules 1–3.

A. What did I learn in Modules 1–3 and can now do?

- Listening to a radio programme about friendship to make notes
- Listening to a conversation about Alexander the Great to complete a factfile
- Speaking about famous people and giving reasons
- Exchanging ideas about predictions related to the future in a group
- Reading about traditional costumes in different cultures
- Reading about workplace ethics and finding specific information
- Reading about science fiction after predicting answers
- Using vocabulary related to styles and clothes
- Using vocabulary related to computers and technology
- Writing instructions for designing a logo
- Writing a report after interviewing family and friends
- Writing an application form applying for a job

- Fair
- Good
- Very good

B. What did I enjoy learning in Modules 1–3?

- Listening to a radio programme about friendship to make notes
- Listening to a conversation about Alexander the Great to complete a factfile
- Speaking about famous people and giving reasons
- Exchanging ideas about predictions related to the future in a group
- Reading about traditional costumes in different cultures
- Reading about workplace ethics and finding specific information
- Reading about science fiction after predicting answers
- Using vocabulary related to styles and clothes
- Using vocabulary related to computers and technology
- Writing instructions for designing a logo
- Writing a report after interviewing family and friends
- Writing an application form applying for a job

- A little
- More
- The most

C. Which areas of English would I like to improve in?

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Pronunciation

- Yes
- No

MODULE 4

1
2
3
If you are happy, write



You will be able to:

- listen to a specialist talking about the origin of writing
- predict the meaning of new vocabulary items
- read about different ways of writing in the present and past
- write down conditions using the First Conditional
- take part in a debate about sending letters or emails
- talk about communicating without speech or writing
- write proverbs about communication in either English or Arabic

Project: An email in hieroglyphics

te about it!

الْعِلْمُ صَيْدٌ وَالْكِتَابُ تَرْقِيَةٌ
قَدْ صَيَّرَكَ بِالْحَبَالِ الْوَاتِقَةَ

Before you start

Look at the photos. Do you know any languages that use these alphabets? In which countries are these languages used?

1  Listen to a specialist talking about the origin of writing. Take notes. Then, put these questions in the same order as their answers appear in the text.

1. What are hieroglyphics and who used them?
2. What did civilisations do to develop faster in the past?
3. What are the new systems for writing?
4. Which civilisations were the first to communicate by writing?

2  Listen again and check your answers in pairs.

3 Read the Listening Strategies.

Listening Strategies: Words in context

- Before you listen, read the words carefully so that the pronunciation is familiar.
- Think about the words. Try to identify as much detail as you can. Are they verbs, nouns or adjectives? Are they singular or plural? If they have capital letters, what does that tell you?
- Listen out for each word and concentrate carefully on its context, as well as on the general meaning of the text.

4  Following the Listening Strategies, listen to the words below in context. Try to guess their meanings.

primitive, efficient, Sumerian,
ancestor, to communicate,
hieroglyphics, mode

5 In a group, make a list of the languages you can speak and write. Which is the most difficult? Which is the easiest?

Language	Spoken	Written

Writing and communication



Before you start
What do you do if you want to post a letter?

Reading

- 1 Read the text. Which came first: the alphabet, hieroglyphics or cave painting? How do you think people will communicate in twenty years' time?
- 2  Listen to the words below in context. Try to guess their meanings.

clay, government, suitable, light, portable, papyrus, messenger, to collapse, private



A short history of written communication

When people talk about the most important developments of civilisation, they usually mention writing. Writing makes it possible for people to send messages over long distances and across time.

Imagine living on Earth 30,000 years ago. If you are good at drawing, you will cover the walls of your cave with paintings of your hands. If you are a good hunter, you will draw the animals you've hunted to show people. Such drawings are among the earliest examples of 'writing'.

Thousands of years pass, and writing moves from drawings to hieroglyphics and then alphabets. As written language develops, people realise they can communicate with other people further away. They want to send letters. But if you want to send a letter, you should use a postal service.

The earliest example of a postal service was found in ancient Egypt – a clay letter nearly 4,000 years old. The first government postal service began in China about 3,000 years ago, but people still needed something suitable to write on.

Then, 2,500 years ago, the Egyptians discovered a light, portable writing material: papyrus. Soon afterwards, messengers on foot or horseback carried messages in Egypt and China. During the reign of Augustus Caesar (27 BC–14 CE), the Romans organised Europe's first postal service, but after the Roman Empire collapsed, the service stopped.

In the late Middle Ages, private postal systems carried personal and business mail. People still send letters today, but if they want others to get their news right away, they send an email.

3 Read the text on page 38 again. Then answer the following questions.

1. How do you think cave painting helped us understand the lifestyle of the civilisations in the past?
2. In your opinion, how did the post office help people in the 60s communicate better? What's the role of the post office nowadays?

Grammar

First Conditional

1 Match the sentence beginnings (1–4) with their endings (a–d) then write them down in your notebook.

1. If you want to know more about communication by writing,
 2. If you read this article,
 3. If you are a caveman that is good at drawing,
 4. If you want to send a letter,
- a. you may decide to cover the walls of your cave with paintings of your hands.
 - b. you should use a postal service.
 - c. you should read this short history of writing.
 - d. you will want to know more about this subject.

2  Read and complete the text about reading tracks in the desert. Then, listen and check your answers.

notice

will

have to

will know

see

want

If you (1) _____ to discover the desert and experience the life of the Bedouins who live there, you (2) _____ visit the Wadi Rum desert in Jordan. If you
5 spend enough time there, you (3) _____ soon be able to read and understand the surface of the sand like a book.

If you (4) _____ eaten grass and a disordered surface of the sand, you will
10 know that a herd of sheep had passed from there. You will also (5) _____ the difference between a young traveller's footprint and that of an older one. If you see wavy lines in the sand, you (6) _____
15 then that a snake was there not long ago.

3 Complete the statements and questions using the correct form of the verbs in brackets.

Example

What will you do if it rains tomorrow?

1. What (you / do) if it (rain) tomorrow?
2. If you (want) to learn Chinese, you (have) to study hard.
3. (you / help) me with my French homework if I (help) you with the dishes?
4. My sister (not go) to the theatre with us if she (not finish) her English homework.
5. Dad (tell) us where to find this information if we (phone) him.
6. If you (hurry) up, you (get) to the post office before they close.

4 Read the story below. Work in groups to make conditional sentences about the story.

Omar is a very hard-working student and he loves going to school. However, one of his classmates sitting next to him keeps bothering him and can't let him focus in
5 class. Omar's grades begin to drop, and his parents are not happy with his performance anymore. One day, Omar decides to send an email to the headmaster explaining the situation so that his classmate stops
10 bothering him. What do you think will happen if Omar sends the email? What if he doesn't send it?

Example

- A: If Omar sends the email, the headmaster will change Omar's place in the classroom.
- B: If Omar doesn't send the email, his grades will keep on dropping.

5 Make a chain of five conditional sentences using one of the beginnings as your starting point.

Example

If I study hard, I will get into university. If I get into university, I will study hard. If I study hard, I will get a degree. If I get a degree, my parents will be very happy. If my parents are very happy, I will be happy too.

1. If I study hard, ...
2. If it doesn't rain tomorrow, ...
3. If I convince my parents, ...

6 Read the Speaking Strategies.

Speaking Strategies: Responding in discussions

- Listen carefully to each other when working in pairs to make the discussion more effective.
- A good way to show that you are listening carefully is to respond to what your partner is saying. This can be by asking a relevant question or saying something like, 'Oh, really?', 'I agree' or 'Me too!'. You can also use facial expressions like gestures, eye contact and nodding.

7 Work in pairs. Ask and answer the questions about your day tomorrow, following the Speaking Strategies.

- How will you feel if you have an exam?
- What will you do if you have too much homework?
- What will happen if you go to bed too late?
- What will you do if you can't get to sleep at night?



Over to you . . .

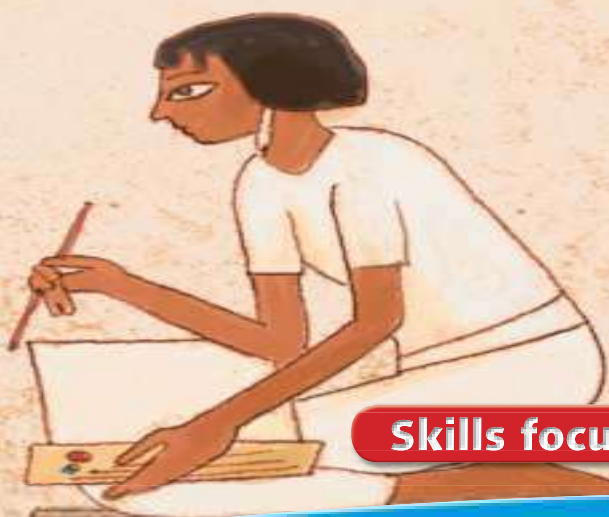
8 In pairs, complete the table with conditional phrases.

	You	Your partner
I will play football this weekend if...		
I will go to the public library tomorrow if...		
If I listen to my parents...		

Example

I will play football this weekend if I don't have any homework.

9 In a group, have a debate about sending letters or emails, based on the statement 'It is a waste of paper and money to send someone a letter, not an email.' Use expressions like the ones on page 7, exercise 7, as well as other expressions like *What if ...?*; *I'd agree with you if ...*; *If you are talking about ..., then ...*, to agree or disagree.



Skills focus

How the Egyptians wrote



Before you start
Look at the picture. Who are these people? What are they doing?

- 1  Listen to the words below in context. Try to guess their meanings.

temple, scribe, to represent, figure, combination

Find the words

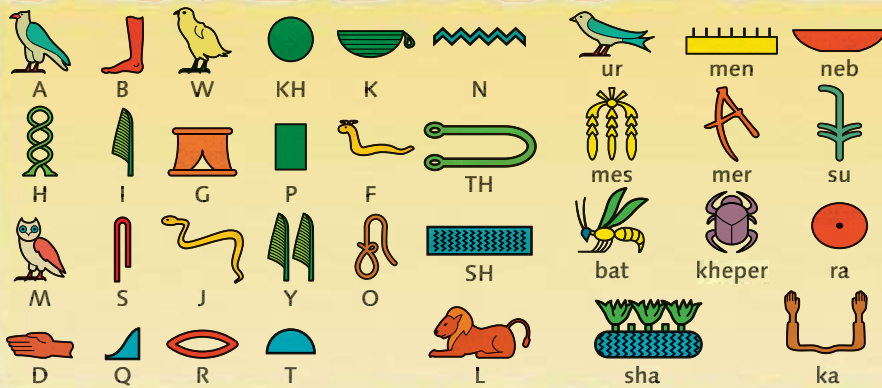
- ▶ To be a symbol of something
- ▶ A person in the past who copied out documents
- ▶ The act of joining two or more things

READING

2 Work in pairs. Try to answer these questions before reading the article.

1. In which country was hieroglyphic writing originated?
2. In which direction do you think hieroglyphic writing was read?
3. Do you think there are any communities still using hieroglyphic writing today? Explain.

3 Now, read through the article and check your answers.



Hieroglyphic writing used symbols or pictures to represent objects. People wrote hieroglyphics in rows or columns. In the case of rows, you can read **them** from left to right or from right to left. You must look at the human or animal figures to work out which direction to read. (They always face

20

25

towards the beginning of the line.) In the case of a column, you must read from top to bottom.

30 Hieroglyphic symbols are divided into alphabetical signs that represent a single sound, and signs that represent a combination of two or three consonants. There were also 'word-signs'. These are pictures of objects. There were at least 700 symbols, and each symbol had up to three meanings. Also, a symbol could represent just one sound or it could represent the picture it showed. Our writing system today is much simpler!

35

The Egyptians developed writing about 6,000 years ago. Scribes were among the few people who could read and write. **They** decorated their temples with hieroglyphics, which Egyptians called 'the words of God'. The Egyptians developed hieroglyphic writing at the same time as Sumerian writing was developed on soft clay. However, the Egyptians didn't write on clay; **they** wrote on papyrus, wood and rock walls.

5

10

15

The Egyptians were the first to use writing in everyday life. That is how **they** found that hieroglyphics were great for decorating temple walls, but not very useful in daily business. For these more common activities, people used a simpler script, called 'hieratic'.

4 Answer the following questions.

1. What do the pronouns in **bold** refer to?
2. What do the underlined words in the article mean?
3. Do you agree with the article that our writing system today is much simpler? Why / Why not?
4. Do you think that, in the future, new writing systems might be developed and be even simpler than the one we have today? Justify your answer.

5 What can you remember? Cover the text and correct the false information in the following sentences.

1. The Egyptians developed writing about sixteen centuries ago.
2. Scribes decorated their temples with clay.
3. Before they discovered papyrus, the Egyptians wrote on clay.
4. People wrote hieroglyphics only in rows.
5. You should read symbols in columns from left to right.
6. Symbols could have more than one meaning.

LISTENING

6 Listen to the text about writing and choose the correct answers.

When someone writes lightly, he is...	nervous	tolerant	calm
A pencil can draw a line that's...	55 km long	55 m long	5.5 km long
Red ink shows that someone is...	sociable	dominant	powerful
You can see the writing on a pencil when...	you use the right hand	you use the left hand	you use both hands
Writing using attached letters means you are...	cautious	careless	artistic

7 Now, listen again and check your answers.

**SPEAKING
AND WRITING**

8 Choose one of the civilisations that created its own system of writing. Imagine you are one of the earliest writers of the system. Explain its importance to a partner.

Example

Hello! I'm a caveman. If I want to tell my friends that the hunting is good here, I have to leave them a message. If I want to leave them a message, I have to do it on the walls. If I draw the animals we can find here, my friends will know what to hunt...

9 Create a new writing system in a group. Decide if it is based on ideograms, pictograms, hieroglyphics or sounds. Write a short message to the class. Then, exchange your work with another group and write a short paragraph giving your constructive feedback about the other group's writing system.



Translating proverbs



Before you start

What do you think proverbs can tell us about the place they came from? Can you think of any Jordanian values expressed in Arabic proverbs?

- Actions speak louder than words.
- Speech is silver, but silence is golden.
- Words cut more than swords.
- Wrong hears, wrong answer gives.
- Brevity is the soul of wit.

- الأفعال أعلى صوتاً من الأقوال.
- إذا كان الكلام من فضة فالسكوت من ذهب.
- الكلام أقطع من السيوف.
- من أخطأ السمع أساء الإجابة.
- خير الكلام ما قل ودل.

Writing Strategies: Translating proverbs

- Read the proverb carefully and try to understand the general meaning.
- Do not translate the proverb word for word because the translation of proverbs might have a different structure in the other language.
- When you do the translation, make sure you maintain the gist of the proverb.

- 1 Work in a group. Take it in turns to act out a proverb of your choice without speaking or writing. You may choose from the list above.
- 2 Discuss how we would communicate with each other without speech or writing.
- 3 Read the Writing Strategies. Then, answer the following questions.
 - Write down any proverbs you know about communication in either English or Arabic.
 - Following the Writing Strategies, translate the proverbs.
 - In what ways is it useful to be able to communicate in more than one language? Write your answer in a short paragraph, using linking words for coherence.

Language Development

1 Complete the sentences with the phrases from the box.

will match must give may want should take can don't allow will be

1. If you do your homework on the computer, it _____ quicker.
2. You _____ use my dictionary if you want to check the meaning of these words.
3. If you are still in pain, you _____ the medicine that your doctor prescribed.
4. Fadia will not watch TV tonight if her parents _____ her.
5. If you want to find more information about science, you _____ to use this encyclopaedia.
6. If we paint this wall purple, it _____ the new furniture.
7. If you see an old person standing on the bus, you _____ up your seat to them.

2 In pairs, complete these sentences. Then share your responses.

Example

A: If you get good grades, you will feel very happy.

B: Yes, I will.

A: What will you do if your friend has a problem?

B: If my friend has a problem, I will ask my parents for advice.

1. If you get good grades, ...
2. What will you do if ...?
3. If you get angry, you ...
4. You will feel bad if ...
5. If you get into trouble, you ...

What do you think?

Read the quotation.
Translate it into Arabic.

"If you talk to a man that is wiser than you, don't be angry with him if he does not agree with you."

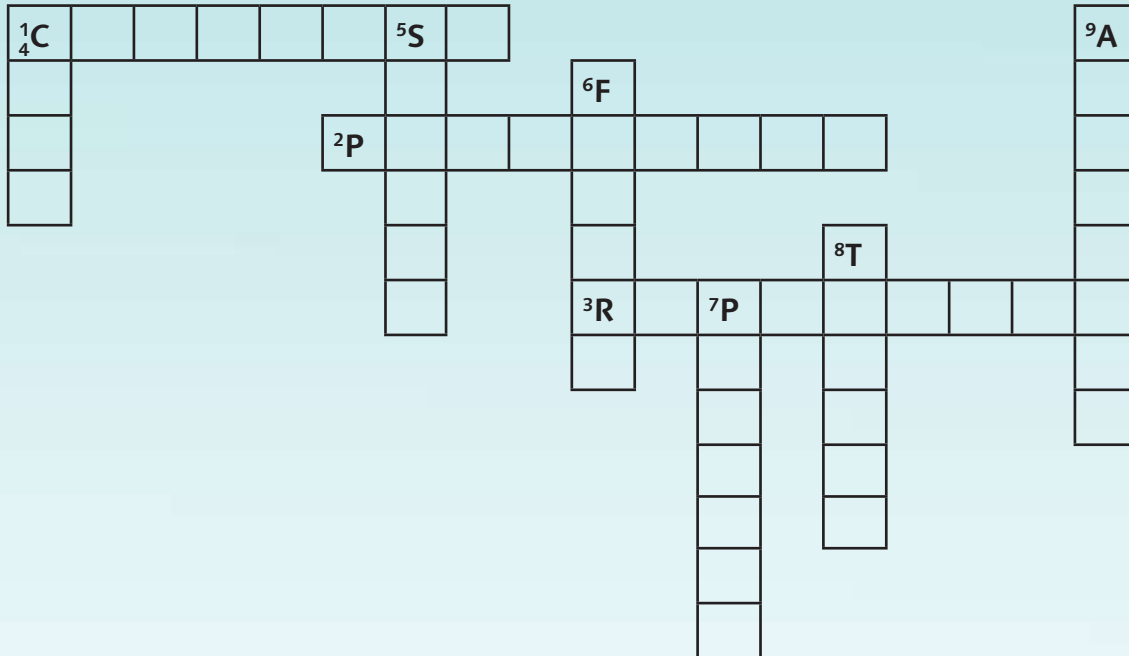
The Vizier
Ptah-Hotep

3 There is one mistake in each definition. Correct it and match the definitions with the words.

Word	Definition
1. efficient	a. the act of separating two or more things
2. communicate	b. used in a disorganised way
3. combination	c. a person who receives a message
4. messenger	d. to exchange information with yourself

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. When a building falls down suddenly
2. A very old time in history
3. To have a particular meaning of something

Down

4. A hard sticky earth used to make pottery
5. Someone in the past who was employed to make copies of written documents
6. A person or an animal's shape
7. A type of paper used in Ancient Egypt
8. A place of worship in Ancient Egypt
9. Someone in your family, who is generations older than you



Research box

The Rhind Papyrus is one of the oldest known mathematical documents. It contains 84 mathematical problems and their solutions. It also provides a clue to the Ancient Egyptian value for π . Who was the scribe and when did he copy it?

An email in hieroglyphics

PROJECT

A Your first assignment

In pairs:

- Decipher the email using the alphabet on page 42. Try to write it in English.
- Discuss with your partner any problems you face.

Your task is ...

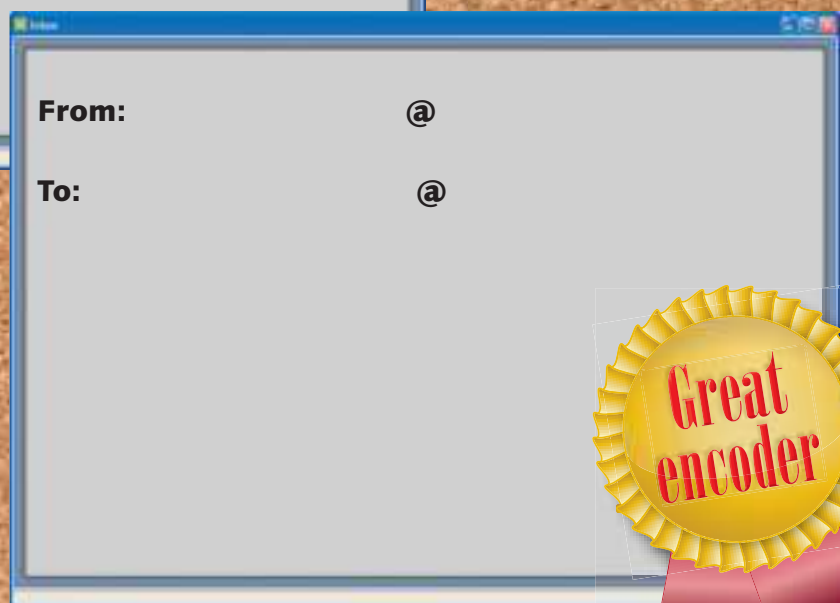
To write an email in hieroglyphics.

B Your second assignment

- Write a short email in English. Then rewrite it using Egyptian hieroglyphics.
- When you have finished, give it to another pair of students to decipher.

Before you start

The Egyptians developed hieroglyphics around the year 4000 BC. At the time, only scribes could use hieroglyphics, but now that they have been deciphered, anybody can use them. Read the email and then go to your task.



MODULE
5

Money doesn't bring



You will be able to:

- listen to people and experts talking about money
- predict the meaning of new vocabulary items
- talk about possessions and lifestyle using quantity words and expressions
- read an article about the Red Crescent
- write an argument about ways to help people in need
- talk about your argument

Project: A charitable campaign



happiness

Before you start

What is most important to you: to have lots of money; to be healthy; to have a happy family; or to have a lot of friends?

1  Listen to a conversation about money. What three reasons does Dr Zaher Ibrahim give to argue why money doesn't make us happy? Do you agree with him?

2  Listen to the words below in context. Try to guess their meanings.

to borrow, to earn, to save,
to make (money), possessions

3  Listen again to Dr Zaher Ibrahim and complete the sentences using some of the key words from exercise 2.

1. Although people know that money won't make them happy, they keep working ___ money they don't need.

2. People continue ___ money from other people to buy new things.
3. People want ___ and be richer than the people around them.
4. When we make money the centre of our lives, we end up with a lot of ___ but feel unhappy.

4 The words in the box relate to money and the positive and negative values that can be associated with it. Find out the meanings for the words and then say whether they are positive or negative.

debt, wasteful, sensible,
bankrupt, stolen, thrifty, fraud,
generous, charitable, greedy

A *Assessment Tool 7*

A miser's final wish



Before you start

Do you save some of the money your parents give you or do you spend it all? How do you save it? What do you spend it on?

Reading

- 1 Read this story. Do you agree with what Mrs Lin did? Why / Why not?
- 2  Listen to the words below in context. Try to guess their meanings.

miser, bank note, penny, coffin, to lead (a life), ceremony, bank account, cheque



Mr Lin was a really hard-working man. Every day, he worked for ten or twelve hours and he slept for just a few. Mr Lin had only one purpose in mind: to make a lot of money, and to spend as little of it as possible. He was a miser.

As he did not trust in banks, Mr Lin kept all of the bank notes that he saved inside shoe boxes. Every night, before going to sleep, Mr Lin sat and looked at his money. One night, he called his wife and said: "When I die, I want you to take all of my money and place it inside my coffin. I want to take all of my money with me, even the few pennies

I have saved."

Mrs Lin, who was a very good wife and loved him in spite of the miserly life he was leading, said: "I promise you that when you die I will put all the money in the coffin with you".

One day Mr Lin died.

Mrs Lin was sitting next to her closest friend during the ceremony. When the ceremony finished and before the coffin was closed, Mrs Lin said: "Wait just a minute!"

She had a large shoe box with her. She stood up, went to the coffin, and placed the shoe box inside it. Then, the coffin was closed and buried.

Her friend said: "I hope you weren't crazy enough to put all that money in the coffin!"

"I'm a good wife," said Mrs Lin, "I promised him that I was going to put his money in that coffin with him, and I did it."

"You mean to tell me you put every penny of his money in the coffin with him?"

"Of course," said the wife. "I got it all together, put it into my bank account and then wrote him a cheque."

3 Read the story on page 50 again. Then, answer the following questions.

1. Do you agree with the statement 'to make a lot of money, and to spend as little of it as possible'? Why / Why not?
2. Do you think Mr Lin was wise enough to know how to use his money? Justify your answer.

4 Complete the sentences using one of the options.

1. Mr Lin wanted to have ... money.
a. a lot of b. a little c. a few
2. Mr Lin wanted to spend ... money as possible.
a. as much b. as little c. a little
3. Mr Lin also kept ... pennies inside the shoe boxes.
a. a few b. a little c. many
4. Mrs Lin didn't put ... bank notes inside the coffin.
a. a lot of b. a few c. any

Grammar

Quantity words and expressions

1 Complete the table with the following words. Then, add more nouns to the table.

miser money bank note penny
cheque gold

Countable nouns	Uncountable nouns
miser	money

2 Rewrite these sentences in your notebook using the words from the box.

any much a little a lot many

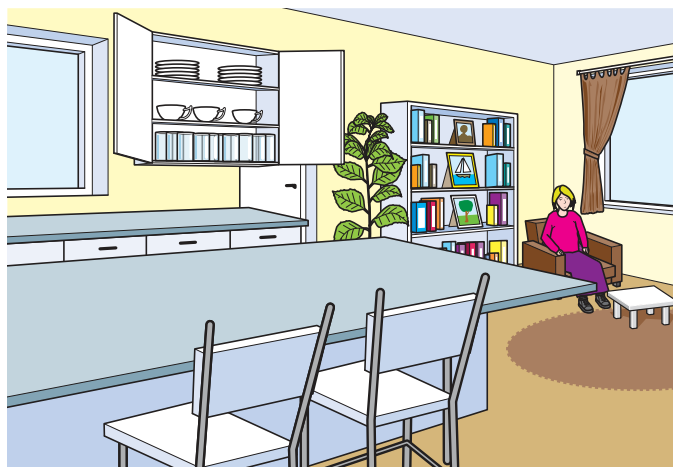
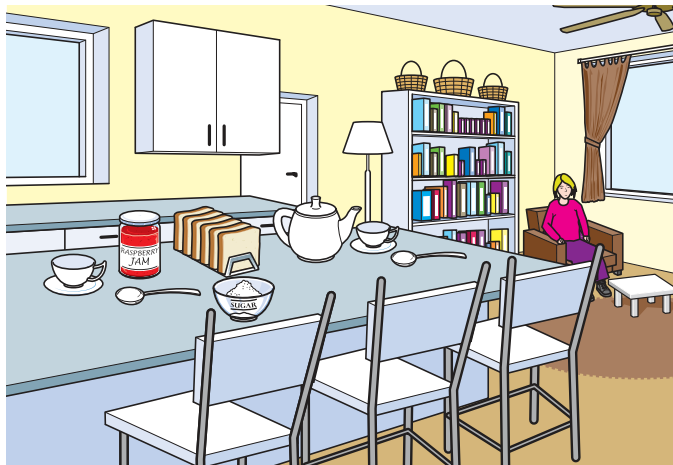
1. The market was very crowded.
There were _____ of people in the market.
2. The poor man had no money.
The poor man didn't have _____ money.
3. There were hundreds of delicious cooking smells.
There were _____ delicious cooking smells.
4. The poor man was hungry. He wanted a small amount of food.
The poor man didn't want _____ food.
He only wanted _____ food.

3 Find five meaningful words in the crossword puzzle. Then say which quantifiers from the box can go with these words. Each word might work with more than one quantifier.

much many some any a few
a little a lot of

e	t	s	c	h	e	q	u	e
h	t	f	s	s	y	o	i	e
b	a	n	k	n	o	t	e	k
y	x	i	o	i	r	t	m	m
g	t	f	n	v	f	i	i	s
r	i	l	p	q	f	o	o	d
c	h	o	c	o	l	a	t	e
l	g	m	o	n	e	y	y	s
h	o	n	i	b	j	d	p	l

- 4** Look at the first picture. Describe it using *some*, *any*, *a lot*, *a few*, *a little*, *many* or *much*.



- 5** Now, make notes on the differences between the two pictures in your notebook.

[illegible]

 *Over to you . . .*

- 6** Complete these questions using *How much* or *How many*.

1. ... TV programmes a month (watch)?
2. ... chocolate each week (eat)?
3. ... to the theatre each year (go)?
4. ... time reading the Holy Qur'an each week (spend)?
5. ... books a year (read)?
6. ... fresh juice every day (drink)?

- 7** Now, write your own questions using *How much* and *How many*. Use the following words to help you.

carpets curtains films friends
TV pocket money DVDs chocolate
magazines beds water flowers

Example

How much water do you drink every day?
How many carpets are there in your
bedroom?

- 8** In pairs, roleplay an interview asking and answering questions about possessions and lifestyle.



Skills focus



Volunteer! Save lives!



Before you start

Look at the pictures. Who do you think the people are? What do you think the objects in the other pictures are used for?

Find the words

- 1  Listen to the words below in context. Try to guess their meanings.

aid, ambulance, disaster, federation, medic, neutrality, suffering, volunteer

- ▶ A vehicle for carrying sick or injured people
- ▶ A sudden event that kills people or causes a lot of damage
- ▶ A type of soldier who gives first aid during battles

Reading Strategies: Predicting answers

- You probably know something about the topic of this article before reading it.
- Think carefully about the questions in exercise 2. Even if you don't know the answer, try to guess what it might be. Will the answer be a country, date, number or fact?
- If you have thought carefully about the questions in advance, finding the real answers becomes much easier.

READING

2 Following the Reading Strategies, answer these questions before reading the article.

1. How did the Red Crescent get its name?
2. Why is the Red Crescent important to the International Federation?
3. What does the Red Crescent do to help people?

3 Now, read the article and check your answers.

The Red Crescent

In 1877, the Ottoman Empire went to war with Russia. The medics **who** took care of the wounded soldiers on the Russian side marked their ambulances with a red cross. This was the symbol used by all countries to protect medics during battles. However, the cross reminded the Ottoman Empire of previous wars against
5 soldiers carrying a similar flag. So the Ottoman officials used a red crescent to mark their ambulances instead. Some time later, other Muslim countries accepted this symbol, and it was formally adopted in 1929. So far, 33 Islamic countries have recognised the Red Crescent.

The Red Crescent Society is part of the International Federation of Red Cross and
10 Red Crescent Societies. This is a huge organisation **that** has 97 million members, volunteers and supporters in 187 National Societies. Red Crescent societies are important to the International Federation, as they have developed guidelines **that** include non-Western traditions.

Today, the Red Crescent is very important in responding to disasters such as
15 earthquakes or fires, as well as providing aid to developing countries. A key principle of the organisation when providing this aid is neutrality. Red Crescent volunteers work to prevent suffering for everyone – regardless of nationality, race, religion or gender.

4 What do these relative pronouns refer to?

1. **who** (line 1)
a. soldiers b. ambulances c. medics
2. **that** (line 10)
a. members b. organisation c. 97 million
3. **that** (line 12)
a. traditions b. organisation c. guidelines

5 Read the article on page 54 again and answer the questions.

1. What is the most important objective that the Red Crescent has which distinguishes it from other organisations?
2. Name other organisations that you know of in Jordan, which help people in need. What do they do?
3. What qualities do you think one should have to volunteer with the Red Crescent?

LISTENING

6  Listen to this doctor talking about first aid. Identify his attitude, then complete the following table in your notebook.

First aid			
Problem(s)	Cause(s)	Effect(s)	Solution(s)
			

SPEAKING

7 Read the Speaking Strategies. Then, think of a project to help the people in need in your city. It can be a poor neighbourhood, children in hospital or children in orphanages, for example. What do they need? What can you and your classmates do to help them? How can you convince your classmates to help them?

Speaking Strategies: Arguing persuasively

- Make your arguments simple and clear.
- If you can, give facts and examples.
- Think of relevant reasons to back up your arguments. Use expressions like 'because' and 'the reason why'.
- Be practical. What can you and your classmates do to help? If your ideas are too complicated, people won't feel able to help.

WRITING

8 Write down your arguments from the previous exercise and practise saying them. Use linking words for coherence.

Agreeing and disagreeing

Before you start

Look at the posters. Have you ever donated any books, DVDs or clothes? Who to?



- 1 Listen to the dialogue. Mark the expressions the girls use. Which show agreement? Which show disagreement?

Well, if you ask me...
OK, but...
You're right!
That isn't strictly true.
Absolutely!

That's true!
Yes, perhaps. However, ...
You've got a point there!
I suppose..., but...
To a certain degree...

- 2 Bring out the notes you wrote in the previous lesson. Practise your arguments again and think about how you might use the expressions from the box to respond to other groups' arguments.
- 3 Present your argument to the rest of the class. As you listen to other groups' arguments, think of one or two questions you would like to ask in order to find out more about their project.
- 4 Have a short debate about each project. Then, take part in a vote to decide which one to launch. Be prepared to give reasons for your choice.

Language Development

- 1 Complete this dialogue with *some, any, a lot, a little, much* or *many*.

Jamil: Do you know an institution called Takaful?

Hakim: Yes, I know (1) _____ about this organisation.

Jamil: Can you give me (2) _____ information about it? Who works in it, and what do they do?

Hakim: So (3) _____ people joined the organisation since its foundation in 2011. Its main purpose is to encourage unity and team work in society. Volunteers establish a cultural and social bond to work together and help and support others. There are almost 15,000 volunteers helping out.

Jamil: Thank you so (4) _____, Hakim. I didn't have (5) _____ idea about this organisation before.

Hakim: (6) _____ help from friends is always useful!

- 2  Now, listen to the dialogue and check your answers.

What do you think?

Read the quotation. Translate it into Arabic.

"True charity is the desire to be useful to others without thought of recompense."

Emanuel Swedenborg

- 3 In pairs, ask and answer questions using *How much...?, How many...?, a few, not many, not much, a little, or a lot of*.

Example

A: How many books do you read a month?

B: Only a few. / Not many.

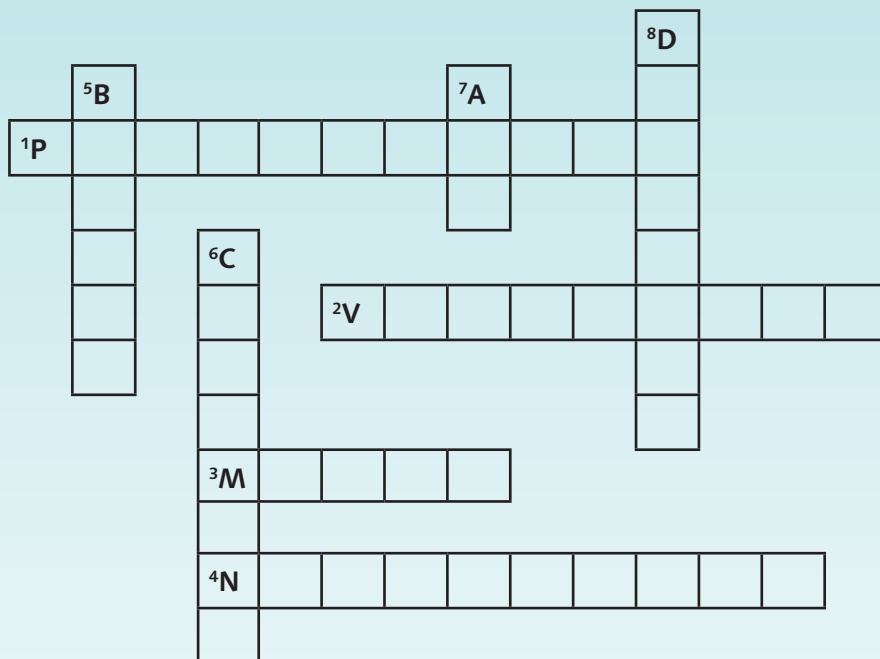
- ... books a month (read)?
- ... chocolate a week (eat)?
- ... pizzas a month (have)?
- ... money on petrol a month (spend)?
- ... time learning English a week (spend)?
- ... concerts a year (go to)?
- ... tea every day (drink)?

- 4 The phrases in Column B are clues that help you guess the word in Column A. Can you guess all the words? The first letter of each word is given to you.

A	B
1. c_____	- a piece of paper - relating to money
2. m_____	- a soldier in battle - first aid
3. a_____	- relating to hospital - a kind of vehicle
4. e_____	- relating to money - another word for 'to receive'
5. v_____	- a person - relating to helping without being paid

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. Things belonging to a person
2. A person who freely offers to take part in something or undertake a task
3. Someone who has a great desire to have money and hates to spend it
4. The state of not supporting either side in an argument or war

Down

5. To take something from someone and return it after having used it for a short time
6. A formal celebration of a particular event
7. Help, assistance or support
8. A terrible event that causes great damage



Research box

Which is the oldest of all forms of money? It dates back to 9000 BC and people still used it in parts of Africa in the middle of the 20th century.

A charitable campaign

PROJECT

Before you start

Find a large sheet of cardboard, coloured paper, scissors, marker pens, a glue stick and blue tack.

Your task is ...

To launch a charitable campaign.

DONATE USED BOOKS APRIL 1-30



Paperback and hardback books
(in good condition)
for Adventure Summer Camps
Used Book Sale to be held on 2nd May
COLLECTION LOCATION Grade 9 Classroom

Adventure Summer
Camps

A Your first assignment:

In a group:

- bring out your notes on the charity in Jordan you decided to support.
- make your poster. Use this as an example.

B Your second assignment:

- Show your posters to the class and explain why you chose your charity.
- As a class, discuss whether you could use any of the suggested ideas to raise money for an existing charity in Jordan.

Expert
Fund-raiser

They have made imp



You will be able to:

- listen to a specialist talking about discoveries
- predict the meaning of new vocabulary items
- talk about exploration using the Present Perfect Simple and the Past Simple with *for* and *since* and time expressions
- read a magazine article about a lifetime experience
- talk about your feelings in a journey
- write a letter to a friend

Project: Discover a country

3

4

Important discoveries!

Before you start

Look at the pictures. Can you identify the places? What interesting discoveries do you think have been made there?

- 1  Did your journey to school take a long time today, or not? Listen and find out about a journey your ancestors made. How fast did they travel?

- 2  Listen to the words below in context. Try to guess their meanings.

root, seed, progress, generation,
pace, trail, continent,
to wander, to advance

- 3  Read the Listening Strategies. Then, listen to the figures below. Try to write them down.

Listening Strategies: Listening to figures

- Listen to the figures carefully.
- While you listen, follow with the numbers written on the page.
- Focus on the group of numbers on the left of the comma.
- Try to write down the number as you hear it.
- If you can't write it down, repeat the number to yourself until it is clear in your mind.

1,000 5,500 25,000 100,000
250,000 1,000,000

- 4 Which two important discoveries helped our ancestors to cross continents? Discuss with a partner.
- 5 Look at a world map and find the Bering Strait.

Across continents



Before you start

What do you enjoy about travelling? How do you think travel today compares to how it was in the past?

Reading

- 1 Look at the title of the text below. Do you think Scott won this race? Which continent do you think he was going to?
- 2  Listen to the words below in context. Try to guess their meanings.

blizzard, condition, expedition, explorer, exposure, frostbite, pioneer, tragic

- 3 Read the text. What problems did Scott face on his journey to the South Pole? Write a summary about these problems and discuss Scott's journey with a partner. Refer to the map on page 87 to locate the places mentioned in the text.



Scott's race to the pole

For the past century, people have admired Robert Falcon Scott – a pioneer who attempted to be the first person to the South Pole.

In 1910, Scott led his second expedition to the Antarctic. He and his crew arrived in January 1911 and set up camp in McMurdo Sound. As they travelled south, they met awful conditions. Their sledges and ponies could not cope. Even the dogs had to turn back. Eventually there were just five men left – Scott, Wilson, Oates, Bowers and Evans. They battled on, but when they reached the South Pole on 17 January, 1912, they found a small tent with a Norwegian flag. The Norwegian explorer Roald Amundsen reached the pole a month before Scott.

Like all people who have been beaten, the men were extremely disappointed when they started their return journey. They struggled through blizzards. Evans died in February and then Oates, who had severe frostbite, walked out into the freezing conditions on his thirty-second birthday. He didn't return. The remaining three men finally died of starvation and exposure on 29 March, 1912. Tragically, they were only twenty kilometres from a food supply. Eight months later, a search party found their tent and their diaries. Their notebooks, letters and diaries described the tragic events.

Since then, Scott's bravery has been greatly admired by the British people, and he has become a national hero.

4 Answer the following questions related to the text on page 62.

1. Why do you think Scott went on a journey to the South Pole?
2. Do you think Scott deserves to become a national hero? Why / Why not?

Grammar

The Present Perfect Simple with *for*, *since* and time expressions

1 Answer the questions with *for* or *since*.

1. How long have you known your best friend?
Since I was five.
2. How long have you lived in this town?
_____ 2007.
3. How long has she known Jaber?
Oh, _____ many years.
4. How long have you been here?
_____ eight o'clock!

2 Copy and complete the table with the time expressions.

he was 21 ten minutes 1910
an hour three days two weeks
January last winter Friday
six months ten o'clock many months
over a year a million years

<i>for</i>	<i>since</i>
ten minutes	

The Present Perfect Simple and the Past Simple

3 Read the text and fill in the gaps using the time expressions from the box.

Since 1 hour and 48 minutes
in the 20th century When
on 12 April 1961 In 1968
when he was 21

Yuri Gagarin was a Russian space explorer (1) _____. He became the first person in space (2) _____. He became a pilot (3) _____, but because he was daring and skilled he was chosen to have space training. The flight in the spaceship Vostok lasted (4) _____. During that time, Gagarin circled Earth. (5) _____ he returned, he became a national hero for the Russian people and was famous throughout the world. (6) _____ his famous trip into space, many monuments have been built in his name. (7) _____, he died in a plane crash.

4 Make five sentences using the Present Perfect Simple choosing components from each column.

Tom	has	been	many countries.
		finished	the race.
There	hasn't	been	a great time.
		had	any bad weather.
		visited	a change in the plan.

- 5 Complete this letter from a sailor, using the Past Simple or the Present Perfect Simple forms of the verbs in brackets. Refer to the map on page 87 to locate the places mentioned in the letter.

My dear mother,

I am sorry that I (1) haven't written (not write) to you for many months.

Our journey has been exciting and I (2) _____ (see) many new lands and met their people since we left Plymouth in August. For two weeks now we (3) _____ (not see) land. We (4) _____ (leave) the island of Tahiti several days ago.

One of the crew (5) _____ (be) ill for three days now. I think he ate some strange vegetables when we (6) _____ (be) on one of the other islands. I (7) _____ (be) well since we've been on the ship. We are now sailing towards the east, exploring this huge sea. We hope we will find the new southern continent.

What (8) _____ they _____ (write) in England about our voyage since our departure? What do they say about Captain Cook? He is a brilliant navigator and scientist.

Best wishes,
Tom



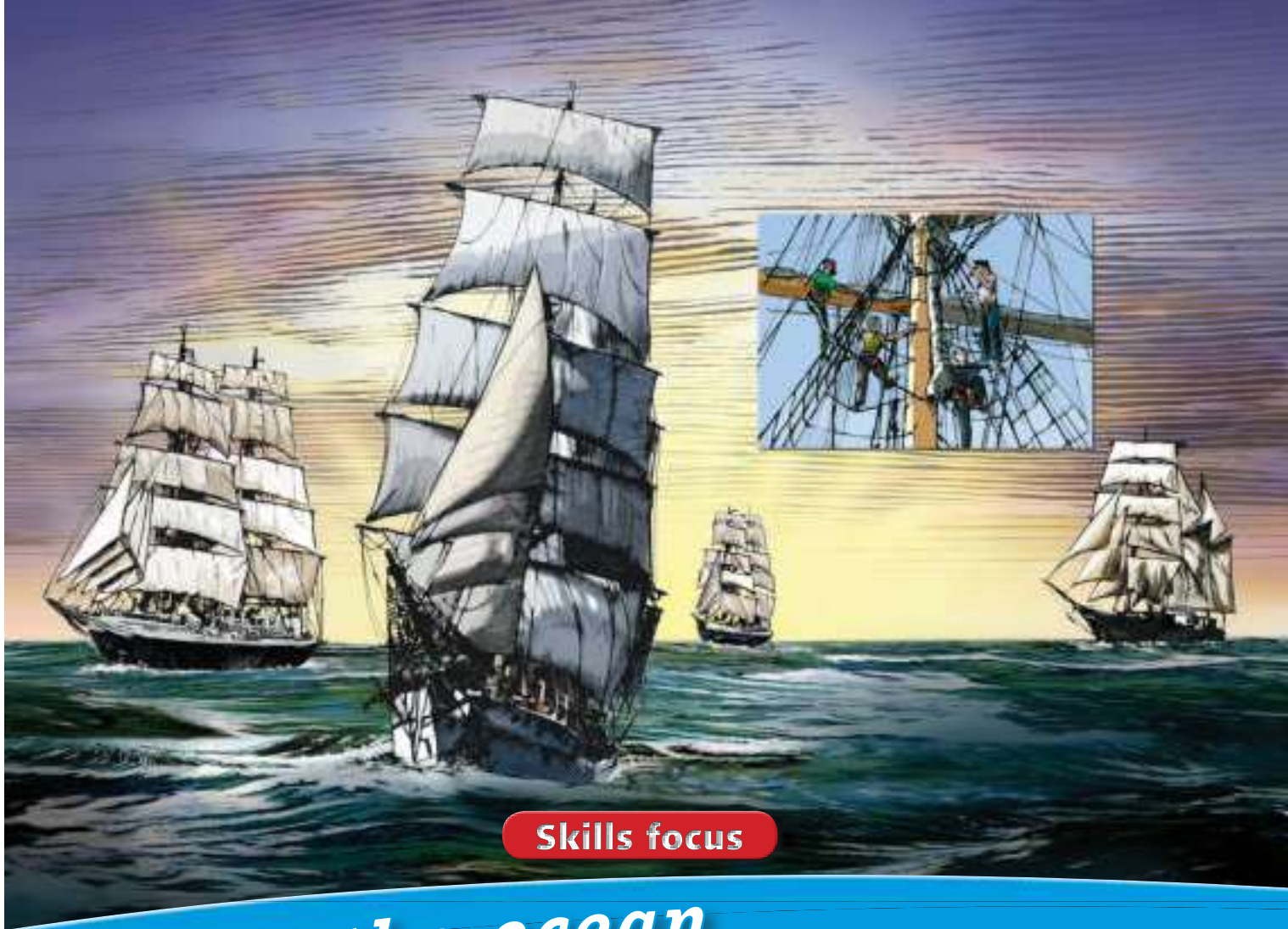
Over to you . . .

- 6 In pairs, roleplay an interview asking and answering the questions below. When you reply, you may choose from the words in the box.

yesterday (two) days ago last week a month ago
(six) months ago a year ago (eight) years ago for (a few) hours
for a day for (three) days for a week for a fortnight
for (three) weeks for (two) months

1. Have you ever travelled to a big town?
2. When did you go?
3. How long have you stayed there?
4. Did you make any interesting discoveries?

- 7 Make notes and write a short article based on your partner's answers. Then, exchange your notebook with your partner to edit each other's articles.



Skills focus

Over the ocean

Before you start

Look at the pictures. What do you think they are about?

Find the words

- 1  Listen to the words below in context. Try to guess their meanings.

crew, enthusiast, to plot, port, rigging, sailing, training, vessel, race

- ▶ An event in which people try to be faster than each other
- ▶ What you get when you learn new skills to do something
- ▶ To show something on a map

- 2 Look at the heading of this magazine article. What would you describe from your own life as 'the experience of a lifetime'? Read the text to find about other teenagers' adventures. Refer to the map on page 87 to locate the places mentioned in the article.

THE EXPERIENCE OF A LIFETIME

THE TALL SHIPS ATLANTIC CHALLENGE IS ONE OF THE BIGGEST EVENTS OF THE YEAR FOR SAILING ENTHUSIASTS

The race started in 1953, when 20 ships sailed from southern England to Portugal. Since then, it has become bigger and bigger and is now one of the most popular events in the sailing calendar.

The ships in the 2009 Atlantic Challenge were traditional vessels with sails and rigging. They came from Europe, North America and even Uruguay in South America. Their 130,000-km trip took five months to complete, and involved over a thousand crew members and visits to seven ports and five countries.

Most of the people on the ship were teenagers on sail-training programmes led by experienced sailors. They had an amazing trip that took them from Spain to the Canary Islands, and then across the Atlantic to Bermuda. After the ships reached the USA, they raced on to Nova Scotia. The final part of the

race, which was over 43,500 km, took a month.

During the race, the crew reported its progress to the organisers. They did this twice a day, at 6 a.m. and 4 p.m. UK time. The ships' positions were then plotted on a map, so that families and friends could follow their progress. At each port on the route, there were spectacular celebrations when the ships arrived.

Patrick Kelly, a teenager on one of the first ships to arrive, said: 'I wanted to go on a new and exciting adventure. This really has been the experience of a lifetime! Since I've been on this ship, I've made lots of new friends and I've discovered a lot about the countries on our route and about myself, too. This has been the longest that I've ever been away from home, so the best part for me was just now, when we sailed back into Belfast!'



3 Read the article on page 66 again and answer the questions.

1. What kinds of ships took part in the Atlantic Challenge?
2. Who were the crew members on the ships?
3. According to the article, what locations did the ships pass by?
4. Why did the organisers plot the ships' positions twice a day?
5. In your opinion, what kind of personality does Patrick Kelly have? Justify your answer.

LISTENING

4 Match the words from the table below with the pictures. Then, listen and check your answers.

Example 1.c. calendar



1. calendar	2. yacht	3. sails	4. rigging	5. crew
6. coast	7. map	8. celebration	9. parachuting	10. ship

**SPEAKING
AND WRITING**

5 Imagine that you are going to travel across the Atlantic Ocean on a traditional ship, with sails and rigging. The journey takes at least a month. Tell your partner how you would feel about the journey, giving reasons. You may use some of the adjectives from the box below to describe your feeling. Then, write two short paragraphs describing the journey. Use linking words for coherence.

amazed excited frightened terrified fascinated

Example I'm frightened because this is a new experience for me.

Writing a letter

Before you start
What are Al Idrissi's major achievements? Read this article to find out.

Al Idrissi

Famous for his achievements in geography and exploration, Al Idrissi was born in 1100 in Sabtah, which is a city in North Africa. His noble ancestors come from Hassan Ibn Ali, who was the grandson of Prophet Mohammad, Peace Be upon Him. He received his education in Cordoba and Marrakesh and dedicated his life to
5 doing research and studying geography.

Al Idrissi used his knowledge to make maps and write books like encyclopaedias about Africa, the Indian Ocean and the Far East. He spent many years working for the King of Sicily and made the best map of the world at that time. In his atlas, he used various codes and colours to indicate countries, geographical features and climates.

10 He strongly believed that the world was not flat, but spherical. Al Idrissi wrote about explorers from North Africa who sailed far and eventually reached an island. This helped Columbus in his journey westward when he was trying to reach India. Al Idrissi's success is so important that his achievements are remembered even after centuries have passed.

1 Discuss the following questions with your partner and write notes:

- Why do you think the map Al Idrissi made was the best at that time?
- In your opinion, what is the most important achievement that Al Idrissi made? Explain.
- Why do you think Al Idrissi believed that the world is spherical?

2 Imagine you are Al Idrissi and you want to tell a friend about your achievements.

Following the Writing Strategies, write them a letter explaining that you haven't been in touch with them because you were busy. Use the letter on page 64 as a model. Then, edit the letter for clarity, coherence and format.

Writing Strategies: Structuring an informal letter

- For close friends and family, letters should always begin with 'Dear ...,' or 'My dear ...,'.
- The start of the letter should refer to the last time you received a letter or saw the person you are writing to. We often ask about the person's health, too.
- At the end of the letter, you can choose a greeting before writing your name; 'Best wishes', 'Love from', 'From' and 'Kind regards' are popular ways to end informal letters.

Language Development

1 Choose the correct alternative.

1. He's been on holiday *since/for* three weeks.
2. How long have you played the piano?
For/Since I was five.
3. The trip lasted *for/since* five days.
4. I'm starving. I haven't had anything to eat *since/for* more than six hours.
5. I have learnt about different cultures *for/since* I came to this school.
6. It's been a while *for/since* Amin last visited his hometown.

2 Complete the diary with the Past Simple or Present Perfect Simple form of the verbs in brackets.

Monday 16th April

We have been in Jordan for three days. We (1) _____ (see) and (2) _____ (do) so many interesting things here! On the day we (3) _____ (arrive), we (4) _____ (go) to the market in Madaba. It (5) _____ (be) an amazing experience – noisy, crowded and very colourful. Since we (6) _____ (get) here, we (7) _____ (visit) many historical and touristic places in Jordan, like Petra and Jerash.

3 Now listen to the diary and check your answers.

4 Complete the sentences about your life using the Present Perfect Simple or the Past Simple.

1. I ... for many years.
2. When I was a child, ...
3. I have ... but I have never ...
4. Last summer I ...
5. I ... two days ago.
6. I ... since my last birthday.

5 Put the following words in the most appropriate group.

expedition crew vessel
explorer port rigging
pioneer continent

Sailing	Discovery

What do you think?

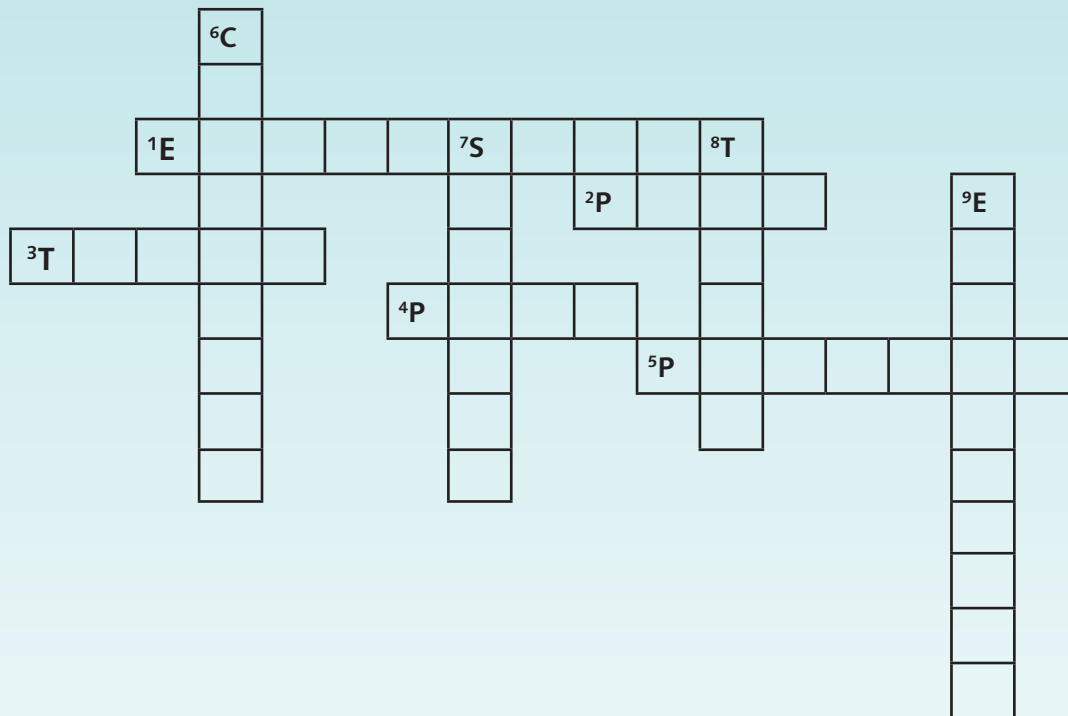
Read the quotation.
Translate it into Arabic.

"Man cannot discover new oceans unless he has the courage to lose sight of the shore."

André Gide

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

- Someone who is very interested in a specific subject or activity
- A place where ships load or unload
- A long line or a series of signs left behind by someone or something
- To mark a route or position on a map
- One of the first people to explore or live in a new country or area

Down

- A huge piece of land surrounded by sea
- The activity of travelling in a small boat with sails
- A situation that is characterised by sadness and deep pain
- A long journey to an unfamiliar place, made for a specific purpose



Research box

What is the oldest active sailing ship in the world? How many times has it sailed round the world?

Discover a country

PROJECT

Before you start

There are countries in the world where indigenous peoples lived for hundreds of years without contact with the rest of the world. Over time, European explorers began to 'discover' these places for themselves. Many Muslim scholars contributed to the discovery of new countries. Examples of 'discovered' countries include Australia, New Zealand, North America, Peru, Brazil and Papua New Guinea.



Arab navigator and cartographer Ahmad Bin Majid discovered a water trade route between Europe and India.

Christopher Columbus led a Spanish expedition to Asia in 1492, but discovered North America instead.



British seaman Captain Cook sailed to Australia and New Zealand in the 18th century.

Your task is ...

To 'discover' a country.

A Your first assignment

Carry out your research on your chosen country. Find answers to these questions:

- Who discovered your chosen country, and when?
- Did any people live there at the time?
- What was the country like? Did it have forests or deserts?
- Did the country have any treasures? If so, what happened to them?
- Was the discovery of this country important at the time? Why / Why not?
- What did the person who discovered the country do about it?

B Your second assignment

Imagine you are the person who discovered your chosen country. Write about 2 paragraphs in your journal to say what happened to you there.

C Your third assignment

Make an e-presentation to the class and discuss your chosen country with them.



Before you start

Revise what you have learnt in Modules 4–6.

- 1 Read this advertisement and find another attractive title for it.

Would you like to volunteer with the Red Crescent?

Would you like to work with people to help improve their lives? The Jordan Red Crescent (JRC) promises to give aid to people who are suffering, either from a natural disaster or from a war.

If you would like to be part of this organisation, you can volunteer in its Youth Section. You will work with children and young adults, teaching road safety, providing homework support and helping within the community. The JRC teaches its volunteers about the importance of neutrality, and all volunteers develop important life-skills while doing this work.

- 2 Choose a word from the advertisement that has the same meaning as the following.

1. help
2. experiencing something difficult or unpleasant
3. a terrible event, like an earthquake
4. a position not supporting either side
5. people who work to help for free

- 3 Complete these conversations with *for* and *since*.

1. A: Amer, how long have you and your best friend Imad known each other?

B: (a) _____ about four years, but we haven't seen each other (b) _____ last summer.

2. A: How long have you been at your school?
B: (c) _____ two years – (d) _____ I was ten.

3. A: How long have you had this shirt?
B: (e) _____ my last birthday. Is yours new?
A: No, I've had it (f) _____ a long time.

- 4 In your notebook, write your own answers to A's questions in exercise 3.

- 5 Describe the picture below using the words from the box.

a few a little a lot many much
not any some



- 6 Listen and fill in the blanks. Then, listen again and check your answers.

The period between the 15th and the 17th centuries was known by the Age of Exploration. During this time, navigation witnessed great (1) _____ since a large number of (2) _____ went on journeys by sea. Many countries gave their sailors money to pay for the needs of the (3) _____ and to buy new (4) _____. These countries wanted to trade goods and know more about new lands. Many (5) _____ wrote about their (6) _____ and the new continents they discovered.

7 Salma is nervous about her next holiday to Kenya with her family. Write her questions and her brother's answers.

1. it gets too hot? / we stay out of the sun
What will we do if it gets too hot?
If it gets too hot, we will stay out of the sun.
2. we get too close to a wild animal? / we run away
3. run out of petrol in the desert? / we ride camels
4. we can't speak the language? / we use a dictionary

8 Find 10 words below from Modules 4–6 and write them down.

x	a	m	b	u	l	a	n	c	e	z	t	r	x
y	x	b	o	r	r	o	w	l	v	m	h	g	c
b	s	t	x	z	v	r	t	f	b	x	r	j	b
l	t	g	t	c	s	z	g	y	h	n	i	p	s
i	r	l	p	d	b	g	l	y	r	g	f	l	c
z	a	e	f	f	i	c	i	e	n	t	t	x	r
z	g	x	l	v	p	r	n	f	m	q	y	q	i
a	i	m	o	d	e	q	v	t	r	p	q	d	b
r	c	t	c	l	i	g	h	t	o	j	d	s	e
d	m	r	b	f	j	r	t	r	o	b	s	k	f
n	r	x	o	z	l	s	m	h	t	d	v	z	x

Across

1. a _____
2. b _____
3. e _____
4. m _____
5. l _____

Down

6. b _____
7. t _____
8. r _____
9. t _____
10. s _____

SELF-ASSESSMENT

In your notebook, complete the self-assessment tables based on Modules 4–6.

A. I learnt in Modules 4–6 to do the following...	Fair	Good	Very good

B. I enjoyed learning in Modules 4–6 to do the following...	A little	More	The most

C. I would like to improve in the following areas of English:

Gulliver's Travels

Jonathan Swift



Lemuel Gulliver loved to travel and he loved adventures. This is the story of one of his strange adventures.

It all began when Gulliver boarded a ship for India. The journey was a difficult and dangerous one: there was a violent storm, so the ship hit some rocks and sank.

The passengers were terrified. Some tried to escape in a small boat, but it capsized, and only Gulliver survived.

Gulliver swam for his life and just as he was about to give up hope, he saw land. He pulled himself out of the sea and fell down on the sand, and soon, he was asleep.

When he woke up, he couldn't move at all because he was tied to the ground. Slowly, he pulled his hair free and lifted his head. There were tiny men all over him! "Hey!" Gulliver shouted. The tiny men were frightened, and jumped away from him. Then they brought a

small ladder to Gulliver, and a tiny man climbed up and shouted at him, but Gulliver didn't understand a word. He was hungry, so he pointed to his mouth. "Hungry," he said. The tiny men seemed to understand him because a crowd of tiny people soon appeared. Each person carried huge amounts of very small food and Gulliver ate it all. Then the tiny people brought him water, which he drank quickly. After a few seconds, he fell asleep again, and the people began to do their work.

They quickly built a wooden cart, and pulled Gulliver onto it. Then they took him away to their capital city, Milando. When Gulliver woke up, he found that he was outside an old palace. He soon realised that the tiny people wanted him to live in the old palace because it was large enough for him, but he still couldn't understand them. Then he noticed that he was a prisoner – his arms were tied to the doors of the palace! As

he stood there, hundreds of tiny people came to look at him. Gulliver was
50 amazed. It was like a toy town.

Soon, the Emperor came to see Gulliver, but they couldn't understand each other. "I need to think about this," said the Emperor. So he left some of his
55 people to guard Gulliver and went away.

The Emperor asked his friends what to do with Gulliver, and after much thought, he finally made a decision. "He can stay in my kingdom," he said. "We
60 will give the giant food and clothes, and teach him our language." Soon, Gulliver had everything he needed, but he was still tied up in the old palace, like a prisoner.

Freedom

65 Gulliver learnt the people's language as quickly as possible. Then he asked to see the Emperor. "Please set me free!" he said, but the Emperor wasn't sure.

Gulliver had to wait. So he learnt
70 more about the country, which was called Lilliput. Every day, he asked if he could leave the old palace. Finally, the Emperor agreed. "Let him go," he said. "The giant can go where he likes, but he
75 must ask first!" Gulliver agreed, and set off to explore the city. All the tiny people stayed inside their houses. They were scared of his big feet!

Lilliput seemed like a peaceful
80 place, but Gulliver soon found out that it wasn't. One day, the Emperor asked to see him. "I have some terrible problems," he said. "We're at war with a nearby island, Blefescu, and I've heard
85 that ships are coming from Blefescu today to attack us! You have to help us, Gulliver!" "I'll see what I can do," Gulliver replied. Then he went to the

hills above Lilliput, and looked out to
90 sea. It was easy for him to see the island of Blefescu in the distance. He could also see many tiny ships on the sea. There were more than fifty of them! "I'll need some ropes to help you," he told
95 the Emperor. However, the Emperor's ropes were so small that Gulliver had to tie a hundred of them together, just to make one big rope. It took him a long time to make the big rope, but finally it
100 was ready. Gulliver took his rope with him and walked into the sea with it. Because he was so big, it only took him a few minutes to reach the tiny ships, which were still close to the island of
105 Blefescu.

When the sailors saw Gulliver, they were so frightened. He was huge and terrifying to them. Many of the sailors
110 dived into the sea to try to escape from him.

Gulliver used his rope to tie all the tiny ships together. Then he pulled all fifty of them over the sea, back to Lilliput with him. Although the people of Lilliput
115 were happy that Gulliver had saved them from an attack, the Emperor still wasn't satisfied. He wanted to fight the people of Blefescu, but when Gulliver refused to help him, there was nothing the



120 Emperor could do.

The Emperor was angry with Gulliver for several weeks. Then, one night, there was a terrible fire at the palace. Huge flames came out of the windows, and nobody was able to stop them. The people ran to get Gulliver to help them. He was easily able to throw water over the whole palace because he was so large. After Gulliver saved the palace, the Emperor was very pleased with him.

Escape

Gulliver began to enjoy life in Lilliput, although he often thought of home. The tiny people were very kind to him. They brought him three hundred meals every day, and made him some new clothes. However, there was a problem. Because Gulliver was so large, he was very expensive to keep. Flimnap, who worked for the Emperor and looked after his money, didn't like Gulliver. He told the Emperor that Gulliver cost too much, and the Emperor agreed with him. Then Flimnap told everyone that Gulliver wanted to rule Lilliput, and he and some others decided to kill Gulliver.

Gulliver discovered that his life was in danger, but only just in time. He hurried to the sea, and found a small ship there. He put everything he had on the ship, tied the ship to his rope, and pulled it behind him. Then he walked through the waves to the island of Blefescu.

When Gulliver arrived at the island, the King came to meet him. To his surprise, the King told him to stay for as long as he wanted. Gulliver was very grateful to be safe.

One day, a week later, Gulliver saw a boat in the sea, not far from Blefescu. It capsized, but Gulliver could see that it was big enough for him. He rushed to the King. "This is my chance to go home!" he said. "Can you help me to rescue the boat?" "Of course," said the King. "Take some of my ships to help you."

So Gulliver took the King's ships with him, and used them to pull the capsized boat out of the sea.

While Gulliver worked on fixing the boat, some of the King's men made a new sail for the boat. It was constructed from thirteen layers of the strongest material in the land.

Finally, the boat was ready. "I'm leaving now," Gulliver told the King, "but nobody at home will believe my story. Can I take some of your people with me?" "I don't think that's a good idea, Gulliver," said the King. "However, you can take these gold coins with you." Then he gave Gulliver some tiny bags of money.

Gulliver thanked the King and promised never to forget the people of Blefescu. Then he sailed away in his boat.

After a few days at sea, Gulliver saw a large ship. He shouted and waved wildly at it. The ship's crew saw him, and sailed over to find out what the problem was. They soon realised that Gulliver was alone in a small boat. "Where have you come from?" asked the captain. "From Lilliput and Blefescu," Gulliver replied, and he showed the captain the tiny bags of gold coins that he had with him. The captain was amazed. For a few gold coins, he agreed to take Gulliver home on his ship.

What do you think?

Read the quotation. Translate it into Arabic.

"Not he who lived long knows, but he who had travelled much knows."

Turkish Proverb

READING FOR FUN ACTIVITIES

- 1 How do you think Gulliver felt when he woke up and saw all the tiny people all over him?
- 2 How would you describe the personality of Gulliver?
- 3 Why do you think Gulliver was kept as a prisoner for a long time?
- 4 In your opinion, why did Gulliver decide to learn the people's language? Was it a smart decision?
- 5 What do you think the major theme of this story is? Explain.
- 6 Find another title for the story to reflect the main theme.
- 7 Fill in the following table with information about the story.

Title	_____
Characters	_____, _____, _____, _____
Setting (places)	_____, _____, _____
Events	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
The end	_____

- 8 Why do you think Gulliver refused to attack Blefescu island? Would you have attacked? Why?
- 9 Why do you think the king of Blefescu helped Gulliver go back home although he stopped their attack on Lilliput?
- 10 Imagine another ending for the story. Write it in a short paragraph.

Al Zahrawi



The surgeon Al Zahrawi could not have predicted the long history of the surgical tools he wrote about in his book, *Al Tasrif*. Doctors and nurses now use tools like those every day in hospitals, over a thousand years after he wrote about them.

- 5 Al Zahrawi was a famous, tenth-century Muslim surgeon who lived and worked in Cordoba. In his encyclopaedia of medicine called *Al Tasrif* (The Method of Medicine), Al Zahrawi describes and illustrates more than 200 surgical tools, like syringes, forceps and scalpels, that he designed and that were being used at the time. He gives clear instructions how to use them all. His
10 detailed accounts of many dental and surgical practices of his time are still used by medical students all over Europe, as they have been for centuries.

Today, Al Zahrawi is known as ‘the father of modern surgery’. He introduced new medical procedures such as using catgut for internal stitching. He also invented the use of medicine in small parcels ready for swallowing, known
15 nowadays as ‘the capsule’.

The amazing thing about his descriptions is that if you were to hold up a modern surgical tool, such as a scalpel, and compare it to the ancient one described by Al Zahrawi, they would look almost identical!

READING FOR FUN ACTIVITIES

- 1 Find another title reflecting the story of Al Zahrawi.
- 2 Why is Al Zahrawi's book, *Al Tasrif*, important?
- 3 How would you describe the personality of Al Zahrawi?
- 4 What do you think the major theme of this story is?
- 5 If Al Zahrawi's book and inventions didn't exist, how would you imagine modern medicine to have developed after Al Zahrawi?
- 6 Do some research on the surgical instruments that were invented by Al Zahrawi. Choose five instruments and explain their use. Draw the following table in your notebook and complete it with the necessary information.

Surgical instruments	Their use
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Sinan



As a young boy in Turkey, Sinan would spend time helping his father, who was a stonemason and carpenter. He was quick to learn, gaining the skills and knowledge that would one day make him a famous architect, well known throughout the Islamic world.

5 Sinan was born in 1489 in Turkey and he began his career as a young carpenter, building and repairing wooden bridges and ships for the army. However, it was not long before the ruler of the land, the Ottoman Sultan, started to notice Sinan's clever designs and creations. He summoned Sinan. 'You have a remarkable talent,' the Sultan told him. 'We would like you to build
10 for us'. So, Sinan's long and distinguished career as an architect for the sultans began, designing mosques, schools and other public buildings all over the Islamic world.

In total, Sinan designed and built an incredible 477 buildings. However, he had a particular philosophy when constructing buildings: his aim was to create
15 designs that were in harmony with the landscape around them, an idea that did not reach Europe until over a hundred years later. Moreover, he developed a new way of building domes so that they could be larger and higher than ever.

The height of Sinan's achievement was the beautiful Selimiye Mosque at Edirne, which is one of the most well-known pieces of architecture in the
20 Islamic world. Stretching high up into the sky, its four minarets, each standing at 83 metres above the ground, making them the tallest in Turkey, were built to resist earthquakes.

This great architect achieved many great things. His buildings are the best testament of his talent, but in 1976, this was further acknowledged when a
25 crater on the planet Mercury was named Sinan after him.

READING FOR FUN ACTIVITIES

- 1 Find another title reflecting the story of Sinan.
- 2 How would you describe the personality of Sinan?
- 3 What was Sinan's philosophy in architecture? Give an example of how you think he applied it when constructing buildings.
- 4 What do you think the major theme of this story is?
- 5 Do some research about one of Sinan's greatest achievements, the Selimiye Mosque, and describe it in a short paragraph.
- 6 Using the Internet, the school library or a public library, research an example of Islamic or European architecture by a different architect. Make notes under the following headings.
 - Where is the building?
 - When was it built and who designed it?
 - What was the main material used to construct the building (marble, stone, cement, wood, glass, etc.)?
 - Does the building boast any particular features (e.g. domes, arches, towers, vaults, rose windows, unusual decoration)?
 - Have you visited this architectural work?

Grammar Notes

Revision

Linking words

- We use linking words to establish a meaningful connection between sentences or paragraphs. The following table lists some common linking words.

Linking words showing addition	also, and, as well as
Linking words showing time	after, finally, first, when, while
Linking words showing comparison	also
Linking words showing contrast	although, however, but
Linking words showing cause or effect	as, because
Linking words showing result or consequence	so, so that

*They chose Nazem as Employee of the Month last time **because** he worked really hard.*

Module 2

Relative Pronouns

- We use the relative pronouns *that/who* to talk about people:
*Having a school uniform also helps to identify people **that/who** belong to the school.*
- We use the relative pronoun *that* to talk about things or places:
*It's a kufiyyah **that** people wore as a headdress.*
*A charity shop is a shop **that** belongs to a charity organisation.*
- We use the relative pronoun *which* to talk about things:
*Salem is going to participate in the spelling competition, **which** my school is organising next month.*

- We use the relative pronoun *whose* to talk about people's possessions:

*Well, students **whose** clothes are trendy may show off to other students.*

- We use the relative pronoun *where* to talk about places:

*Salem visited the town **where** Arar, the poet, was born.*

The Comparative and the Superlative

- We use the comparative form of an adjective to compare two people or things. We add *-er* to an adjective and *than* after the adjective to make the comparison:
*It's **longer than** the red one.*
- We use *more + than* to form the comparative of adjectives with two or more syllables:
*The blue jacket is **more expensive than** the red or the yellow one.*
- We use the superlative to compare more than two people or things. We use *the + -est* to form the superlative:
*Isn't it **the nicest**?*
- We use *the most* to form the superlative of adjectives with two or more syllables:
*Light blue and red are **the two most fashionable** spring colours.*

Form

The comparatives and superlatives are formed in this way:

- For one-syllable adjectives, we use *-er/-est*:
great – greater – (the) greatest
nice – nicer – (the) nicest
- For one-syllable adjectives with a short vowel followed by a single consonant, we double the final consonant:

big – bigger – (the) biggest
hot – hotter – (the) hottest

- For two-syllable adjectives ending with *-i*, we change the *-y* to *-ier/-iest*:
pretty – prettier – (the) prettiest
dirty – dirtier – (the) dirtiest
- For other two-syllable and longer adjectives, we use *more/less* and *(the) most/least*:
tired – more/less tired – (the) most/least tired
beautiful – more/less beautiful – (the) most/least beautiful
- Irregular adjectives:
good – better – (the) best
bad – worse – (the) worst
far – further/farther – (the) furthest/farthest
little – less – (the) least

Module 3

be going to/will

- We use *will* to make predictions, generally either about an imprecise future time or a fairly distant future.
We will wear computers in our clothing.
Doctors will treat patients in their own homes.
- We use *be going to* to make predictions where a prediction is based on past experience or an established fact, and we feel there is greater evidence now about the certainty of a future event.
I am going to be a computer specialist.
I'm going to visit my grandparents at the weekend.
- We use *am/is/are + not + going to + infinitive* to form the negative:
I'm not going to play any more video games until I get my degree at university.
My family and I aren't going to go away for our holidays.

- We put *am/is/are* before the subject to form the interrogative:

Is your teacher going to give you extra lessons?

Are you going to buy an alarm clock?

- We may put an interrogative word at the beginning of the sentence.

What are you going to do about those video games you like so much?

I You He She It We They	will/will not (won't)	take holidays on other planets.
Will	I you he she it we they	be online all the time?

I You He She It We They	am is are	going to/ not going to	study hard.
Am Is Are	I you he she it we they	going to	get a robot?

Module 4

First Conditional

- We use the First Conditional to talk about a possible result which depends on a possible condition:
If I want to send them a letter, I will write on clay tablets.
- We use the First Conditional *If* + Present Simple + ... + Future Simple to express that both the condition and the result will take place in the future:
If you read this article, you will want to know more about this subject.
- We use the First Conditional *If* + Present Simple + ... + *may* + infinitive to express that we are not sure if something will happen or not, even if the condition is fulfilled:
If you are a caveman that is good at drawing, you may decide to cover the walls of your cave with paintings of your hands.
- The main clause can have other modal verbs such as *can*, *must*, *have to* and *should*.
If you want to send a letter, you should use a postal service.
- The *if* clause may precede or follow the main clause. When the *if* clause follows the main clause, there is no comma separating the two parts of the sentence.
I will play football this weekend if I don't have any homework.

Module 5

Quantity words and expressions

- We use *a lot of* to talk about large quantities of both plural countable and uncountable nouns.
Mr Lin wanted to have a lot of money.
- We use *little* and *a little* to talk about small quantities of plural uncountable nouns.
He only wanted a little food.
- We use *a few* and *few* to talk about small quantities of plural countable nouns.
He was silent for a few minutes.
I want to take all my money with me, even the few pennies I have saved.
- We use *much* to talk about large quantities of uncountable nouns in negative sentences and questions, and *many* to talk about large quantities of plural countable nouns in positive sentences, negative sentences and questions.
The poor man didn't want much food.
How much fresh juice do you drink?
They walked for many miles.
There aren't many biscuits.
How many carpets are there in your bedroom?
- We use *as much/many/little... as* to say that people are or things are equal in some way.
Mr Lin wanted to spend as little money as possible.
- We use *some* and *any* with plural countable nouns and uncountable nouns. *Some* is used in positive sentences; *any* is used in negative sentences and questions.
Give some of your books and change the world.
The poor man didn't have any money.
Have you got any pizza with spinach?
- We use *How much...?* to ask about amounts and quantities for uncountable nouns.
How much fresh juice do you drink?

- We also use *How much...?* to ask about prices and value.

How much money do you spend on books?

- We use *How many...?* to ask about amounts and quantities for countable nouns.

How many carpets are there in your bedroom?

Module 6

The Present Perfect Simple with *for*, *since* and time expressions

- We use the Present Perfect Simple to talk about activities and events in the past when we either don't know or are not interested in exactly when they happened.

I am sorry that I haven't written to you for many months.

- The time expressions *for* and *since* are typically used with the Present Perfect Simple.

**For two weeks now we have not seen land.
Since I've been on this ship, I've made lots of new friends.**

- *For* is used to express the duration of a certain period.

I am sorry that I haven't written to you for many months.

- *Since* is used to say when a period has begun and has not ended; it also refers to a specific date or period of time.

What have they written in England about our voyage since our departure?

- We use *ever*, *for* and *since* with the Present Perfect Simple. We only use *ever* in questions:

**Have you ever travelled to a big town?
One of the crew has been ill for three days now.**

I have learnt about different cultures since I came to this school.

- We use *ago* / *last week* / *when I was a child*, etc. with the Past Simple.

He became a pilot when he was 21.

The Present Perfect Simple and the Past Simple

- We use *have/has* + *not* (*never*) + the past participle of the verb to form the negative. We often use the contractions *haven't* and *hasn't*.

I haven't had anything to eat for more than six hours.

We have never seen so many interesting things here!

- We put *have/has* before the subject to form the interrogative. We may also use question words.

Has it been an amazing experience?

Have you ever been in Jordan for three days?

How long have you lived in this town?

- When we have expressions of specific time, such as *in*, *on*, *when* and *several days ago*, we use the Past Simple.

Yuri Gagarin was a Russian space explorer in the 20th century.

He became the first person in space on 12 April, 1961.

He ate some strange vegetables when we were on one of the other islands.

We left the island of Tahiti several days ago.

- We use the Past Simple to talk about finished actions or past situations and past habits.

I think he ate some strange vegetables when we were on one of the other islands.

Pronunciation table

Consonants

Symbol	Keyword
p	pen
b	black
t	ten
d	day
k	key
g	get
f	fat
v	view
θ	thing
ð	then
s	soon
z	zero
ʃ	ship
ʒ	pleasure
h	hot
x	loch
tʃ	cheer
dʒ	Jump
m	sum
n	sun
ŋ	sung
w	wet
l	let
r	red
j	yet

Vowels

	Symbol	Keyword
short	ɪ	bit
	e	bed
	æ	cat
	ɒ	dog
	ʌ	cut
	ʊ	pul
	ɔ	about
long	i	happy
	u	actuality
	ɪː	sheep
	ɑː	father
	ɔː	four
	uː	boot
	ɜː	bird
diphthongs	eɪ	make
	aɪ	lie
	ɔɪ	boy
	əʊ	note
	aʊ	now
	ɪə	real
	eə	hair
	ʊə	sure
	ɪə	actual
	ɪə	peculiar

Special signs

ˈ	shows main stress
ˌ	shows secondary stress
ˈ • ˌ	shows stress shift
/ɪ/	means that some speakers use /ɪ/ and some use /e/
/ʊ/	means that some speakers use /ʊ/ and some use /a/
/ə/	means that /ə/ may or may not be used

Student's Book, Module 6



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