

الجمهورية العربية السورية  
وزارة التربية

# English for Syria

Intermediate  
Students' Book

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7



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المؤسسة العامة للطباعة



اعتمد من قبل المركز الوطني لتطوير المناهج التربوية  
حقوق التوزيع في الجمهورية العربية السورية  
محفوظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية  
باسل صادق  
رشا بايزيد  
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شهرزاد الفراتي  
عبد الماجد أوغرلي  
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# Module 1

# My family and I



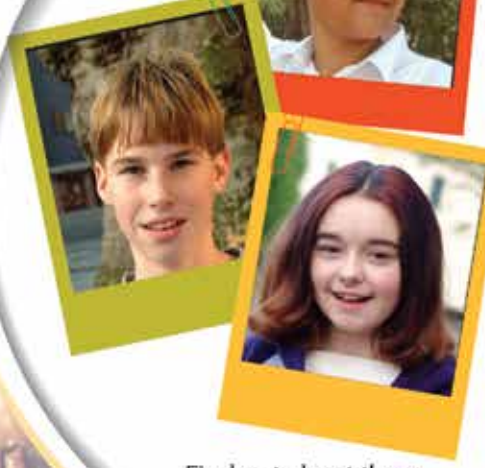
**Focus on sporting heroes**  
Who is this sports person?

**CLIL:** Physical Education



**Focus on home**  
What kind of home is this?

**CLIL:** Social Studies



Find out about these young people.

## OUTCOMES

You will be able to:

- ask about age and nationality
- discuss your family and your home
- talk about favourites and preferences
- describe possessions
- talk about ability
- discuss cross-curricular topics related to Physical Education and Social Studies



Project

MY FAMILY AND I



Read our exciting story,  
*Ahmed and the Hawk.*

# 1

# World friends

## Grammar

verb *be*; verb *have got*; short answers;

*I, my, his*

## Before you read

1 **Talking about favourites** Work in pairs.

**music:** classical pop folk

**films:** adventure historical romantic comedy

My favourite music is pop music. My favourite song is ...

My favourite films are comedy films. My favourite film is ...

## Comprehension

2 Read the e-mails and copy and complete the table.

name	from	age	family	favourite
Dan	Melbourne, Australia	12	one sister	adventure films



Hi I'm Dan. I'm twelve, I'm from Melbourne, Australia. It's a big city on the coast. We've got a small house. I've got a sister. Her name's Sue and she's seven. We've got lots of aunts and uncles. There are lots of presents for our birthdays! I've got a laptop. It has got a webcam. I love the Internet – it's fantastic. My favourite films are adventure films.  
See you!

**Dan**



**Do you want a pen-friend?  
Write an e-mail to World Friends Club.**

I'm Omar. I'm from Aleppo, Syria. We've got a big house. I'm thirteen and I've got two sisters. Their names are Nawal and Mariam. Nawal is eight and Mariam is fourteen. Mariam is the clever one. I like school and I love sport. My favourite football team is the Syrian National Team. I've got a tablet. Have you got brothers or sisters?

**Omar**

Hi I'm Lucy. I'm from Liverpool in the UK. I'm twelve. I've got two brothers and a sister. My brothers' names are Alan and Richard. Alan is fifteen and Richard is only little – he's five. My sister, Noreen, is twenty. She's at college. I love animals. I've got a pet goldfish! Its name is Goldie. My favourite music is folk music. Write soon

**Lucy**






3 Close your books. Work in pairs. Test your partner.

- |                               |   |
|-------------------------------|---|
| 1 Where's (Lucy / Omar) from? | 3 Has she / he got brothers or sisters? |
| 2 How old is she / he?        | 4 What's her / his favourite thing?     |

## Vocabulary family

4  1.1 Copy and complete the family pairs. Then listen and check.

daughter mother aunt grandmother sister

- |           |               |               |       |
|-----------|---------------|---------------|-------|
| 1 father  | <u>mother</u> | 4 grandfather | ..... |
| 2 son     | .....         | 5 uncle       | ..... |
| 3 brother | .....         |               |       |

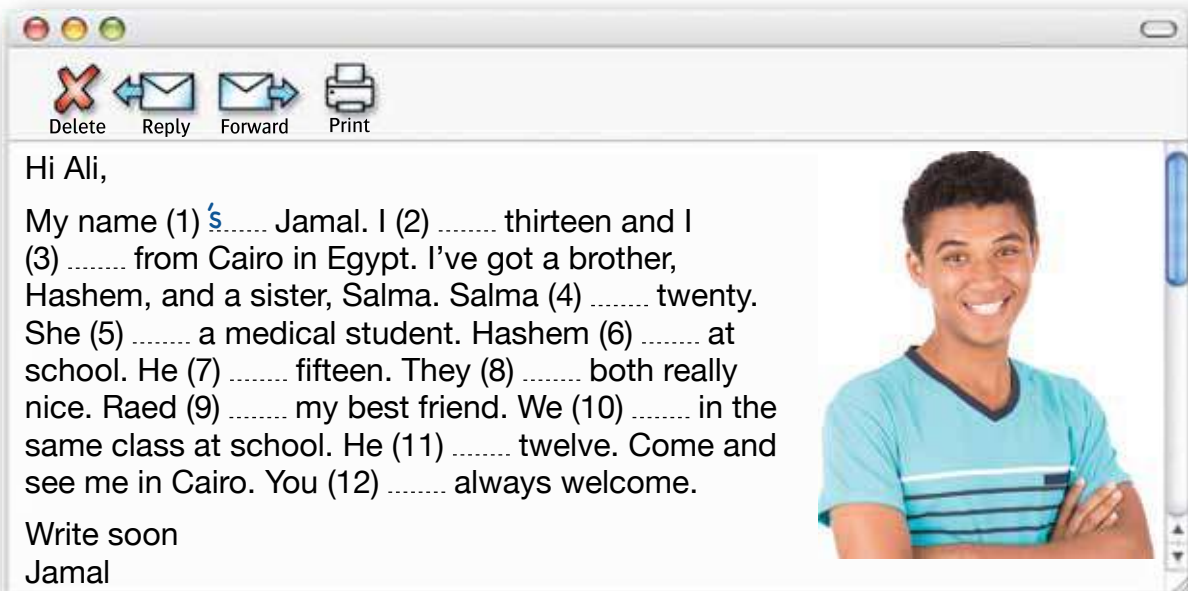
5 Read the e-mails again and answer the questions.

Who has got:

- |                         |             |                              |
|-------------------------|-------------|------------------------------|
| 1 a clever sister? Omar | 3 a laptop? | 5 a pet?                     |
| 2 two sisters?          | 4 a tablet? | 6 two brothers and a sister? |

## Grammar in context be; have got

6 Copy and complete Jamal's e-mail with 'm, 's or 're.



Hi Ali,

My name (1) s..... Jamal. I (2) ..... thirteen and I (3) ..... from Cairo in Egypt. I've got a brother, Hashem, and a sister, Salma. Salma (4) ..... twenty. She (5) ..... a medical student. Hashem (6) ..... at school. He (7) ..... fifteen. They (8) ..... both really nice. Raed (9) ..... my best friend. We (10) ..... in the same class at school. He (11) ..... twelve. Come and see me in Cairo. You (12) ..... always welcome.

Write soon  
Jamal

7 **Talking about your family** Work in pairs.

My family is big / small. I've got a sister / two brothers.  
My sister is five. My brother is ten. We've got an apartment / a house.

8 **OVER TO YOU** Choose your favourite person from the World Friends Club on page 6 and write a reply to him or her about yourself.

### Did you know?

One family has got five children with the same birthday – 20th February. They are all different ages!



# Favourite things

## Comprehension

1 Look at Omar's project and match the sentences with the things.

- a It's for her work. But I play games on it.
- b He's fantastic. He's a great comedian.
- c I love my team!
- d It's a very exciting book. I love this book.
- e It's delicious. Mmmm!
- f I love my phone. It is really important.
- g They are new and I love their style.
- h They are rare animals from the Arabian Peninsula.

### My favourite things by Omar



3 my smartphone



2 my favourite actor

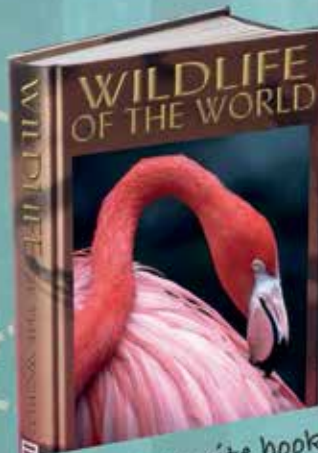
1 my chocolate



5 Mum's laptop



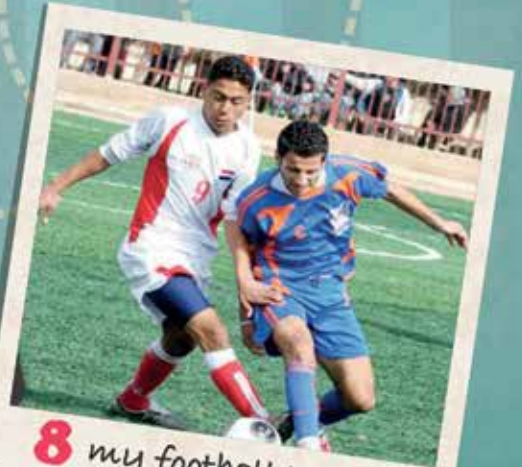
4 a poster of the Arabian oryx



6 my favourite book



7 my trainers



8 my football team

## Vocabulary possessions

2 Match the words with the pictures.

a camera a smartphone a chess set a laptop  
a computer game a tablet a DVD player



3 Talking about possessions Work in pairs.

A: Have you got a smartphone? B: Yes, I have. / No, I haven't.  
A: I've got a camera. B: So have I. / I haven't.  
A: I haven't got a laptop. B: Neither have I. / I have.

## Listening and speaking

4 Listen to Hussein and Ghada. Copy and complete the table.

adventure films laptop shish kebab fish  
tennis comedy films smartphone football

My favourite	Hussein	Ghada
thing	laptop	
sport		
food		
type of film		

5 Talking about favourite things Work in pairs.

A: What's your favourite thing? B: My laptop. It's great.

## Grammar in context short answers

6 Copy and complete the table.

	short answers	
Have you got a bike?	Yes, I (1) .....	No, I (2) .....
	agreeing	disagreeing
I've got a DVD player.	So (3) ..... I.	I (4) .....
I haven't got a camera.	Neither (5) ..... I.	I (6) .....

## Grammar in context my, his, your, their

7 Use words from Omar's project. Copy and complete the list.

I ...my.... you ..... he ..... they .....



**Vocabulary** parts of the house

- 1 **1.3** Work in pairs. Write the parts of the house. Then listen and check.

1 attic

**Listening and speaking**

- 2 **1.4** Listen to Amal and Jaber. Copy and complete the sentences. What have they got in their homes?

Amal's home has got .....  
 It hasn't got .....  
 Amal's favourite place is .....  
 Jaber's home has got .....  
 It hasn't got .....  
 Jaber's favourite place is .....

- 3 **Talking about your home** Work in pairs.

Our apartment has got two bedrooms, a living room ...  
 We haven't got a garden. My favourite room is the kitchen.

**Pronunciation** *ship / sheep*

- 4 **1.5** Listen and repeat the words.

<b>ship</b>	six	live	is
<b>sheep</b>	be	easy	cheap

- 5 **1.6** Listen to these words. Then copy the table in exercise 4 and add the words.

think DVD give sleep him she kitchen thirteen

- 6 **1.7 READING ALOUD** Listen to the poem. Then work in pairs. Practise reading aloud.

Give me the deep blue sky  
 And sand under my feet  
 Give me a million million stars  
 And a big green tent  
 To sleep in.

Give me the deep blue sky  
 And snow under my feet  
 Give me a million million stars  
 And a little white igloo  
 To sleep in.



## CLIL: Social Studies

### Reading and speaking

# Home Sweet Home

## 1 Rock

These cave homes in Guadix, Spain are underground. They are a comfortable temperature day and night. The caves have got a living room, bedrooms, a bathroom and a kitchen.



## 2 Wood

In Poland the tradition of wooden homes is 1,000 years old. A wooden home is easy to build with trees. This one has a garden with flowers.



## 3 Ice

An igloo is a temporary home for Inuit people in the Arctic. It is easy to build out of ice blocks, and has got a fire in the middle. It is warm, comfortable and very safe, especially against storms.



## 4 Straw

These houses are on the edges of the Syrian desert and along the Euphrates river. The mudbrick and straw houses are used as housing and storage. They keep things cool in the heat of summer and warm in the cold of winter.



## 5 Earth

In South Yemen some people have got earth homes. They are traditional and have beautiful decorations. Some old homes are dangerous in earthquakes. But modern earth homes are safe.



7 Read the article. Match the sentences with the type of home.

- |                            |   |                                     |
|----------------------------|---|-------------------------------------|
| a They're in Poland.       | 2 | d They're underground in Spain.     |
| b They've got decorations. |   | e They've got a fire in the middle. |
| c They're in the desert.   |   | f They're in Syria.                 |

8 **OVER TO YOU** What is important for a home?

comfortable uncomfortable dirty clean beautiful ugly big small

My ideal home is comfortable. It isn't small.

## Writing

9 In your exercise book, write a paragraph about your home. Follow the model.

I live in a (house). My home is (big and comfortable). It's got (three bedrooms).  
It's got (a kitchen ...). My favourite room is (my bedroom).

## Did you know?

There is an ancient underground city in Cappadocia in Turkey.



# 2

# Sport and activities

## Grammar

present simple; *I, me, he, him*;  
modal verb *can*

### Ahmed and the Hawk – Episode 1: The football match

Ahmed is in the *All Stars* football team. They play games against other schools every Friday. Ahmed wants to become a professional footballer. His best friend, Yousef, plays in the team, too. Their friends and families watch the games. Ahmed's sister, Samira, is there because she loves football.

This game is against the *Top Score* team. They are good ... and tough. The score is 2 – 1 to *Top Score*. It's the last minute of the game. Yousef passes the football to Ahmed. He runs towards the goal.



But Ahmed doesn't score! A hawk lands on the football pitch near the goal. It has got a white net around its wing. It can't fly properly. Ahmed decides to help the bird.

The goalkeeper picks up the ball. Then the referee blows his whistle. The game is over.

Oh no! *Top Score* are the winners!

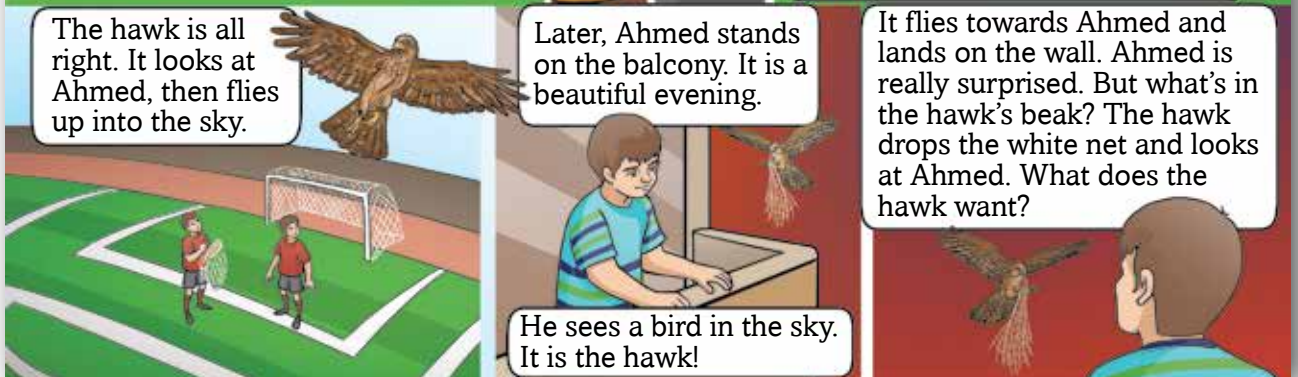
The result isn't important. I'm worried about the bird.



The hawk is all right. It looks at Ahmed, then flies up into the sky.

Later, Ahmed stands on the balcony. It is a beautiful evening.

It flies towards Ahmed and lands on the wall. Ahmed is really surprised. But what's in the hawk's beak? The hawk drops the white net and looks at Ahmed. What does the hawk want?



He sees a bird in the sky. It is the hawk!

### Before you read

1 Match the words with the numbers on the picture.

referee score football goal football pitch footballer



### Comprehension

2 2.1 Listen and read the story. Then decide if the sentences are true (T) or false (F).

- 1 Ahmed's team is called *Top Score*. **F**
- 2 Ahmed and his friends play football on Saturday.
- 3 Yousef is Ahmed's brother.
- 4 *Top Score* has got two goals.
- 5 Ahmed scores a goal in the last minute.
- 6 The hawk gives the white net to Samira.

3 **OVER TO YOU** Where do you think the hawk is from? Why has it got a white net on its wing? Why do you think it gives the white net to Ahmed?

### Grammar in context present simple

4 In your exercise book, write the missing words.

1 don't eat



#### HAWKS

Hawks (1) ..... (not eat) plants or fruit. They eat small animals and birds. They (2) ..... (fly) high in the sky and dive down to catch their food. They (3) ..... (kill) the animals with their claws and beaks.

When a young hawk (4) ..... (play) it (5) ..... (learn) its hunting skills.

It (6) ..... (not learn) quickly because hunting is difficult. Hawk parents (7) ..... (teach) their young families how to hunt. An adult hawk (8) ..... (drop) a dead animal in the air. The young hawk (9) ..... (try) to catch it.

But many young hawks (10) ..... (not learn) these hunting skills and die.

### Grammar in context *him, me, it, them*

5 Use words from the story on page 12. Copy and complete the list.

I me he ..... it ..... they .....

# What can you do?

## Vocabulary activities

1 Match the pictures with the activities in the table in exercise 2.



## Listening and speaking

2 2.2 Copy the table. Then listen to Paul and Emma and tick (✓) the activities they can do.

Can you:	Paul	Emma
a) run 500 metres?		
b) juggle three balls?		
c) swim 100 metres?		
d) ride a bicycle?		
e) sing traditional songs?		
f) play a musical instrument?		
g) dive?		



**Paul**



**Emma**

3 Work in pairs. Check your answers with your partner.

A: Paul can run 500 metres.      B: Yes, that's right.

4 Work in pairs. Ask and answer questions.

A: Can you juggle three balls?      B: Yes, I can. / No, I can't.



**Grammar in context** *can*

- 5 **Talking about ability** Look at the table again. Say eight sentences about Paul and Emma.

Emma can't swim 100 metres.

- 6 **Talking about ability** Work in pairs. Ask about sports and activities.

A: Can you play football?

B: No, I can't. / Yes, I can.

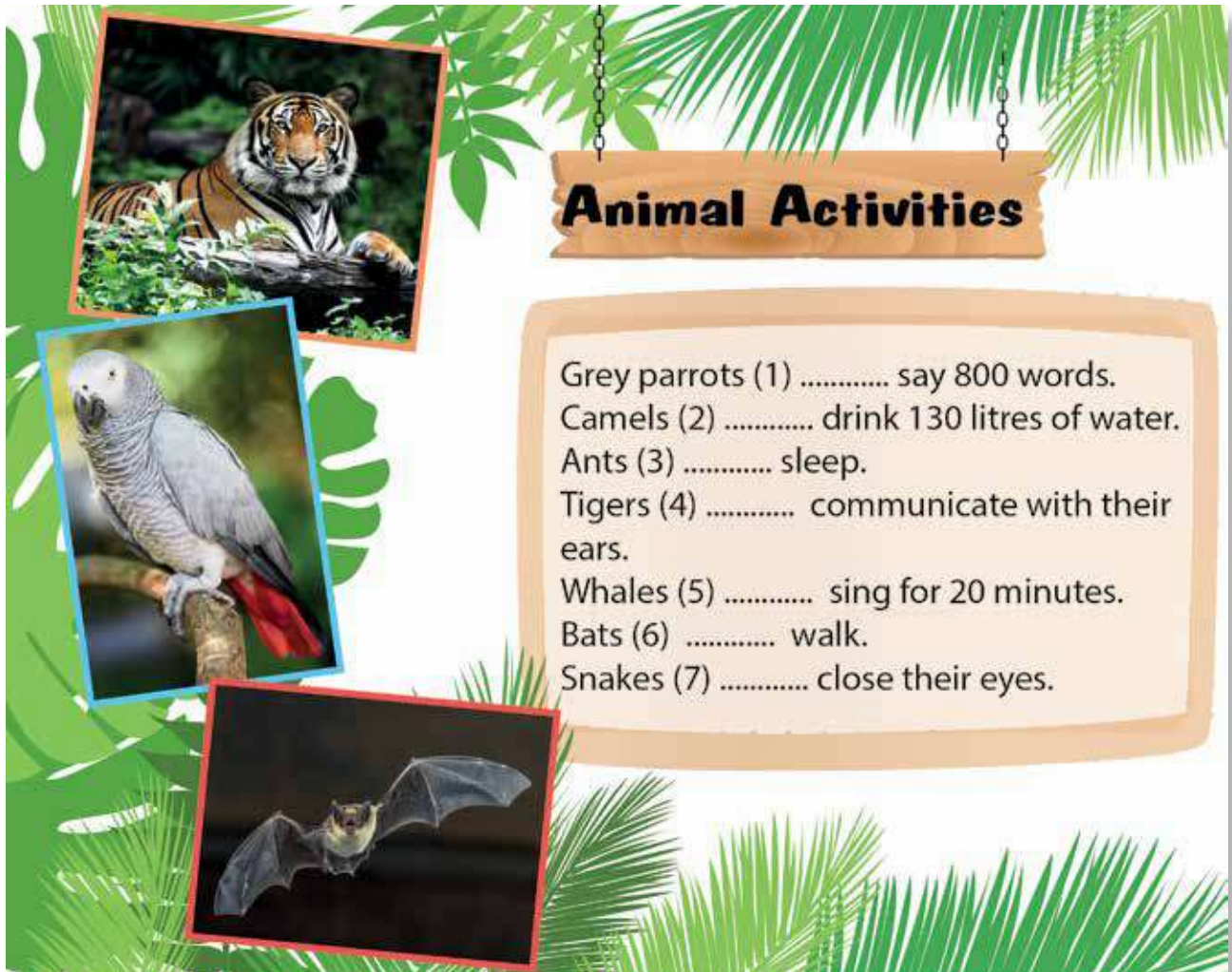
A: Are you good at it?

B: Yes, I am. I'm quite good at it. / No, I'm not. I'm terrible at it.

A: Can your brother rollerblade?


B: Yes, he can. / No, he can't.

- 7 **a** Guess! Copy and complete the sentences with *can* or *can't*.



**Animal Activities**

Grey parrots (1) ..... say 800 words.  
 Camels (2) ..... drink 130 litres of water.  
 Ants (3) ..... sleep.  
 Tigers (4) ..... communicate with their ears.  
 Whales (5) ..... sing for 20 minutes.  
 Bats (6) ..... walk.  
 Snakes (7) ..... close their eyes.

- b**  **2.3** Listen and check your answers.

**Did you know?**

Tennis players can hit the ball at about 210 kilometres per hour.

**Vocabulary** countries and nationalities

1 Can you name these countries? Match the names with the numbers on the picture.

India China the USA Brazil Lebanon Russia Spain Japan  
Egypt Syria Australia France

1 China



**Listening and speaking**

2 2.4 Listen to these people. Where are they from?



3 **Talking about nationality** Choose a new name and nationality. Work in pairs.

Leo, Russia, Russian

A: What's your name?  
A: Where are you from?  
A: So you're Russian.

B: It's Leo.  
B: I'm from Russia.  
B: Yes, I am.

**Pronunciation** the 'b' sound

4 2.5 Copy the words. Listen and underline the 'b' sound. Repeat the words.

1 brother 2 mobile 3 football 4 number 5 book 6 skateboard

## CLIL: Physical Education

### Reading and speaking

5 Look at the Fact file and answer the questions about Usain Bolt.

- 1 When was he born?
- 2 Where is he from?
- 3 How tall is he?
- 4 How much does he weigh?

6 Read the article and Fact file and decide if the sentences are true (T) or false (F).

- 1 Usain Bolt is from Jamaica.
- 2 He is a very fast runner.
- 3 There is a film about his life.
- 4 He does track exercises once a week.
- 5 He gives money to charity.
- 6 The only sport he likes is running.
- 7 He doesn't care about the future of children.
- 8 His nickname is *Lightning Bolt*.



#### Fact file

##### Date of birth:

21<sup>st</sup> August 1986

##### Place of birth:

Trelawny, Jamaica

##### Nationality:

Jamaican

##### Height:

1.95 m

##### Weight:

94 kg

## Athletic Hero!

Usain Bolt is a sporting sensation. He is the world's fastest runner. He has nine Olympic gold medals. You can see his life story in the film *I Am Bolt*.

Usain loved sports since he was a child. He played cricket and football. He was also the fastest runner in his school when he was twelve.

Usain believes that all athletes are talented, but hard work is what makes you a champion. Every day, Usain does weight lifting and track exercises. In his diet, he focuses on protein and vegetables. He knows how important it is to stay healthy

and fit to be an excellent sports person.

And when he isn't running? He likes to spend time with his friends playing video games. He also loves football and supports Manchester United.

Usain gives a lot of money to charity. He also created the Usain Bolt Foundation that helps children to make their dreams come true through education and cultural development.

And what's his nickname? It's *Lightning Bolt* because of his name and his speed.

7 **OVER TO YOU** Do you like sports? Do you want to be a sports star? How does a sports person's lifestyle make him or her healthy and fit?

### Writing

8 In your exercise book, write about your favourite sports star. Follow the model.

#### Michel Maadanly

My favourite sports star is Michel Maadanly. He's a basketball player. He is from Syria. He plays for Forward Lease Rotterdam in the Dutch Basketball League. He scored the most points in the 2007 FIBA Asia Championship. I admire him because he works hard, and is a great basketball player.

To keep fit, Michel...

#### Did you know?

Between the ages of about 12 and 17, the body grows and gains more muscles.



- Think about the information you want to present.
- Choose some members of your family to write about.
- Choose some parts of the house to write about.
- Prepare the materials you need to do the project (paper, gluestick, scissors, etc.)

- Read the model so that you prepare a similar one.
- Write a short paragraph related to each photo.
- Display the material in a neat and attractive way.

- Present your work to the class.

### MY FAMILY AND I



My name is Faten and I'm twelve. I live in a nice apartment in Damascus with my family. I've got one brother and one sister.



My sister's name is Salma and she's ten. She's my best friend. I share a big room with Salma.



My brother's name is Hussam and he's fifteen. He has got his own room.



The apartment has got a nice living room with a balcony and a kitchen. My favourite room is the kitchen because Mum cooks great food there! From the window we can see the park. I love our home.

# Module 2

# School days



## Focus on science

Why does water go up a straw?

CLIL: Science



## Focus on an unusual school

What type of school is this?

CLIL: Art



Read about Ali's day.  
How can he do better?

## MY IDEAL SCHOOL



Project



Read Episode 2 of *Ahmed and the Hawk*. What happens next?

OUTCOMES

You will be able to:

- tell the time
- talk about routine
- give instructions
- give directions
- discuss school
- talk about the present
- make suggestions
- discuss cross-curricular topics related to Science and Art



# 3

# My routine

## Grammar


present simple negative; *always, usually*;  
questions with *do, does*; imperatives

Ali is not very good with his time. Read about his day to find out why ...


## A day in Ali's life

1 

In the morning, I get up at half past six. I never remember to set the alarm clock!

2 


I get washed and get dressed. My clothes are always difficult to find. Then we all have breakfast together. We have eggs, olives, labneh, bread and tea.

3 


I usually pack my school bag in the morning, five minutes before I leave the house. I always forget something: my pen, or sometimes my homework! Mum doesn't like this!

4 


I leave home at seven, but I'm often late. I get the bus to school at five past seven. I usually run for the bus! My friend Hassan waits for me at the bus stop.

5 

School starts at half past seven. I have lessons until one o'clock. In the break I sometimes have a snack. I often forget to pack it! On Wednesday we play football. But I don't always remember my football boots.

6 

Then I go home. We eat a big lunch at 2.00 pm! In the afternoon, my friends play basketball and I sometimes play with them. But I often help my parents in their shop.

7 

In the evening I do my homework and watch TV. Some nights I watch my favourite programme and I don't finish my homework! I always go to bed at ten o'clock.

## Vocabulary the time

### 1 Talking about the time Say the times.



1 It's half past seven.

### 2 3.1 Listen and read about Ali. Copy the list and write what happens at these times.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 6.30 am <u>He gets up.</u> | 5 1.00 pm <u>School finishes.</u> |
| 2 7.00 am .....              | 6 2.00 pm .....                   |
| 3 7.05 am .....              | 7 10.00 pm .....                  |
| 4 7.30 am .....              |                                   |

## Grammar in context present simple negative

### 3 Look at Ali's day again. Find these verbs:

leave have (breakfast, lunch, lessons, a snack) run get washed get dressed  
 pack remember wait watch (TV) get up like get (the bus)  
 start forget play go (home, to bed) help do (homework) finish

### 4 Copy and correct the sentences about Ali's day.

1 He **doesn't** get up at six o'clock. He gets up at half past six.

- |                                      |  |
|--------------------------------------|--|
| 1 He gets up at six o'clock.         | 4 School starts at half past eight.      |
| 2 He has orange juice for breakfast. | 5 He plays football on Tuesday.          |
| 3 He gets the bus at seven o'clock.  | 6 He does his homework in the afternoon. |

## Grammar in context always, usually

### 5 Copy and complete the sentences. Use:

never often usually always sometimes

- |  |  |
|--|--|
| 1 Ali <b>never</b> remembers to set the alarm clock. | 5 He ..... has a snack in the break.   |
| 2 Ali ..... packs his school bag in the morning.     | 6 He ..... goes to bed at ten o'clock. |
| 3 He ..... helps his parents in the afternoon.       |  |
| 4 He ..... runs for the bus.                         |  |

### 6 Talking about routine In your exercise book, write eight sentences about your routine. Then, work in pairs and tell your partner about your routine.

I usually get up at five o'clock.

### 7 OVER TO YOU Ali isn't very organised. What does he do wrong?

He gets up too late. He **doesn't** prepare for school.

## Giving instructions

### Listening and speaking

- 1  **3.2** Listen to Ali's mother. Copy and complete the advice she gives him.



#### Ali's mother says

- (1) ..... your bag in the evening. Prepare your clothes in the evening.  
Get up at (2) .....  
Leave (3) ..... at five to seven.  
Don't forget your (4) .....  
Make a timetable for the afternoon.  
Watch TV after you finish your (5) .....  
Don't go to (6) ..... late.

- 2 Work in pairs. Ask and answer the questions about your daily routine. If your partner has bad routines, give him or her advice on how to make them better.

#### Your daily routine

- |   |  |
|---|--|
| Do you pack your bag in the evening?      | Do you get a bus to school?                |
| Do you read magazines in the morning?     | Do you help your parents in the afternoon? |
| Does your mother wake you up?             | Do you do your homework in the afternoon?  |
| Does your family have breakfast together? | Does your family watch TV in the evening?  |

### Grammar in context present simple: questions with *do*, *does*

- 3 a In your exercise book, write four more questions for the quiz. Choose from these activities.

see your friends   play football   read a book   listen to the radio   go by car  
take a snack

- b Work in groups. Ask and answer your questions.

- 4 **Talking about routine** Work in pairs. Ask and answer questions about someone in your partner's family.

What time does your sister get up?  
What time does your father start work?

### Grammar in context imperatives

- 5 Copy and complete the instructions about school. Use these verbs:

remember   do   eat   ~~run~~   talk   listen

- |   |   |
|---|---|
| 1 <input checked="" type="checkbox"/> <b>Don't run</b> in the corridor. | 4 <input checked="" type="checkbox"/> ..... to the teacher.   |
| 2 <input checked="" type="checkbox"/> ..... your books.                 | 5 <input checked="" type="checkbox"/> ..... in the classroom. |
| 3 <input checked="" type="checkbox"/> ..... to your friends in class.   | 6 <input checked="" type="checkbox"/> ..... your homework.    |

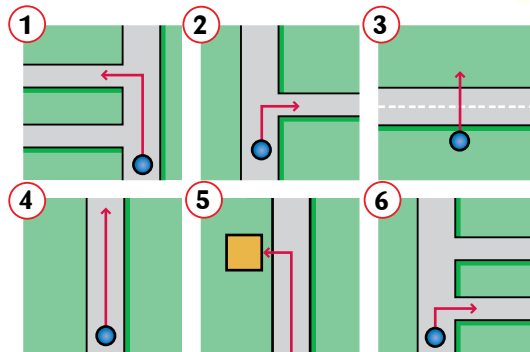
#### Did you know?

Children in the desert of Australia don't go to a school. They study at home using computers.

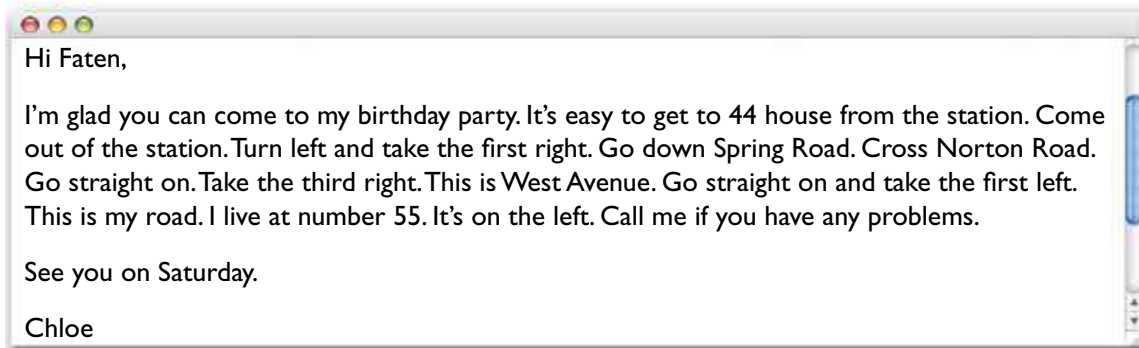
### Vocabulary directions

6 Match the phrases with the pictures.

- a take the first right
- b turn right
- c it's on the left
- d take the second left
- e go straight on
- f cross the road



7 Read the e-mail and follow the route on the map. Is Chloe's house A, B or C?



8 Work in pairs. Look at the map and describe the positions of places.

The café is opposite the supermarket.

The sports centre is behind the swimming pool.

The post office is next to the market.

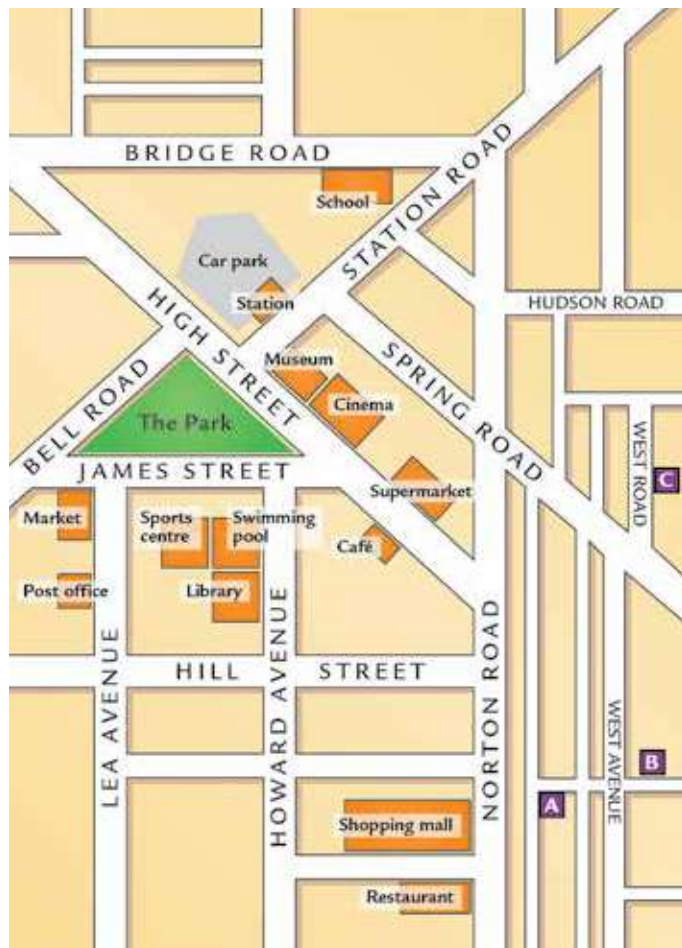
### Listening and speaking

9 3.3 You are at the post office. Listen and follow the directions. Where are you?

10 **Giving directions** Work in pairs. You are at the library. Ask and give directions.

A: Excuse me, how do I get to the post office?

B: Go down this road and ...





**Speaking** school subjects

**1 Talking about school** Work in pairs. Ask and answer questions.

A: Do you like maths?

B: Yes, I do. / No, I don't.

A: Why? / Why not?

B: It's interesting / boring / exciting / easy / difficult.

**Listening**

**2**  **3.4** Copy the safety rules. Then listen and complete them with these words:


face clean drink wear games work

**SAFETY**  
**IN THE SCIENCE LAB**

- Always ----- a lab coat and goggles.
- Never ----- alone.
- Don't play ----- or play tricks.
- Don't eat or -----.
- Keep the lab ----- and tidy.
- Don't touch your -----.



**Pronunciation** the final 's' sound


**3 a**  **3.5** Listen and repeat the words. What happens to the final 's' ?

1 drinks    2 says    3 watches

**b** Work in pairs. Which 's' sound do these words have? Is it like 1, 2 or 3?

fills **2** eats finishes gets listens packs studies presses  
likes goes pushes reduces

**c**  **3.6** Now listen and check.

**4**  **3.7 READING ALOUD** Listen and repeat the poem. Then work in pairs. Practise reading aloud.

Professor Loonel lives in his lab  
And works by the light of the stars.  
He takes lots of chemicals  
Then mixes them all in jars.

Professor Loonel loves his work  
But burns holes in his clothes.  
He takes powders, liquids and gases  
Then watches them all explode!





**CLIL: Science****Reading and speaking**

5 **OVER TO YOU** Why does the liquid go up the straw into your mouth?

6 Read the experiment and match the instructions with the pictures.  
What do you think happens?

**Thirsty work experiment**

You need: • a drinking straw • a hammer • some clay  
• a glass jar with a lid • a large nail • some water

- 1 Fill a jar with water.
- 2 Use a hammer and nail to make a hole in the lid of the jar. Make the hole the same size as the straw.
- 3 Push the straw into the hole.
- 4 Put the clay around the straw so it is sealed.
- 5 Now try to suck the water through the straw!



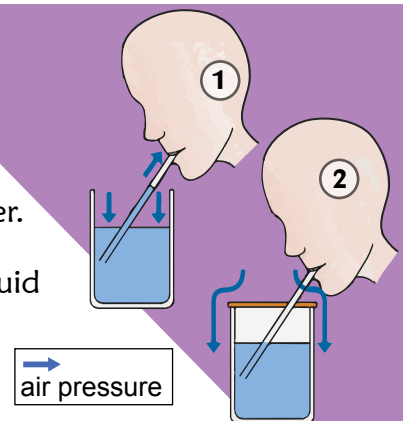
7 Read the explanation and see if you are right.

**What do you think happens?**

You can't drink the water! Why not? Well, it's all about air pressure.

In a glass of water, the air presses on the surface of the water. When you suck on the straw, you reduce the air pressure in your mouth. So the air pressure on the liquid pushes the liquid up the straw. And you get a nice drink! (picture 1)

When you seal the hole around the straw, there is no air pressure on the liquid. So the liquid can't go up the straw! No nice drink! (picture 2)

**Writing**

8 In your exercise book, write six of your school rules.

Walk on the left of the corridor.  
Don't chew gum.

**Did you know?**

People used paper straws for the first time in 1888.

# 4

# School life

## Grammar

present continuous; *slowly, quickly;*

*this / that / these / those*

### Ahmed and the Hawk – Episode 2: The hunters

It's five past one and Ahmed, Yousef, Samira and Huda are going home from school. Ahmed isn't walking with the others. He's looking at the clear blue sky.

OK. Call Mum on your mobile and ask her.

Ahmed talks to his mother. Then he follows the hawk. Where is it taking him?

What are you doing, Ahmed?

Yes, of course.

I'm looking at that bird. It's the hawk from the football match. I want to follow it.



Suddenly, Ahmed sees three men. He calls Samira on his mobile.

What's happening now?

The birds are flying into the net! The men are hunting birds!

I can see three men.

What are they doing?

They aren't moving. They're standing next to a big tape recorder. It's playing a bird song.

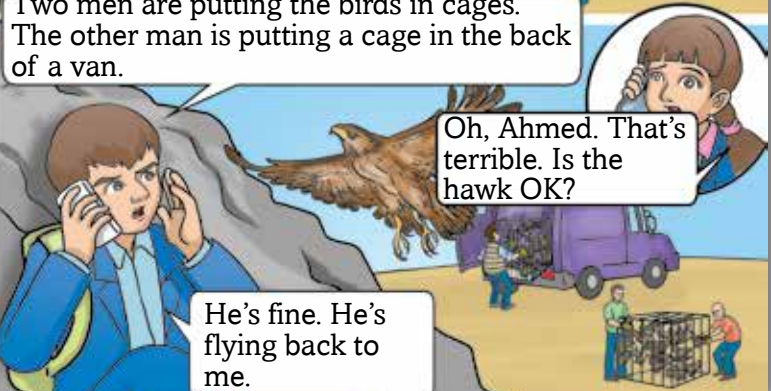


Two men are putting the birds in cages. The other man is putting a cage in the back of a van.

Oh, Ahmed. That's terrible. Is the hawk OK?

And I can see hundreds of birds. The birds are flying towards a net.


He's fine. He's flying back to me.



## Before you read

- 1 Match the pictures with these sentences.
- a Ahmed is saying goodbye to his sister.      2      c Ahmed is looking up at the sky worried.  
 b Three men are waiting for the birds.      d The men are putting birds in cages.

## Comprehension

- 2  **4.1** Listen and read the story. Answer the questions.

- 1 Why doesn't Ahmed go home?
- 2 Which two people does Ahmed call?
- 3 Why do the men have a net?

- 3 **OVER TO YOU** Work in pairs. What do you think happens next? In your exercise book, write notes and check them after the next episode.

## Grammar in context present continuous

- 4 Copy and complete the sentences from the story.

- 1 The hawk is flying over a van.
- 2 What ....., Ahmed?
- 3 ..... at that bird.
- 4 They're ..... next to a big tape recorder.
- 5 What ..... they ..... now?

- 5 **Talking about the present** Work in pairs. Ask and answer questions about people you know.

A: What's your brother doing at the moment?      B: He's working in an office.

## Vocabulary colours

- 6 Work in pairs. Copy the table.

	Your name:	Partner's name:
Ahmed's mobile phone		
Samira's shirt		
Samira's bag		
the van		
the car		
Ahmed's bag		

Study page 26 for two minutes. Then cover it and try to remember the colours. Write your answers and your partner's answers in the table and then check.

- 7 **Making suggestions** Work in pairs. Make and accept or refuse suggestions.

go swimming   go to the shopping mall   play tennis   surf the Net  
 do our homework   play a computer game   play basketball   play chess

A: Let's go swimming!

B: Good idea. / I can't. I help my dad in the afternoon.



# ART SCHOOL

CLIL: Art



1

The students at this school are learning artistic skills. They do it once a week after school. And they all think it's fantastic. We visited the school last week and asked them about their experiences.

**What are you doing, Mary?**

I'm painting. It's very hard at first, but I'm learning quickly. It's really relaxing when you learn how. Those paintings over there are mine.

2



**Why are you here?**

I don't really have a special talent, but I want to do a creative activity. My friends are very surprised I'm taking an art class.

3



**What are you doing, Nick?**

I'm studying photography. It is easy to take a picture, but it is hard to take a good one. I'm learning how to take a picture from different angles. This is one of my favourite photos.

**Why are you here?**

I think it's very interesting how you can remember a happy moment through a photo. Photography is teaching me to do things patiently. This is a very important lesson.

4

**What are you doing, Jenny?**

I'm sculpting a turtle. That shape is the first step. This activity needs a lot of attention to detail and you have to do it very gently. I prefer sculpting with clay, but wooden sculptures are also very elegant.

**Why are you here?**

I love making things with my hands. I also like displaying my sculptures on a shelf in my room. It makes me feel proud.



5



**What are you doing, Ian?**

I am trying to make a vase. I have to be very careful. Pottery is a little complicated but enjoyable. I like watching the clay spinning and slowly forming an object. These beautiful vases are made by other students.

**Why are you here?**

I don't think many people are taking pottery classes these days. It is a very old art and it's nice to keep the traditions.

## Comprehension

- 1 Read the article on page 28 quickly and match these activities with the pictures.

sculpting taking a photo making pottery painting

- 2  **4.2** Listen and read the article again. Decide if the sentences are true (T) or false (F).

- |   |                                       |
|---|---------------------------------------|
| 1 Mary doesn't have a special talent.         | 5 Jenny prefers sculpting with wood.  |
| 2 Mary is learning very slowly.               | 6 Jenny doesn't like using her hands. |
| 3 Nick thinks the art of photography is easy. | 7 Ian is making a turtle.             |
| 4 Nick thinks photography teaches patience.   | 8 Ian cares a lot about traditions.   |

## Grammar in context *quickly, slowly*

- 3 Copy and complete the words.

- |                      |                      |
|----------------------|----------------------|
| 1 slow <u>slowly</u> | 6 careful .....      |
| 2 quick .....        | 7 ..... happily      |
| 3 patient .....      | 8 ..... easily       |
| 4 creative .....     | 9 ..... gently       |
| 5 proud .....        | 10 ..... beautifully |

## Grammar in context *this / that / these / those*

- 4 Read the article again. Copy and complete these phrases.

- |                                |                   |
|--------------------------------|-------------------|
| 1 <u>these</u> beautiful vases | 3 ..... shape     |
| 2 ..... school                 | 4 ..... paintings |

- 5 When do we use *this / that / these / those*? Copy and complete the rules.

- 1 close to the speaker: one thing this ....., two or more things .....
- 2 far from the speaker: one thing ....., two or more things .....

- 6 Describe different things in the classroom.

*This is my pencil case. I like that poster. These are our chairs.*

## Vocabulary numbers 20 – 1,000

- 7  **4.3** Listen and repeat.

26 twenty-six 37 thirty-seven 173 one hundred and seventy-three  
981 nine hundred and eighty-one 1,000 one thousand

- 8 Work in pairs. Test your partner.

- In your exercise book, write five numbers between 20 and 1,000.
- Take it in turns to say your numbers and write your partner's numbers.

## The best thing about my school

- 1 Our school is doing an interesting project. We've got a garden where we grow fruit and vegetables. I enjoy gardening and watching things grow.  
Salma, Syria
- 2 My school's got a brilliant new art studio. I love doing art in the classes after school. I'm making a model at the moment.  
Sam, England
- 3 We go on outdoor courses in the summer. I really love it. We go camping in the mountains and learn how to light fires and find food.  
Andy, UK
- 4 The teachers are really nice. They teach us really well and they always help if we have problems.  
Hanan, Lebanon
- 5 I love the chess club. It's in the break and I usually go there twice a week. Sometimes I win!  
Emily, Australia
- 6 I'm learning to play the violin and it's great because my school's got an orchestra. We practise after school once a week, and play at the end of term.  
Carmen, Spain



### Reading and speaking

- 1 Read the messages and match them with the photos. Which message doesn't have a photo?
- 2 Read the messages again and answer the questions.

Who:


- |  |                            |
|--|----------------------------|
| 1 plays a game twice a week?           | 4 likes her teachers?      |
| 2 practises an instrument once a week? | 5 likes plants and nature? |
| 3 is making an object?                 | 6 goes away in the summer? |

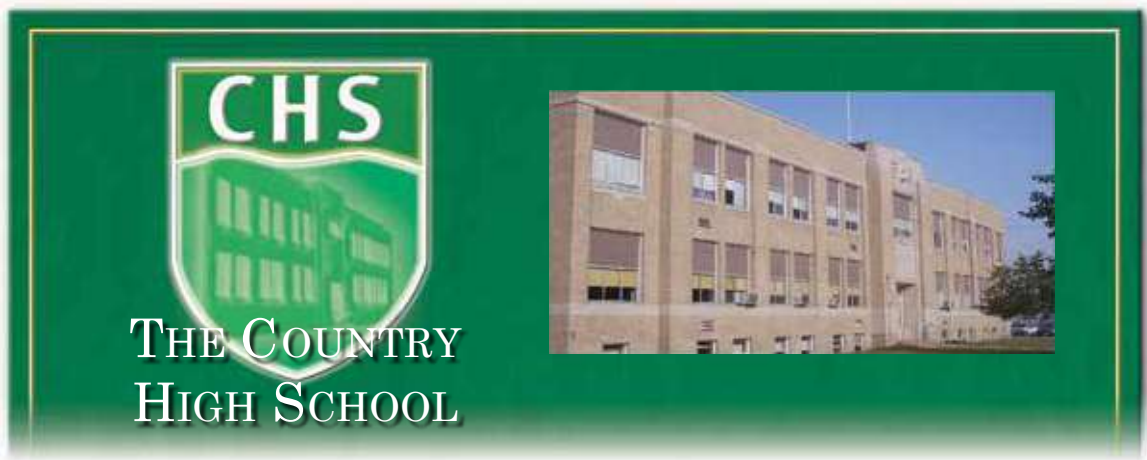


- 3 **OVER TO YOU** Work in pairs. Who would you like to meet? Why? Which school do you like best?

I'd like to meet Carmen because she's a musician.  
I like Sam's school because I like art.

## Listening and speaking

- 4  **4.4** Copy the list. Then listen and tick (✓) the things that The Country High School has.



**Places:** gym library art studio swimming pool theatre  
playing field computer lab music room tennis courts

**After school:** orchestra homework club science club art class  
drama class sports club school magazine outdoor survival class

- 5 Work in pairs. Which of the places and activities doesn't your school have? Which ones would you like to have? Why?

## Writing

- 6 In your exercise book, write five sentences to the chatroom about the best things in your school.

The best thing about my school is the library. It's got really good books.

## Pronunciation -ing

- 7  **4.5** Listen and repeat the sentences.

- 1 I'm sitting by the swimming pool but I'm not going in the water.
- 2 The Country High School has got some great things.
- 3 They sing every evening.

## Did you know?

In the forests of Colombia, some children go to school by trapeze across a 400 metre deep ravine. It only takes a minute, but they reach 60 kilometres an hour!

### MY IDEAL SCHOOL

- Think about the places that you want to have in your ideal school (gym, library, theatre, computer lab, plenty of classrooms, etc.)
- Collect some photos for some of the places.
- Prepare the materials you need to do the project (paper, gluestick, scissors, pencil, ruler, photos, etc.)



- Check the model so that you prepare a similar one.
- Draw a plan of your ideal school and glue the photos on where you would like the places to be in the plan. You don't have to have photos of each place.
- Write the names of all the places.

- Present your work to the class, explaining what you can do in each of the places in your plan.

# REVISION 1

## Language practice

**1** Find the mistake in each sentence. Then, rewrite the correct sentences in your notebook.

- 1 He always finishes his homework quick.
- 2 Do your school have any clubs?
- 3 He like drawing in his free time.
- 4 She loves going to school. His favourite subject is history.
- 5 We has got five cousins.
- 6 He is the best student in class. He always fails his exams.
- 7 I am waking up at six o'clock every day.
- 8 My brother can't answer the phone right now. He takes a shower.
- 9 I can go to school today. I feel sick.
- 10 Please don't follow the right directions.

**2** Reorder the words to make sentences. Write the sentences in your notebook.

- 1 trophies / got / team / Our / basketball / has / three / .
- 2 My / activity / skateboarding / favourite / is / .
- 3 house / to / my / directions / you / can / give / I / .
- 4 8.30 pm / sleep / to / always / He / goes / at / .
- 5 maths / She / like / doesn't / .
- 6 go / they / to / school / Do / your / ?
- 7 late / match / for / Don't / be / the / football / .
- 8 at / language / learning / are / We / a / school / new / .
- 9 patiently / results / exam / waiting / is / her / for / She / .
- 10 interesting / is / This / very / book / .

**3** Copy the table in your notebook and complete it with the following words and phrases.

kitchen cafeteria aunt living room gym  
 bedroom grandmother balcony theatre  
 sister computer lab son playing field  
 uncle attic

Family	Parts of the house	Parts of the school

**4** Reorder the letters to make words. Then use them to complete the paragraph below.

itsres aloftcomber cassclali belauifut  
 batelt daptureen alenc

My name is Reem and I'm twelve years old. I've got one (1) ..... We live in a (2) ..... house. My bedroom is always (3) ..... and my bed is very (4) ..... I love watching (5) ..... films, listening to (6) ..... music and playing games on my (7) .....

**5** Read the following questions and choose the correct answer.

- 1 How old is your sister?
  - a I've got a sister.
  - b I am twelve years old.
  - c She's ten years old.
- 2 Excuse me, how do I get to the museum?
  - a The cinema is next to the post office.
  - b Go down this road and turn left.
  - c Do you know how to get to the museum?
- 3 What time is it?
  - a It's 8.30 am.
  - b School finishes at 1 pm.
  - c I am doing my homework.
- 4 Can you play tennis?
  - a I can play.
  - b No, I can't.
  - c I'm not playing.
- 5 Which club do you think we should have at school?
  - a I think we should have a maths club.
  - b I have a maths test today.
  - c Maths is hard.
- 6 What colour should I paint my bedroom walls?
  - a Where is the bedroom?
  - b The bedroom walls are blue.
  - c Paint them blue.





# Module 3

# Free time and festivals



### Focus on campsites

Where is this place? What can you do there?

**CLIL:** Geography



### Focus on celebrations

What are these people celebrating?

**CLIL:** Social Studies

Read about festivals and food. What is Rabab making?



Go with Danielle and Deema for a meal.

## OUTCOMES

You will be able to:

- describe your classroom
- say what is and isn't there
- give opinions about shops
- buy things
- talk about food
- order food
- discuss cross-curricular topics related to Geography and Social Studies



## Project



Read Episode 3 of *Ahmed and the Hawk*. What happens next?



# 5

# Camping

## Grammar

*there is / there are; some / any;*  
countable and uncountable nouns

### Ahmed and the Hawk – Episode 3: The camping trip

Ahmed, Yousef, Samira and Huda are going on a camping trip with Ahmed's mother and father, Hussein and Mariam. They are checking the list of the equipment.

There's a torch, there are some matches ...

No, there aren't. But there's some hoummous.

OK, let's eat it now!

Are there any dates?

We can't take hoummous into the desert. It's too hot!

They drive into the desert. There are beautiful mountains in the distance.

I'm hungry. Are we near the campsite?

There's a map in the bag.

No, there isn't.

Yes, there is!

Tourists come from all over the world to look at the wildlife here.

Samira and Huda are putting up their tent very quickly. The boys are having problems.

There are insects everywhere!

Ouch!

Is there any insect repellent?

Yes, here it is.

Ahmed starts to explain about the men and the net, when the hawk flaps his wings and flies into the air. Ahmed stops talking and listens. They can hear a noise. What's out there in the desert? Then suddenly they see a shape in the darkness ...

It's getting dark. They sit around the campfire and eat some food.

Hey, look! There's a bird on our tent.

That's my hawk!

He's the bird from the football match. He likes me.

That's very strange for a hawk.

I think he's trying to talk to me.




## Before you read

- 1 a Work in pairs. Give advice for camping in the desert.

Wear sun cream.

- b Read this list. Which points did you mention?

## Comprehension

- 2 a  **5.1** Listen and read the story. Answer the questions with *yes* (Y), *no* (N) or *don't know* (DK).

- 1 Are there any matches?
- 2 Is there a First Aid Kit?
- 3 Is there any sun cream?
- 4 Is there any hoummous?
- 5 Are there any dates?
- 6 Is there a map?
- 7 Is there any insect repellent?
- 8 Is there any canned food?

- b Work in pairs. Ask and answer the questions.

A: Are there any matches?

B: Yes, there are. / No, there aren't.

- 3 **OVER TO YOU** Answer the questions.

Who is the stranger? Why is he there?

## Grammar in context *there is / there are; some / any*

- 4 **Talking about your classroom** Work in pairs. Use these words to describe your classroom:

chairs paper pens a board books desks an exercise book maps  
posters water bags windows

There's a board. There are some books. There aren't any posters.  
There's some paper. There isn't any water.

- 5 Copy and complete the sentences with *some*, *any* or *a/an*.

- 1 There are ..... amazing campsites in the desert.
- 2 Is there ..... orange juice left?
- 3 We sleep in ..... tent when we go camping.

- 6 In your exercise book, write six sentences about your classroom.


There are some maps in my classroom.

## Desert Camping

- Carry a lot of water (4 litres per person per day).
- Don't camp on low ground in case of sudden floods.
- Put a cover over your tent for shade.
- Wear light-coloured clothes and a hat to protect your head.
- Take enough food.
- Wear a belt. It stops sand getting into your clothes.
- Don't wear sandals because desert plants are very sharp.
- Take a warm jacket. It gets very cold in the desert at night.
- Protect your eyes with sunglasses.
- Wear a lot of sun cream, even on your hands.

## Getting ready for a trip


### Vocabulary camping equipment

- 1  5.2 Match the words with the pictures. Then listen and check.



batteries  
a compass  
water  
a can opener  
a camping stove  
fuel  
matches  
a map  
sun cream  
insect repellent  
soap  
a torch

### Listening and speaking

- 2  5.3 Nadia and Zeinab are organising a camping trip. Copy the table. Then listen and tick (✓) the things they've got and the things they need to buy.

	have got	need to buy
a torch		
soap		
batteries		
a can opener		
matches		
sun cream		

- 3 Work in pairs. Do you think Nadia and Zeinab have enough equipment for the camping trip? If not, what do you think is missing?

A: I think it is very important for Nadia and Zeinab to have water with them.

B: Yes, of course. An insect repellent is very important, too.

### Grammar in context countable and uncountable nouns

- 4 Copy and complete the table with words from exercise 1.

countable nouns	uncountable nouns
batteries	water
a compass	fuel

## Grammar in context *some / any*

- 5 a In your exercise book, write the missing words: *a*, *any* or *some*.

1 a



Salah and Omar are camping in the desert. But have they got all they need? They've got (1) ..... tent, (2) ..... fuel and (3) ..... matches. But they haven't got (4) ..... camping stove. Omar has got sunburn but they haven't got (5) ..... sun cream. They've got (6) ..... map but they haven't got (7) ..... compass. They are thirsty but they haven't got (8) ..... water. They've got (9) ..... food but they haven't got (10) ..... can opener.

- b Work in pairs. Talk about the picture.

There's a tent. There isn't any insect repellent. There isn't a compass.

- 6 a **OVER TO YOU** Work in groups. You are going camping. You can take five things on the list in exercise 1 and five more things. Decide what to take.

A: I think we need things to cook with.

B: I don't agree. We can eat from the cans.

C: I think we need a camping stove.

B: We don't need a camping stove. It's heavy.

A: Why don't we take a can opener?

C: That's a good idea.

- b In your exercise book, write sentences about your group's decisions.

We are taking a can opener to open the cans of food.

### Did you know?

If you're lost in the desert, wait for help. You can survive for five days without water if you stay still, and only two days if you move.



## CLIL: Geography

### Reading

# GRAND CANYON

### Facts about the Grand Canyon

A canyon is a deep valley with very steep sides of rock that usually has a river running through it. The Grand Canyon is located in Arizona, United States. The Colorado River carved it over millions of years. It is 446 km long, up to 29 km high and more than 1,800 metres deep. It is well known for its colourful landscapes and the variety of animals and plants that live in it. It has also been the home of Native Americans for over thousands of years.



### Activities to do at the Grand Canyon

There is so much to do at the Grand Canyon! Besides sightseeing, you can go hiking, rafting and skydiving, or you can take a helicopter tour. Camping is another activity you can do. You can camp in the campsites within the Grand Canyon National Park or you can go backpacking and camp outside the campsites, but you need permission for that. If you visit the Grand Canyon, make sure to stop by the Havasu Falls. It is a beautiful waterfall in the Havasupai Indian Reservation.

1 Read the article and decide if the statements are true (T) or false (F).

- 1 The Grand Canyon is located in Canada.
- 2 The Colorado River shaped the Grand Canyon.
- 3 The Grand Canyon is 446 km high.
- 4 Few types of animals and plants live in the Grand Canyon.
- 5 No humans live in the Grand Canyon.
- 6 Camping is the only activity you can do at the Grand Canyon.
- 7 You can visit The Havasu Falls at the Grand Canyon.
- 8 The Havasu Falls are in the Havasupai American Reservation.

2 Match the words from the article with their definitions.

- |             |  |
|-------------|--|
| a steep     | 1 an area of countryside or land                         |
| b carved    | 2 travelling on a raft in a river, especially as a sport |
| c landscape | 3 rising or falling at a sharp angle                     |
| d rafting   | 4 walking a long way in the mountains or countryside     |
| e hiking    | 5 shaped   |



## Vocabulary and speaking shops

- 3 **Giving opinions** Work in pairs. Which shops do you like? Which shops don't you like? Give reasons.

clothes shop music shop supermarket gift shop sports shop  
computer games shop department store bookshop shoe shop

A: I like clothes shops because I enjoy buying clothes.

B: I like music shops because I can hear new music.

## Listening and speaking

- 4 **5.4** Copy the list. Then listen and tick (✓) the things that the people buy in a gift shop at the Grand Canyon.



- 5 **5.5** Listen and complete the dialogue with:

have Thanks please any help

**Assistant:** Can I (1) ..... you?

**Deema:** Have you got any T-shirts?

**Assistant:** Yes, we have.

**Deema:** And have you got (2) ..... mugs?

**Assistant:** Yes, they're over there.

**Deema:** Oh, good. I'll (3) ..... these three. And these two brochures.

**Assistant:** That's \$16, (4) .....

**Deema:** Here you are.

**Assistant:** (5) .....

- 6 **Buying things** Work in pairs. Take it in turns to buy things and be the shop assistant.

## Writing

- 7 In your exercise book, write a paragraph about your favourite shop.

## Pronunciation *paper, colour*

- 8 **a** **5.6** Listen and repeat these words.

1 computer 2 colour 3 supermarket 4 newsagent 5 water 6 can opener

- b** **5.7** Copy the words and then listen and underline the sound.

1 paper 2 chocolate 3 department 4 magazine 5 camera 6 poster

# 6

# Celebrations and food

## Grammar

*I, my, me, mine; I'd like;*

*How much / How many*

## Vocabulary food and cooking

1 6.1 Match the words with the pictures. Then listen and check.

to pour to chop to stir to bake to heat



2 Look at the pictures and write the names of the ingredients.

1 cinnamon

**APPLE CRUMBLE**

**Ingredients**

- 4 cooking apples
- 80 grammes of butter
- 200 grammes of sugar
- half a teaspoon of cinnamon
- 70 grammes of plain flour
- 40 grammes of oats

Numbered pictures: 1. Cinnamon powder, 2. Apples, 3. Sugar, 4. Baked crumble, 5. Butter, 6. Oats.

3 Match the instructions for the recipe with the pictures.

1 e

**You need:** **saucepan** **dish** **bowl**


**Instructions**

- Put the apple slices in a saucepan with 30 grammes of butter. Heat gently for about 5 minutes.
- Add the cinnamon and 150 grammes of sugar and stir gently for another 3 minutes.
- Pour the topping mixture over the apples.
- Bake in the oven for 30 minutes or until the top is golden brown.
- First make the filling. Chop the apples into small pieces.
- Now make the topping. In a large bowl, rub the rest of the butter into the flour, oats and the rest of the sugar until it looks like crumbs.
- Put the apples into a baking dish.



4 Read the dialogue in exercise 5 quickly. Answer the questions.

- 1 What is Rabab making?
- 2 Who is she making it for?
- 3 What would Ibrahim like?

5  **6.2** Listen and complete the dialogue with these words:

her my they it theirs us ours hers them me

1 my

Rabab and Ibrahim are brother and sister. Rabab is cooking and Ibrahim comes into the kitchen.

**Ibrahim:** What are you doing, Rabab?

**Rabab:** I'm making a pudding.

**Ibrahim:** Fantastic! What are you making?

**Rabab:** Apple Crumble. It's for (1) ..... friend Ruba and (2) ..... family.

**Ibrahim:** Aren't you making some for (3) ....., too?

**Rabab:** Of course. I'm making two dishes. One is for (4) ..... and one is for Ruba's family. This dish is (5) ..... and this one is (6) .....

**Ibrahim:** Are (7) ..... ready?

**Rabab:** They're not cooked yet. I'm just about to put (8) ..... in the oven.

**Ibrahim:** This is making me hungry! Can I have those chocolates?

**Rabab:** No, you can't. They're a present for Ruba. They're (9) ..... Why don't you wait for the Apple Crumble?

**Ibrahim:** How long does (10) ..... take?

**Rabab:** Half an hour.

**Ibrahim:** Oh, that's too long for me!

### Grammar in context *I, my, me, mine*

6 Choose the correct word. Copy the correct sentences.

- 1 Give *me / mine* the book.
- 2 Hey, this is a nice pen. Is it *you / yours*?
- 3 Your uncle, Jamal, is very nice. I like *him / his* a lot.
- 4 I like my bag, but I prefer *her / hers*.
- 5 This computer game is fantastic. *Its / It* graphics are great.
- 6 That's a difficult question. Tell *ours / us* the answer.
- 7 Do you know Amal and Zeinab? I'm making *them / theirs* a cake.
- 8 We need a new car. *Ours / Us* is getting old now.

1 Give me the book.

### Grammar in context *I'd like*

7 **Offering and refusing** Work in pairs. Make dialogues about this party food:

ice cream cake sandwiches pizza orange juice

A: I'd like some ice cream.

B: Here you are.

A: Would you like some cake?

B: Yes, please. / No, thank you.

8 **Talking about food** Work in pairs. Discuss your favourite food.

## Golden Tower Shopping Mall - Where to eat



**Indian Feast** Restaurant MENU

**Spicy and hot**

- Madras Curry
- Tandoori Chicken barbecued in a traditional Indian oven
- Biryani (traditional dish with basmati rice and spices)
- Bombay Potatoes
- Pilau Rice



**Eat-a-Pizza**

30 different pizzas including:

- original cheese and tomato
- mushrooms, garlic and cheese
- olives, artichokes, peppers
- tuna and onion



**Aleppo Falafel House**

Lots of Middle Eastern classics

Menu

- Hoummous with pitta bread
- Tabbouleh (wheat salad)
- Spinach Pie
- Fattoush (mixed fresh salad)
- Kebab with pitta bread
- Lentil Soup



**The Garden Café**

Healthy fast food

**Salads**

- mixed
- green
- chicken

**Sandwiches**

- tuna
- egg mayonnaise
- cheese
- salmon

Danielle, from England, is visiting Deema. They are at the shopping mall with Salwa, Deema's mother.

**Danielle:** I'm really hungry. Shopping is very tiring!

**Deema:** Let's eat here.

**Danielle:** (1) .....

**Deema:** A lot! Do you like Italian food?

**Danielle:** (2) .....

**Deema:** What about Indian?

**Danielle:** Yes, great idea! I love curries!

**Deema:** (3) .....

They are at the counter in the restaurant.

**Assistant:** What would you like?

**Danielle:** Oh, I'd like the Madras Curry. What about you?

**Deema:** (4) .....

**Salwa:** And I'd like the Tandoori Chicken.

**Assistant:** (5) .....

**Danielle:** That's enough rice, thanks.

**Assistant:** (6) .....

**Salwa:** Three orange juices, please.

**Assistant:** Here you are.


## Before you read

- 1 Do you like eating in restaurants? What different kinds of restaurants do you know?

## Comprehension

- 2 Read the leaflet and answer the questions.

- |  |                             |
|--|-----------------------------|
| 1 Where can you eat rice?                | 4 Where can you eat salads? |
| 2 Where can you have soup?               | 5 Where can you have tuna?  |
| 3 How many pizzas does Eat-a-Pizza make? |                             |

- 3  **6.3** Put these lines of dialogue in the right places. Then listen and check.

- |                                     |                              |
|-------------------------------------|------------------------------|
| a And how much rice would you like? | d How many places are there? |
| b OK, let's go to Indian Feast.     | e Anything to drink?         |
| c I'd like the Biryani.             | f I quite like it.           |

1 d

## Grammar in context *How much / How many*

- 4 Copy and complete the questionnaire with *much* or *many*.

How healthy are you?					
In a week:		A lot	Quite a lot	Not a lot	Not any
1	How <u>much</u> fruit juice do you drink?				
2	How ..... ice cream do you eat?				
3	How ..... fruit do you eat?				
4	How ..... biscuits and cakes do you eat?				
5	How ..... lentils and beans do you eat?				
6	How ..... eggs do you eat?				
7	How ..... fish do you eat?				
8	How ..... cans of soft drink do you drink?				
9	How ..... vegetables do you eat?				
10	How ..... packets of crisps do you eat?				

- 5 Work in pairs. Ask and answer the questions in the questionnaire.

A: How much fruit juice do you drink?

B: I drink a lot. / I drink quite a lot. / I don't drink a lot. / I don't drink any.

- 6 **OVER TO YOU** Discuss your answers to the questionnaire. Do you think you are healthy or unhealthy?

- 7 **Ordering food** Work in groups. You are at one of the restaurants in the leaflet.

- One of you is the assistant, the others are customers.
- Order food and drink.

## Did you know?

The biggest pizza in the world was 37.4 metres wide. One hundred people took two days to make it! And they made it outside.





## CLIL: Social Studies



### Eid Al-Fitr

Eid Al-Fitr celebrates the end of Ramadan, the ninth month of the Islamic calendar. It is a religious festival of happiness and joy. Eid Al-Fitr isn't always on the same date because it follows the Hijri calendar.

In the morning, people go to prayers. They decorate their homes and welcome family and friends. They wear new clothes and young people receive gifts. It is a time for sitting and eating together. It is also a time when Muslims think about the poor and help them.

The celebrations last for at least three days, and schools, shops and offices close.

*Ali Hussein*



### Chinese New Year

The Chinese New Year is a very important holiday for millions of Chinese people all over the world. It happens in late January or early February. It celebrates spring and lasts fifteen days.

People clean their homes and decorate them with red decorations. They wear new clothes and visit their family and friends. They have a big dinner with special food such as rice dishes and cakes. It is bad to cry on New Year's Day so children are never punished! Red is a lucky colour and young people receive gifts of money in red envelopes.

On the fifteenth night there is a lantern festival with fireworks in the streets. There is a huge lion parade with dancers and musicians playing loud drums.

*Yi Lina*



### Diwali

Diwali is the Hindu 'festival of lights'. It happens in autumn, in October or November, and lasts five days. About a billion Hindus and millions of Sikhs take part in Diwali worldwide. It celebrates the triumph of good over evil and the beginning of the Hindu New Year.

People prepare special food and sweets, they clean their homes and give presents and cards. They wear new clothes and meet family and friends. In the evening they light lamps and candles in every room of the house. In the streets there are fireworks and celebrations, including traditional dancing and singing.

*Fatima Patak*




## Before you read

- 1 What does Eid Al-Fitr mean to you? Think of two things. Now read the first part of the article on page 46 and see if you can find the two things.

## Reading and writing


- 2 Read the article about three festivals on page 46. In your exercise book, write what happens in each festival, comparing and contrasting the traditions for each.

## Listening

- 3  **6.4** Listen to four young people. Which of the three celebrations on page 46 are they talking about?

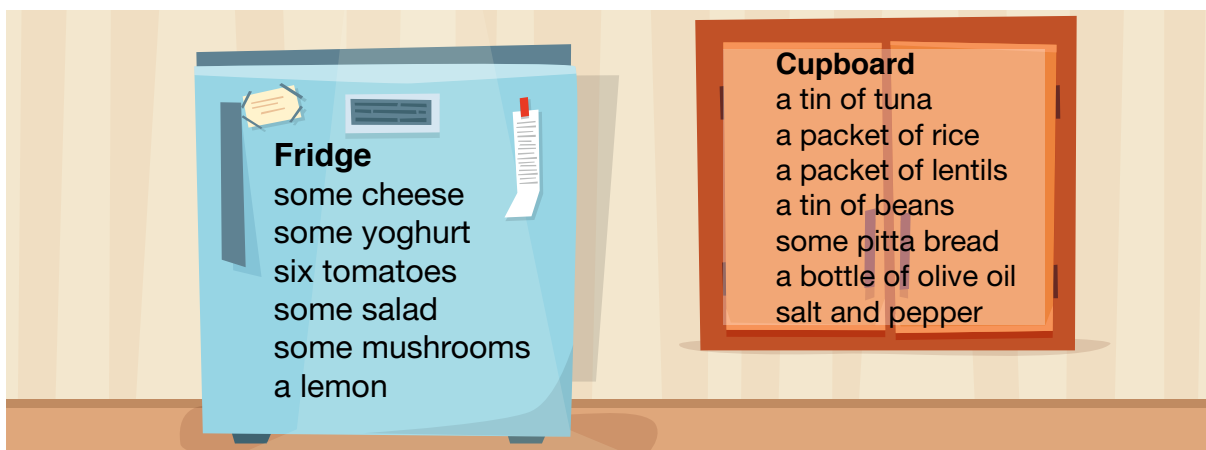
1 Diwali

## Listening and speaking

- 4  **6.5** Listen to the dialogue and tick (✓) the dishes that Hala and Nabil want to prepare.

- |                                  |   |                                |                                    |
|----------------------------------|---|--------------------------------|------------------------------------|
| <input type="checkbox"/> houmous | <input type="checkbox"/> fattoush       | <input type="checkbox"/> kebab | <input type="checkbox"/> tabbouleh |
| <input type="checkbox"/> chicken | <input type="checkbox"/> baked potatoes | <input type="checkbox"/> rice  | <input type="checkbox"/> felafel   |

- 5 a Work in groups. You want to make lunch. You find this food in the kitchen. Write a menu. Use as many ingredients as possible.




- b Tell the class your menu. Have a class vote on the best menu.

## Pronunciation *pizza, bread*

- 6 a  **6.6** Copy the words. Then listen and underline the sounds.

p: 1 pizza 2 parsley 3 pastry 4 pasta

b: 5 bread 6 bake 7 burger 8 biscuit

- b  **6.7** What sound do you hear? Listen and write (p) or (b).

1 p

### RESTAURANT MENU

- Come up with a name for your restaurant.
- Think about the food and drinks you want to serve (salads, sandwiches, desserts, drinks, etc.)
- Collect photos of the food and drinks that will be on your menu.
- Prepare the materials you need to do the project (paper, gluestick, photos, markers, scissors, etc.)



### THE HEALTHY CORNER

#### dishes

- Lentil Soup
- Hoummous
- Mujaddara
- Waraq Inab



#### salads

- Fattoush
- Greek Salad
- Tabbouleh
- Chicken Salad



#### drinks

- Water 
- Lemonade
- Juice
- Jallab

#### desserts

- Frozen Yoghurt with Fruits
- Rice Pudding 
- Fruit Salad
- Meghli

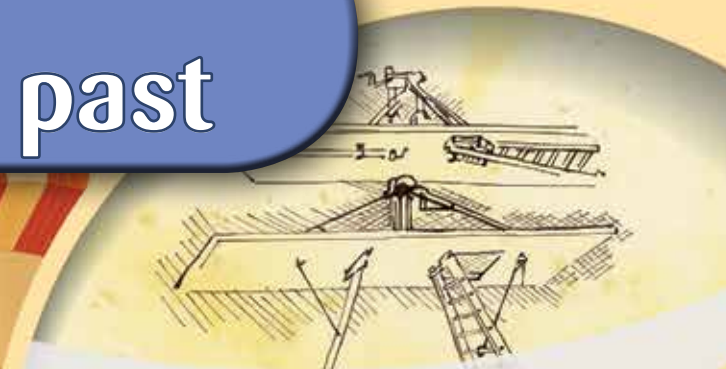
- Present your work to the class, introducing your restaurant and the kind of food it serves.

- Look at the model so that you prepare a similar one.
- Fold a piece of cardboard in two like the shape of a menu.
- Include the restaurant's name and its design on the first page.
- On the other pages, write the names of all the food and drinks and glue pictures near them.



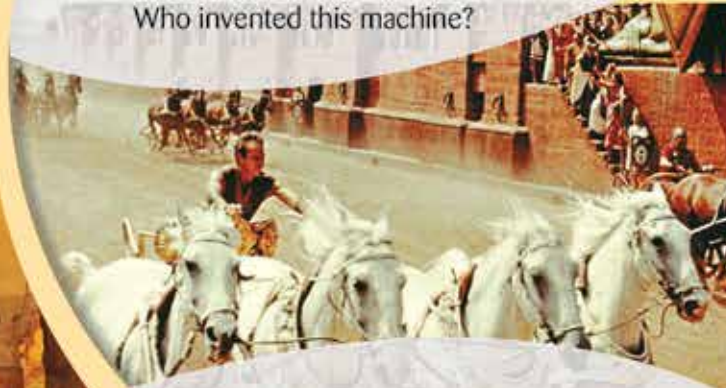
# Module 4

# Journey to the past



### Great inventors

Who invented this machine?



Find out about life in ancient Rome. When were these races popular?

**Focus on** an Islamic cultural centre  
Where is this building?

**CLIL:**History

### A POSTCARD ABOUT A PLACE



Hi Majeda!

Greetings from Venice!  
It's such a wonderful city!  
Right now, I'm sitting in a  
café near an art museum  
called Punta della Dogana. It  
has a huge collection by  
François Pinault.  
Of course, I went on lots  
of boat trips, but this is the

Majeda  
Baghdad

Project



Read Episode 4 of *Ahmed and the Hawk*.  
What happens next?

OUTCOMES

You will be able to:

- say numbers and dates
- describe places
- talk about holidays
- talk about life in the past
- discuss cross-curricular topics related to History



# 7

# Explorers and inventors

## Grammar

past simple: regular verbs; *be*; questions and short answers

## Great Inventors

### Al-Idrisi

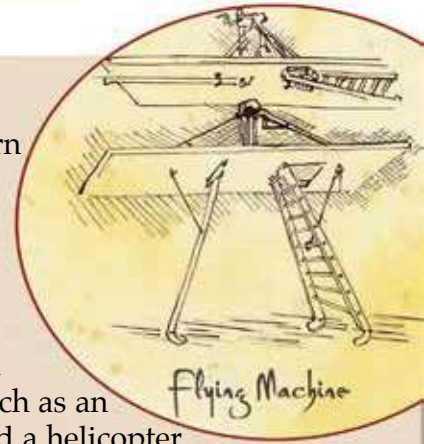
Al-Idrisi was born in Morocco in 1099. He was a scientist and geographer. He travelled a lot in Europe, Asia and Africa. In 1139, Al-Idrisi travelled to Palermo in Sicily. There he collected information about different



places, and in 1154 he completed an important book. It had information about the places he visited, and a beautiful map made of silver. The map was 3.5 by 1.5 metres! He also collected and studied plants to make medicine.

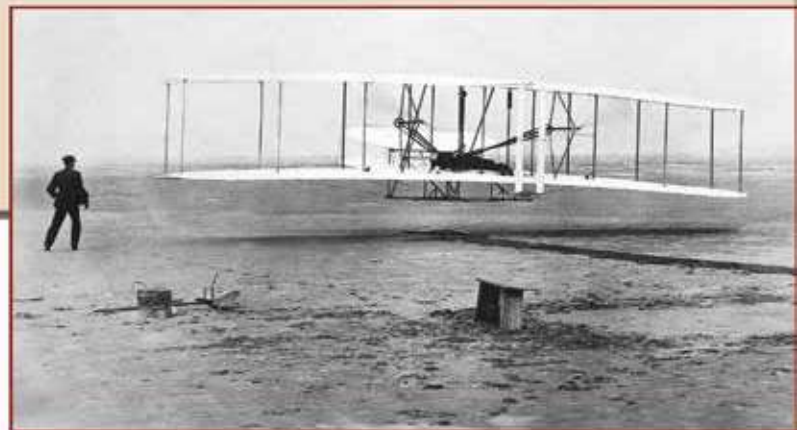
### Leonardo da Vinci

Leonardo da Vinci was born in Italy in 1452. He was a great artist and inventor. He created drawings of many things: the human body, plants and trees, the sea and birds. He invented many strange machines such as an aeroplane, a submarine and a helicopter. He also painted the Mona Lisa, probably the most famous painting in the world, in 1504.



### Wilbur and Orville Wright

Wilbur and Orville Wright, the Wright brothers, were born in the USA. Wilbur was born in 1867 and Orville in 1871. They were the inventors of the first aeroplane. They had a bicycle repair shop. They wanted to fly so they decided to construct a bicycle with wings and an engine. On 17th December 1903, their plane travelled for 12 seconds. This was the first aeroplane flight in history.



## Comprehension

1 Read the article. Write notes like this:

Leonardo da Vinci

born: 1452

from: Italy

occupation: artist and inventor

achievements: invented machines, painted the Mona Lisa

- 2 Close your books. Work in pairs. Ask and answer questions about the people.

Where was Al-Idrisi from? When was he born? What was he?

### Grammar in context past simple: regular verbs

- 3 Read the text again. Find the past simple of these verbs:

want complete study collect invent travel decide  
paint visit create

- 4 Write the missing words in your exercise book. Use the past simple of these verbs:

want invent (x2) start (x2) be study work

1 was

### Mr World Wide Web

The inventor of the World Wide Web is Tim Berners-Lee. He (1) ..... born in England in 1955. He (2) ..... at Oxford University. He (3) ..... his career in 1976. In 1980 he (4) ..... for a company called CERN. There he (5) ..... a programme to communicate with people at work. Then in 1989 he also (6) ..... a

special computer language and electronic addresses (URL).

He created the first website in the world on August 6, 1991, and the World Wide Web (7) ..... in 1994. He (8) ..... to make the World Wide Web free and open.



### Grammar in context past simple: be

- 5 Talking about people in the past Work in pairs.

Sir Isaac Newton was a scientist. He was born on 25th December, 1642.

Sir Isaac Newton, scientist	25th December, 1642
Muhammed Al-Maghut, writer and poet	1934
Yuri Gagarin, astronaut	9th March, 1934
Giorgio Armani, fashion designer	11th July, 1936
Michelangelo, artist	6th March, 1475
Diana, Princess of Wales	1st July, 1961

- 6 Work in pairs. Ask and answer the questions.

A: When were you born?

B: 1994.

A: When's your birthday?

B: The thirteenth of May.

- 7 OVER TO YOU Choose three famous people. Write a sentence about each one.

Leonardo da Vinci is interesting because he invented wonderful machines.

### Did you know?

Leonardo da Vinci could write with one hand and draw with the other hand – at the same time!



## Links Holidays

Welcome to the latest issue of *Links*. This week we're asking you about your holidays. Aishah asked the questions, Samer filmed the interviews and I created the web page. What a team! Hope you like it.



### First we asked Rakan. He had a cultural holiday.



#### Aishah

Where did you travel?  
Whom did you travel with?  
Where did you stay?  
How long did you stay?  
What did you visit?

What was your favourite moment?

#### Rakan

To Sweida in Syria.  
My family.  
In a hotel.  
For a week.  
The Sweida Museum.  
It was fun.

When we were in the museum!

### Then we asked Maya. She had a beach holiday.



#### Aishah

Where did you travel?  
Whom did you travel with?  
Where did you stay?  
How long did you stay?  
Did you enjoy it?  
What was your favourite moment?

#### Maya

To Spain.  
With my family and my cousins.  
In my uncle's house by the sea.  
For two weeks.  
Yes, I did. It was brilliant.  
When we played beach volleyball.

### Finally, we asked Ahmed. He had a holiday at home.



#### Aishah

Did you go on holiday?  
Did you have a nice time?  
What did you do?

Did you visit new places?


What was your favourite moment?

#### Ahmed

No, I didn't. I (1) ..... at home.  
Yes, I did. It was quite nice.  
I played with my friends and I (2) ..... to music.  
Yes, I did. I (3) ..... museums and a castle.  
When we (4) ..... a football match.

1  **7.1** Listen and read the interviews on page 52 and answer the questions.

- |  |                                  |
|--|----------------------------------|
| 1 Who watched a football match? <b>Ahmed</b> | 4 Who visited the Sweida Museum? |
| 2 Who stayed in a hotel?                     | 5 Who listened to music?         |
| 3 Who played beach volleyball?               | 6 Who stayed for two weeks?      |

2  **7.1** Listen to Ahmed's interview again. Write the missing words in your exercise book.

1 stayed

### Grammar in context past simple: questions and short answers

3 Faten is talking about her holiday. Match the questions with the answers.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| a Where did you travel?           | 1 My family.                    |
| b Whom did you travel with?       | 2 Yes, I did. It was brilliant. |
| c Where did you stay?             | 3 To Basra.                     |
| d How long did you stay?          | 4 No, she didn't.               |
| e Did you enjoy it?               | 5 With my uncle and aunt.       |
| f Did your friend Aishah go too?  | 6 When we visited the theatre.  |
| g What was your favourite moment? | 7 For one week.                 |

### Vocabulary holidays

4 **Talking about holidays** Work in pairs. Ask and answer the questions.

A: Did you stay by the sea?

B: No, I didn't.

A: Did you visit a city?

B: Yes, I did. I visited London.

## Holiday Quiz

<b>1 Did you:</b> stay by the sea? visit a city? stay at home? travel abroad?	<b>4 Did you stay for:</b> less than a week? a week? two weeks? over two weeks?
<b>2 Did you travel with:</b> your family? your friend's family? your classmates?	<b>5 Was the weather:</b> beautiful? terrible? OK?
<b>3 Did you stay:</b> in a hotel? at home? in a relative's house? in a tent?	<b>6 Did you:</b> relax? play games? visit famous places? talk with friends?

5 **Talking about yesterday** Work in pairs. Use these ideas:

the theatre   the park   the museum   the sports centre   the swimming pool

A: Guess where I was yesterday.

B: Where?

A: At the zoo.

B: Really? Did you enjoy it?

A: Yes, I did. / No, not much.

## CLIL: History

### Reading e-cards from around the world



Hi Omar,  
Here we are in India. Last week we travelled to Agra in the north. We visited the Taj Mahal, built in 1653. It's an amazing royal palace. India is a huge country. The population is over 1,000 million here. It has one of the world's largest Muslim populations, but most people are Hindu. Yesterday we stayed the night on a boat – it was a boat hotel! I loved it. The food was really good – I love Indian curries and rice. The weather was lovely all last week. At the moment we're in the Himalayas. Tomorrow – a long walk in the mountains!  
Best wishes  
Issa



Hi Nour,  
We're here in Syria. We were at the ancient city of Bosra two days ago (see the picture). Then we travelled by bus to the impressive Temple of Baal and the wonderful collection of ruins in Palmyra. The site is over 2,000 years old! It was amazing. The people here are really friendly and there are lots of young people. Syria is very hot in summer. Last week we were in Damascus and it was over 35°C every day! We visited Souk Al-Hamidiya – it's enormous! From there we continued to Lattakia and watched the sun set over the Mediterranean. It was beautiful.  
See you soon  
Lucy


1 Read the e-cards and decide if the sentences are true (T) or false (F).

- 1 Issa is writing from the Taj Mahal. F
- 2 He is staying on a boat at the moment.
- 3 He loves the food in India.
- 4 The weather was good for his holiday.
- 5 Lucy is in the ancient city of Bosra.
- 6 Lucy was in Damascus two days ago.
- 7 She visited Souk Al-Hamidiya in Damascus.
- 8 She watched the sun rise at Lattakia.

2 What do you know about the history of Syria? Work in groups and share your ideas. Then, tell the class.



## Listening and speaking

3  **7.2** Copy the table. Then listen to Rick and Katy and tick (✓) the things they did.



Rick

Katy

Last Friday did you:	Rick	Katy
listen to any music?		
play any sport?		
watch TV?		
surf the Net?		
phone a friend?		
play a musical instrument?		

4 **Talking about last week** Work in pairs. Talk about different days.

A: Last Monday did you listen to any music?

B: Yes, I did.

- What did you listen to?
- What did you play?
- What did you watch?
- Which sites did you visit?
- Who did you phone?
- What instrument did you play?

## Writing

5 Write a diary entry about last week. Use these verbs:


listen play watch visit phone study

*Last week I did lots of things. I played football on Saturday and watched TV on Sunday. On Tuesday evening I visited my uncle. I studied maths on Monday. I listened to music yesterday.*

## Pronunciation -ed endings

6  **7.3** Listen to the sentences.

1 He played football.    2 I watched TV.    3 We visited a museum.

7  **7.4** Copy the table. Listen and write these verbs in the correct column:

invented surfed lived liked wanted walked listened travelled returned  
decided started shocked

1 <u>played</u>	2 <u>watched</u>	3 <u>visited</u>

# 8

# How people lived

## Grammar

past simple: negative; irregular verbs;  
short answers

### Ahmed and the Hawk – Episode 4: The sanctuary

Ahmed and his friends saw an old man in the light of the fire. He had a white beard and a kind face. The hawk flew down and landed on the man's arm.

The hawk knows you!

Yes, he does. He knows me because I saved him.

How did you save him?

This bird had a hurt wing. I took care of him a year ago. My name is Mahmoud. I've got a sanctuary for birds. You know, millions of birds fly between Europe, Russia, Central Asia and Africa. Some of them get hurt. I take care of them.

Mahmoud drank tea and told them his story.

Two days ago, I went out into the desert. I wasn't worried about my birds. They weren't hungry because I gave them lots of food.

I didn't get back until seven o'clock.

I couldn't believe my eyes. It was a disaster.

I couldn't see any of my poor birds.

The sanctuary was empty.

There was a piece of white net round a dead bird.

That's how the hunters caught the birds.

With nets!

There were tracks in the sand from a big van. So I followed them yesterday and today.

Where did the tracks go?

They led me here.

Suddenly they heard a noise in the night air. It was the sound of an engine. Mahmoud stood up quickly and looked at Ahmed.

That's their van! The hunters are near here. Come with me!


## Before you read

1 a What can you remember about the last episode?

b Look at the pictures and guess the answers.

1 Does the hawk know the old man? 2 What do you think the old man's job is?

## Comprehension

2  **8.1** Listen and read the story and answer the questions.

- |                                      |  |
|--------------------------------------|--|
| 1 Why does the hawk know Mahmoud?    | 4 What did Mahmoud do next?            |
| 2 Where did Mahmoud go two days ago? | 5 Where did the hunters' tracks go?    |
| 3 What did he see when he got back?  | 6 What did Ahmed and his friends hear? |

## Grammar in context past simple: negative and irregular verbs

3 What did / didn't Khaldoun do yesterday? Write sentences in your exercise book.

watch TV	<input checked="" type="checkbox"/>	walk to school	<input checked="" type="checkbox"/>	listen to music	<input checked="" type="checkbox"/>
play football	<input checked="" type="checkbox"/>	phone a friend	<input checked="" type="checkbox"/>	surf the Net	<input checked="" type="checkbox"/>

He didn't watch TV.

4 **Talking about yesterday** Work in pairs.

I didn't watch TV yesterday, but I listened to music.

5 Find the past simple of these verbs in Episode 4 of *Ahmed and the Hawk*:

see fly have drink tell go be give can catch lead hear stand up

6 Write the missing words in your exercise book. Use the past simple of the verbs in brackets.

1 went

### A visit to a tourist attraction

Last year we (1) ..... (go) to Al-Zabadani, a tourist attraction in Syria.

It was summer time. There (2) ..... (not be) many animals but there (3) ..... (be) thousands of trees of delicious apples, cherries, plums, peaches and pears. We (4) ..... (not camp); we (5) ..... (stay) in a guest house.



We (6) ..... (not walk) on our own. A guide (7) ..... (lead) us. We (8) ..... (catch) the bus back to Damascus. It (9) ..... (not take) long.

7 **OVER TO YOU** Why are places like Al-Zabadani popular with tourists?



# DAILY LIFE IN ANCIENT ROME

MARCUS AND ANTONIA lived with their family in Rome, in 75 AD.

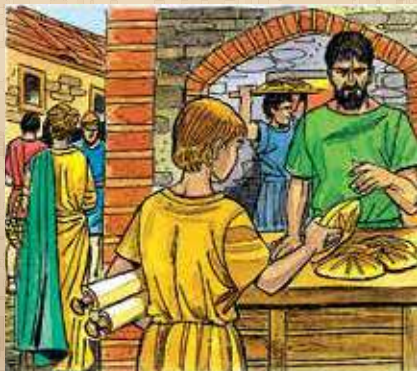


They had a big house and servants. They didn't have much furniture. There weren't many chairs or tables. They sat on beds during the day and slept on them at night.



Marcus was 14. He studied a lot of subjects like history, geography, astronomy and philosophy. Antonia was 12. She studied reading, writing, mathematics and how to look after a home.

Marcus got up early. He drank some water but he didn't have breakfast. He bought bread on the way to school. The streets were very busy.



The ancient Romans enjoyed many different kinds of entertainment. They often went to great festivals like shows in the theatres, races and fights at the stadium where people fought wild animals.



In the afternoon, Marcus went to the baths with his father. There were very good baths in Rome. Antonia went to the women's baths with her mother. The family ate dinner in the late afternoon. They had bread, vegetables, olives, grapes and meat.

## Before you read

1 Match the words with the definitions.

- |                 |  |
|-----------------|--|
| a astronomy     | 1 the action of offering fun and enjoyment to people               |
| b philosophy    | 2 a large area for sports with seats around it for people to watch |
| c entertainment | 3 the study of the stars and planets                               |
| d stadium       | 4 a building where you can wash                                    |
| e baths         | 5 the study of ideas   |

## Comprehension

2 Read the article on page 58 and answer the questions with full answers.

- 1 What did the people in Rome use for furniture?
- 2 What did Marcus and Antonia study?
- 3 What did Marcus do before he arrived at school?
- 4 What did people do at the stadium?
- 5 What did Marcus do in the afternoon with his father?
- 6 What did Antonia do in the afternoon?
- 7 What did the family eat for dinner?

3 **Talking about things that were different in the past** Work in pairs.

There weren't any aeroplanes. They didn't send e-mails.

## Grammar in context

 past simple: irregular verbs

4 Write the missing words in your exercise book. Use the past simple of these verbs:

take sleep go (x3) eat (x2) buy ~~get up~~

1 got up

Claudius, the father of Marcus and Antonia, was a businessman. He (1) ..... at six o'clock in the morning. He (2) ..... breakfast at home. He (3) ..... to his office on foot. At eleven o'clock he (4) ..... a cold lunch. After lunch he (5) ..... to the market. Then he (6) ..... to the gym. In the afternoon he (7) ..... Marcus to the baths. Sometimes he (8) ..... a new game for Marcus and Antonia at the shops. After that he (9) ..... until dinner time.

## Grammar in context

 past simple: short answers

5 **Game** One student thinks of a famous person who lived in the past. Other students ask *yes / no* questions.

A: Did you live in ancient times?

B: No, I didn't.

A: Did you live in the 20th century?

B: Yes, I did.

A: Were you an inventor?

B: Yes, I was.

A: Were you Marconi?

B: Yes, I was.

## Did you know?

People who fought wild animals in ancient Rome had special names like *Tigris* (Tiger) or *Columbus* (Dove).



**CLIL: History**

## MEDIEVAL SPAIN

In the MEDIEVAL PERIOD, most of Spain was Islamic. The Umayyad dynasty stayed there for over 300 years. They made Spain the cultural centre of Europe.



1

Cordoba was an important city with a population of over one million. There were 4,000 markets, 800 public schools, 700 mosques, 4,300 public baths and 70 libraries. The great library of Cordoba had 500,000 manuscripts.

4

The arts included beautiful calligraphy and painting. Arabs taught Europeans how to make glass. They also taught Europeans new ways for working with wool, silk and cotton. Islamic Spain was famous for making paper.



2

Muslims introduced many new ways of farming to Europe. They brought plants including bananas, lemons, oranges, apricots, rice, sugarcane and dates.

5

Scholars in Islamic Spain studied science. They studied ancient texts and made new discoveries. Muslim astronomers such as Al-Farghani and Al-Battani built observatories and studied the stars.



3

The musical instruments played in medieval Europe came from the Arab world. Some of these were the flute and the 'oud (the lute).

6

Arab mathematicians brought numbers from India. With these numbers they could do difficult calculations. European scholars read Arab texts (in Latin) and new words came into European languages from Arabic, such as *algebra*. Muslims in Europe were very advanced in medicine. They knew a lot about how the body works.





## Before you read

1 What does 'medieval' mean?

- a evil, but not very evil      b the 'Middle' Ages (500AD – 1500AD)  
c a kind of fruit used in medicine

## Reading and vocabulary culture and learning

2 Match the headings with the paragraphs on page 60.

- a Science and Astronomy      c The Arts      e City Life  
b Agriculture      d Music      f Mathematics and Medicine

3 Read the article and find these things:

- 1 an improvement in mathematics **Arab numbers**
- 2 the names of two Islamic astronomers
- 3 a word introduced into European languages
- 4 five fruits introduced into Europe
- 5 two musical instruments introduced into Europe
- 6 three sorts of material we use to make clothes

## Listening and speaking

4  **8.2** Copy the list. Then listen and write if they were originally:

European   Middle Eastern   Ancient Egyptian   Chinese   Indian   American

### INVENTIONS AND DISCOVERIES

- |                             |               |             |          |
|-----------------------------|---------------|-------------|----------|
| 1 Pyjamas and cotton sheets | <b>Indian</b> | 4 Radiators | 6 Plates |
| 2 Clock                     |               | 5 Tiles     | 7 Coffee |
| 3 Mirrors                   |               |             |          |

5 Work in pairs. Imagine life in the past without the inventions and discoveries in exercise 4. How did people live?

A: Before the invention of the clock, people told the time using the hour glass.


B: The ancient Greeks used the water clock.

## Writing


6 In your exercise book, write sentences about each thing.

*Originally pyjamas and cotton sheets came from India.*

## Pronunciation *cook, fruit*

7  **8.3** Listen and repeat the words.

1 <b>cook</b> <i>look</i>	2 <b>fruit</b> <i>rule</i>
	<i>flute</i>

8  **8.4** Copy the table. Then listen and put the words into the correct column.

### Did you know?

*Soda, zenith, cotton, almanac, sugar, apricots and rice* are all words that came into English from Arabic in the medieval period.

## Project

### Make a postcard about a place.

- Choose a place that you visited in your country or in another country.
- Choose a person to write to (friend, cousin, parent, brother, sister, etc.)
- Find a photo of the place.
- Prepare the materials you need to do the project (paper, gluestick, photo, pen, scissors, etc.)



- Check the model so that you prepare a similar one.
- Cut a piece of cardboard into a rectangular shape.
- Place the photo on the front of the postcard.
- On the back of the postcard, write your message on the left, the receiver's name and address on the right, and draw a stamp on the top right.
- Make sure the message is short, containing only the best things about this place.
- Don't forget to sign your name.

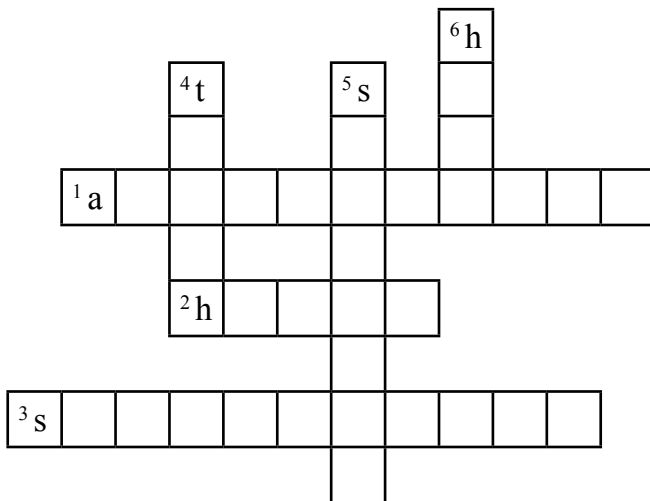
- Present your work to the class. Tell the class what the postcard is about, who you wrote it to and then read the message.

# REVISION 2

## Language practice

- 1** Choose the correct answer.
- (*There is / There are*) a new film showing at the cinema.
  - (*How much / How many*) days did you camp?
  - This food order is (*me / mine*).
  - A:** Did you go to the festival last week?  
**B:** (*Yes, I did. / No, I didn't.*) I was ill.
  - How can I help you?  
(*I'd like / I like*) two kilos of apples, please.
  - This history lesson (*teach / taught*) me a lot about the past.
  - I (*not enjoyed / did not enjoy*) the food at this restaurant. It didn't taste good.
  - There are (*some / any*) famous people at this festival.

- 2** Read the sentences and complete them with words from the puzzle.



- developed a lot in the Medieval period. People started planting dates, apricots, lemons, bananas and many other plants.
- We didn't travel to another country, but we stayed in a ----- because the village that we visited was very far from our home.
- Mum quickly went to the ----- to buy a few things. She didn't know my cousins decided to come for lunch.

- The attic didn't have any lights, so I used my ----- to find the books I needed.
- Put the mixture in a ----- . Add some salt to it and stir it.
- After that, ----- the mixture gently for only five minutes until the butter melts.

- 3** Find the odd word out in the lists below.

- classroom, board, books, map, desk
- camping, insect repellent, matches, sun cream, swimming pool
- tent, travel, holiday, hotel, postcard
- festival, compass, celebration, parade, fireworks
- saucepan, recipe, supermarket, bowl, ingredients
- sandwich, salad, soup, spaghetti, bake
- chop, invent, explore, create, discover
- cultural centre, museum, theatre, beach, home

- 4** Match the sentences 1–8 with the sentences a–h so that they make sense.

- Our classroom has everything we need.
- What do you think of this holiday trip?
- Hello, are there any souvenirs for sale?
- Excuse me, is this your book?
- What would you like to order?
- Did you go to the theatre yesterday?
- Did you enjoy the festival?
- How did you celebrate your birthday?

- No, I didn't. I was busy.
- Yes, I did. There were so many activities to enjoy there.
- There are new desks and chairs. There is also a big board.
- I invited my friends and had a big cake.
- Yes, we have postcards and T-shirts.
- Yes, it's mine. Thank you!
- I'd like some spaghetti and a salad, please.
- I don't think it sounds interesting.



# REVISION 2

## Reading

- 5 Read this report that a student wrote about visiting a museum. Decide if the sentences are true (T) or false (F).


The trip to the National Museum of American History was very exciting. There are so many things to see and learn about at this museum! There is information about everything from culture, to history, to science and even films. I saw some interesting things like the original flag of the United States and George Washington's uniform. But one thing caught my attention. It was the light bulb used by Thomas Edison when he showed his invention for the first time in 1879.

I learned that Thomas Edison, the inventor of electricity, was poor and did not have a very good education. He also had many inventions other than electricity, like the phonograph. It was a machine that people used to listen to music. He also invented the first film camera and a device to make it easy for people to hear each other clearly on the telephone.

Edison's inventions were very famous and people called him the "Wizard of Menlo Park". I think Edison's inventions were very important and they changed the future. We wouldn't have technology today without electricity. I also think it's amazing that one man invented so many things. Thomas Edison was a genius!

- 1 The school trip was to the National Museum of American History.
- 2 The student did not find any interesting things to see.
- 3 The student chose to talk about George Washington.
- 4 Thomas Edison invented electricity in 1987.
- 5 Thomas Edison did not have a lot of money.
- 6 Thomas Edison created many inventions including electricity.
- 7 The phonograph was used to make phone calls.
- 8 Thomas Edison created the first film camera.

## Listening and speaking

- 6  **R2.1** Listen to Nadim talking about his experience at a camping festival. Then copy and complete the table.

Activities	Lessons learned

- 7 Imagine that you were invited to lunch at your friend's place. Talk about what you ate. Did you like the food? Work in pairs.

## Writing

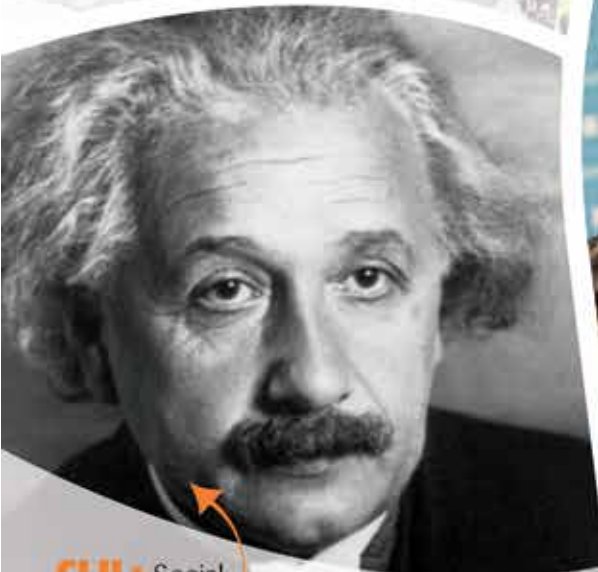
- 8 Imagine that you lived in the past before technology was invented. What did you do for fun? How did you spend your time?

# Module 5

# World of work



**Focus on** jobs at an airport



**CLIL:** Social Studies

**Focus on** the Nobel Prize  
Why did this man win a prize?



**CLIL:** Social Studies

Read about interesting jobs.  
What job does this person do?



**Free time**  
Last week how did they spend their free time?

**OUTCOMES**

You will be able to:

- talk about rules
- describe jobs
- talk about home
- describe personality
- talk about ambitions
- talk about free time
- discuss cross-curricular topics related to Social Studies

**Project**  
**A NOBEL PRIZE WINNER**



Read Episode 5 of *Ahmed and the Hawk*.  
What happens next?



# 9

# The work we do

## Grammar

*must / mustn't; have to / don't have to*

### Ahmed and the Hawk – Episode 5: No escape!

We mustn't let the men get away.

I must rescue my birds.

I'm going with Mahmoud.

Then I'm going, too.

No, you must stay with the others.

OK, but you must keep your mobile phone on.

We must go now.

Be careful, Ahmed. Come on everyone, let's get in the car! We must find the police!

Hussein drove away to find the police, while Mahmoud and Ahmed walked along the tops of the dunes. They didn't talk, they just looked and listened.

Then the hawk suddenly cried out. The men were near!

The hawk flew in circles above them, searching for the men.

Mahmoud and Ahmed crawled to the edge of the dune and looked down. They saw the van, the men and the birds in cages.

We must open the cages before they put them on the plane.

Now listen. You mustn't move from here. And you mustn't make a sound. But if you see any danger, whistle ... like this.

A plane stood about 50 metres away, ready for take-off.

How can we do that?

OK. Good luck.

I have an idea.

The old man walked quietly away. Ahmed waited for ten minutes.

The plane engine started.

Ahmed looked around. Where was Mahmoud?

Ahmed stood up, but he still couldn't see him. He moved a few metres to his left ... and slipped and fell.

The hunters ran towards the noise.

Ahmed tried to get away, but his leg hurt too much.

Then the men saw him. He couldn't escape!




## Before you read

1 Look at the pictures on page 66 and guess the answers.

- 1 What is in the cages?
- 2 Why is Ahmed with Mahmoud?
- 3 What do you think will happen to Ahmed?

## Comprehension

2  **9.1** Listen and read the story. Complete the sentences with a, b, or c.

- |  |   |
|--|---|
| <p>1 Mahmoud wanted to:</p> <ol style="list-style-type: none"> <li>a rescue his birds.</li> <li>b stay with the others.</li> <li>c drive to the police.</li> </ol> <p>2 Samira wanted to:</p> <ol style="list-style-type: none"> <li>a go to the police.</li> <li>b go with Ahmed.</li> <li>c stay in her tent.</li> </ol> | <p>3 The hunters had:</p> <ol style="list-style-type: none"> <li>a a plane.</li> <li>b a big car.</li> <li>c a helicopter.</li> </ol> <p>4 Ahmed disobeyed Mahmoud. He:</p> <ol style="list-style-type: none"> <li>a whistled.</li> <li>b spoke.</li> <li>c moved.</li> </ol> |
|--|---|

3 **OVER TO YOU** Answer the question.

What do you think will happen next?

## Grammar in context *must / mustn't*

4 Copy and complete the sentences from the story with *must* or *mustn't*.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1 I ..... rescue the birds.       | 4 You ..... make a sound.        |
| 2 You ..... stay with the others. | 5 We ..... let the men get away. |
| 3 You ..... move.                 | 6 We ..... open the cages.       |

5 Write rules for your national park. Use *must* or *mustn't* for these things:

1 You **mustn't pick flowers or damage plants.**

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 pick flowers or damage plants  | 5 run after animals or birds     |
| 2 leave rubbish behind           | 6 close all gates behind you     |
| 3 camp only on special campsites | 7 use shampoo in lakes or rivers |
| 4 be quiet and respectful        | 8 go fishing                     |

6 **Talking about rules** Work in pairs. Talk about your school rules.

You **mustn't** chew gum.  
You **must** arrive on time.

### Did you know?

Greenland National Park is the world's largest national park. It covers 972,000 square kilometres.

# My Job

**CLIL:** Social Studies



### **Animal trainer**

*trains animals to work, perform or help disabled people*

- I have to be patient and understand animal behaviour.
- I have to work with actors, the police and members of the public.
- I have to be physically strong and fit.
- I don't have to use a computer or work in an office.



### **Zoo keeper**

*works with animals in a zoo*

- I have to understand animals and their behaviour.
- I don't have to be physically strong.
- I don't have to deal with the public, just the animals!



### **Park ranger**

*works in national parks*

- I have to wear a uniform but I don't have to work office hours.
- I have to lead groups of visitors and help lost walkers.
- I have to be physically strong because I'm outside all day.
- I don't have to do the same thing every day.
- I have to teach the public.



### **Marine biologist**

*studies marine plants and animals*

- I have to work outside, often in the sea, so I have to be a good swimmer.
- I don't have to travel to work, because I live near my work place.
- I have to put data into a computer and write reports.

## Comprehension

- 1 Read the article on page 68 and write two sentences about each job. Use *has to* / *doesn't have to*.

<b>has to:</b>	work outside	work with animals
	work with the public	wear a uniform
	be physically strong	
<b>doesn't have to:</b>	use a computer	work in an office
	do the same thing every day	
	be physically strong	

A park ranger **has to** work outside.  
He **doesn't have to** work in an office.

- 2 **OVER TO YOU** Work in pairs. Discuss the questions.

Which job do you think is:  
interesting? well-paid? exciting? dangerous? tiring?

## Grammar in context *have to* / *don't have to*

- 3 Copy and complete the sentences with the correct option.

- On Sunday morning I *have to* / *don't have to* get up early because I have school.
- I *have to* / *don't have to* play football with my friends if I don't want to play.

- 4 Copy and complete the paragraph. Use *have to* / *don't have to* and these verbs:

do take train work love be

### 1 *have to* train

Volunteers (1) ..... before they start working. They (2) ..... serving society. They also (3) ..... responsible and caring. Many schools around the world offer volunteering programmes that students (4) ..... Volunteers (5) ..... from 9 to 5; volunteering is a choice, so you (6) ..... it.

## Vocabulary work

- 5 **Describing jobs** Work in pairs. Use the words below to talk about a job. Don't say the name of the job. Your partner has to guess.

<b>be:</b>	independent	enthusiastic	energetic	flexible	patient
	creative	physically strong	a good communicator		
<b>work:</b>	in a team	from 9 to 5	outside	in an office	in a hospital
	with computers	with the phone			
<b>wear:</b>	a uniform				
<b>do:</b>	the same thing every day	research			

A: They **have to** work with people. They **have to** be patient.  
They **have to** be good communicators.

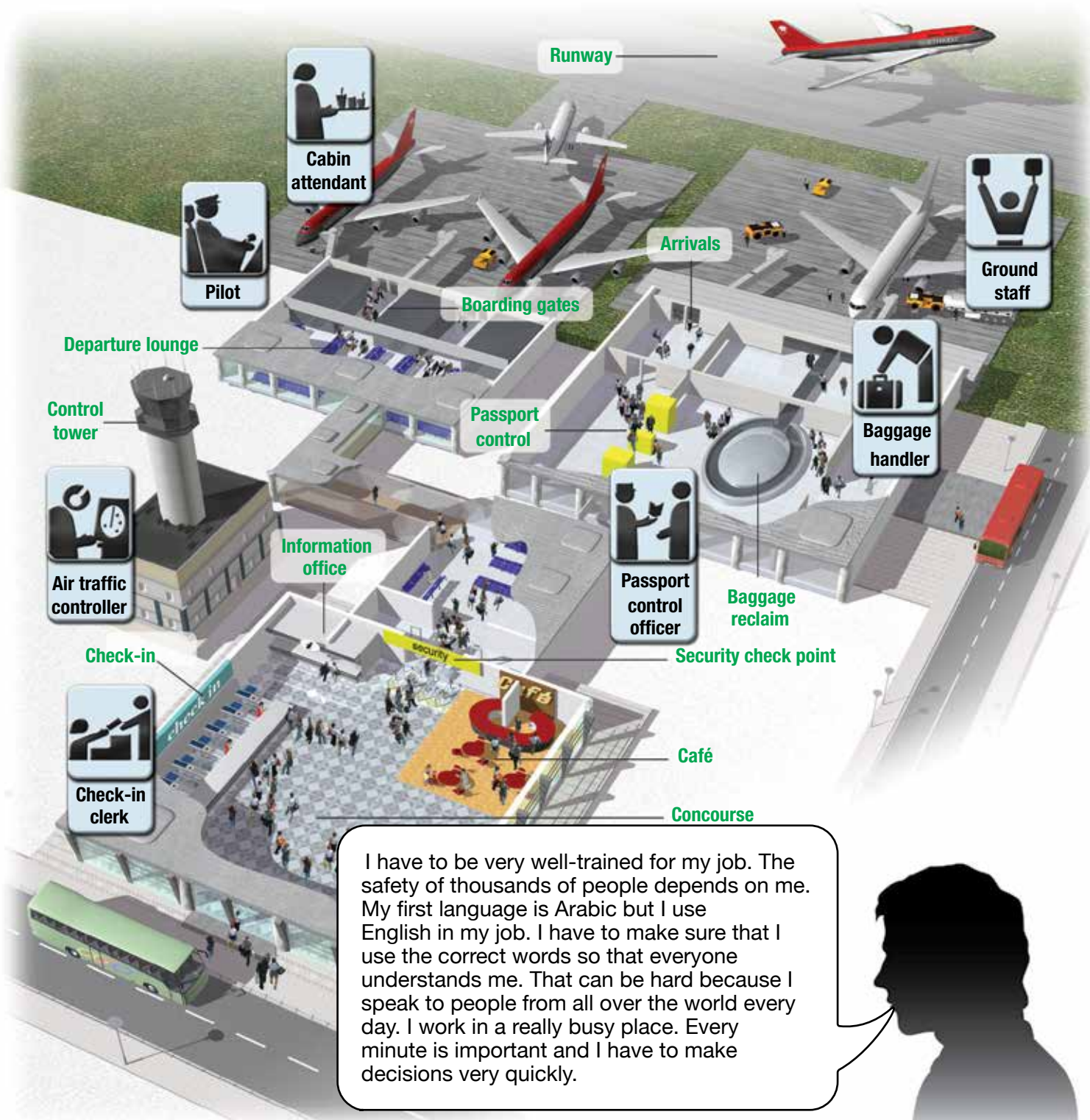
B: Are they nurses?





## Working at an airport

Lots of people work at airports to make our journeys safe and enjoyable.




I have to be very well-trained for my job. The safety of thousands of people depends on me. My first language is Arabic but I use English in my job. I have to make sure that I use the correct words so that everyone understands me. That can be hard because I speak to people from all over the world every day. I work in a really busy place. Every minute is important and I have to make decisions very quickly.



## Reading and vocabulary airports

- 1 a Look at the picture on page 70. Where do you:
- show your passport?
  - wait for your plane?
  - arrive?
  - ask for information?
  - collect your luggage?
  - get a drink?
- b Read what the person says about his job. Which job does he do?

## Listening and speaking

- 2  **9.2** Listen to the announcements. In your exercise book, write the missing information.

FLIGHT NUMBER	DESTINATION	TIME	GATE	
(1) .....	LONDON	(2) .....	(3) .....	ON TIME
DLN810	(4) .....	(5) .....	STAY IN LOUNGE	DELAYED UNTIL (6) .....
(7) .....	DUBAI	(8) .....	(9) .....	ON TIME
(10) .....	(11) .....	15.35	(12) .....	ON TIME

1 BA634

- 3 **Talking about travelling** Work in pairs. How much do you know about travelling by plane? What do you do at the airport? Discuss with a partner, using *have to / don't have to* and *must / mustn't*.

A: I must keep the ticket with me all the time!

B: Of course! I have to check the gate of my aeroplane.

A: That's right. I mustn't fall asleep; I don't want to miss my flight!

B: Sometimes I have to check my bag to see if I forgot something.

A: I don't have to do that. I always make a checklist before I pack.

## Writing

- 4 Imagine you have one of the jobs at the airport from page 70. Write six sentences about things you *have to / don't have to* or *must / mustn't* do.

## Pronunciation the 'h' sound; silent 'h'


- 5  **9.3** Listen and repeat the words. Which two words are different?

1 hotel 2 happy 3 hour 4 hello 5 hand 6 hold 7 high 8 honour

## 6 READING ALOUD

- a Read the poem. Which *-h* is silent?

To see a world in a grain of sand  
And a heaven in a wild flower,  
Hold Infinity in the palm of your hand  
And Eternity in an hour.

- b  **9.4** Listen to the poem and check. Then work in pairs. Practise reading aloud.

### Did you know?

An Iranian man, Mahran Karim Nasseri, lived at Orly airport, Paris, for fifteen years. There is a film, *The Terminal*, based on his experience.

# 10

# Work and personality

## Grammar

*should / shouldn't; Why don't you ... ?;*

*had to / didn't have to*

## QUIZ

### Personality profile

What kind of person are you?

- 1 Are you good at maths, science and puzzles?
- 2 Are you happy when you are drawing or painting?
- 3 Do you like dancing or performing in plays?
- 4 Are you good at sport?
- 5 Do you find playing a musical instrument easy?
- 6 Are you good at languages and word games?
- 7 Do you prefer being outside with animals or plants?
- 8 Are you a creative thinker and good at inventing things?
- 9 Are you tidy and well-organised?
- 10 Do you like looking after children or people?



### Job profile

What kind of job is right for you?

You should:

- a write or be a journalist.
- b invent or design new products.
- c work with animals or plants, or in farming.
- d perform in the theatre, or on TV.
- e work in science, or do research.
- f work in a hospital, teach or look after a family.
- g work in an office or run a business.
- h paint, draw, or make clothes or pots.
- i do an active job, or be a sports person.
- j work in the music industry or be a composer.





## Before you read

1 **Talking about ambitions** Work in groups. Discuss the questions.

- 1 What are your interests and hobbies?
- 2 What do you want to be when you grow up?

## Comprehension

2 **a** Work in pairs. Do the *Personality profile* on page 72.

**b** Match each question in the *Personality profile* with a job area in the *Job profile* on page 72.

1 e

3 Look at your answers to the *Personality profile* again. Match the questions with your job profile. Work in pairs. Tell your partner.

I'm good at maths and science so I should work in science or do research.  
I'm also good at sport so I should do an active job.

## Vocabulary personal qualities

4 Choose the best word to describe each person.

generous friendly imaginative shy selfish funny impatient quiet lazy

- |   |                                     |
|---|-------------------------------------|
| 1 Hussam likes being with people. <b>friendly</b> | 6 Nader is nervous with new people. |
| 2 Jamal doesn't like sharing things.              | 7 Tala doesn't like work.           |
| 3 Fatima likes making people laugh.               | 8 Hind doesn't make a lot of noise. |
| 4 Ruba can't wait for things.                     | 9 Deema has a lot of ideas.         |
| 5 Ali likes giving people things.                 |                                     |

5 **Talking about personality** Work in pairs. Talk about yourself. You can use *quite*, *a bit* or *very*.

A: I'm quite imaginative. I love writing stories. But I'm a bit lazy sometimes.

B: No, you're not lazy! I think you work hard.

## Grammar in context *should / shouldn't; Why don't you ... ?*

6 Copy and complete the sentences with *should*, *shouldn't* or *why don't you*.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 They <b>shouldn't</b> smoke. ✗ | 5 I ..... eat too much. ✗         |
| 2 You ..... work in business. ✓  | 6 ..... have a haircut?           |
| 3 ..... learn to cook?           | 7 ..... change your job?          |
| 4 I ..... watch TV all day. ✗    | 8 Majeda ..... be a journalist. ✓ |

7 Copy and complete the sentences with **a** or **b**.

- |  |   |   |
|--|---|---|
| 1 You don't sleep enough; .....        | <b>a</b> you should go to bed earlier.      | <b>b</b> you shouldn't go to bed earlier. |
| 2 You are unfit; .....                 | <b>a</b> why don't you sit at home all day? | <b>b</b> why don't you do more exercise?  |
| 3 Chocolate tastes nice, but you ..... | <b>a</b> shouldn't eat a lot of it.         | <b>b</b> should eat a lot of it.          |

## Links

### Your Free Time

**Links** interviewed three students from around the world about what they did last week.



**Mariam**  
*from Syria*

#### How did you spend your free time?

I played basketball and tennis. I wrote some poems for a competition. I played computer games a bit with my friends and I surfed the Net. Oh, and I watched TV every evening with my family.

#### Did you help your parents?

Yes, I did. Both my mum and dad work so all the family help in the home. I've got two sisters. We take it in turns to do jobs. Last week, I had to do the washing up and lay the table after dinner every night. But I didn't have to help with the cooking.



**Kerry**  
*from Australia*

#### How did you spend your free time?

I enjoy painting and drawing. Last week I did a painting of our home – we have a really big sheep farm. I also watched a bit of TV and I chatted with my friends on my smartphone. We live a long way from each other so it's good to keep in touch.

#### Did you help your parents?

Yes, I did. I had to help with the cooking and I had to look after my little baby sister. Both Mum and Dad work on the farm, so I help them a lot. Last week, I had to help with the sheep. We had to collect them together and give them their medicine. It's a hard job but it's fun, too.



**Ibrahim**  
*from the United Arab Emirates*

#### How did you spend your free time?

I am training for a swimming competition, so I had to swim every day for an hour after school. In the evening, I played computer games in my room and listened to my favourite music. I love playing my guitar – it's electric – so I practised some new songs on it.

#### Did you help your parents?

No, I didn't. I didn't have to help because of my training.

## Vocabulary household jobs

1 Work in pairs. What jobs do you do?

- help my family in their business
- do the washing up
- tidy my room
- help with the cooking
- look after my younger brothers or sisters
- lay the table

2 Look at the interviews on page 74. Read the answers to the question *How did you spend your free time?*

Who:

- |                         |                      |                          |
|-------------------------|----------------------|--------------------------|
| 1 played the guitar?    | 4 surfed the Net?    | 7 played computer games? |
| 2 chatted with friends? | 5 wrote some poems?  | 8 watched TV?            |
| 3 listened to music?    | 6 painted a picture? |                          |

3 **Talking about free time** Work in pairs. Look at the list. Talk about the activities.

writing, drawing and doing projects  
 playing a musical instrument  
 playing sports  
 watching TV, videos and DVDs  
 reading  
 playing computer games  
 surfing the Net  
 chatting with friends



A: How long do you spend writing, drawing or doing projects?

B: I spend more than 30 minutes. I think I spend about two hours a week.

## Grammar in context *had to / didn't have to*

4 Look at the interviews again. Read the answers to the question *Did you help your parents?* Copy and complete the sentences.

- 1 Ibrahim didn't have to help his parents.
- 2 ..... had to look after ..... baby sister.
- 3 ..... had to help with the sheep.
- 4 ..... had to do the washing up.
- 5 ..... had to swim every day.
- 6 ..... didn't have to help with the cooking.

5 **Talking about last week** Work in groups. Ask and answer questions.

A: Did you have to help your parents last week?

B: Yes, I did. I had to do the washing up and clean my room.

### Did you know?

On average, people spend 26 years of their lives sleeping, eight years watching TV, six years eating food, four years on social media and three years doing jobs around the home.





# Great Minds



## 1 The Nobel Prize in Chemistry 1911

*Marie Curie*

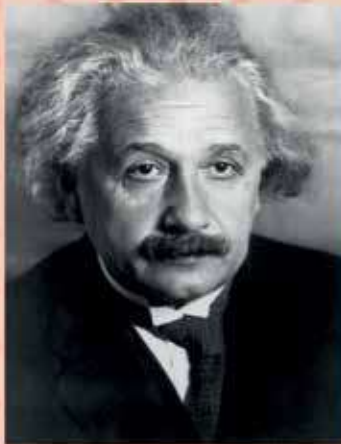
Marie Curie (1) ..... in 1867 in Poland. She (2) ..... chemistry and physics in Paris and was the first (3) ..... to teach at the Sorbonne University. She (4) ..... Pierre Curie and they (5) ..... radioactive materials together. She was the first woman to (6) ..... the Nobel Prize in 1903, and the first person to receive a (7) ..... in 1911. She (8) ..... in 1934.



## 2 The Nobel Prize in Physics 1921

*Albert Einstein*

Albert Einstein was born in Germany in 1879. His family went to Switzerland. He studied at Zürich University and developed an important scientific theory – Einstein’s Theory of Relativity. In the 1920s he went to the United States and became a professor at Princetown University. He became an American citizen in 1940. He worked hard for peace.



## 3 The Nobel Prize for Literature 1988

*Naguib Mahfouz*

Naguib Mahfouz was born in Egypt in 1911. Until 1972, he was a civil servant for the Egyptian government. He began writing when he was 17 and wrote 34 novels and over 350 short stories. *The Cairo Trilogy*, published in 1957, made him famous throughout the Arab world.




### Did you know?

Einstein said a lot of beautiful things. Here are two: ‘Imagination is more important than knowledge.’ ‘Anyone who has never made a mistake has never tried anything new.’

## Before you read

- 1 Do you know what a Nobel Prize is? What kind of person receives one?

## Listening and reading


- 2  **10.1** Listen to paragraph 1 on page 76 about Marie Curie. In your exercise book, write the missing words.

1 was born

- 3 Read about the prize winners and answer the questions.

- 1 What three 'firsts' did Marie Curie achieve?
- 2 What happened to Marie Curie in 1934?
- 3 Where did Einstein develop his Theory of Relativity?
- 4 What did Einstein do in 1940?
- 5 What was Mahfouz's job?
- 6 What did he publish in 1957?

## Listening and speaking

- 4  **10.2** Listen to information about Nelson Mandela. Why did Mandela win a Nobel Peace Prize?

- 5 **OVER TO YOU** Work in pairs. From the texts on page 76 and from the listening in exercise 4, which Prize winner:

- do you think changed people's lives the most?
- do you admire the most?




## Writing


- 6 Imagine your class is going to give someone at school a prize for achievement. Decide who should receive this prize. Write your reasons for this decision.

*I would like to choose ..... (name) . I think he / she should receive a prize because he / she ..... He / She ..... (something he / she did). I think he / she is going to become a ..... when he / she leaves school.*

## Pronunciation *the, three*

- 7 **a**  **10.3** Listen and repeat the words.

- 1 the that feather clothes
- 2 three thirst author month

- 7 **b**  **10.4** Copy and complete the table. Put the words in the correct column. Then listen and check.

those think they thirty birthday this other maths there Thursday

1 <i>the</i>	2 <i>three</i>
those	

## A NOBEL PRIZE WINNER

- Go to the Nobel Prize winner website ([www.nobelprize.org](http://www.nobelprize.org).)
- Choose a prize category: Physics, Chemistry, Physiology or Medicine, Literature, Peace and Economics.
- Choose a prize winner you are interested in.

Born:

Algeria 1913

Nationality:

French

Lived in:Algeria and France  
(at age 25)Studied at:

Algiers University

Short description of  
main achievement:

novels and plays

Date of Prize:

1957

Married / Children:

married, no children

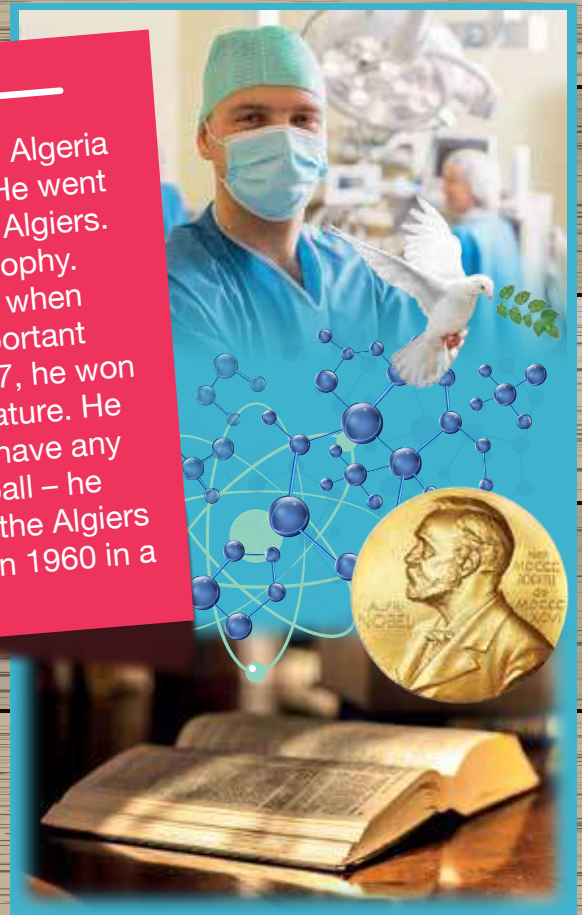
Interests:

football

Died (if appropriate):

1960

Albert Camus was born in Algeria in 1913. He was French. He went to university in the city of Algiers. He got a degree in Philosophy. He went to live in France when he was 25. He wrote important novels and plays. In 1957, he won the Nobel Prize for Literature. He was married and didn't have any children. He loved football – he was the goalkeeper for the Algiers football team. He died in 1960 in a road accident.



- Present your work to the class.

- Do research about the person on other websites and in books.
- Copy useful texts into a Word document.
- Print and read the document and underline useful parts.
- Print a photo of the person and draw diagrams.
- Make notes like the ones in the model.
- Use your notes to write a paragraph.



# Module 6

# The future



**Focus on the future world**  
Why is this house smart?  
What's special about it?



**CLIL:**  
Geography

What is this piece of ice called?



Do a quiz and find out how much you like technology!

## OUTCOMES

You will be able to:

- talk about the future
- talk about technology
- give opinions
- describe the weather
- make future predictions
- discuss cross-curricular topics related to Information Technology and Geography



## Project

A TIME CAPSULE



Read Episode 6 of *Ahmed and the Hawk*.

# 11

# Your future

## Grammar

*be going to*; prepositions: *in, into, out of*,  
future time expressions: *this afternoon / evening*

### Ahmed and the Hawk – Episode 6: Free flight

What are you doing here?

I'm on a camping holiday. I went for a walk and I got lost.

Do you believe him?

The boy isn't telling the truth. So we're going to put him into a cage.

And then we're going to fly away.

Are we going to take him with us?

Yes, we are. And then he's going to step out of the plane and fly like a bird!

Ahmed remembered Samira's advice about his mobile phone. He secretly sent a text message to her.

It said, 'I'm in danger. Help!'

Mahmoud looked in horror as the men led Ahmed towards the cages.

He had to help Ahmed, he had to forget the birds in the cages.

But the hawk had other ideas.

What's that hawk doing?

Mahmoud watched as hundreds of birds flew into the night sky.

The birds are going to escape!

The hunters ran towards the plane.

'They're going to get into the plane!' thought Mahmoud. 'And they're going to take Ahmed with them!'

The helicopters roared above their heads and dropped their nets. Ahmed was astonished. 'It's the police!' he thought.

Ahmed and Mahmoud waved at the helicopter. They could see Hussein next to the pilot. They were all really happy.

Then he saw some lights in the distance. There was a noise, too. It was the sound of engines.

'The hunters aren't going to escape!'

And they were going to celebrate!



## Before you read

- 1 Do you remember the story so far? Decide where these words and expressions go.

plane drove dropped desert tents police saw hunters hawk

### 1 hawk

Ahmed and his friend Yousef played in a football match. A (1) ..... landed on the pitch. Later, it flew to Ahmed's house and (2) ..... a piece of white net.

The next day, Ahmed followed the hawk. He saw some (3) ..... They caught some birds with a white net.

Hussein and Mariam took Yousef, Ahmed, Samira and Huda camping. In the evening, Yousef saw the hawk on one of the (4) ..... Suddenly they heard a

noise and a man appeared. It was Mahmoud. He had a bird sanctuary in the (5) ....., but the hunters had his birds.

Ahmed went with Mahmoud to find the hunters. Hussein and the others (6) ..... away to get the (7) .....


They saw the hunters near a (8) ..... Mahmoud told Ahmed not to move. But Ahmed stood up and fell. The men (9) ..... him and ran towards him.

- 2 **OVER TO YOU** Work in pairs. Look at the pictures one at a time and don't read the story. Guess what is going to happen.

- 1 What are the men going to do?
- 2 What is the hawk going to do?
- 3 What is going to happen to the birds?
- 4 What are the men going to do with Ahmed?
- 5 What are the lights going to be?
- 6 Are the hunters going to escape?

They're going to ...  
 He's going to ...  
 They're going to ...  
 They're going to ...  
 They're going to be ...  
 Yes, they are. / No, they aren't.

## Comprehension

- 3  **11.1** Now listen and read the story. Were your guesses correct?

- 4 **OVER TO YOU** Work in pairs. Discuss the questions.

- 1 Who is your favourite character?
- 2 What do you think should happen to the criminals?
- 3 What is the old man going to do now?

## Grammar in context

prepositions: *in, into, out of, towards, above*

- 5 Copy and complete the sentences with words from the story.

- 1 We're going to put him ..... a cage.
- 2 He's going to step ..... the plane.
- 3 The men led Ahmed ..... the cages.
- 4 The birds were ..... the cages.
- 5 The helicopters roared ..... their heads.



## Grammar in context *be going to*; future time expressions: *this afternoon / evening*


1 **Talking about the future** Work in pairs. Discuss what you are going to do:

after this lesson   this afternoon   this evening   at the weekend  
next week   next month   next year

A: What are you going to do this afternoon?

B: I don't know. I think I'm going to surf the Net.

## Listening and speaking


2  **11.2** Listen and write what the students are going to do at the weekend.

1 He's going to play his computer game.

3 Answer the questions. Write sentences in your exercise book. Then, share your answers with a partner.

- 1 What homework are you going to do today?
- 2 What time are you going to go home?
- 3 What are you going to watch on TV?
- 4 What are you going to do during your next holiday?

## Vocabulary computers and technology

4  **11.3** Match the words with the parts of the picture. Then listen and check.

screen   keyboard   mouse   cable   port  
~~icon~~   folder   file   menu



5 Work in pairs. Do the quiz and find out your score.

## Quiz: Do you like technology?

1 Your mobile gets a text message, what are you going to do?



- a I haven't got a mobile and I don't want one.
- b I'm going to read it, then call my friend for a chat.
- c Only one text message? Where are all the others?

2 What's your favourite way of communicating?



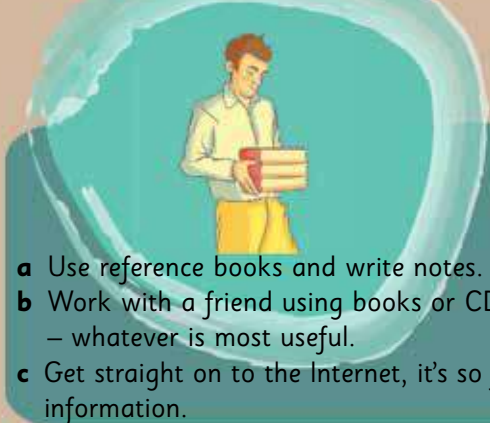
- a Writing letters and postcards.
- b Sending e-mails and texting.
- c Making my own websites and talking in chat rooms.

3 What's your favourite entertainment?



- a Reading books and playing board games.
- b Going to the cinema or watching a DVD with friends.
- c Playing computer games and surfing the Net.

4 Your teacher gives you a project to do for next week. How are you going to get information?



- a Use reference books and write notes.
- b Work with a friend using books or CD-ROMs – whatever is most useful.
- c Get straight on to the Internet, it's so full of information.

5 Your uncle gives you a present of money. What are you going to buy?



- a A tennis racket or a new pair of trainers.
- b A tablet, I'd really like one.
- c The newest smartphone, computer games and maybe a new gadget.

6 What sort of exercise do you do?



- a I do lots of physical activity. I love sport. I hate sitting still at a computer.
- b I like doing things in the gym at school. I like the equipment.
- c Sport? I don't have time. I'm too busy exercising my fingers on a keyboard.





# The Smart House

Do you want to see inside the house of the future? Well, let's go on a tour of a smart house – a house run by computers. The smart house does exactly what you want.



## An easy life

The smart house is cheap to run because it uses energy from the sun. You don't have to turn off the lights because they turn off when you leave a room. And even when you are away from home, you can check things with your mobile phone. When you come home, you don't need keys because a camera 'reads' your eye and opens the door if it recognises you. And a robot does all the housework.

## Kitchen

Your kitchen automatically orders food, and a robot opens the door. If you're shopping and you can't remember what to buy, you can phone your fridge and see inside! And you don't make dinner, you choose what you want to eat and the cooker prepares it.

## Living room

There is a giant screen for your TV, which is connected to the Internet. You can have any film you want in seconds. Your TV 'reads' how you feel and chooses a relaxing colour for the lights. Your music centre remembers your musical tastes and orders the latest music for you.

## Bathroom

The mirror gives you weather forecasts, news and sports reports. And it also takes good care of you. It takes photos of your skin and your hair, and it tells you if you need to see the doctor.

## Bedroom

Not sure what to wear in the morning? Why don't you ask your wardrobe? It chooses clothes for you. And it cleans your clothes, too! You don't have to get up to go to work. You can stay in bed because it contains a keyboard, a mouse and speakers!



Are you interested in the smart house? Well, I'm afraid you're going to have to wait a few more years!



## Reading and speaking

1 Read about the future house on page 84 and say what each of these things does:

1 uses energy from the sun


- |             |                   |            |
|-------------|-------------------|------------|
| 1 the house | 4 TV              | 7 wardrobe |
| 2 a camera  | 5 music centre    | 8 bed      |
| 3 fridge    | 6 bathroom mirror |            |

2 **OVER TO YOU** Work in groups. Discuss the questions.

- 1 Would you like to live in this future home?
- 2 What improvements would you make to it?

## CLIL: Information Technology

### Listening and speaking

3  **11.4** Listen to an expert talking about the future of smartphones. Put the ideas in the order you hear them.

- |   |   |
|---|---|
| a replacing the smartphone with a new invention | d shopping online                           |
| b face identification                           | e charging your phone using your own energy |
| c taking and editing pictures                   |   |

4 **Giving opinions** Do you think people spend too much time on their smartphones? What do you think are the good and bad effects of using smartphones?

A: I think using a smartphone is always a good idea because it connects people.

B: I don't agree. I think face-to-face communication is much better.

### Writing

5 **OVER TO YOU** In your exercise book, write a paragraph about four things you think are going to happen in the next ten years.

*In the next ten years a lot of things are going to happen. Firstly, ..... Secondly, ..... Thirdly, ..... Finally, .....*

### Pronunciation *cup, car*

6  **11.5** Copy the words. Then listen, repeat and underline the sounds.

- 1 cup butter colour must tongue
- 2 car answer heart laugh star

### Did you know?

The word *robot* comes from the Czech language. *Robota* means 'servant'.

7  **11.6** Copy and complete the table.

honey guitar London clerk bath cousin

1 <u>cup</u>	2 <u>car</u>
--------------	--------------

### Technology quiz score

*If you answered mostly c's*  
Don't forget that meeting real people and talking can be fun too. Technology is useful but make sure you get some exercise and see your family and friends too!

*If you answered mostly b's*  
Well done! You like technology but you like older ways of doing things too! You have the best of two worlds.

*If you answered mostly a's*  
Oh dear, you don't like technology, do you? I think it's time for you to learn some basic computer skills. It's nothing to be afraid of!

So how much do you like technology?

# 12

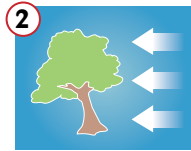
# Looking into the future

## Grammar

*will / won't; will, may, could*

## Vocabulary the weather

1 Work in pairs. Look at the pictures and describe the weather.



It's snowy in picture 1 and it's very cold.

## Listening and speaking

2 **12.1** Listen and write the missing information in your exercise book.

1 12°C

The weather around the world on January 15th

CITY	WEATHER	TEMPERATURE
Damascus	cloudy	(1) .....
Beijing	(2) .....	3°C
Beirut	cloudy	12°C
Cairo	cloudy	(3) .....
Istanbul	sunny	(4) .....
London	rainy	(5) .....
Mexico City	cloudy	19°C
Montreal	(6) .....	-10°C
Moscow	snowy	(7) .....
Riyadh	sunny	23°C
Sydney	stormy	28°C

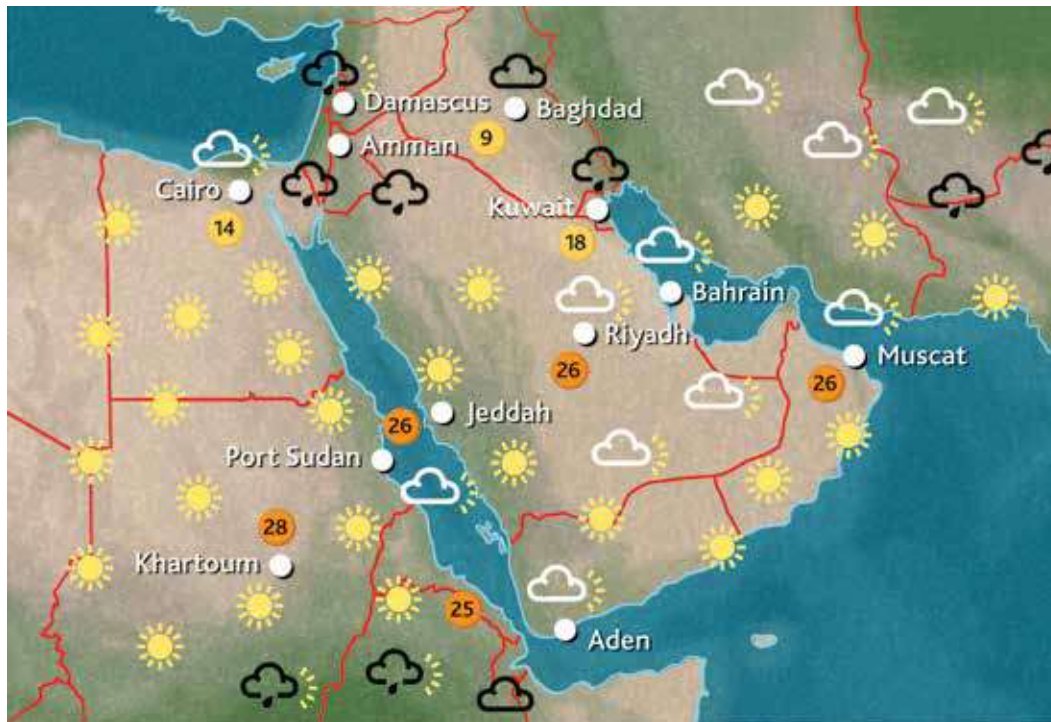
3 **Talking about the weather** Work in pairs.

The weather will be cloudy in Damascus. But it won't rain.  
The temperature will be 12 degrees.

## Grammar in context *will / won't*

- 4 Look at the map. In your exercise book, write what the weather *will* and *won't* be like in the different cities.

It will be sunny and it will rain in Damascus.



- 5 Read the instructions. What is being made?

1 a thermometer 2 a clock 3 a picture 4 a fan

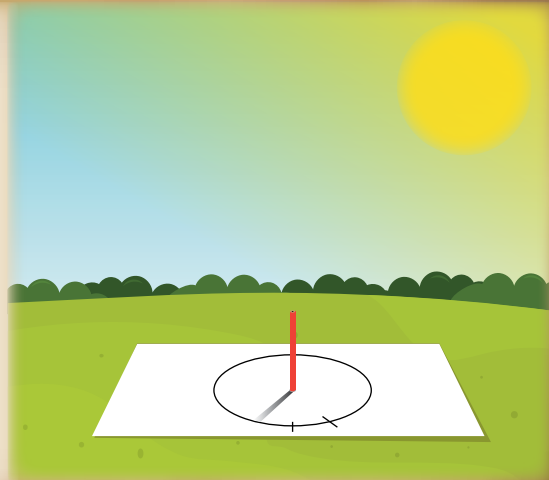
### Experiment Corner

#### You need:

a pencil, a piece of card, a pen.

#### Instructions

- 1 Push the pencil through a piece of card into the ground in a sunny place.
- 2 Every hour, draw a line over the pencil's shadow and write the hour.
- 3 Do this until it gets dark.
- 4 The next day, you can look at the shadow and tell the time from your lines!



- 6 Work in groups. Follow the instructions to make a sundial.

### Did you know?

Once or twice a year, sand-bearing winds, or Khamsins, darken the sky in Syria turning it to a dark red colour.



### The future of the world



#### Scientists now agree that the world's climate is changing.

But they aren't sure what exactly will happen. The world temperature may rise by 6 degrees in the next 100 years. This is caused by pollution from factories, cars, planes and lorries. Here are some things the scientists predict.

- 1 The ice in the polar regions is turning into water. This will increase the sea level and it may go up by 2 metres. Soon there won't be snow for skiing.
- 2 When the sea gets warmer, the sea level gets higher. In the USA and India, parts of the coast will go under water, and many islands will flood. This means that the river plains of the Nile Delta in Egypt will disappear. Flooding in China could make 30 million people lose their homes.
- 3 Farmers won't grow the same things. Insects won't die in cold winters and will cause more problems. And without enough water, some hot countries won't be able to grow plants at all. World food levels will fall by about 20%.
- 4 In the world's drier nations, wells will empty, lakes will become polluted and it will rain less. More and more of these regions could become deserts. And forest fires will happen more often as regions become drier.
- 5 Changes to the weather will affect the homes and food of animals in most regions. For example, polar bears will die out when the ice in the polar regions melts, because they won't be able to hunt. Unfortunately, the changes may be too fast for animals to adapt or move.
- 6 But it is not all bad news. If governments agree to slow down global warming, some of these predictions may not come true. And we can all help by thinking about the environment in our daily life. It's not too late to help!

## Vocabulary environment

1 Match the words with the definitions.

forest fires climate coast ~~flooding~~ wells drought wildlife global warming

- 1 When large amounts of water cover a place and cause damage. **flooding**
- 2 The weather conditions of a certain area over a long period of time.
- 3 The part of a country where the land meets the sea.
- 4 The increase in temperature of Earth's atmosphere.
- 5 Fires that burn in forests and cause a lot of damage.
- 6 Deep holes in the ground where people get drinking water.
- 7 Animals that live in the wild.
- 8 When it doesn't rain and plants die.

## Comprehension

2 Read the article on page 88 and match the headings with the paragraphs.

- a Sea levels      c Wildlife      e Polar areas  
b Farming      d We can help      f Droughts

3 Read the text again. Make a list of five problems caused by climate change.

The ice will turn into water.

4 **OVER TO YOU** Work in pairs. Which of the problems in exercise 3 do you think will affect your country?

## Grammar in context *will, may, could*

5 Read the article again. Look at the underlined phrases. Do they mean *this is certain* (C) or *this is possible* (P)?

- 1 The sea level may go up by two metres. **P**
- 2 Farm lands in the Nile Delta will disappear.
- 3 Polar bears won't be able to catch food.
- 4 More regions could become deserts.
- 5 Some hot countries won't be able to grow food at all.
- 6 In China, 30 million people could become homeless.
- 7 These predictions may not come true.

6 **Talking about future predictions** Work in pairs. Compare your ideas with those of your partner.

I think there will be a lot more cars in the future.

### Did you know?

You can help stop global warming. Turn off the lights. Recycle plastic and paper. Use solar energy. Buy recyclable products.



## Links predictions for Life in the Year 2050!



### Flying cars

There will be flying electric cars without drivers. A computer will control driving. You will be able to get on and off, like using a lift. You won't have to wait and you will get home quickly! **Mohammed**

### Robots everywhere

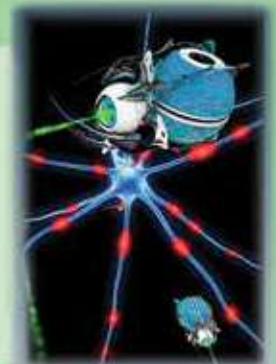
Robots will help us. They will be like people and will be very intelligent. There will be robot factory workers, farm workers, doctors and even actors. You will be able to just 'think' commands and the robots will obey. **Majeda**



### Superintelligence

Tiny robots in your brain will connect you directly to the Internet. You will do with your brain the same things you can now do with a smartphone. This will give humans superintelligence!

**Wafa**



### Mini-computers

You will wear your computer like a watch. It will know your voice and answer your questions. I always forget people's names, but this computer will look at people's faces and tell me who they are! Really useful! It will also tell you the time, of course!

**Shaza**



### Medicine

Doctors will send tiny machines the size of small insects into your body to repair it. Doctors will operate using virtual reality glasses. They won't even have to be in the same city as the patient!

**Ibrahim**





## Reading

- 1 Read the ideas about the year 2050 on page 90. Do you think these things will be possible in the future: *yes (Y)* or *no (N)*?
- 1 Robots will be able to do lots of different jobs. **Y**
  - 2 Your car won't have a driver.
  - 3 You won't need a smartphone to surf the Internet because your brain will do it for you.
  - 4 Computers will listen to people's voices and tell you their names.
  - 5 Doctors will be able to operate on you from kilometres away.
  - 6 Robots will be like people.
  - 7 You will wear your computer on your arm.
  - 8 Doctors will use insects to help them in their work.

## Listening and speaking

- 2 a  **12.2** Listen to the interview. Tick (✓) the predictions you hear, and cross (✗) the ones you don't.

**In 100 years:**

- 1 one in four students won't have an education. **✗**
- 2 people will do most of their shopping on the Internet.
- 3 doctors will visit their patients at home.
- 4 there won't be a cure for cancer.
- 5 there will be enough water for everybody.
- 6 China will be the country with the biggest population.

- b  **12.2** Listen again and correct the false sentences.

1 *One in four students will have their lessons at home.*

- 3 **OVER TO YOU** Work in groups. What do you think of the ideas in the reading and the listening? Choose the five ideas you like best. Add more predictions of your own.

## Writing

- 4 Write a composition about your ideas for the future.


### LIFE IN THE FUTURE

*I think the future world will be ... (Write sentences introducing your ideas.)*

*Some things will be much better. (Write two of your ideas.)*

*I would like to live in my future world because ...*

## Pronunciation the 'k' sound

- 5  **12.3** Copy the sentences. Then listen and underline the 'k' sounds. Work in pairs and practise saying the sentences.

- 1 I'd like a cup of coffee and a slice of cream cake.
- 2 I took an e-book to school in my pocket.
- 3 I booked two tickets for Kuwait on my computer.

A time capsule is a container with objects inside it. They represent your life today. Later generations can open the time capsule and learn about the way you lived.

### A time capsule

- Plan a time capsule to open in the year 2200.
- Choose five objects that represent your life today.



This is a schoolbook. We study English from this book. It has a CD so that we listen to some information.

#### My letter to the future

Dear future people

I would like to tell you about my life. I live in the 21st century, in Syria. I live with my mum and dad and two brothers in an apartment on the fifth floor of a big building.

In the 21st century people use a lot of technology. In my house there are a lot of machines. In my bedroom I've got a laptop. I use it to listen to music, play computer games, watch videos, do my school projects and surf the Internet.



This is a smartphone. It is a machine that I use to send text messages, chat with my friends online, surf the Internet, watch videos and take photos.



This is a photo of my family. I'm the one on the right. There's my mum and dad and two brothers.



These are headphones. You use them to listen to music from a computer or from a music player. They are wireless!

This is a USB. You use it to exchange data between computers.



- Check the model so that you prepare a similar one.
- Write about the objects and explain why they are important.
- Write a letter to people in the future.

- Present your time capsule to the class, talking about your home and family, your interests and the things that you use in your life.

# REVISION 3

## Language practice

**1** Find the mistake in the verb form of each sentence. Then, rewrite the correct sentences in your notebook.

- 1 You mustn't choose a job you like.
- 2 You shouldn't help your parents at home.
- 3 You have to be physically strong to work in an office.
- 4 Thank you. You had to bring me a present.
- 5 What will you going to do?
- 6 Do not go of the woods when it's dark.
- 7 I went to the park next week.
- 8 It's getting late. I don't have to leave.

**2** Choose the correct answer.

- 1 You (*don't have to / shouldn't*) arrive to work late.
- 2 You (*must / mustn't*) stay quiet in the library.
- 3 You (*have to / don't have to*) like animals to be a zoo keeper.
- 4 You (*don't have to / didn't have to*) take your umbrella. The weather was sunny.
- 5 He took the birds (*into / out of*) the cage to clean it.
- 6 He is looking at the sky (*towards / above*) his head.
- 7 (*Are / Will*) you going to be late?
- 8 You (*could / may*) take a seat.

**3** Match the adjectives with their definition.

- |               |                |             |
|---------------|----------------|-------------|
| 1 independent | 2 enthusiastic | 3 energetic |
| 4 flexible    | 5 patient      | 6 creative  |
| 7 generous    | 8 lazy         |             |

- a imaginative and good at producing new ideas
- b disliking work and physical activity
- c confident and able to do things by yourself
- d willing to give money or time to people who need it
- e having a strong feeling of interest and enjoyment
- f able to wait calmly for a long time
- g very active
- h able to change easily to suit a new situation

**4** Read the sentences and decide if they are true (T) or false (F).

- 1 You should have a picnic when the weather is sunny.
- 2 You have to love working outside to work in an office.
- 3 You must show your passport at the baggage reclaim.
- 4 A selfish person is someone who cares about other people.
- 5 You use a keyboard to type words on a computer.
- 6 Writing letters is an old form of communication.
- 7 A drought is when large amounts of water cover a place and cause damage.
- 8 A prediction is something that you say is going to happen.

**5** Read the following questions and choose the correct answer.

- 1 What would you say to convince someone to follow the rules at work?
  - a Why don't you follow the rules?
  - b You can follow the rules.
  - c You must follow the rules.
- 2 What would you say to suggest a free time activity?
  - a I like drawing.
  - b Why don't you try drawing?
  - c You must draw.
- 3 How would you tell someone to see a good film that you saw?
  - a You have to see this film!
  - b You're going to see this film!
  - c You won't like this film!
- 4 How would you tell someone about the weather forecast?
  - a It's raining.
  - b It rained all day.
  - c It will be rainy.
- 5 How would you ask someone for their opinion about the future?
  - a What do you think will happen in the future?
  - b Can you see the future?
  - c What could the future be?





# Literature Spot

## The War of the Worlds

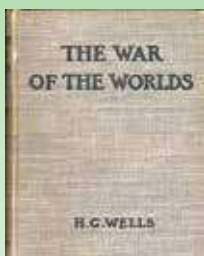
### Background

Herbert George Wells (1866–1946) was born in Kent, England, the son of a shopkeeper. When he was 14, he worked as a shop assistant. He uses his experience of working long hours and

sleeping above the shop in his comic novels *Kipps* (1905) and *The History of Mr Polly* (1910).



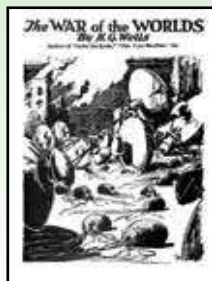
Later, he went to school and became a science student. Wells was hurt while playing football and had to stay in bed for several months. He began to write stories, using the information he learned about science. His first book was *The Time Machine* (1895), and he soon became famous for his science fiction. Many of his books, such as *The Island of Dr Moreau* (1896), *The Time Machine*, *The Invisible Man* (1897) and *The War of the Worlds* (1898), are now famous films.



*The War of the Worlds* also predicts a modern technology that can destroy

thousands of people. An actor read the story on American radio in 1938.

People thought it was real and many were so afraid they left their homes.



### Before reading

#### 1 Read about H.G. Wells and answer the questions.

- 1 When did H.G. Wells start writing stories?
- 2 What did H.G. Wells study and use in many of his books?
- 3 Name four of his books which are now films.
- 4 Why did many people in America leave their homes in 1938?

#### 2 Match the words from the story with their meanings.

- |              |  |
|--------------|--|
| 1 cure       | a not able to move or run away           |
| 2 destroy    | b to kill or break something into pieces |
| 3 narrator   | c a living thing from Mars               |
| 4 escape     | d a person who tells a story             |
| 5 be trapped | e leave somewhere you don't want to be   |
| 6 Martian    | f something that stops you being ill     |

### Reading

#### 3 Read the story. Say if the sentences are true (T) or false (F).

- 1 The scientists on Earth knew that the Martians were planning to attack.
- 2 Mars is colder and a worse place to live than Earth.
- 3 Martians knew more about technology than people on Earth.
- 4 The people in England tried to talk to the Martians.
- 5 The Martians used only machines and gas to kill people.
- 6 People were frightened and left London.
- 7 The narrator stayed in London and saw what the Martians were doing.
- 8 The Martians picked up rubbish and drank water.
- 9 Finally, soldiers killed all the Martians.
- 10 The narrator found his wife in a room in his house.

#### 4 Read the story again and answer these questions.

- 1 What were the lights that scientists saw on Mars at the start?
- 2 Who did not believe the narrator?
- 3 What happened to most of the soldiers who fought the Martians?
- 4 Why did the narrator stay in London?
- 5 What did the Martians drink?
- 6 Why did the narrator leave the room in London?
- 7 Why did the Martians die?
- 8 What did people learn at the end of the story?

#### 5 Write what you think about these questions.

- 1 Is the narrator happy at the end? Why or why not?
- 2 Do you think it is important that people go to space?
- 3 Do you think advanced technology is a good or bad thing? Give your reasons.

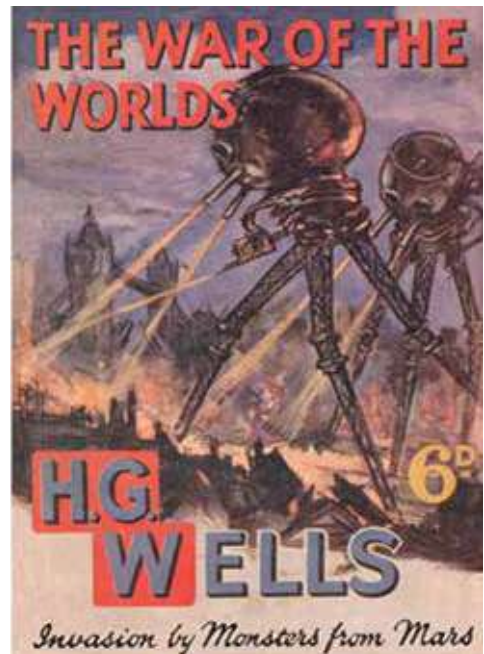
One day in 1894, I saw bright lights on the planet Mars. I did not know what they were. Scientists and experts saw them too, but nobody knew what they were. We only learned the truth later.

The Martians had a plan. They wanted to attack Earth. They planned to move to Earth because it was warmer and because there was fresh water. Earth was a good place to live.

Martian technology was very advanced. They knew much more science than the people on Earth. But the Martians were not friendly creatures. They wanted to destroy the towns and cities on Earth and eat all the people.

A few days later, a Martian spaceship landed in the south of England. People were amazed and also afraid. They came to watch. The people tried to talk to the Martians. They used radio and television. They sent special messages, but the Martians did not understand.

Then a Martian climbed out of the spaceship and took one of the people away. It was a young woman. She started to scream. Then the Martians began to



kill the people with a special gun. I ran away, but nobody else escaped.

I went to my village. I wanted to tell everyone about the Martians.

'I saw creatures from Mars,' I said. 'They landed near here. They killed many people,' but nobody believed me. I went to London and told the newspapers. They laughed at my story.



Then a second spaceship landed. This time soldiers came to the place. I could hear fighting. I took my wife to a safe place. Then I went to look. I saw an enormous Martian fighting machine. Soldiers fired their guns at it, but nothing happened. The guns made no difference. Martian technology was very powerful. The fighting machine had special guns. They killed all the soldiers.





In London, I saw five more fighting machines. I hid in an old building. The fighting machines sent a black gas into the air. Soldiers breathed the terrible gas and quickly died.

The people of London were very afraid. Thousands of people left the city. They travelled by bicycle, by train or on foot. Some people escaped to other countries by boat or ship. But I stayed in London because I wanted to find my wife. I hid in another empty building. I wanted to be safe, but a spaceship landed on top of the building. The walls collapsed and I was trapped inside.

I could see the Martians clearly. They were very close to me, but they could not see me. They picked up people and put them in baskets. I watched the Martian creatures for a long time. They drank the blood of people. Many Martian spaceships landed in England.



Many, many people died. The Martians wanted to win the war of the worlds.

I was still trapped inside the building. All the food and all the drink were gone. There was nothing left. It was very dangerous, but I had to leave the room. I walked alone through the streets of London. The city was broken and destroyed. Then I heard a strange noise. It came from inside one of the fighting machines. I looked in, and saw a dead Martian. The Martians had powerful spaceships to attack Earth. They had very good technology. But Earth's illnesses could kill them. They had no cure and they all died.

'I saw many people die in London,' I told some people I met. 'I also saw the Martians die.' This news travelled all around England.

I left London and returned to my home in a village. It was empty. Then I heard a noise in the garden. I looked out of the window and saw my wife. She was alive and safe. I felt very happy.

Later, I thought about everything. We must learn important lessons, I decided. The Martians attacked Earth. They killed many people. Then the Martians became ill and died.

We kept a Martian body and put it in a museum. We also kept one of their fighting machines. One day, people will travel in space. They will visit new places. Perhaps they will find more Martians, or some other creatures from another planet. If we do not have powerful technology, perhaps the Martians will attack us again.







