



إدارة المناهج والكتب المدرسية

Action Pack 8

Eighth Grade



Student's Book

Virginia Paris



Map of the book

FIRST SEMESTER

| Module | Title/Theme | Functions | Vocabulary |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1 page 4 | Starting out <ul style="list-style-type: none"> ▶ Learning styles ▶ Adolescence ▶ Arabian arts and crafts | <ul style="list-style-type: none"> • Identifying learning styles • Asking about personal routines, information and attitudes • Arguing about traditional crafts and modern art • Narrating a personal experience | ▶ Traditional arts and crafts |
| 2 page 10 | Different cultures, different lifestyles <ul style="list-style-type: none"> ▶ Lifestyles and cultures around the world | <ul style="list-style-type: none"> • Describing a culture's lifestyle • Comparing cultures and lifestyles • Giving reasons • Stating facts • Expressing opinions • Describing distinctive people | <ul style="list-style-type: none"> ▶ Different cultures ▶ Writing around the world |
| 3 page 22 | What's a hero? <ul style="list-style-type: none"> ▶ Heroes and heroines | <ul style="list-style-type: none"> • Describing heroes and heroines • Giving reasons • Narrating an event • Expressing opinions • Stating facts | ▶ Describing qualities and characteristics |
| Revision Modules 1–3 page 34 | | | |

SECOND SEMESTER

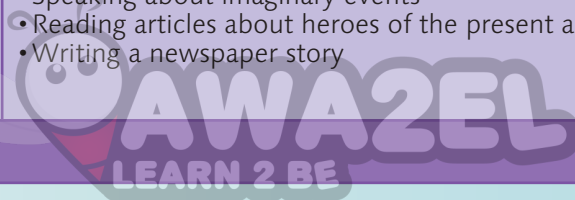
| | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 4 page 36 | We will travel to the stars <ul style="list-style-type: none"> ▶ Man and the universe | <ul style="list-style-type: none"> • Expressing opinions • Making predictions • Giving reasons • Describing life conditions on another planet • Discussing a message sent to space | <ul style="list-style-type: none"> ▶ The solar system, the planets and the universe ▶ Space travel |
| 5 page 48 | You can do it! <ul style="list-style-type: none"> ▶ Sports ▶ The Olympic Games | <ul style="list-style-type: none"> • Expressing opinions • Giving reasons • Comparing rules of different sports • Expressing obligation and ability • Making guesses • Expressing agreement and disagreement | <ul style="list-style-type: none"> ▶ Sports ▶ The Olympic Games |
| 6 page 60 | They have endured centuries! <ul style="list-style-type: none"> ▶ Ancient and modern cities and buildings | <ul style="list-style-type: none"> • Describing historic places and civilisations • Inquiring about historical sites • Reporting activities done • Identifying incorrect information • Reporting information • Discussing choices • Comparing cities in ancient and modern times | ▶ Buildings and places in a city |

Revision Modules 4–6 page 72

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| Stories page 74 | Reading for fun A | <i>Mansour and the Candle</i> |
| | Reading for fun B | <i>Hayy Ibn Yaqdhan</i> |

Grammar Notes page 82

| Grammar | Skills | Project |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Revision: ▶ The Present Simple ▶ The Present Continuous ▶ The Past Simple | <ul style="list-style-type: none"> • Listening to a specialist talking about learning styles • Speaking about traditional crafts and modern art • Reading an article about traditional handicrafts • Writing a personal profile | |
| ▶ The Present Simple and the Present Continuous | <ul style="list-style-type: none"> • Listening to people talking about their culture and lifestyle • Speaking about your own lifestyle • Reading an article about writing around the world • Writing a personal letter | Children from different cultures |
| ▶ The Past Continuous ▶ The Past Simple and the Past Continuous | <ul style="list-style-type: none"> • Listening to descriptions of heroes • Speaking about imaginary events • Reading articles about heroes of the present and the past • Writing a newspaper story | Heroes' corridors |

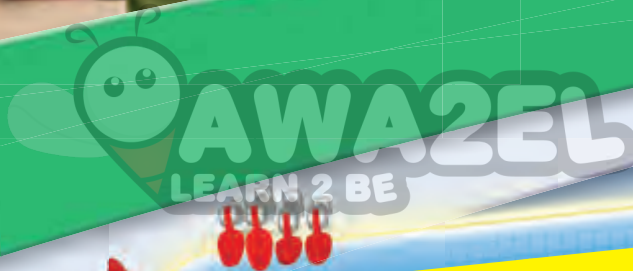


| | | |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| ▶ The Future Simple (Predictions) | <ul style="list-style-type: none"> • Listening to a passage about Muslim astronomers • Speaking about space holidays • Reading articles about the space scrapyard and about taking a trip to space • Writing a message to people on an imaginary planet | Make a solar system model |
| ▶ <i>have to/don't have to, can/can't</i> | <ul style="list-style-type: none"> • Listening to a dialogue about different sports and to a text about a Jordanian athlete • Speaking about ability and obligation, and collecting money for charity • Reading articles about football and tennis and about the Olympic Games • Writing an argument for or against technology in football | Make the rules of a game |
| ▶ The Present Perfect Simple | <ul style="list-style-type: none"> • Listening to a specialist talking about historic complexes and to an interview with an archaeologist • Speaking about an interesting civilisation • Reading articles about ancient and modern Jerash, and Amsterdam's Olympic Stadium • Writing a report about a renovated building | Renovating our school |

| | | |
|--|------------------------------------------------|----------------------------------------------|
| | Speaking about advantages of wealth and wisdom | Reading a moral story Writing an argument |
| | Speaking about life on an island | Reading a short story Writing information |

MODULE
1

Starting out



Outcomes

You will be able to:

- predict the meaning of new vocabulary items
- listen to a specialist talking about learning styles
- take part in a debate about traditional crafts and modern art
- read an article about traditional handicrafts using the Past Simple tense
- write a personal profile using the Present Simple tense



Before you start

Read this questionnaire and think about your answers.

Learning styles

- When I study I like to
 - explain the information to someone else.
 - use colours to make key words stand out.
 - memorise information by saying a chant or rhyme.
- I like to study
 - in a group so I can listen to others.
 - alone in a quiet place.
 - with one other person using roleplaying games.
- When I am spelling, I
 - say the word aloud before or as I spell it.
 - write the word down to find out if it looks right.
 - try to 'see' the word.
- I remember information as soon as I
 - create songs with the information.
 - draw a picture about the information.
 - act out the information.
- I remember words most when I
 - hear them.
 - read them.
 - say them.

- 1** In pairs, tell each other your answers. Take down notes.

Example

I like to study in a group. And you?

- 2** There are three types of learners: visual, auditory and kinaesthetic. Read the descriptions in pairs.

VISUAL LEARNERS


- ▶ Visual learners learn through reading.
- ▶ They focus on details.
- ▶ Sometimes they find it difficult to listen to long lectures.

AUDITORY LEARNERS

- ▶ Auditory learners learn through listening.
- ▶ They learn well when listening to lectures, presentations or music.
- ▶ They like talking and discussing rather than writing.

KINAESTHETIC LEARNERS

- ▶ Kinaesthetic learners learn by doing.
- ▶ They are happy when they can practise what they are learning.
- ▶ They like working on projects, drawing and doing things.

- 3**  Listen to this specialist and make notes based on the advice corresponding to your learning style.

I'm a kinaesthetic learner. I must ...

1

take study breaks

2

...

Let teens talk!



Before you start

Look at the picture of Hamzah. What is he wearing? What might he be interested in?

- 1 Hamzah is 14 and he lives in Bahrain. Complete this questionnaire with the correct forms of the verbs in brackets. Some verb forms might stay the same.

Teen Questionnaire



What (1) ___ (you/do) every day?

In the morning, I go to school, of course. In the afternoon, I do my homework. Then, sometimes I visit my friends or sometimes they visit me.

What do you do at weekends?

Well, it depends. My family and I usually visit my grandmother, or she visits us, but I frequently (2) ___ (play) football with my friends. Sometimes we (3) ___ (go) to the theatre.

What do you and your friends talk about?

School, teachers, football and parents' jobs.

What are your favourite school subjects?

English, mathematics and computer studies.

How many brothers and sisters have you got?

I (4) ___ (have got) two brothers and three sisters.

What are you wearing today?

A thobe and a kufiyah.

How are you feeling?

I (5) ___ (be) happy. I'm doing well at school.

What or who do you care about?

I care about my family, of course.

What do you worry about?

I worry about our environment. We (6) ___ (not do) enough to save our planet.

- 2 Now listen to the questionnaire and check your answers.
- 3 Answer the same questionnaire. Take down notes and share your answers with a partner.

Grammar

1 Circle the correct form of the verbs.

- Amal **drives/is driving** her children to school every day.
- I'm sorry I can't go shopping with you. I **go/am going** to the theatre with my parents.
- James **is reading/reads** a book about Jordan's historical places at the moment.
- He usually **is wearing/wears** a uniform to school, but today he **is wearing/wears** a thobe.

2 Make questions using the tables below. Then, answer them in pairs.


| A | |
|-----|------------------------------------|
| Do | they playing ... you visit ... |
| Are | they learning ... you watch ... |

| B |
|-----------------------------------|
| ... video games? |
| ... car racing with your dad? |
| ... TV on school days? |
| ... the museum? |
| ... how to swim? |
| ... your grandparents on Fridays? |
| ... with their friends? |
| ... Spanish at school? |

3 Read the Listening Strategies.

Listening Strategies: Taking notes

- Listen carefully for clues about the topic.
- Don't worry if you don't understand every word – just listen for the important ones.
- As you listen, take notes and use abbreviations.
- Don't try to write down every sentence; select important information and key words (not words like *the, is* or *in*).


4  Follow the Listening Strategies. Then, take notes as you listen to Hamidah's profile.

5 Work in pairs and find five grammatical mistakes in the text.

Profile



Hamidah is 15 and she have three sisters, Manal, Nawal and Salma, and one brother, Jamal. Her father a dentist and her mother's a nurse. She lives with her family in Amman, Jordan. They lives in a big flat. Hamidah shares her bedroom with her sister Salma. Her best friend is Noura who is 14 years old. Hamidah and Noura goes to the same school in Amman. They are loving English and they are members of the Debating Club. Hamidah has got two aunts and three uncles.

6  Listen again to Hamidah's profile and check your answers.

 **Over to you . . .**



7 Now, write a similar profile for one of your friends. Write three mistakes in the verb forms. Read your profile. The others have to guess the grammatical mistakes.

Example

Fahd is 16 years old. He have got one younger brother, two aunts and one uncle. His father's a doctor.

Keeping traditional Arabian crafts alive

Before you start
Read the title and look at the photo below. What do you think the article will be about?

- 1 Read Um Issam's story. Then, complete this article with the correct form of the verbs in brackets.
- 2  Now listen to Um Issam telling her story and check your answers.
- 3  Listen to the words below in context. Try to guess their meanings.

accessories, to collect, disabled, attractive, handmade, municipality

A woman with a vision



* "Hello! Welcome to the Halima Al-Sadia Centre ! I'm Um Issam. Why (1) _____ (I / set) up this centre? I (2) _____ (begin) collecting traditional objects and clothes forty-five years ago because I wanted to save our traditions. Twenty-five years ago, I started my own business. Later, I realised I could also help poor women to start their own businesses."

10 * "People always liked the traditional clothes that I (3) _____ (wear). This is how I got the idea to design clothes, accessories, small bags for mobile phones, small carpets and furniture. I knew how to make traditional handicrafts because I (4) _____ (learn) the skills from my mother and grandmother.

I watched my mother work from the time I (5) _____ (be) eight years old. My aim, however, is to protect our tradition."

* "I (6) _____ (not want) to keep my knowledge to myself. So, I decided to give courses on traditional crafts to poor women. The town municipality also helps me by providing all the materials we need."

* "I also help disabled people by showing them how to make simple but attractive handmade materials, and we all enjoy spending time together."

Grammar

- 1 Each of the questions below contains a mistake in the Past Simple form. Correct the mistakes and explain what is wrong.

1. Why did she does it?
2. When do Um Issam begin to collect traditional objects and clothes?
3. How do she learn to make traditional handicrafts?
4. What did she taught poor women?
5. How did she helped disabled people?

- 2 Now, answer the questions with full sentences.
- 3 Complete the sentences with the correct form of the verbs in brackets.

Muneer: Hello, Omar! It's Muneer. How's everything?

Omar: Muneer! Where have you been? I (1) _____ (try) to call you several times, but you weren't at home.


Muneer: I (2) _____ (be) on holiday in Jordan. Actually, I'm calling to check if I can see you today. I have a gift for you.

Omar: A gift! It's not my birthday yet!

Muneer: I (3) _____ (find) very interesting things in Petra and Madaba and got you something you'll really like. I (4) _____ (watch) people in the streets making beautiful handicrafts. There (5) _____ (be) bags and rugs made of sheep's wool and goats' hair, colourful carpets and sand art in bottles. I (6) _____ (buy) a silver necklace for my mum. It's all handmade!

Omar: That's amazing! So, what did you get for me?

Muneer: You have to guess!

- 4  Now, listen to the dialogue and check your answers. In a group, discuss your guesses.



- 5 Read the Speaking Strategies.

Speaking Strategies: Preparation for debates

- First, think about what you might want to say. Try to think of some words and expressions you could use.
- Write notes (e.g. *tradition is culture*). Use your notes to help you remember what you want to say; you should be able to look at them briefly for ideas and then continue speaking. In a debate, such notes will help you make sure you present all of your arguments clearly.
- Practise saying expressions to yourself (e.g. *What do you think?*).

Over to you . . .

- 6 Follow the Speaking Strategies. Then, in groups, have a debate about *traditional crafts* and *modern art* based on the statement 'Money should be given to support modern art'. If an arts council had money to support only one of the two, which should get the money? Groups should make a case to defend just one position. Use expressions like *In our opinion*; *We think that*, etc.

Different cultures,



Outcomes

You will be able to:

- predict the meaning of new vocabulary items
- listen to people talking about their culture and lifestyle
- talk about different cultures and lifestyles using the Present Simple tense and the Present Continuous tense
- read an article about writing from around the world
- talk about your own lifestyle
- write a personal letter

Project: Children from different cultures



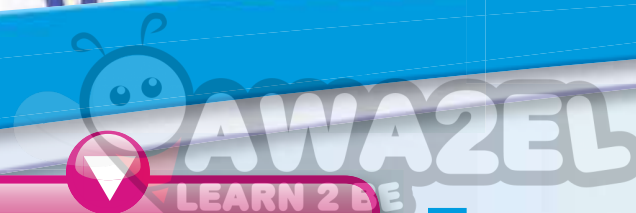
2



3



different lifestyles



Before you start
 Look at the photographs. Where do these people live? What do you know about their cultures? Are their lifestyles similar or different from yours?

1 Listen to these people talking about where they live and what they do. Take down notes.

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

crop, wheat, to inspire, poverty, hard-working, to remain, tent

3 Listen again and check your guesses in the Activity Book glossary on page 66, or in the classroom dictionary.

4 In a group, discuss the similarities and differences between these people's lives and yours.

| Panikpak | |
|-------------------------------------|----------------------------------------|
| Similarities | Differences |
| <i>She goes to school.</i> | <i>She lives in the Arctic Circle.</i> |
| <i>She lives in a modern house.</i> | |
| Farah | |
| Similarities | Differences |
| ... | ... |

Choose your own lifestyle

Before you start
Look at the man in the photo. Where is he? What do you think he might be doing there?

1 Read the article below, then answer these questions.

1. Why is it hard to be a member of the Nyangatom tribe? Explain your answer by giving examples.
2. Imagine you have the chance to help the Nyangatom tribe, what will you do?
3. Do you think the life of an explorer is easy or difficult? Justify your opinion.
4. Explorers help in making faraway lands or forgotten people known to the world. Discuss how important it is to preserve one's culture and traditions.

2 Try to guess the meanings of these words. Then, use them in meaningful sentences.

cattle, explorer, herb, tough, treatment, tribe



Making documentaries

We are spending a day with the explorer William Savage who is living in Ethiopia to make a TV programme about different tribes.

Why are you in Ethiopia? What are you doing here?

I like to see places that people usually don't visit. My job is to show people back home in England what life is like for other people around the world. I'm staying with the Nyangatom tribe and their lives

are very different from mine in London!

What is life with the Nyangatom like?

Life can be very challenging for the Nyangatom. Their land is dry like a desert and there's very little water in most places. The people work very hard to take care of their cattle, and to make sure they have enough water and food to survive. The Nyangatom are tough because they don't have hospitals and only use herbs and plants for medicine. Patients learn to become very strong and people take care of each other. For example, medicine men will bring

traditional treatments, neighbours will give food and children will sing songs. We could all learn a lot from the Nyangatom.

How long do you stay in one place?

It depends. I once spent a year in the Arctic. I'll be with the Nyangatom for just one month before I move on to live with another Ethiopian tribe. I'm still planning many things.

What made you become an explorer?

I love to understand different cultures – their languages and lifestyles. There's a whole world full of people out there to learn about!

Grammar

The Present Simple and the Present Continuous

- 1 Complete the interview with the words from the box.

is eating am cooking making are

TV reporter: Why (1) _____ you travelling around Asia?

Gary Rankin: Because I am (2) _____ a documentary about the local food.

TV reporter: What is the chef (3) _____ for you?

Gary Rankin: He (4) _____ making a traditional rice meal. The film crew and I are (5) _____ great things during our trip!

TV reporter: I (6) _____ looking forward to watching the TV series!

- 2 Read the sentences below. Then, put a tick next to the correct sentences and correct the ones that have wrong verb forms.

| | |
|--------------------------------------------------------------------------------------------------|--------------|
| 1. Mariam usually <i>is walking</i> to school, but today she <i>is taking</i> the bus. | <i>walks</i> |
| 2. <i>Do you learn</i> a lot about different cultures when you explore the world? | |
| 3. He always <i>is writing</i> down what he experiences when he's abroad. | |
| 4. William Savage <i>visits</i> Ethiopia next week to make a documentary about the local people. | |
| 5. People <i>make</i> documentaries on many topics. | |
| 6. A TV reporter <i>interviews</i> Gary Rankin at the moment. | |

- 3 Write three things about the lives of the Nyangatom.

Example

Life is challenging for the Nyangatom.



- 4 Find these sentences in the text. Then, say which sentence, a or b, has the same meaning.

- I'm staying* with the Nyangatom tribe ...
 - I live with the Nyangatom tribe all the time.
 - I live with the Nyangatom tribe now.
- I'm still planning* many things.
 - I have more plans to make.
 - All the plans were made.
- The people *work* very hard ...
 - The people are only working hard today.
 - The people always work hard.

Remember
Write your
answers in your
notebook!

- 5 Read the dialogue. Put the verbs in brackets into the Present Simple or the Present Continuous. Some verb forms might stay the same.



Adel: What (1) _____ (you / watch)?

Badria: Oh! It's a documentary about medical herbs.

Adel: (2) _____ (there / be) any medical herbs in Jordan?

Badria: Of course there are! I (3) _____ (try) to get information about them to see if they are nearby. Watch this interview with Dr Sabbagh. She's a scientist.

Dr Sabbagh: One of the most common medical herbs that we have in Jordan is "sage" [al-maryamiya]. It is used as a herb in cooking, and (4) _____ (have) a unique flavour. It has important health benefits and can make you (5) _____ (feel) strong, too. Sage can be used to treat kidney and heart problems. A herb you almost certainly will have tried – "thyme" [zaatar] – is also used as medicine. It is good for keeping the mind alert. It wouldn't hurt to eat some of this before an exam.

Adel: What (6) _____ (we / wait) for?

Badria and Adel: Let's go and check!

- 6 Now listen to the dialogue and check your answers.
- 7 Look at the picture of Yousuf. Write down what usually happens and then what is happening today, based on the table below.



| Usually | Today |
|------------------------|----------------------------|
| play/basketball | fish |
| _____ | _____ |
| ride/bike to the river | walk/to and from the river |
| _____ | _____ |
| rain/in winter | sun/shine |
| _____ | _____ |

Over to you . . .

- 8 In pairs, take turns to ask and answer questions about the picture in exercise 7. Here are some of the things you might want to ask about: weather, birds, river, clothes, etc.

Example

A: What is Yousuf wearing today?

B: He is wearing boots.


A: What does he usually wear?



Skills focus

Stories around the world!

Before you start
Read the title.
How do you think
stories travel
around the world?

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

record, storytelling, skill, achievement,
impressive, distinctive, classical, exceptional,
to compete, patriotism

Find the words

- ▶ A written report of events and facts
- ▶ To be different from the usual
- ▶ The love that you have for your country

Writing from around the world

People started writing thousands of years ago. At first, they wrote records of local trade. This kind of writing wasn't for entertaining an audience in the way stories and poems are!

5 People told stories and poems for entertainment around the world before writing existed. Africa has a long history of storytelling. The most famous African stories are about little animals that use their intelligence to survive against bigger animals. These stories were told from person to person before written copies were ever made. Writing was used to tell stories across the Middle East before it was used anywhere else in the world. Some of the earliest pieces of literature
10 came from the Middle East. These stories travelled around the world because the writers' skills were so impressive. Reading stories from around the world helped writers to develop their skills by learning from each other over the centuries.

Many people believe that reading stories from different times and places is a way of understanding and appreciating the variety that exists between cultures.

VOCABULARY

Reading Strategies: Facts and opinions

Find out if the information is accurate or not.

- Information presented as fact often has figures, dates or places. These 'facts' can be checked in an encyclopaedia or on the Internet.
- Opinions often have adjectives that show opinion (e.g. *impressive*) and verbs that show opinion (e.g. *believe*). This type of writing usually represents somebody's own thoughts or ideas.


3 Find these words in the text and guess their meaning.

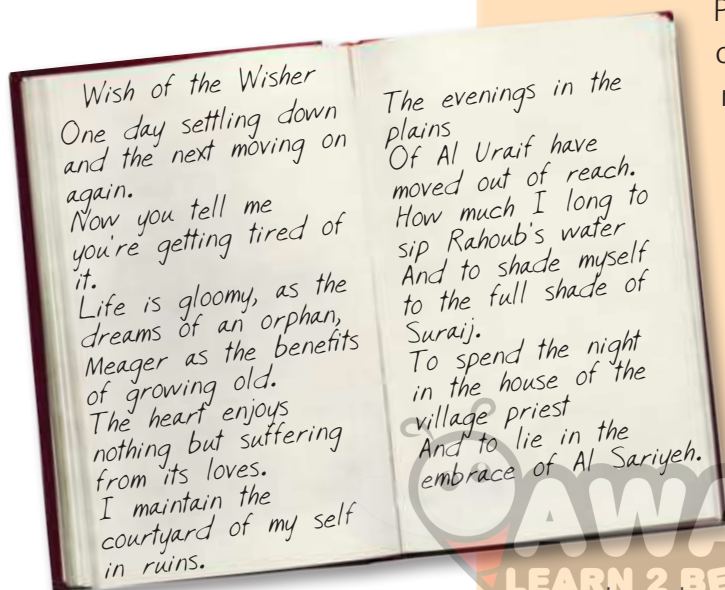
1. **entertainment** (line 4)
 - a. studies
 - b. understanding
 - c. fun
2. **intelligence** (line 6)
 - a. cleverness
 - b. physical strength
 - c. speed
3. **literature** (line 9)
 - a. old-fashioned paper
 - b. written art
 - c. stonework
4. **to develop** (line 12)
 - a. to find
 - b. to forget
 - c. to improve

4 Read the text again and answer these questions following the Reading Strategies.

1. What was writing first used for in the past?
2. Find two examples of facts and one example of an opinion from the text.
3. In your opinion, what are some other benefits of reading stories?
4. Name one famous Arab writer that you like. Explain why you chose them.

LISTENING

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



An exceptional poet

Poetry and writing are two important parts of Jordan's culture. Arar is one of Jordan's most (1) _____ poets. He was born in Irbid in 1899. His life was (2) _____ because of the way he expressed his patriotism. Arar's poetry was also (3) _____; he used the language of the people to discuss their concerns, but also included classical Arabic sayings. Among his (4) _____ are famous poems like 'Sorrow of Youth' and 'Wish of the Wisher', which are still loved by many people. Arar also practised law and (5) _____ the poor. He died in 1949 but continues to be remembered today. Irbid has an annual poetry festival with a prize named after him; many Jordanian and Arab poets (6) _____ to win the "Arar Literary Award".

SPEAKING

- 6 Choose someone from Jordan who you think is exceptional. Write notes about how they* are distinctive and what makes them* special. Make sure your notes are clear, so you can present your ideas clearly to the rest of the class.

Example

What do you think?

"A nation's culture resides in the hearts and in the soul of its people."

Gandhi

- Arar loved his country.
- He wrote beautiful poetry.
- He used local language to express national issues.
- He worked to help the poor.

* They/them are sometimes used to refer to an individual person of unknown or unspecified gender.

Writing a personal letter



Before you start

Read this letter.
What is it like where Mustafa is? Why is he writing?



Writing Strategies:
Planning letters and emails

- First, think about the situation you are in: *Where are you? What is the place like? What are you doing?*
- Think about the letter: *Why are you writing? Who are you writing to? What is that person interested in?*
- Think of information to include: *What did you do yesterday/last week? Did you enjoy it? What was it like?*

1

Mustafa Deeb
Al Hashemi St.
Irbid
Jordan

2

15 November

3

Dear Ahmad,

4

How are you? How's your family?

5

I'm very well. My new home is great and my bedroom is really big. I am not sharing my bedroom with my brother Kareem anymore, but we're still spending lots of time together. I also like my new school! It's very modern and my classmates are OK.

6

I miss you and all my friends from Aqaba. Do you think you can come and visit me in Irbid? We have a guest room, and Mum says it is all right if your parents agree. Please come!

7

Write back soon. I look forward to hearing your news.

Best,

Mustafa

1 Match each paragraph from the letter above with one of these headings.

- | | |
|--------------------------------------------------|-------------------------------------|
| a. information about Mustafa's new life in Irbid | e. the date |
| b. the sender's name and address | f. questions about the other person |
| c. greeting | g. invitation |
| d. close | |

2 In pairs, imagine you are now living in different cities. Make notes about your life.

● What is your house/school like?

● What are your new friends like?

● In what way is your life different?

● Do you miss your old friends?

● Invite your friend to stay.

WRITING

3 Write your letter. Tell your friend about the changes in your life. Use Mustafa's letter to help you.

Language Development

- 1 Read the text. Put the verbs in brackets into the Present Simple or the Present Continuous. Some verb forms might stay the same.



We all know that keeping healthy (1) _____ (not/be) an easy task. However, with a few habit changes, teenagers are able to live a healthy lifestyle. Today, many people (2) _____ (change) their old habits and (3) _____ (replace) them with new, better ones. They (4) _____ (drink) more water and (5) _____ (exercise) more often. It is important to get enough sleep every night, so they make sure to go to bed early. Keeping healthy can be easy if you start by changing one habit at a time. Why (6) _____ (you/not try) some of these changes to become healthier?

- 2 Now listen and check your answers.

- 3 Rewrite the following sentences in the negative form (-) or in the interrogative form (?) as indicated.

- Sage is one of the most common medical herbs in Jordan. (?)
- Jordanian and Arab poets compete to win the "Arar Literary Award". (-)
- I'm living with the Nyangatom tribe in Ethiopia. (-)
- The Jordan Hashemite Charity Organisation (JHCO) helps countries in need around the world. (?)
- Writers are presenting new stories and ideas to people through their craft. (-)
- An explorer learns a lot about different cultures around the world. (?)

- 4 Use these words to write definitions.

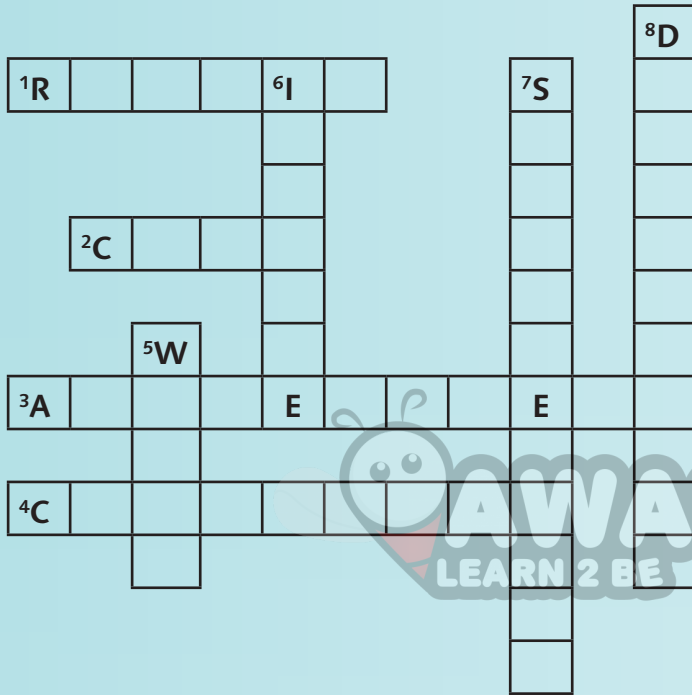
- such as / for / Animals / or / meat / kept / milk / cows / , /
- to / something / ability / well / The / do
- with / lot / who / works / Someone / of / a / effort
- things / other / special / different / qualities / Having / from
- group / people / live / A / who / of / together / the same / and / have / language
- in / order / a / win / in / participate / to / competition / something / To

- 5 Match the following words with the definitions above.

- | | |
|----------------|-----------------|
| a. skill | d. hard-working |
| b. distinctive | e. cattle |
| c. to compete | f. tribe |

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. to continue to exist
2. any plant that is grown by farmers to be used as food
3. something you succeed in by your own efforts
4. belonging to a traditional style

Down

5. the grain that bread is made from
6. to give someone a positive feeling that they can do something
7. to tell stories
8. having a special quality or character

?

When and where was writing first invented?



Children from different cultures

PROJECT

Amazon Children



A lot of people live in the Amazon rainforest. They hunt and grow bananas and rice.



Amazon children can fish and hunt. They don't go to a playground for fun. They play in the forest, in rivers and streams.



Amazon children don't watch TV, they don't use the internet and they don't play video games, but they do play with friends and go to school.

Before you start

Read the information about Amazon children.

Your task is ...

To write a report on children from a different culture and give a presentation.

A Your first assignment

In pairs:

- choose a region where its original people still live. It can be a rainforest, the Arctic Circle or a desert. Read about it and answer the following questions:
 1. What is the region?
 2. Who lives in the region?
 3. What do they do? Do they hunt? Do they grow crops? What do they grow?
 4. What do you do that the children in this region also do?
 5. What do you do that they don't do?
 6. Where do they play?

B Your second assignment

- Write your report following the outline in the first assignment.
- Use this report as an example.
- Find pictures and a map of the region. Present your information to your friends.

Good researcher

MODULE
3

1

2

What's a hero?

LEARN 2 BE

Outcomes

You will be able to:

- talk about modern heroes and their qualities
- listen to descriptions of heroes of the present and the past
- read about heroes of the present and the past
- roleplay a situation using the Past Simple and the Past Continuous
- write a newspaper story

Project: Heroes' corridors



3




Before you start

Look at the photographs. Who are these people? What do you know about them?


1 The word “hero” can be used to describe different kinds of people:

- a. sportsmen or film stars you admire
- b. people famous for their ability to overcome challenges
- c. the hero of a story

 **Listen to descriptions of three people and match them to the definitions and the photographs above. One of the definitions is not used.**

2 Read the words below. Try to guess their meanings.

brave, moral, honest, focused,
dedicated, clever, creative,
great, inquisitive

 **Listen to the descriptions again then say which of the adjectives from exercise 2 describe each person according to the speakers.**

4 In a group, make a list of heroes and heroines corresponding to the three categories in exercise 1. Then, describe them to the class using the words in the box to help you.

Example

Zinedine Zidane was a great footballer. The way he played was very clever and creative.

A true hero

Reading Strategies: Headlines

- Headlines in English-speaking newspapers are difficult because they do not use normal capitalisation or punctuation, they miss out words and they use difficult vocabulary.

Make a full sentence from the headline (e.g. *TEN INJURED IN M1 HORROR CRASH* = *Ten people were injured in a horrible car crash on a motorway called the M1.*).

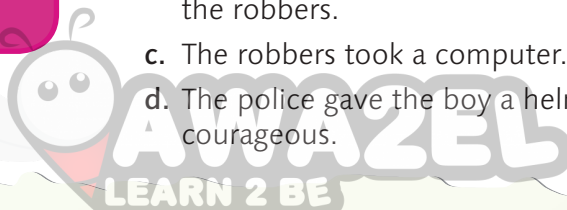
Before you start

Look at the family photo. Why do you think the boy is wearing a police helmet? Why do you think the photo of the family is put in a newspaper article?

1 Read the article. Are these sentences true (T) or false (F)?

Explain why.

- Charles noticed something was happening at home.
- The boy ran to the kitchen and saved his parents from the robbers.
- The robbers took a computer.
- The police gave the boy a helmet because he was courageous.



SEVEN-YEAR-OLD SAVES FAMILY FROM ATTACKERS

BROADBEND, Sussex (March 10) A seven-year-old boy, Charles Robbins, stopped some robbers at home. While the robbers were threatening his parents, he locked himself in the bathroom with his little sister and called the police.

You can hear the conversation in a copy of the police tape.

The boy talked about his frightening experience to news reporters this afternoon.

While he and his little sister were playing in the garden, the boy realised something unusual was going on.

“I saw a strange man. He was standing in the street. Then I looked into the kitchen, and I saw two other men. They were pointing their guns at my mum and dad. My mum and dad were putting their hands up and their heads down.”

“I grabbed Mum’s phone, took my sister and ran to the bathroom. I locked the door and I phoned the police.”

While he was talking to the police, one of the robbers broke down the door and grabbed the phone. When the boy told them he was speaking to the police, the



robbers escaped. They didn’t injure anyone, and they didn’t take any property.

During the news conference, the boy was wearing a police helmet that the police gave him for being brave.

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

frightening, robber, theft, to attack, to grab, to injure, to threaten

Grammar

The Past Simple and the Past Continuous

- 1 Complete these sentences using **was**, **were**, **was not (wasn't)**, **were not (weren't)**.

Adel: Where were you yesterday afternoon?
Farid: I (1) _____ out cycling.



Adel: Was your cousin Omar with you?

Farid: Yes, he (2) _____, but he (3) _____ cycling. His sister Ghada (4) _____ teaching him tennis.



Adel: (5) _____ they spending the day at your house?

Farid: No, they (6) _____. They only came for an hour. We (7) _____ having so much fun!



Farid: (8) _____ you playing with someone?

Adel: No, I (9) _____. I (10) _____ reading an interesting book.

- 2 Work in pairs. Tell your partner what you were doing at these times. Use the Past Continuous.

this morning last Friday
last weekend yesterday evening

- 3 Look at the sentence from the article. What two tenses can you identify? Find other examples in the article.

"While the robbers were threatening his parents, he locked himself in the bathroom with his little sister and called the police."

- 4 Use the clues to write sentences in the Past Simple or the Past Continuous about how Raed crashed his red car.



1. talk on the phone

2. look at the sky

3. not stop at red light

4. drive fast

5. not listen to traffic policeman

Raed promised to follow the road safety rules next time.

Remember
Write your
answers in your
notebook!

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



Mrs Jones: Good morning, class. I hope you all had a nice weekend. Have any of you experienced anything interesting that you want to share with us? ... Yes, Jack?

Jack: Well, something unusual (1) _____ (happen) to me. My parents said I did a kind thing.

Mrs Jones: When did it happen?

Jack: Yesterday morning, while I (2) _____ (go) to visit my cousins.

Mrs Jones: What happened?


Jack: I (3) _____ (walk) in the street when I (4) _____ (hear) an old woman asking people about a boy called Bill. She wanted to see him play football but was lost and didn't know where to go.

Mrs Jones: What happened next?

Jack: I remembered I (5) _____ (go) to watch my cousins play football later that afternoon. So, I decided to take her to their house to see if they knew who she was.

Mrs Jones: (6) _____ (they/recognise) her?

Jack: Yes. She was the grandmother of one of the players. She was going to buy a gift for him when she got lost.

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

- 7 Make sentences using the Past Simple and the Past Continuous.

1. walk to work / find a wallet full of money (they)
2. shop / lose wallet (she)
3. jog in the park / the car theft happen (we)
4. study for my exam / have a terrible headache (I)
5. read the paper / hear the baby cry (he)

Speaking Strategies: Sequencing

- Think clearly about the order of events in the situation being described.
- Use words that will give clues about the order of events to the listener (e.g. *This morning, next, in the end*).
- Be prepared to answer questions about the order of events using words such as *before* and *after* (e.g. Question: *When did Jack see the old lady?* Answer: *Before he reached his cousins' house*).



Over to you . . .

- 8 Follow the Speaking Strategies. Then, in pairs, choose one of the three situations. Each of you should make a list of five things that happened during the event. Then, take turns to play the two roles, asking and answering questions.
- a. You saved a little boy caught in a fire.
 - b. You broke the headmaster's window playing with a ball in the school playground.
 - c. You are a famous artist/sportsperson and a journalist is interviewing you.




Skills focus

A compassionate hero

Before you start

Look at the picture and say what you think both the good and bad points of using tents are. Do you think they look nice? Would you like to live in one?

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

wound, battle, caring, compassion, compassionate, to encourage, soldier

Find the words

- ▶ A strong feeling of care for someone who is suffering, and a desire to help them
- ▶ A fight between groups of people as a part of a larger war
- ▶ A member of the army

READING

2 Read the article. What qualities did Rufaida Al Aslamiya have? You can use the adjectives on page 23 to help describe her qualities.

Rufaida Al Aslamiya

Rufaida Al Aslamiya, Islam's first female nurse, lived during the time of Prophet Mohammad, Peace Be Upon Him, and was one of the first people in Medina to accept Islam.

She was a compassionate woman who was most famous for treating soldiers in battle. Prophet Mohammad, Peace Be Upon Him, invited her to help Muslims by giving medical help to his soldiers when they needed it the most. In times of war, Rufaida set up hospital tents next to the battlefield so that injured soldiers could be treated at once. She trained other nurses to help as many injured men as possible. They were trained to treat wounds, but also to be caring and kind.

Rufaida's success was noticed by Prophet Mohammad, Peace Be Upon Him. To encourage her, a tent was set up by the Prophet's mosque, Peace Be Upon Him, so



she could continue her voluntary work helping the sick, using her own money. She listened to people and looked at how they lived. Then, she helped them make their lives healthier and more comfortable.

Just as the Prophet, Peace Be Upon Him, understood the importance of her work, people around the world today, especially doctors and nurses, should continue to view Rufaida as an example of compassion.


3 Read the article again. Then, answer these questions.

1. How did Rufaida's work differ between times of war and times of peace?
2. In what ways do you think Rufaida was brave?
3. What do you think encouraged her to help people so much?
4. Rufaida Al Aslamiya is described as compassionate, famous and successful. Give five facts from the text to support this opinion.

VOCABULARY

- 4 Look at the underlined words in this paragraph. Are they nouns, adjectives or verbs?

Rufaida was Islam's first female nurse. She was very brave and became famous for treating wounded soldiers in battle. Prophet Mohammad, Peace Be Upon Him, was pleased with the great work that she did. We should learn about her achievements.

- 5  Listen to this historian talk about *Al Malik Al Zahir Rukn Al Din Baibars Al Bunduqdari*. Complete the sentences with the new information.

Baibars was Sultan of (1) ____ and Syria.

In 1260, Baibars led the soldiers that won the Battle of Ain Jalut against the Mongols.

After the death of Qutuz, Baibars became (2) ____ of Egypt.


Baibars' system for delivering messages made it possible to send messages from Cairo to Damascus in four days.

He built (3) ____, canals and mosques. He supported Islamic (4) ____ and encouraged medical research.

Baibars died in Damascus on (5) ____.



SPEAKING

- 6  In a group, discuss your guesses. Then, listen again and check your answers.
- 7 Write down the ways that Rufaida helped people and became famous. Do you think she is a good example of compassion for people today?
- 8 In a group, discuss what you wrote. Did you all write about the same ways she helped people? Do all of you have the same opinion about the deeds you mentioned in your notes? Talk about how you might have acted if you were in Rufaida's position. What do you think makes someone a good example to others? What can we learn from Rufaida's example?

What do you think?

"A boy doesn't have to go to war to be a hero; he can say he doesn't like cake when he sees there isn't enough to go around."

E.W. Howe

Writing a story



Before you start
Read the newspaper article.
Do you think Robert is a true hero? Why/Why not?

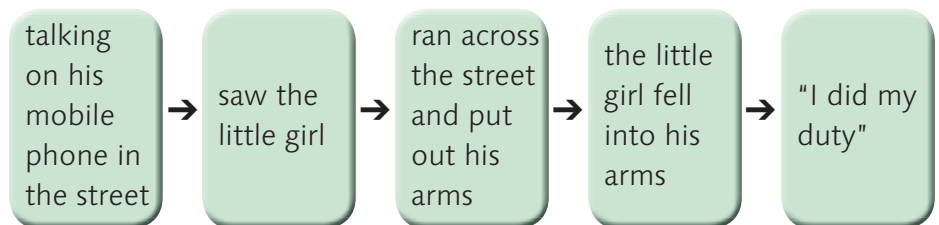


LITTLE GIRL FALLS TEN METRES INTO HANDS OF SUPERHERO

- 1 Robert Smith was talking on his mobile phone in the street when he saw a little girl. She was hanging from a third-floor window across the street.
- 2 Robert ran across the street and put out his arms. He was just in time to catch five-year-old Daniela Burton before she hit the ground.
- 3 After that, Robert was able to talk about what happened: "It's good to feel you saved a child's life, but I'm not a hero. I just did my duty."

- 1 Match the paragraphs of the story with these questions.
 - a. What happened in the end?
 - b. How did the person react? What did he do?
 - c. Who's the hero? What was he doing? Where was he? What happened?
- 2 In pairs, imagine you were taking part in a rescue. Use the questions in exercise 1 to help you. Plan the story: What happened first? And then ...?

Example



WRITING

- 3 Write your story in three paragraphs.

SPEAKING

- 4 In a group, read each other's stories. Which are the best? Explain why. Tell the class.

Language Development

- 1 Here's part of a conversation with a young Jordanian pilot. Fill in the blanks using the correct form of the verbs in brackets.

Interviewer: We just wanted to ask you some quick questions about the life of a pilot. How old were you when you first (1) _____ (fly)?

Pilot: I started when I was 20. I (2) _____ (jump) for joy when I got my first licence.

Interviewer: It must have been exciting for you. When did you first become interested in flying?


Pilot: I always (3) _____ (attend) airshows with my family when I was younger. I (4) _____ (watch) one of Captain Omar Bilal's solo displays when I decided that I wanted to fly too.

Interviewer: Wasn't he one of the best pilots in Jordan?

Pilot: He was one of the best pilots in the world! He even won the International Championship Award in Belgium in 1994. I'm sure I _____ (not/be) the only teenage boy watching who wanted to be a hero just like him when I was older.

Interviewer: However, I'm sure not many of them (6) _____ (have) the talent.

Pilot: That's very nice of you to say. Thank you!

- 2  Now, listen to the conversation and check your answers. In a group, discuss your guesses.
- 3 Use these words to ask questions on the previous passage.
- old / pilot / he / flying / was / the / How / ? / started / when
 - Who / to / pilot / airshows / the / with / ? / went
 - was / Who / hero / the / pilot's / ?
 - win / ? / Bilal / What / did / in / 1994 / award
- 4 Now answer the questions from exercise 3.
- 5 Match the words with the definitions.

1. robber

- a. Concentrating on something and giving it particular attention
- b. The crime of stealing
- c. Somebody who takes property from someone by force
- d. Ready to face danger and do something courageous
- e. Concerned with what is right or wrong

2. brave

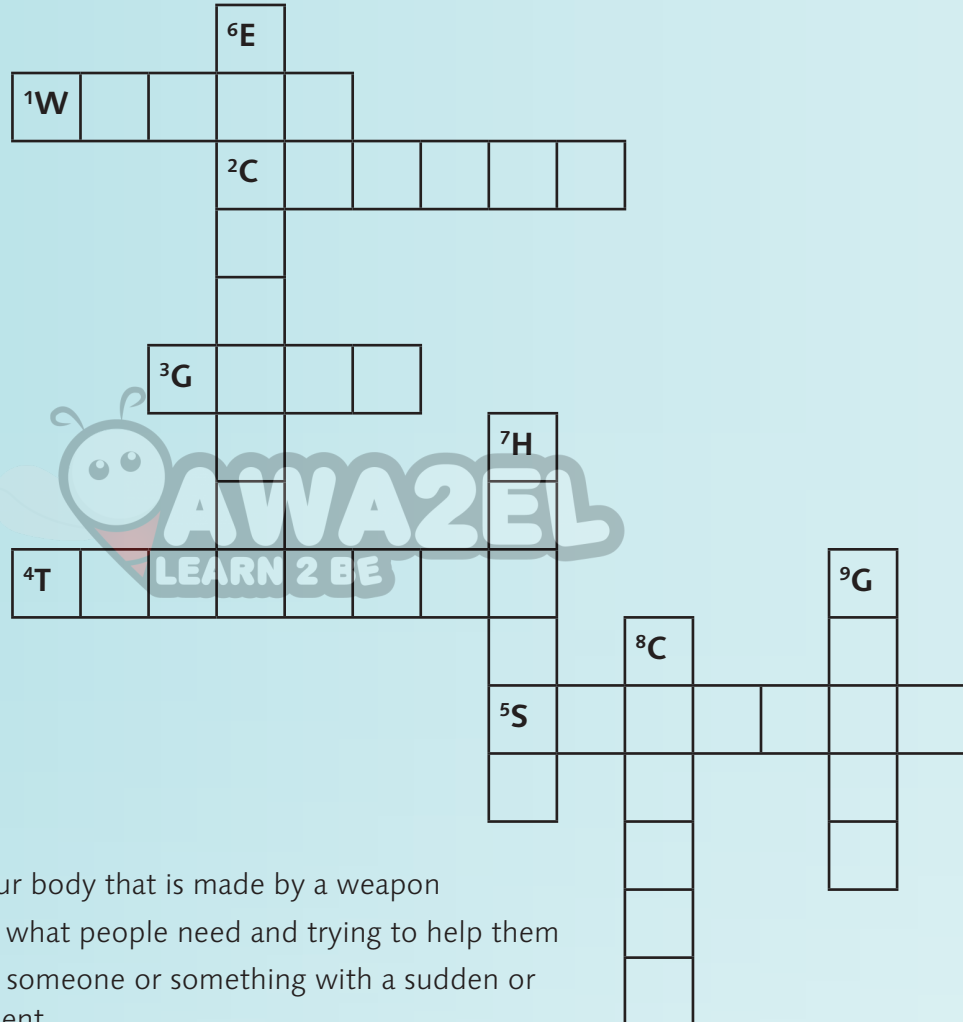
5. moral

4. theft

3. focused

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. An injury to your body that is made by a weapon
2. Thinking about what people need and trying to help them
3. To take hold of someone or something with a sudden or violent movement
4. To say that you will cause someone trouble if they don't do what you want
5. A person who serves in an army

Down

6. To give someone the courage or confidence to do something
7. Someone who always tells the truth and does not cheat or steal
8. Skilled at doing something or intelligent
9. Famous for being able to do something extremely well



What is Rufaida Al Aslamiya's full name?
Where was she born?

Heroes' corridors

PROJECT

Before you start

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

Your task is ...

To name your classroom, your school corridors and playground after male and female heroes, and to create street signs and murals in their honour.

Mustafa
Salameh

Ahmad Hassan
Zewail Place

Zinedine Zidane

A Your first assignment

In groups:

- Choose four heroes. They can be men or women, sportspeople, real or imaginary characters, alive or dead.
- Make a list of them saying who they are or were and the reasons for giving their names to your classroom, the school corridors and the playground.

B Your second assignment

- Discuss your choices with the whole class and vote to decide on your favourite heroes.
- Make street signs and murals showing their deeds.
- Stick them up in the corridors and present your information to your friends from other classes. Remember: ask for permission from your headmaster.

Ahmad Hassan Zewail
Mustafa Salameh
Nawal El Moutawakel
Zinedine Zidane

Nawal El Moutawakel
CORRIDOR

First woman from a Muslim country to win an Olympic medal

Hero
specialist

Before you start
Revise what you learnt in Modules 1-3.

Answer these questions about learning styles, traditional handicrafts, different cultures and heroes.

1. If you are active in class and you like to work on projects rather than just to listen to long lectures, you are a:
 - a. kinaesthetic learner
 - b. visual learner
 - c. auditory learner
2. What does Um Issam design?
 - a. Modern clothes
 - b. Traditional handicrafts
 - c. Mobile phones
3. What is a municipality?
 - a. A big house
 - b. A football team
 - c. A town government
4. Why isn't the life of the Nyangatom easy? Because ...
 - a. of floods
 - b. they have to work very hard to survive
 - c. the weather is very cold
5. What can people learn by reading stories from around the world?
 - a. To understand different cultures
 - b. To read long texts
 - c. To travel to other countries
6. What did Arar do other than write poetry?
 - a. Helped the poor
 - b. Designed furniture
 - c. Wrote biographies about authors
7. Ahmad Hassan Zewail always wanted to find answers when he was young. He was:
 - a. honest
 - b. inquisitive
 - c. creative
8. How did Rufaida Al Aslamiya become successful?
 - a. By travelling around the world
 - b. By being dedicated and caring about the sick
 - c. By fighting in battles
9. Rufaida Al Aslamiya cared for people who were suffering. She was:
 - a. compassionate
 - b. clever
 - c. focused



1 Complete the questions using the correct form of the verbs in brackets. Find the person in Module 1 who the questions refer to. Then, give that person's answers.

1. When _____ (you/realise) that this is what you wanted?
2. How _____ (you/learn) to do it?
3. Why _____ (you/give) courses today?
4. How _____ (you/help) poor women and disabled people ?
5. What _____ (be) some of the things you make?

2 In pairs, put these expressions in the correct column.

in Africa think
a thousand years ago impressive
entertaining Arar Literary Award

| Fact | Opinion |
|------|---------|
| | |

3 Use the expressions in the "Fact" column to write your own sentences about writing.

4 Choose some of the adjectives below from Module 3 to write a paragraph (3–5 lines) describing your superhero.

brave creative honest moral
dedicated focused clever
inquisitive great

5 Working in pairs, try to guess who your partner's superhero is by asking questions using adjectives from the previous exercise.

Example

Is he/she brave?

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

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

Across

1. h _____
2. p _____
3. d _____
4. a _____
5. t _____
6. d _____
7. a _____
8. c _____

Down

9. h _____
10. r _____

Self-assessment

| | Always | Sometimes | Rarely |
|------------------------------------------------------|--------|-----------|--------|
| I can read a text and answer related questions. | | | |
| I can listen to a conversation and check my answers. | | | |
| I can use the new words. | | | |
| I can participate in the speaking tasks well. | | | |
| I can do the grammar activities correctly. | | | |
| I can do the writing tasks correctly. | | | |

MODULE
4

We will travel to

Outcomes

You will be able to:

- predict the meaning of new vocabulary items
- read about space travel, the solar system and the universe
- listen to a passage about Muslim astronomers and their inventions
- talk about the possibility of space tourism using the Future Simple tense
- prepare a message to send to outer space

Project: Make a solar system model

Before you start

Look at these pictures. What are they? What do you know about the Sun, the Moon and the planets? How far away are the Moon and the Sun from the Earth?





the stars



1 Answer these questions.

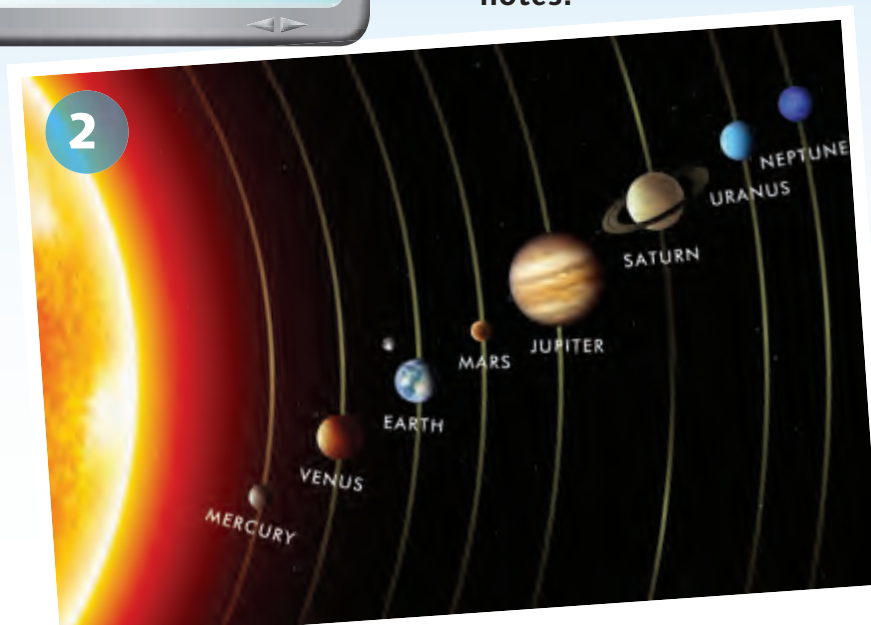
1. What is the Milky Way?
a. a galaxy b. a planet
c. a universe
2. Our Sun is ...
a. in the centre of the Milky Way.
b. outside the Milky Way.
c. in one of the arms of the Milky Way.
3. How many planets are there in our solar system?
a. eight b. seven c. nine
4. Which is the biggest?
a. Jupiter b. the Earth c. the Sun
5. The Sun revolves within ...
a. the Earth. b. the Milky Way.
c. the Moon.

2  Now listen and check your answers.

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


to revolve, planet, solar system, galaxy, universe, satellite, spaceship, Milky Way, astronaut

4 In a group, discuss when you think man will be able to travel to Mars and other planets. Would you like to be an astronaut? What will the first men travelling to Mars, Jupiter or another planet see? Take down notes.



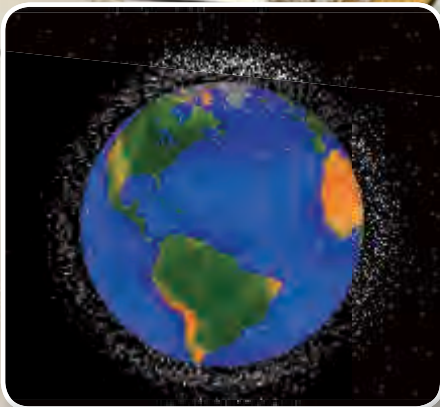
There will be problems!

Before you start
Ask your teacher to explain the word 'mnemonic' and use the technique to memorise the names of the planets in our solar system. Can you think of your own mnemonics?

- 1 Read the article below. What do you think will happen if we don't try to find a solution for the scrapyards?
- 2 Read the article again and answer these questions.
 - a. "This scrapyards could cause serious problems." Is this a fact or the writer's opinion? Explain why.
 - b. In your opinion, what could the solutions to orbital debris be?
 - c. Do you think it is possible that other planets have space debris like ours?
- 3  Listen to these words below in context. Try to guess their meanings.

to float, to fall apart, space shuttle, scrap, scrapyards, orbital debris, screwdriver

The biggest scrapyards in the solar system



Do you think that scrap or rubbish is a problem on Earth? Well, it's also a problem in the sky. On a clear night, look up into the sky. What will you see? You will see the Moon, the stars and the satellites. Although you won't see it, you will also be looking at the largest scrapyards in the solar system.

Look at this picture. There are tens of millions of pieces of rubbish. Scientists call this "orbital debris".

You will find the most unusual things floating around the Earth: a camera, a screwdriver, and even a glove! Most of this rubbish comes from satellites and rockets that stopped working and fell apart. This orbital debris would weigh five million kilogrammes on Earth.

This scrapyards could cause serious problems. In August 2008, when a space shuttle returned to Earth, it had small but dangerous holes in it made by pieces of space debris.

So, let's start thinking of ways to tidy space up!

Grammar


The Future Simple (Predictions)

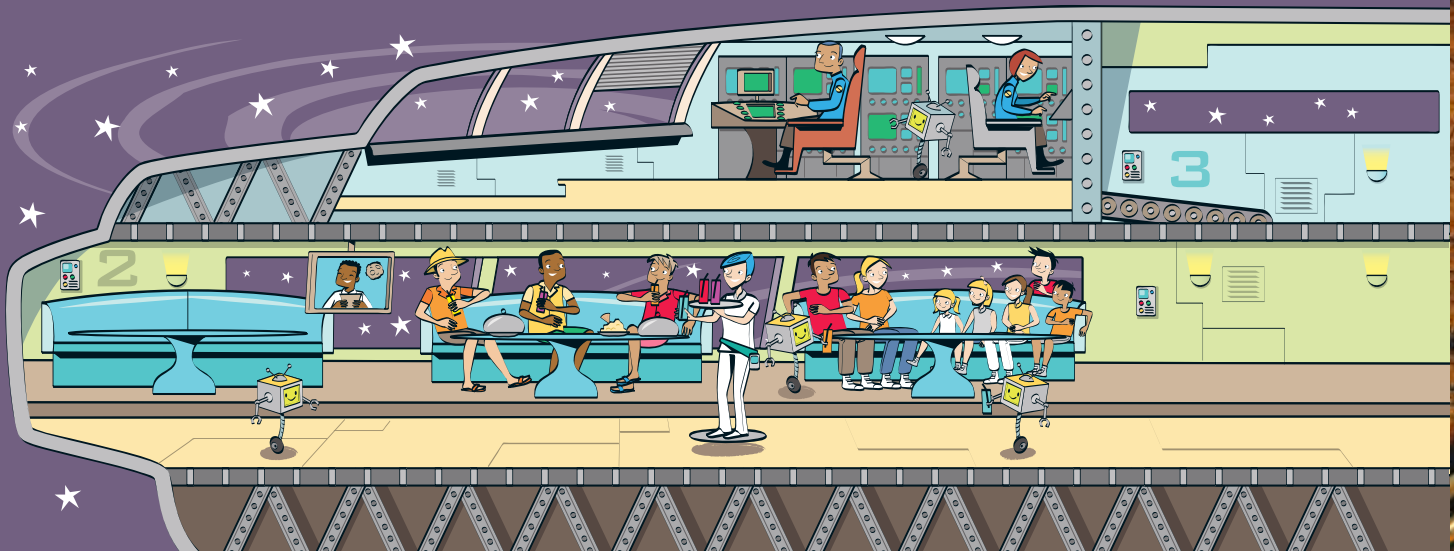
- 1 Complete this passage with the correct form of the verbs in brackets.



(1) _____ Jordan ever _____ (have) astronauts in space? Two Arab astronauts have been into space so far: Saudi Prince Sultan Bin Salman and Mohammad Fares of Syria. To become an astronaut, you (2) _____ (have) to train at a space training centre. This (3) _____ (not be) an easy task! Specialists (4) _____ (train) future Jordanian astronauts in science, maths, astronomy and technology. Jordanian astronauts (5) _____ (also learn) about flying and about the systems on the space shuttle. There are currently no space training centres in Jordan. To have astronauts in space, Jordan has to encourage young people to become future astronauts by having space training centres.

This (6) _____ (open) a new door for education in Jordan. If you work hard, you might even make it to space one day!

- 2  Now, listen and check your answers.
- 3 Identify the Future Simple verbs in the passage above. Then, write sentences in pairs about becoming an astronaut using these verbs and some of your own.



- 4 Look at the picture of a space station. Write predictions about the following things.

spaceships crew
computers spacesuits
tourism/tourists families
flight attendants

Example

In the 25th century, spaceships will travel to Mars. The crew and the passengers will not need spacesuits.

- 5 In pairs, ask and answer questions about space travel in the future.

Example

A: Will tourists spend their holidays on another planet?
B: Yes, they will. They will spend their holidays on Mars and Saturn.
B: Will tourists visiting other planets need special astronaut training?
A: No, they won't. 25th-century spaceships will have a normal atmosphere and gravity.

- 6 Write predictions based on the following sentences.

1. Adel plays football very well.
Adel will be a famous football player.

2. Cars cause a lot of traffic on the road.

3. People want to travel to unusual places.

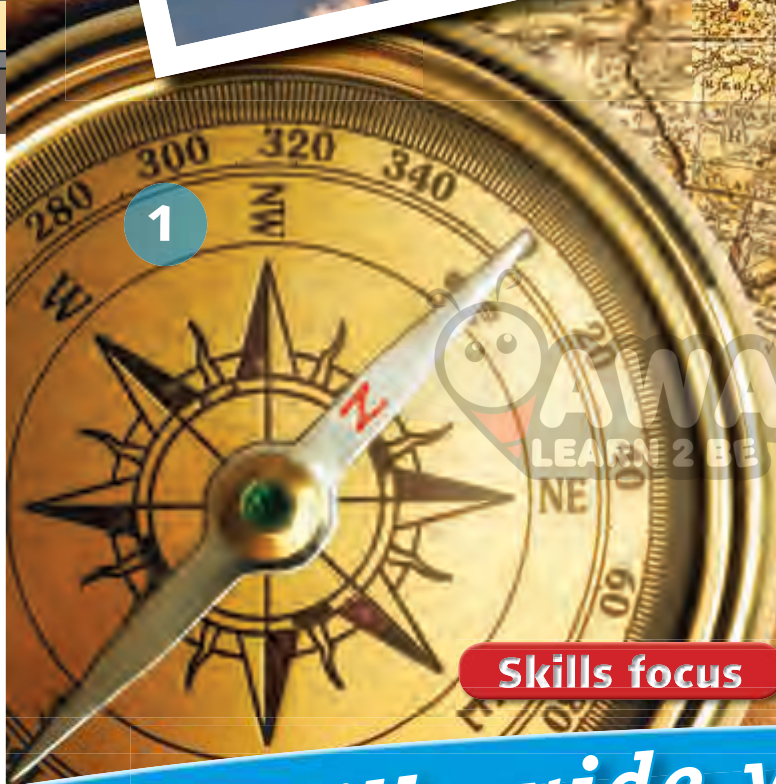
4. Samira likes to help her friends in their studies.

Over to you . . .

- 7 Only a few people have ever gone into space as tourists, but there are tourism companies hoping to change this. They want ordinary people to be able to go on space holidays! If you had the chance to go on holiday into space, who would you like to go with? What things would you want to take with you? What would you miss about the Earth?

Example

I would like to go with my brother because we both like to explore new places ...



Skills focus

It will guide you!

Before you start
How do you think each of the people and things in the photos helped to explore space?

Find the words

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

compass, zero gravity, to navigate,
to launch, catapult, destination, astronomer

- ▶ A device used to throw things with great force
- ▶ A scientist who studies the stars and planets
- ▶ To send something like a spaceship into orbit

Taking a trip to space

Can you imagine going into space and being able to float in air? Richard Branson's company is offering short journeys into space for anyone who can afford it. For around \$200,000, you could go on the trip!

The spaceship will be in two parts and will be able to hold two pilots and six passengers. The plan is for a three-and-a-half-hour flight. (1) _____ . Then, it will launch the shuttle over 100 km high and break off. (2) _____ .

This is not the only private company that wants to offer short trips into space. (3) _____. It sounds dangerous, but it is an idea that goes back to Sir Isaac Newton in the 18th Century. Rockets are expensive and need a huge amount of fuel.

(4) _____. However, humans might not survive the force needed to send them to the stars!

Reading Strategies: Texts with sentence gaps

- First, read the text as a whole to get the general idea.
- Next, read each paragraph with a sentence gap again and identify the topic of each paragraph, (e.g. gap 1 = *Richard Branson's trip into space*.)
- Read the sentences before and after the gaps. Then, look at the missing sentences and underline the linking words, (e.g. *First of all*.)
- For each gap, find a sentence that matches the topic of the paragraph and links with the sentences before and after it, (e.g. gap 1 = c.)

3 Follow the stages in the Reading Strategies box to find the correct sentences (a–d) for each gap (1–4) in the text.

- After that, passengers can undo their seatbelts and enjoy the feeling of zero gravity in the shuttle.
- So, instead of being driven by rockets, a spaceship could be thrown into space.
- First of all, a bigger ship will carry the passengers' shuttle into the air.
- Another possible method of launching people into space is a space catapult.

VOCABULARY


4 Find these words in the completed text and guess their meaning.

- seatbelt
 - used for protection in an accident
 - used for covering a seat
 - used for indicating speed
- shuttle
 - spaceship
 - cover
 - fly
- to afford
 - to become used to new conditions
 - to have enough money to pay for something
 - to add things together
- to break off
 - to turn into pieces
 - to jump
 - to separate

5 Read the article again and answer these questions.

1. What will people be able to do in zero gravity?
2. Did Newton think that space travel would be possible one day? Explain your answer.
3. Do you think space travel will become more popular for tourists in the future? Why/Why not?


LISTENING

6  Listen to this passage about Muslim astronomers and their inventions and fill in the blanks.



Do you ever wonder how aeroplanes and ships reach their (1) _____ without getting lost? The history of science shows us that it's more than just luck! (2) _____ studied the universe for a long time and found ways to map the Earth by looking at the stars. Muslim astronomers, like Al Fazari and Al Khawarizmi, changed the way we understand our planet, and others, like Ibn Al Shatir, showed us how to (3) _____ it. Ibn Al Shatir invented both the magnetic (4) _____ and the (5) _____. These inventions allowed people to find their way to Mecca more easily, and even to know the times for (6) _____ throughout the day. Today, aeroplanes and ships use the compass for navigation.

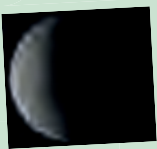


7  Now, listen again and check your answers.

SPEAKING

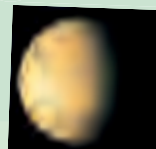
- 8** Read the notes on Venus and Mercury. Choose one planet, and think about whether or not we could live on it. Would it be easy to live there? Remember that to survive, you must breathe the planet's air and suffer its climate.
- 9** Sit with those that chose the same planet as you. Discuss your answers.

Life on Mercury



Mercury is the closest planet to the Sun. It revolves very slowly. A day on Mercury lasts 58 Earth days. The temperature on the side facing the Sun is around 415°C. The temperature on the side facing away from the Sun is around -170°C. A year on Mercury lasts 88 Earth days. It has a very thin atmosphere, no water, no wind and no weather. Mercury has no moons.

Life on Venus



Venus is the second planet from the Sun. It revolves backwards. A day on Venus lasts 243 Earth days. Venus is the hottest planet in the Solar System (around 470°C). Its atmosphere consists of carbon dioxide. Venus has no moons, but it has mountains and volcanoes.

Sending a message to outer space

Before you start

Read this article.
What is in the photo? What do you think it might be for?

From EARTH with love

These are the messages NASA sent to outer space in 1974, 1975 and 1977.

These messages were sent to Gliese 581d, a planet similar to Earth. Gliese 581d is the nearest planet outside the solar system that could support life.

Hello from Earth transmitted the messages from the Canberra Deep Space Communication Complex with the help of NASA. The Australian Science Minister Kim Carr entered the first message to launch the project. His message said: "Hello from Australia on the planet we call Earth. These messages express our people's dreams for the future. We want to share those dreams with you."

When will the messages arrive in Gliese 581d? They won't reach it before the year 2030.

Speaking Strategies: Short presentations

- Make sure you understand what the subject is about.
- Write notes for the introduction (general information), the first topic (e.g. a description of our history), the second topic (e.g. scientific discoveries) and the end (a personal message).
- Practise giving the talk and prepare expressions you might use.

- 1 The first messages sent to outer space contained the formula for DNA, a diagram of the solar system and pictures of a man and a woman. If we sent a message today, we could make it more complex. Following the Speaking Strategies, work in groups to prepare a short presentation about how you might represent human civilisation. Here are some topics to think about, but you can add others:

- a description of our history and beliefs, life in our cities, country life
- a sample of our art, books, music, paintings, films
- science discoveries, astronomy, maths, biology, physics
- cure for illnesses, medicine

WRITING & SPEAKING

- 2 Prepare spoken greetings that you would like to send into space.

Language Development

1 Complete this dialogue with the correct form of the verbs in brackets.

Ramzi: What (1) ___ life ___ (be) like in the year 3000?

Salma: Oh, I think we (2) ___ (travel) through our solar system and other parts of space at the speed of light. We will have our holidays on the moons of Saturn.

Ramzi: Of course we can't travel at the speed of light!

Salma: Why not? In the past, there weren't any planes and the Internet did not exist. Can you imagine our future in 1,000 years? We (3) ___ (not work). There (4) ___ (not be) any jobs because robots will cook and clean. Schools (5) ___ (have) robots to teach maths, reading and writing.

Ramzi: What about climate change?

Salma: We (6) ___ (discover) a way to stop global warming, but human beings will also live on the Moon, on Mars and on other planets.

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

3 Rewrite the following sentences twice, the first time in the negative form and the second time in the interrogative form.

1. We will go on holiday into space.
2. We will travel at the speed of light in the year 3000.
3. School will be very different in 2100.
4. Robots will do all the work in the future.
5. Living on Mercury will be easy.

4 Match the following words to their definitions.

| Words | Definitions |
|-------------------|-----------------------------------------------------|
| 1. to revolve | a. It is a natural satellite. |
| 2. to fall apart | b. It's a round object that moves around a star. |
| 3. Moon | c. to break into pieces |
| 4. planet | d. pieces of scrap moving around a planet |
| 5. orbital debris | e. to move around something or to turn like a wheel |

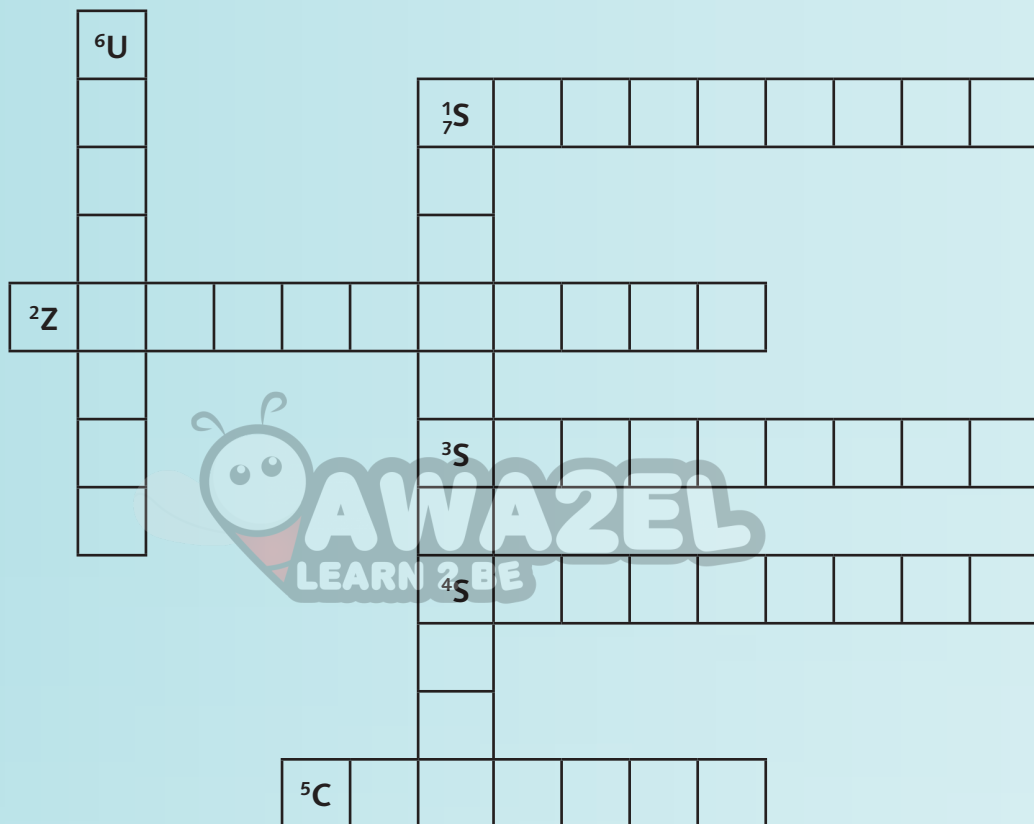
What do you think?

"It is impossible to travel faster than the speed of light, and certainly not desirable: one's hat keeps blowing off."

Woody Allen

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A form of transport for carrying people through space
2. The state in which there is no gravity
3. A place where old or unwanted things can be left
4. A machine that has been sent into space and goes around the Earth, Moon, etc.
5. An instrument that shows directions

Down

6. All space, including all the stars and planets
7. The _____ is the Sun and the planets that go around it.



Although there are billions of stars in the universe, we cannot see them all from Earth. That's because most of them are too far away for us to see their light. How many stars can we see from Earth? What is a constellation of stars?

Make a solar system model

PROJECT

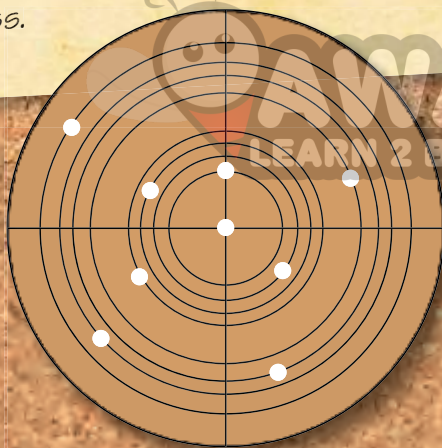
Before you start

You will need the following objects:

- a round piece of cardboard about 12 cm wide
- construction paper of different colours
- scissors
- tape
- string
- pencil, crayons or markers
- a compass

Your task is ...

To make a solar system model and present it to the class.

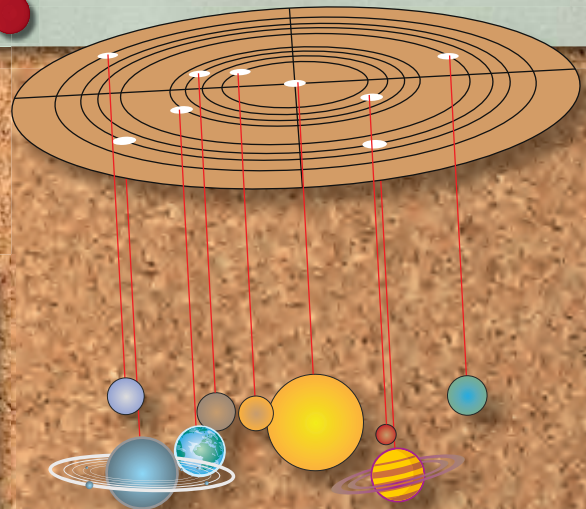


A Your first assignment

- Draw two lines on a large cardboard paper as in the picture above. Then use a compass to draw circles around the centre of the piece of cardboard (which is the point where the two lines meet). The circles are the orbits of the eight planets. Make sure you keep a distance between the first four planets and the last four.
- Use the sharp point of scissors to make a hole in the centre; this is where the Sun will hang. Then make one hole somewhere on each circle (orbit); a planet will hang from each hole.

B Your second assignment

- Cut circles from construction paper to represent the Sun and each of the planets. Refer to the picture of the solar system on page 37 for the different sizes of the planets and the Sun.
- Write the name of each planet on the back of its circle with a marker or pencil.
- Tape a piece of string to each planet and to the Sun. Through the correct hole in the large cardboard circle, lace the other end of each piece of string. Tape the end of the piece of string to the upper side of the cardboard.
- You now have a model of our solar system. You may give a presentation to the class!



You are
an astronomer
now!

You can do it!

Outcomes

You will be able to:

- predict the meaning of new vocabulary items
- listen to the rules of different sports and games
- talk about the rules in your home using *can/can't* and *have to/don't have to*
- read about the modern and ancient Olympic Games
- write an argument for or against technology in football

Project: Make the rules of a game

Before you start

Look at the photographs. What sports are these people doing? Do you know people who do them?





1  Follow these instructions.

Listen to Badria and Mariam talk about the sports they and their family practise. What is bossaball? Who does it? What sport does Mariam do? What sport does she like to watch? What sport does Jamal want to do? When can he do it? Do you want to do any of these sports? Which one? Take down notes.

3 Complete the table. Then, in a group, ask and answer questions about which sports you do, which sports you like to watch and which sports you think are boring. Use the list in exercise 2 to help you. You can add all the other sports you know. Take down notes.


Example

A: Do you skate?

B: No, I don't, but I like to watch it.

A: What sports do you think are boring?

| Name | practises | watches | thinks is/ are boring |
|------|-----------|-------------------------|-----------------------|
| Abed | judo | football and basketball | golf |
| | | | |

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

judo, tennis, table tennis, bossaball, ice diving, volleyball, hockey

4 Now report your findings to the class.

Abed and Malek play judo. They like to watch ...

You have to play by the rules!



Before you start

Which sports do you like playing or watching? Do you know the rules of the sports you like? Answer these questions to find out.



Sports quiz

1. Can you play football indoors?
2. Can you kick the ball in basketball?
3. Can you use any metals in a judo competition?
4. Can you hit the ball with your hand in tennis?
5. Can you hit the ball with your head in football?
6. Can you use your feet in hockey?

- 1 Read about the rules of some games. Do you think these rules will change in the future? Why/Why not?

The rules of the game

Football and tennis are both very popular sports and people play them all over the world. What are the rules? Are they the same now as they were when people first played these sports?

Before 1863, not everyone played football with the same rules. Some people picked the ball up and ran with it. In 1863, there were new rules and these rules are used now. Each team has to have 11 players. You play football on a pitch. One player in each team, the goalkeeper, has to stand in the goal. The goalkeeper can pick the ball up and throw or kick it to the players in their

team. The other players have to kick the ball to the other players. You can't touch the ball with your hands. The referee watches the game. He makes sure players follow the rules.

People began playing tennis a long time ago. First, they hit the ball with their hand. Then they used a glove. Finally, they used racquets. You have to play tennis on a court with a net. You have to hit the ball over the net with a racquet. You have to hit the ball inside the lines. You can't throw the ball. You have to have an umpire. The umpire decides if a player wins a point.

- 2 Read the text again. Then, answer these questions in pairs.
 - a. How do you think players should behave when there is no referee watching the game?
 - b. Find two differences between the rules of tennis and the rules of football.
 - c. What are the other rules for playing football?
 - d. Does this article contain mainly facts or opinions? Give two examples from the text to support your answer.
- 3 Listen to the words below in context. Try to guess their meanings.

Grammar


have to/don't have to, can/can't

1 Read the sentences and choose the correct words. Check your answers in the text on page 50.

- Each football team has to/~~can't~~ have 11 players.
- You ~~can~~/~~can't~~ kick the ball in football.
- I am a referee. I *have to/don't have to* watch the match.
- Football players *have to/can't* touch the ball with their hands.
- Tennis players *have to/don't have to* use a racquet.
- There is an umpire in tennis. He *has to/can't* decide if a player wins a point.

2 Complete the text with the correct forms of *can/can't*.

Ice diving in Antarctica is becoming very popular. You (1) _____ do it if you are not a well-trained diver. Once you are in the water, you can see a completely different world. You (2) _____ dive with seals and penguins. You (3) _____ observe animals from under the surface, or you (4) _____ catch a fish while it is in a deep sleep. However, because ice keeps moving, you (5) _____ be sure of your final destination. You might end up miles from your original diving spot.

3  Now listen to the text and check your answers.

4 Look at the pictures and use the phrases from the box to write school rules using *have to/don't have to* and *can/can't*. Then, write your own sentences using the words in brackets.

write notes by hand use mobile phones
~~study hard~~ take books out of library



- | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>1. <u>You have to study hard.</u> (can't) You <u>can't</u> <u>pass exams without studying.</u></p> | <p>2. _____ _____ (<u>can</u>) _____ _____</p> |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|



- | | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p>3. _____ _____ (<u>don't have to</u>) _____ _____</p> | <p>4. _____ _____ (<u>have to</u>) _____ _____</p> |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

- 5 Complete the text with the correct forms of *have to/don't have to*.



Winning isn't everything. If you want to be a truly good sportsman, you (1) _____ behave well all the time. This is called being a good sport. The most important thing that all good sports (2) _____ remember is respect: respect for your teammates, for your opponents and for the referee. Good sports accept that you (3) _____ win all the time and you certainly (4) _____ cheat to do so. Good sports never make their teammates or the other team feel bad and they (5) _____ make excuses if they don't do well. Remember that not everyone can be the world's best player but everyone (6) _____ be a good sport!

- 6 Now listen to the passage and check your answers.

- 7 Read the Listening Strategies.

Listening Strategies: Multiple-choice questions

- Before listening, read the questions and alternative answers.
- Where possible, use your general knowledge to guess the answer.
- Choose the best answer and make sure the other answers are not possible.
- Look for synonyms (e.g. *take part = participate*). The answer may not be obvious. Make sure the other answers are not possible.
- Listen carefully to check your guesses.

- 8 Listen to the text about a Jordanian athlete and use the Listening Strategies to answer the questions.

1. What can't a player do to win a game?
 - a. try to cause injury
 - b. train hard
 - c. win a gold medal
2. What does Hussam have to do to realise his dream?
 - a. compete against Jordanian players
 - b. win a gold medal in the Olympics
 - c. participate in the Arab Championship
3. What does Hussam have to do to be able to participate in the Olympics?
 - a. learn other sports
 - b. wait until he's older
 - c. train well

- 9 Now listen again to check your guesses.

Over to you . . .

- 10 In pairs, ask and answer questions about what you *have to/don't have to, can/can't* do at home. Tell your partner.

Example

- A: Do you have to make your bed?
B: Yes, I do. Can you stay up late watching TV?




Skills focus

"Faster, Higher, Stronger"

Before you start
Look at the photos. What are the five rings? What do they represent? Read the title. What do you think it refers to?

Find the words

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

Olympic Games, athletics, fencing, gymnastics, medal, chariot racing

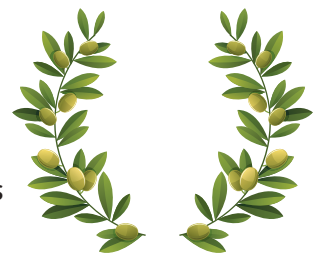
- ▶ A modern sports event traditionally held every four years in different places
- ▶ A round, flat piece of metal given to someone who won a competition
- ▶ The type of sport that includes running a race, jumping, throwing, etc.



1



2



READING

1 Read about the Olympic Games. Find two differences between the ancient games and the modern games.

The Olympic Games

The Olympic Games are a tradition from Ancient Greece. They took place in Athens over 2,700 years ago. The modern Olympic Games began in 1896. Many of the sports we see today were at the original games.

10 The modern Olympic Games happen every four years just as they did in Ancient Greece.

In Ancient Greece, 15 winners received a crown

of olive leaves to put on their heads. The modern Olympic Games started to give medals – gold, silver and bronze – in 1908. In Ancient Greece, the games lasted five days. Now they last for about 16 days.

25 Four sports were at the first modern Olympic Games and are still there now. They are athletics, swimming, fencing and 30 gymnastics.

Some sports that were played in the ancient games, like chariot racing, are barely even known nowadays. Some sports, like volleyball and basketball, were not in the Olympic Games until the 1900s. In 2016, two new sports were added – golf and rugby. Some sports, such as chess and surfing, are not Olympic sports.

What do you think?

Champions aren't made in the gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision.


Mohammad Ali

2 Read the text about the Olympic Games again and answer the following questions.

1. If you were participating in the Olympic Games and you came second, which medal would you receive – a silver, bronze or gold medal?
2. What are the similarities between the modern Olympic Games and the ancient Greek games?
3. Do you think chess and surfing should be Olympic sports? Why/Why not?
4. What sports would you like to see included in the Olympic Games? Explain your choices.

VOCABULARY**3** Match the beginning and end of each sentence.

- | | |
|--------------------------------------------------------|-----------------------|
| 1. You have to be flexible and train hard | a. in fencing. |
| 2. You have to hit a ball over a high net | b. in gymnastics. |
| 3. Your horse has to be faster than other competitors' | c. in volleyball. |
| 4. You have to fight with a long, thin sword | d. in chariot racing. |

LISTENING**4**  Listen to the following letter about the Dead Sea Ultra Marathon and fill in the blanks.

Dead Sea Ultra Marathon

2nd April, 2011

Dear colleagues,

I'm collecting money for (1) _____ this month by taking part in the Dead Sea Ultra (2) _____ (DSUM). The DSUM started in 1993 to collect money for the Neurological Society, which helps (3) _____ who have problems in the nervous system. The Marathon ends at the Dead Sea, the lowest point on Earth. (4) _____ come from different countries and in big numbers to participate in the event. There are many people in Jordan who work hard to make this (5) _____ beneficial for charity.

The Marathon takes place every April and I had five courses to choose from – 50km, 42km, 21km, 10km and 4.2km. I want to collect money by running 21km. If you'd like to support me, please make a (6) _____ to the Neurological Society.

Thanks for taking the time to read this!

Samer Moussa

**5**  Now, listen again and check your answers.**SPEAKING****6** In a group, read the letter about the Dead Sea Ultra Marathon again. Think of other events you could do to raise money for charity. What kind of event would you choose? Which charities would you like to help? Why?

Taking part in a debate

Before you start
Read the two arguments. Who do you agree with?

SHOULD TECHNOLOGY BE INTRODUCED INTO FOOTBALL?

A: We need technology in football! Too many serious mistakes are made where the best team has victory taken away from them.

B: I don't think so. Technology could ruin football! Referees watch games to make sure players follow the rules.

A: The reason why I think technology should be introduced is that referees are only human; they need the help of technology so we can get every decision right.

B: I disagree with you. I don't think technology is necessary because it can be expensive. Also, we would spend too much time watching replays rather than watching the game.

A: With millions of people watching, we cannot allow errors in football!

B: Whether it is played in a park or in front of 90,000 people, football must be played with the same rules. Besides, talking about the mistakes is part of the fun!

SPEAKING AND WRITING


- 1 In a group, read the conversation again and make a list of the positive and the negative points given concerning technology in football. Then, write down any additional ideas.
- 2 Read the Writing Strategies.

Writing Strategies: Persuasion

- First, think of reasons to back up your argument (e.g. *technology can be expensive*). Make sure the reasons are relevant to your argument. Write down some ideas on a piece of paper.
- Then, present your reasons simply and clearly and support them with evidence. Use words and expressions like *because*, *the reason why*, etc.

- 3 Following the Writing Strategies, work in a group to write an argument for or against the use of technology in sports and back it up with reasons and evidence. Use the conversation above as an example. Then, have a debate to present your ideas. Use expressions like *You're right*, *I see what you mean*, etc. and *I disagree with you*, *I don't think so*, etc. to agree or disagree with different points.

Language Development

- 1  Complete this passage with *have to*/*don't have to*, *can*/*can't*. Then, listen and check your answers.



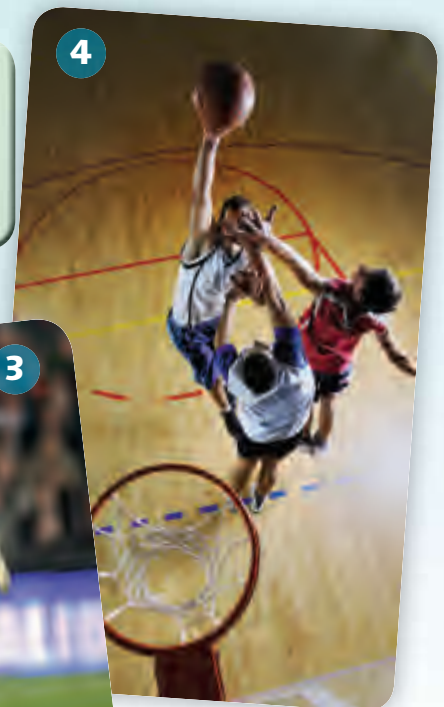
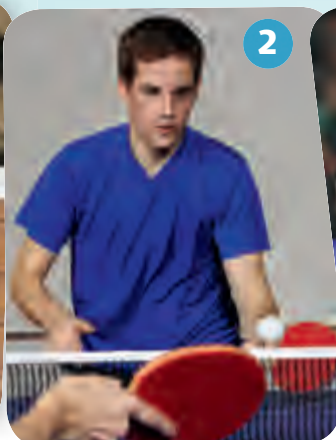
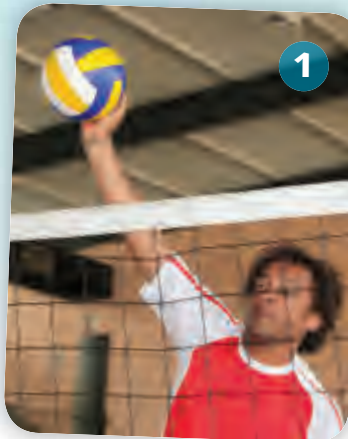
Rules aren't only for games; you (1) _____ follow rules to drive too! First of all, you have to have a driving licence. In some countries you must also take a test on the Highway Code. Once you get your licence, you (2) _____ make sure you drive safely. For example, you (3) _____ stop at an amber light, but you (4) _____ go through a red light. If you see a green light, you (5) _____ drive through, but be careful, there might still be people crossing the road. You (6) _____ go over the speed limit and you have to wear your seatbelt at all times.

- 2 Look at the photographs of these sports. What are the rules? Work in pairs.

Example

A: In volleyball, you have to hit the ball over a high net using your hands.

B: In table tennis, the ball has to bounce on your side of the table before you hit it.



3 Read Alia's report. Then, complete the table.

The students in our group are 13 years old. There are six people in our group. We don't spend much time watching television. We all watch about an hour of television a day, so we all watch about seven hours of television a week. We all play lots of sports. We play tennis, basketball, volleyball and table tennis. Some of us enter competitions. We all like sports very much. We also have lots of hobbies. We collect stamps, coins and badges and we also do lots of activities for charity. One of us has a penfriend from England. We like reading, playing computer games, singing and playing musical instruments.

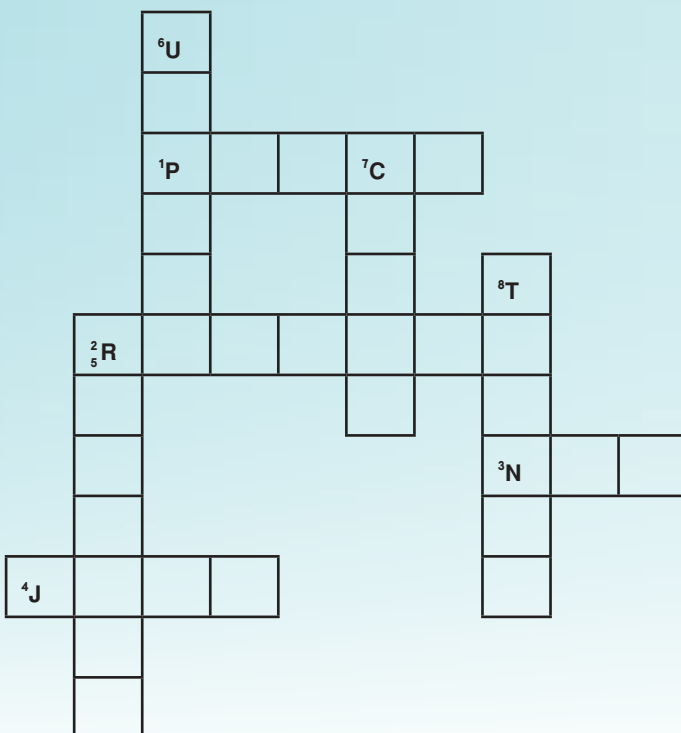
Alia

| Number of hours watching TV a week | Sports | Hobbies |
|------------------------------------|--------|---------|
| | | |

4 Now work in pairs. First, copy the table and complete it with information about you. Then, fill in the table with information about your partner.

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A marked-out area of ground on which a sport is played
2. Someone who makes sure that the rules of a sport are followed
3. The object that players must hit the ball over in games like volleyball
4. A Japanese sport in which you must throw your opponent to the ground

Down

5. A specially-shaped piece of wood or metal that you use for hitting the ball in games
6. The person who makes sure that the players obey the rules in tennis
7. An area made for playing games such as tennis
8. A game for two people or two pairs of people who use a racquet to hit a ball over a net



It's 2032. Is this an Olympic year?

Make the rules of a game

PROJECT

Before you start

In a group, invent a game to play in the school playground or at home with your friends. You can choose a game you usually play and change its rules.

Your task is ...

To make the rules of a game.

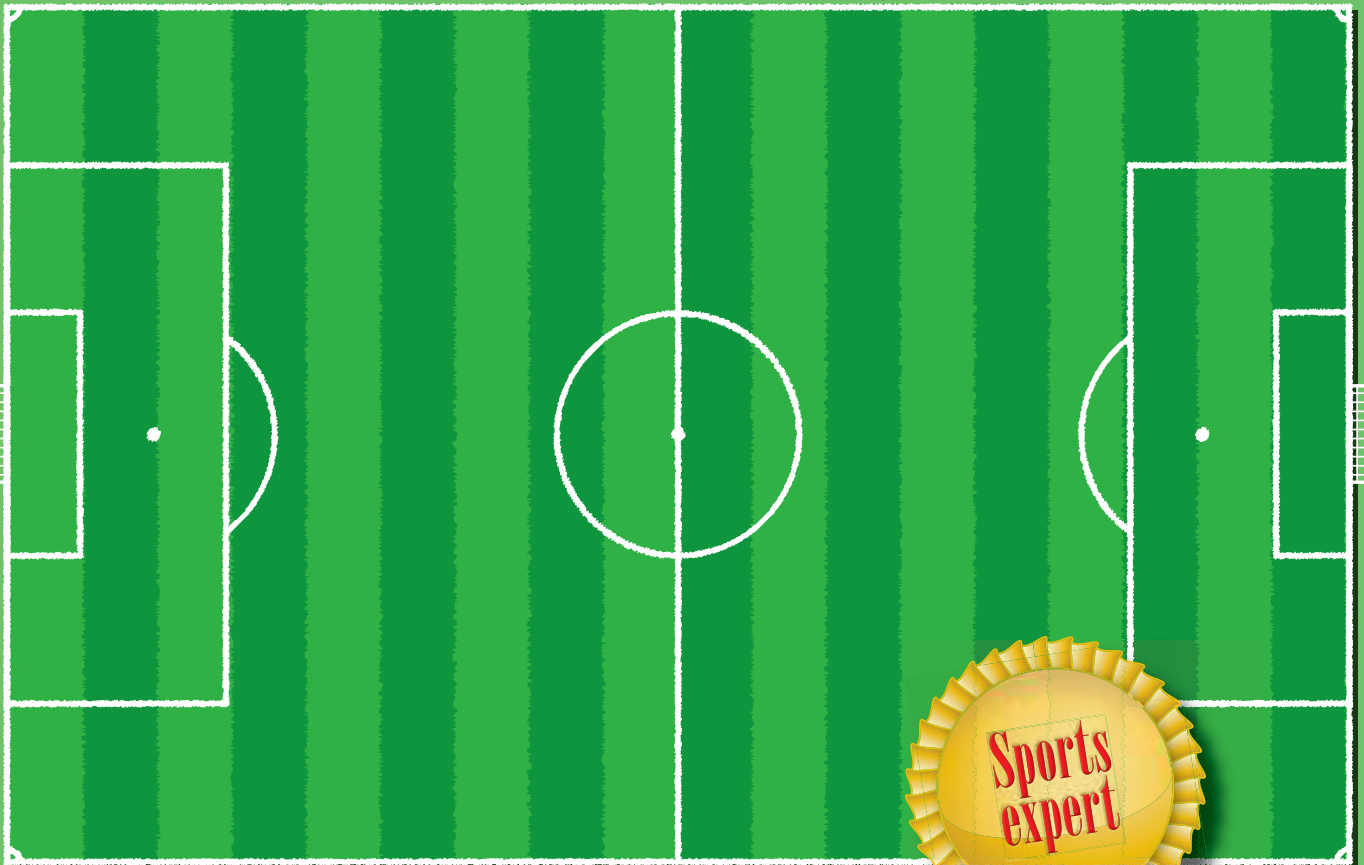
A Your first assignment

In a group, write down the rules of the game. The rules have to be clear. Use *can/can't*, *have to/don't have to*. Make a poster with the rules and a drawing of the pitch or the board on which you play it.

B Your second assignment

Present your game to the class.

This is a football pitch.
Each team has to have 11 players ...



MODULE
6

2

1

They have endured

AWAZEL
LEARN 2 BE



Outcomes

You will be able to:

- predict the meaning of new vocabulary items
- listen to a specialist talking about historic complexes
- read about cities in the present and the past and the people who built them
- talk about the activities you have done using the Present Perfect Simple
- write a history report

Project: Renovating our school




centuries!

Before you start

If you had to build something to last for centuries, what would it be? Who would it be for? How would you build it?


Listening Strategies: Identifying pictures

- Before you listen, look at the pictures. Think about how they might be described. Think about words or expressions that might be used.
- While you listen, write down important words. Concentrate on them. These can help you identify the pictures (e.g. *circular ditch*; *large standing stones* = picture 3, *Stonehenge*).
- If possible, listen a second time while looking at the pictures to check your guesses.

1  **Following the Listening Strategies, listen to a specialist talking about three places. Match them to the descriptions and the pictures above.**

- a. It was the capital of an empire more than 3,000 years ago.

- b. It took people 2,000 years to build it, and we still do not know why it was built, or who built it.
- c. It's a religious site, older than the pyramids.

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

prehistoric, complex, ditch, heritage, empire, site, to carve, to incorporate

3 **In a group, make a list of historic places in your city, region or in other countries corresponding to the three categories below. Say what you can find in them. Use the words in the box to help you. Then, tell the class about them.**

- a. monument b. religious site c. city

Example

Petra is a historic and archaeological city in Jordan. It is carved in rock. It's one of the New Seven Wonders of the World. It's on UNESCO's list of World Heritage Sites.

The lost city of the Incas



Before you start
This is Machu Picchu: the lost city of the Incas. Where is it? How old is it? What do you think the Incas built it for? Take notes.



1 Listen and complete.

Susan: Noura! Where have you been?

Noura: We've just got back from our holiday. We went to (1) _____. Why don't you come for dinner and we'll show you our photos.

Susan: I'd love to come!
(Pause)

Noura: ... and these are some of the photos.

Susan: Mmm. Lovely photos! Where did you take them?

Noura: Well, these are from Lima. Have you ever been there?

Susan: No, we have never been to Peru. We went to Mexico two years ago, though. What are these (2) _____?

Noura: This is the famous Machu Picchu: the lost city of the Incas.

It's one of the largest (3) _____ sites and has survived from 1537 until today.

Susan: It's amazing! What was it: a citadel, a religious (4) _____?

Noura: Some specialists have suggested that Machu Picchu was a religious refuge. Others have said that it was a military (5) _____ or a prison.

Susan: I imagine people are worried about how to (6) _____ it.

Noura: Definitely! UNESCO has put it on its list of World Heritage Sites and it has named it one of the New Seven Wonders of the World.

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

to suggest, military, fortification, citadel

3 Read the dialogue as a whole. Then, answer these questions in pairs.


1. What are the different suggestions about what Machu Picchu was?
2. Why do you think UNESCO has put Machu Picchu on its list of World Heritage Sites and the New Seven Wonders of the World?
3. What do you think people should do to preserve Machu Picchu?

Grammar

The Present Perfect Simple

1 Find the odd verb in each column.

| A | B | C |
|-------|-------|---------|
| began | build | been |
| taken | carve | came |
| was | said | done |
| knew | go | written |

2  Complete this factfile with the correct form of the Present Perfect Simple. Then, listen and check your answers.

Factfile – Angkor

- It is located in Cambodia.
- Archaeologists (1) _____ (find) impressive monuments among its ruins.
- Specialists (2) _____ (conclude) that it was the largest pre-industrial city in the world.
- People left the city in 1431.
- French, Japanese and UNESCO archaeologists (3) _____ (work) together to renovate the buildings of the city.
- International tourism to Angkor (4) _____ (increase) in recent years.



3 Look at the pictures. Then, write sentences using the Present Perfect Simple to ask and answer questions about what has and has not happened.



✓



✗

1. What (you / eat) today?

What have you eaten today?

I have eaten pizza today.

I haven't eaten a burger today.



✗



✓

2. (it / snow) all night?



✗



✓

3. (you / live) in the countryside before?



✓



✗

4. (Wassif / buy) a broken car?

4 Read through the table below. Then, find one mistake in each sentence and correct it.

| | |
|-------------------------------------------------------------|------------|
| a. She have explored the old city. | <u>has</u> |
| b. They have ever been to Qatar. | _____ |
| c. Have you visit the old citadel before? | _____ |
| d. I not have read travel books, but I like adventure ones. | _____ |
| e. The students has learnt about the monuments in Jordan. | _____ |
| f. My father has took me to the museum twice. | _____ |

 **Over to you . . .**

5 Complete the dialogue with the missing words.

have for seen just
won ever never

Omar: Sami! I haven't (1) _____ you (2) _____ a long time! Where have you been?

Sami: Omar! Good to see you! I've (3) _____ got back from a business trip to Turkey. I had to look for some new sites for our hotel chain.

Omar: Have you found any?

Sami: Oh, yes! I found a wonderful place in Antalya. Have you (4) _____ been to Antalya?

Omar: No, my family and I have been to Turkey, but we have (5) _____ been to Antalya.

Sami: Well, Antalya is a great place, and they have also done great work on some of the archaeological sites in the area to keep them in good condition. They've (6) _____ the Golden Apple tourism prize.

6 In pairs, take turns to ask and answer questions about these activities. Tick the things you and your partner have done.

| Activity | You | Your partner |
|----------------------------------|-----|--------------|
| read a story in English | | |
| do your homework at school | | |
| see a Japanese film | | |
| travel abroad | | |
| play chess with your father | | |
| watch a rugby match | | |
| take care of your younger sister | | |
| go camping with your brothers | | |

Tell the class how many activities you have both done.

7 Write a short dialogue based on the different things you and your partner have done.




Skills focus

Have they survived?

Before you start

Look at the pictures. Where are these places? Do you know if any of them have survived?

Find the words

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

track, to perform, route, growth, forum

- ▶ A large outdoor public place
- ▶ A prepared area of land used to race on
- ▶ The development of something over a period of time

READING

- 2 Read the articles. What's the difference between ancient and modern Jerash?

Ancient Jerash



The ancient city of Jerash is around 50km north of Amman, Jordan. People have lived there for over 5,000 years, and the growth of civilisation can be seen by comparing the ancient and modern parts of the city.

- 5 In its first 100 years as a Roman city, Jerash became very rich because it was on important trade routes. By this time, Jerash had many great buildings, including a forum, two theatres, two baths and a chariot-racing track.

Modern Jerash



- 10 Modern Jerash is much bigger than the ancient city. In the last 100 years, it has grown to include many of the villages that used to be outside it.

- 15 Today, Jerash is one of the most popular tourist sites. Tourists go to see the ruins of ancient Jerash, but they also go to enjoy the entertainments of modern Jerash. Theatre, music, poetry and dance groups perform at the Jerash Festival every year, and are seen by thousands of visitors.

When we cross the bridge between ancient and modern Jerash, we move between different ages.

VOCABULARY

- 3 Match these words with their meanings.

- | | |
|---------------|----------------------------------|
| 1. growth | a. to go across |
| 2. trade | b. development |
| 3. to perform | c. commerce |
| 4. to cross | d. to present something on stage |

- 4 Complete the sentences with the words from exercise 3 in their correct form. Some word forms might stay the same.


growth trade perform cross

1. There has been an increase in _____ between the East and the West over the years.
2. A group of international singers will _____ live on stage in Beirut next Friday.
3. In the last 50 years, there has been a remarkable _____ in world population.
4. When he _____ the street, he saw the museum right in front of him.

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

1. Jerash was rich in the past because it was a tourist site.
2. People have lived in Jerash for around 600 years.
3. In Jerash, there was only one building and it was used for entertainment.
4. There isn't a lot for tourists to see in Jerash.
5. Jerash Festival happens every four years.

LISTENING

6  Listen to an interview with an archaeologist and choose the correct answer. Then, listen again and check your answers.

| | |
|----------|------------------------------------------------------------------------------|
| 1 | Interested in the subject as a child: Yes / No |
| 2 | Objects first interested in as a child: clocks / stone tools / socks |
| 3 | Country first worked in: UAE / UK / USA |
| 4 | Country visited for research each summer: Albania / America / Armenia |
| 5 | Most interesting object found: a feather / a letter / a shoe |

7 Choose a civilisation you are interested in. It can be one of those you learnt about in this module. Find information about it to complete a table, as in the example below.

| | |
|------------------|-----------------------------|
| Civilisation | <i>The Incas</i> |
| Country | <i>Peru – South America</i> |
| Period | <i>Before 1532</i> |
| Famous building | <i>Machu Picchu</i> |
| Food/Agriculture | <i>maize, potatoes</i> |



What do you think?

“We cannot adopt the way of living that was satisfactory a hundred years ago. The world in which we live has changed, and we must change with it.”
Anonymous

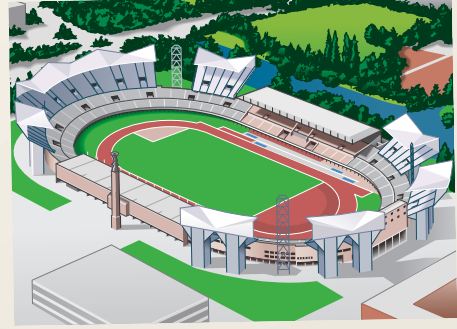
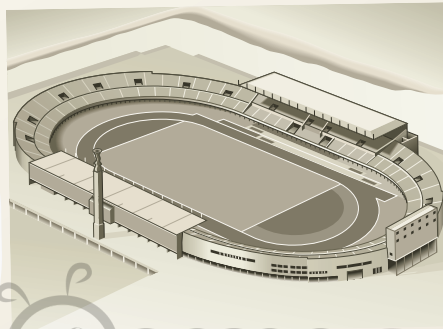
8 In a group, discuss your choices. Think of two or three questions to ask about the civilisations your friends chose. Which civilisation is the most interesting? Why?

Comparing old and new



Before you start

Look at the two photos and discuss similarities and differences. Then read the article.



These are two pictures of Amsterdam's Olympic Stadium. The first picture is from 1928. The second is from the present day. Since it was first used, the Olympic Stadium has gone through several changes.

In 1987, the city government wanted to destroy it. People opposed its destruction, so the

government listed it as a national monument. Renovation of the Olympic Stadium started in 1996. Prince Willem Alexander reopened it on 13 May 2000. The Olympic Stadium has become modern and has recovered its attractive brick construction of 1928. Once again, it serves as a location for sporting events.

SPEAKING AND WRITING

Writing Strategies:
Describing buildings

- Plan your work before you begin writing. Think about how you want to describe the building you have chosen (e.g. *who built it; what materials were used, etc.*). Think about words or expressions that might be helpful.
- Think about pictures as well as words. The pictures will help you to write about the characteristics of the building. Make sure you use different adjectives to describe things.

- 1 Are there any buildings that have been renovated in your city/region/country? Make a list.
- 2 In pairs, choose one renovated building and read about it. Write its main characteristics. If possible, find photos of its original state and of it nowadays. Here are some points to think about:
 1. What is the building's name? What did people do in it?
 2. When was it first used? Who used it?
 3. What materials did the builders use (brick, concrete, steel, glass)? Draw a picture or find a photo.
 4. When did people renovate it and why? What do people do in it nowadays?
 5. What has changed and what has remained the same? Draw a picture or find a photo.
- 3 Read the Writing Strategies. Then, write about the building you have chosen. Follow the outline in exercise 2 and use the report on Amsterdam's Olympic Stadium as an example. Then, make a presentation to the class.

Language Development

- 1 Complete this interview between a TV presenter and an archaeologist with the Present Perfect Simple form of the verbs in brackets.

Gobekli Tepe: The World's First Temple?

TV presenter: I'm driving to Gobekli Tepe, the world's oldest building, with Klaus Schmidt, a German archaeologist who (1) ____ (make) a surprising discovery.


Archaeologist: Yes. I (2) ____ (discover) rings of huge carved stones about 6,000 years older than Stonehenge.

TV presenter: How old do you think Gobekli Tepe is?

Archaeologist: It's about 11,000 years old. I'm sure it's the world's first temple.

TV presenter: OK, we (3) ____ (arrive) at the site where Dr Schmidt (4) ____ (discover) at least 16 buried rings. As we walk among them, I see that some are carved.

Archaeologist: We (5) ____ (find) images of animals, like foxes and gazelles. My team has also found human bones, but they still (6) ____ (not/locate) any evidence that people actually lived in Gobekli Tepe.

- 2  Now, listen to the interview and check your answers. In a group, discuss your guesses.
- 3 Choose a famous person. Make notes about what he or she has done during his or her life.

Example

Serena Williams – Female Athlete of the Year in 2002 and 2009 – been in many tennis tournaments – won US Open, French Open, Wimbledon, Australian Open and the Olympic gold medal at Beijing – lives and trains in America – has given lots of money to charity.

- 4 In pairs, ask and answer questions to guess your friend's famous person.

Example

A: Are you a tennis player?

B: Yes. I have won the US Open several times.

A: Have you ever won the French Open?

B: Yes, I have.

A: Are you Venus Williams?

B: No, I'm Serena Williams.

- 5 Use these words to write definitions.

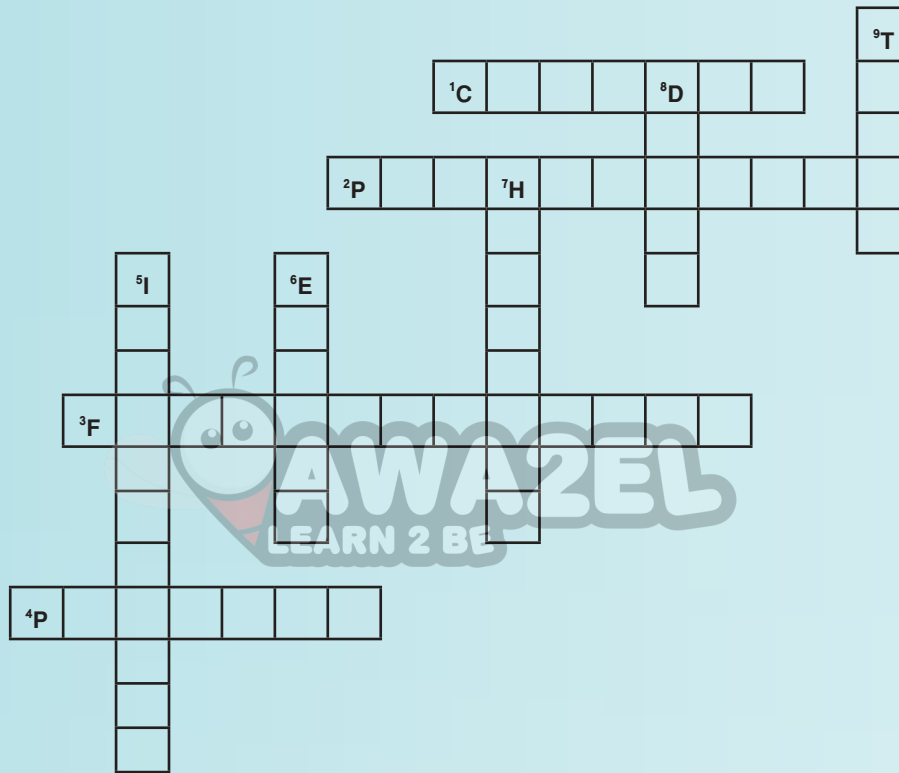
- cutting / To / an / object / make / wood / by / a piece / stone / of / or
- people / attack / castle / It's / a / to / against / an / defend
- group / similar / A / of / buildings / site / same / the / on
- relating / or / by / army / Used / the / to
- interesting / something / A place / happened / or / where / important

- 6 Match the following nouns to the definitions above.

- | | |
|-------------|-------------|
| a. complex | d. military |
| b. to carve | e. citadel |
| c. site | |

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A big building used to protect a city
2. Relating to the time of history before anything was written down
3. A wall or something similar used for protecting a place against attacks
4. To entertain an audience by singing, acting, etc.

Down

5. To include something as part of a group
6. A group of countries that are controlled by one ruler
7. The traditional beliefs, customs or values of a family, society or a country
8. A long open hole in the ground
9. A prepared area of land used to race on



The Great Pyramid of Giza is the only one of the Seven Wonders of the Ancient World to have survived. For how long was it the tallest man-made structure in the world?

Renovating our school

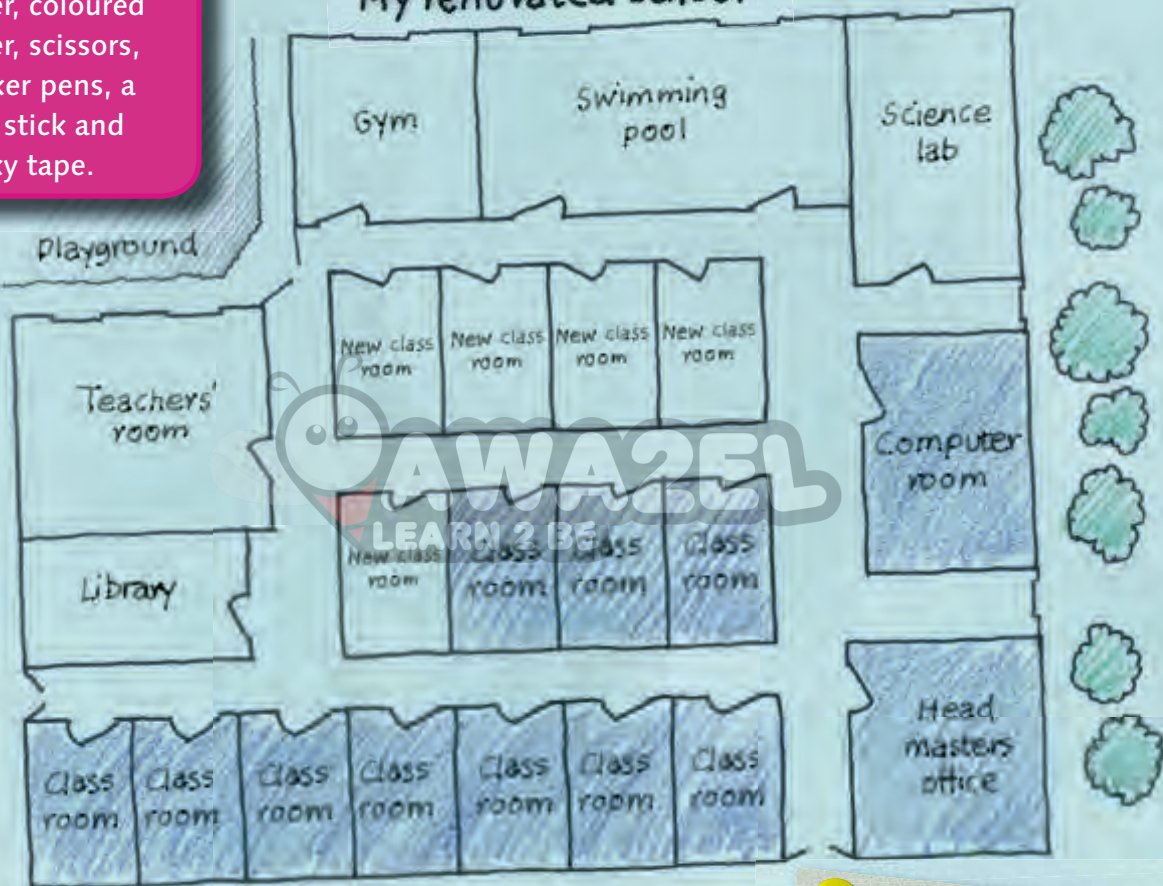
PROJECT

Your task is ...

To renovate your school building.

Before you start
Find a large sheet of construction paper, coloured paper, scissors, marker pens, a glue stick and sticky tape.

My renovated school



A Your first assignment

- In groups, discuss the features of your school: the old and new or newer aspects of the building and the aspects that need renovating. Here are some points to think about:
 1. When was your school first opened? By who?
 2. What materials did the builders use (brick, concrete, steel, glass)? Draw a picture or find an old photo of your school.
 3. What aspects need renovating (more and larger classrooms, a modern science lab / computer room / a larger garden / playground, a more accessible library)?
 4. Where would you place them? Make a plan of the school as you want it.

B Your second assignment

- Show your project to the class. Explain what has changed and what has remained the same.

Modernising
architect

Before you start
Revise what
you learnt in
Modules 4–6.

QUIZ

Answer these questions about space travel, the universe, sports and historic complexes.

1. What happens in zero gravity?
 - a. we fall down
 - b. we fall asleep
 - c. we float
2. Why do astronauts *leave objects out in space*?
 - a. because they can't use them anymore
 - b. to use them again when they go back to space
 - c. to do experiments on these objects
3. What is a magnetic compass used for?
 - a. showing us the time needed to reach a place
 - b. guiding us to a certain place
 - c. teaching us how to fly a plane
4. Why do players need a referee in games?
 - a. to take the place of an injured player
 - b. to make sure players are not breaking the rules
 - c. to take photos of the game
5. What should a participant in the Olympic Games do to get a silver medal?
 - a. finish in first place
 - b. finish in second place
 - c. finish in third place
6. Which is not acceptable in basketball?
 - a. bouncing the ball
 - b. stealing the ball from an opponent
 - c. using physical violence
7. What is a fortification?
 - a. a wall for protecting a place
 - b. a prison for criminals
 - c. a list of places
8. Which of these places are included in the list of World Heritage Sites?
 - a. historic complexes
 - b. modern cities
 - c. buildings with the latest technology
9. How can countries preserve their historic places?
 - a. by destroying them
 - b. by renovating them
 - c. by selling them

1 Use the words in columns A and B to make complete sentences with **will/won't**. Write them in your notebook using the correct punctuation.

| A | B |
|--------------------|------------------------------------------------------------------|
| 1. space scrapyard | a. be able to live on Mercury in the future because it's too hot |
| 2. humans | b. arrive at Gliese 581d before 2013 |
| 3. compass | c. have special training at a space training centre |
| 4. messages | d. damage space shuttles |
| 5. astronauts | e. help people reach a certain place |

2 In pairs, put these expressions in the correct column. Then, write sentences using the correct forms of **have to** and **can**.

play on pitch kick the ball
 not hit the ball with chest
 hit the ball over a net referee
 not touch the ball with hand
 play on court umpire

| Football | Tennis |
|----------|--------|
| | |

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

Malta is an interesting island which has many impressive historic (1) _____. Malta's best-known attraction is the Mnajdra complex. (2) _____ men built it and decorated its temples with (3) _____. Before the discovery of the (4) _____ of Gobekli Tepe, in Turkey, the Mnajdra complex was considered to be the oldest building in the world. UNESCO has also included it in its list of World (5) _____ Sites.

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

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

Across

1. d _____
2. e _____
3. a _____
4. O _____
G _____
5. r _____
6. h _____

Down

7. i _____
8. m _____
9. z _____
g _____
10. p _____

Self-assessment

| | Always | Sometimes | Rarely |
|------------------------------------------------------|--------|-----------|--------|
| I can read a text and answer related questions. | | | |
| I can listen to a conversation and check my answers. | | | |
| I can use the new words. | | | |
| I can participate in the speaking tasks well. | | | |
| I can do the grammar activities correctly. | | | |
| I can do the writing tasks correctly. | | | |

Mansour and the Candle

Adapted by Raja T. Nasr

One day Mansour and his rich neighbour, Malek, were talking about the weather. Malek, who was wearing his heavy coat, said, "Brrr! It's very cold today."

"Malek!" smiled Mansour, "It isn't cold at all."

"What do you mean, it isn't cold?" Malek's voice became loud and strong. "You can't tell me it isn't cold. Can you sleep on the roof in this weather?"

"Of course," Mansour answered.

"What?" said Malek angrily.

"Perhaps you could sleep on the roof all night, but you would have to use a cover or start a fire to keep yourself warm."

"Not at all, Malek," said Mansour. "I can sleep on the roof tonight without any cover or fire if you want me to."

Now Malek knew that Mansour was a very wise man. So he said,

"Mansour, sleep on the roof tonight. Do not use any cover or fire.

You don't have to do it but if you do, I will take you on a journey to see a wonderful place I travelled to once."

Mansour couldn't sleep well that night. It was the coldest night for hundreds of years. He tried watching the stars, thinking they would shine down on him to keep him warm. Soon, dark clouds covered them. He watched the lights in houses across the city, but one by one, the house lights went out as people went to bed. Then, far away on the other side of the city he saw a small candle in a window. He tried to think that it was near him to warm him through the night. In the morning, he went inside and took a warm bath, thinking he would be a rich man.





“Good morning, Malek,” said Mansour to his friend. “It’s a nice day, isn’t it?”

“It’s still cold,” said Malek. “I’m sure you found it cold at night.”

“Ah yes, it was cold. However, I stayed on the roof all night without a cover or a fire,” said Mansour proudly.

“The whole night without any cover or even a small fire?” asked Malek surprised.

“How did you do it, Mansour?”

“I saw a small candle burning in the window of a house far across the city. It warmed my heart just by looking at it,” explained Mansour.

“Ha! Then you did have something to keep you warm. You shall not go on a journey with me,” laughed Malek.

Mansour left Malek’s house feeling so sad, but one week after that, he invited his friend to a big dinner.

Malek knew that Mansour’s food was the best in town, so he ate very little that day. He was so hungry by the evening that he arrived early.

Malek waited and waited, but the dinner was not ready.

Mansour and the Candle

“Mansour, if we don’t eat now, I’m going home,” he shouted.

“Yes, kind Malek, come with me.” Mansour said. He took Malek out to the garden where a big piece of meat was hanging from the highest tree. Under it, on the ground was a candle burning slowly.

“What’s this?” shouted Malek.

“Oh, wise Malek, if a candle burning inside a house on the other side of the city could warm me on my roof, surely it can cook this meat hanging in my tree.”

Malek knew that he was wrong. He promised Mansour he would take him on a journey after all. He was just about to leave when Mansour brought out the best dinner ever prepared. Malek was so happy that he couldn't wait for their journey together.

What do you think?

“A promise is a cloud; fulfilment is rain.”

Arabian Proverb

READING FOR FUN ACTIVITIES

In groups discuss the following questions.

- 1 In your own words, describe the challenge each of the two characters has set for the other.
- 2 What was the motive behind each challenge? Did the characters mean well? Explain your answer.
- 3 Do you think that Mansour was fair in his response to Malek's challenge? What does this tell us about Mansour?
- 4 What do you think of the end of the story? Did you expect it? Is it fair?
- 5 Fill in the following table with information about the story.

| | |
|----------------------------------|----------------------------------------------------------|
| Title | _____ |
| Characters | _____, _____ |
| Setting (time, place) | _____; _____; _____ |
| Events | 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ |
| The end | _____ |

- 6 In your notebook, draw a table and write adjectives that describe each character, Mansour and Malek.

| Mansour and the Candle: Characters and qualities | |
|---------------------------------------------------------|--|
| Mansour | |
| Malek | |

- 7 Fill the blanks in Column A with the right words from Column B.

| A | B |
|-------------------------------------------------------|------------|
| 1. He _____ his hands by the fire. | a. shines |
| 2. The _____ is quite warm today. | b. proud |
| 3. The sun _____ brightly during the day. | c. hung |
| 4. He was very _____ of his work. | d. roof |
| 5. They _____ their clothes out to dry. | e. warmed |
| 6. He could see the city from the _____ of his house. | f. weather |

- 8 Malek had wealth while Mansour had wisdom. Discuss the advantages of being rich and compare them to the advantages of being wise. Take notes.
- 9 Then, as a group, choose either wealth or wisdom. Write an argument to support having one of them. Do some research to give examples of famous people to support your argument.
- 10 Participate in a debate to present your argument.

Hayy Ibn Yaqdhan

Abu Bakr Ibn Tufail

حَيُّ بْنُ يَقْظَانَ

I heard about an island that is one of the most beautiful places in the whole world. Nobody knows for certain where Hayy Ibn Yaqdhan came from, but he is the one who lived alone on the island for so many years. Some say he was left there by his mother to escape from an enemy. I say the most important thing isn't how he got to the island, but what happened to him while he was there. I will tell you how he grew up, how he changed and how he came to know Allah.



Baby Hayy was found crying by a passing deer. The deer **raised** him as if he was her own child. She gave him milk and ran to him if he cried. She carried him to trees and found the sweetest fruits for him. If it was too sunny, she found **shade** for him, and if it was too cold, she kept him warm. Hayy learnt to make sounds like a deer and to understand the birds.

However, he soon realised that he wasn't like the other animals. By the time he was seven, he knew that he had no way to defend himself, and no way to stop other animals if they wanted to steal fruit from him. He didn't even have fur or feathers to cover his body. So Hayy found leaves to cover his body and sticks to defend himself. In this way, he began to understand the power of his own ideas.

The animals grew afraid of Hayy and his strange new clothes. They all stayed away from him now, except for the deer who raised him and continued to love him.

But as Hayy's understanding of the world improved, the deer's health became weaker. One day, she died, and Hayy couldn't understand why. He thought of all the things he knew, but he couldn't work out why she was dead. He realised that he didn't even understand what makes us live. Feeling sad, he learnt how to bury the deer by watching the ravens burying their food. He walked around the island lost in his own thoughts for many years.

As he walked around the island, he learnt how to make fire by rubbing sticks together. With fire, he learnt how to make himself warm, and soon after that, he learnt to cook fish and other animals he caught. He was a good hunter because he understood how animals behave. After watching many animals, he came to see that all creatures see with their eyes, have blood that is moved through them by the heart, think with their brains, and had all of these things connected into one by a hidden power. He realised that, in these ways, all living things are similar. Hayy continued to watch the world around him and learn many more things.

Hayy used his knowledge to improve his way of life. By the time he was 21, he had made a comfortable home on the island. He kept chickens so he could eat their eggs, and started to **tame** wild animals to help him work the land. He carried on for seven years, and learnt how man and animals can work together peacefully. He found comfort in this, and realised that all living things were connected as one by a hidden power.



Hayy Ibn Yaqdhan

Now Hayy knew so much about the things on the land, he wanted to learn about all the things in the sky.

Through the strength of his ideas, he began to understand how the Sun guides the orbit of the Earth, and how the Earth guides the orbit of the Moon. He learnt how to find certain stars at certain times of the year. He understood that the universe must be very old and very large. The universe seemed bigger than he could imagine, but he knew that it must all be held together by a great, hidden power.



When Hayy thought about how the human body works as one, how all living things can work together as one and how the universe fits together as one, he was filled with wonder at how the hidden power held all things together. There was nobody to tell him how the universe was born, but by watching the world around him, he knew that it must have been created by a great Allah. The more Hayy saw, the more he began to understand the **perfection** of Allah. Allah had made the universe more wonderful than any of the things Hayy had made. The order Hayy had brought to his land was nothing compared to the order Allah had brought to the universe.

Hayy loved Allah, and he continued happily like this for many more years. It is impossible for me to explain in words the joy he experienced. There isn't even enough time now to explain how he came to leave the island, to meet other men and to learn about Prayer, Alms, Fasting and **Pilgrimage**. There are many more things to tell you about the life of Hayy Ibn Yaqdhan, but they're all stories for another day.

What do you think?

"True wisdom comes to each of us when we realise how little we understand about life, ourselves, and the world around us."

Socrates

READING FOR FUN ACTIVITIES

In groups discuss the following questions.

- 1 What do we know about Hayy when he was a baby?
- 2 In your own words, describe the deer.
- 3 How did Hayy learn what to eat?
- 4 When did Hayy start to be aware of his surroundings? How did he protect himself?
- 5 When did Hayy start thinking of life and death?
- 6 How did Hayy start thinking of the human body?
- 7 In what way did Hayy's life change when he was 21?
- 8 What did Hayy observe after he had learnt about the human body?
- 9 What was the last and most important thing that Hayy learnt about?
- 10 Use the following table to outline the stages of learning that Hayy achieved in his life on the island. Some parts are already done for you.

| Title: Hayy Ibn Yaqdhan | |
|-------------------------|----------------------------------------------|
| characters | _____ |
| place | The island |
| Hayy's age | Stages of learning |
| 0-7 | 1. _____ |
| 7-21 | 2. _____ 3. _____ 4. _____ 5. _____ |
| 21 | 6. _____ 7. _____ |
| The end | _____ |

- 11 Refer to the story. Find words in bold that mean the following.
 1. to train a wild animal to live with humans
 2. a journey to a holy place for religious reasons
 3. shelter from direct light
 4. without any mistakes or faults; the best
 5. looked after a child and helped him to grow
- 12 If you were Hayy learning new things alone on the island, would you have done things differently? Take notes.
- 13 The story tells about the life of Hayy on the island. It also represents the stages a person goes through to learn about life. Research one of the following topics. Write notes, collect pictures and make a presentation for your classmates.

Topic A
Find out when humans discovered the planets of the solar system.

Topic B
Find out when humans first started using fire.

Topic C
Find out when humans first started to bury their dead.

Grammar Notes

Revision

Linking Words

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

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------|
| Linking words showing addition | also, and |
| Linking words showing time | after, as soon as, finally, before, first, then, later, at the beginning, one day, suddenly, when, usually |
| Linking words showing comparison | also |
| Linking words showing contrast | although, however, but |
| Linking words showing cause or effect | then, because |

My brother went to school **although** he was sick.

Module 2

The Present Simple and the Present Continuous

Present Simple

- We use the Present Simple to talk about routines and habits.
*I now **live** with the Nyangatom tribe.*
*They **make** documentaries.*
- We form the Present Simple with the infinitive of the verb for all persons, except for the third person singular. We add -s or -es at the end of the verb for *he, she, it*.
*They **help** their father to grow crops.*
*JHCO **helps** countries in need around the world.*

- We use *do/does + not + infinitive* to form the negative and the interrogative.

Do you work for JHCO?

Yes, I do.

Does Ibrahim Nasser live in the US?

No, he doesn't.

| | | |
|------|--------------|--------------------------------|
| I | | |
| You | live | with the Nyangatom tribe. |
| We | don't live | |
| They | | |
| He | works | for JHCO. |
| She | doesn't work | |
| It | rains | a lot in Scotland. |
| | doesn't rain | a lot in Spain. |
| I | | |
| Do | You | live with the Nyangatom tribe? |
| | We | |
| | They | |
| Does | he | work for JHCO? |
| | she | |
| | it | rain a lot in Jordan? |

- We use the following adverbs with the Present Simple: *always, usually, every morning, often, sometimes, twice a week, once a month*
*They should **always** drink more water.*
*Writers present stories **every week**.*

Present Continuous

- We use the Present Continuous to talk about activities that are happening at the moment of speaking.
*We **are having** breakfast with the family at the moment.*
- A temporary occupation or activity
*Writers **are presenting** new stories.*
- We use *am/is/are + infinitive + -ing* to form the Present Continuous.
*They **are watching** a documentary on medical herbs.*
*I'm **living** with the Nyangatom tribe.*
*I **am trying** to get information about them.*

- We use *be + not + infinitive + -ing* to form the negative.
*They **are not shopping** with their cousins. They feel lazy because they **aren't exercising** enough.*
- We put *am/is/are* before the subject to form the interrogative.
***Is he making** a documentary about Ethiopia?
Are you working for JHCO?*
- We may put an interrogative word at the beginning of the sentence.
*What **are you doing** here?*

| | | | |
|-------------------|----------------------------------|----------|-------------------|
| I | 'm / am 'm not / am not | waiting | for my mother. |
| He She It | 's / is 's not / isn't | working | today. |
| You We They | 're / are 're not / aren't | watching | TV now. |
| Am | I | waiting | for my mother? |
| Is | he she it | working | today? |
| Are | you we they | watching | TV now? |

- We use the following adverbs with the Present Continuous: *just, now, at the moment, at present.*

Module 3

The Past Simple and the Past Continuous

Past Simple

- We use the Past Simple to talk about finished actions or past situations and past habits.
*He **called** the police.
Rufaida **lived** during the time of Prophet Muhammad, Peace Be Upon Him.*
- We add *-ed* to the infinitive of the verb to form the Past Simple of *regular verbs*.
*She **trained** nurses to help the sick.
Something unusual **happened** to me.*
- The past form of irregular verbs is different from the infinitive. You have to memorise them.
*say – said
lose – lost
take – took*
- We use *did + not + infinitive* to form the negative.
*The grandmother **didn't find** the way to Bill's house.*
- We put *did* before the subject to form the interrogative.
*How **did** the boy **save** the old man?
Did you **hear** the news?*
- We use the following adverbs with the Past Simple: *yesterday, last week/month/year*. These adverbs may also be used in combination with *always, usually, every morning, often, sometimes, twice a week, once a month*.
*I **read** an interesting book yesterday.
Last month, Danielle came to work early **every morning**. This month, she's always late.*

Past Continuous

- We use the Past Continuous to talk about activities that went on for some time in the past.
*The robbers **were threatening** his parents.*
- We use *was/were* + infinitive + *-ing* to form the Past Continuous.
*I **was cycling** yesterday afternoon.*
*His sister Dina **was teaching** him tennis.*
*We **were having** so much fun.*
- We use *was/were* + *not* + infinitive + *-ing* to form the negative.
*They **weren't spending** the day at your house.*
- We put *was/were* before the subject to form the interrogative.
***Was he spending** the day at your house?*
***Were they taking** care of the baby?*
- We may put an interrogative word at the beginning of the sentence.
*Where **was Jack going**?*
- When the Past Continuous and the Past Simple appear in one sentence, the Past Continuous describes the setting of the scene and the Past Simple reports an event.
*While the robbers **were threatening** his parents, he **locked** himself in the bathroom.*
*While he and his sister **were playing** in the garden, the boy **realised** something unusual **was going** on.*
*She **was preparing** lunch when the phone rang.*

Module 4

The Future Simple (Predictions)

- We use the Future Simple to make predictions about the future.
*I **will work** as an astronaut.*
*A specialist **will train** future Jordanian astronauts.*
*Spaceships **will travel** to Mars.*
- We use *will* + infinitive to form the Future Simple.
*Adel **will be** a sportsman.*
*Tourists **will spend** their holidays on Saturn.*
- We use *will* + *not* + infinitive to form the negative.
*Tourists **won't need** special training.*
*There **won't be** life on Venus.*
- We put *Will* before the subject to form the interrogative.
***Will** tourists go to another planet?*
***Will** people live on Mercury?*
- We may put an interrogative word at the beginning of the question.
*What **will life be** like in 3000?*

| | | | |
|-------------------------------------------|-------------------------------------------|--------|--------------------|
| I You He She It We They | will/will not (won't) | travel | to outer space. |
| Will | I you he she it we they | become | an astronaut? |

Module 5

can/can't, have to/don't have to

- We use *can* + infinitive to say that something is possible or allowed.
*The goalkeeper **can** pick the ball up.*
- We use *can* + *not* + infinitive to say that something is not possible or is not allowed.
*You **can't** kick the ball in basketball.*
- We use *have to* + infinitive to say that something is necessary or obligatory.
*The goalkeeper **has to** stand in the goal.
You **have to** have an umpire.*
- We use *do/does* + *not have to* + infinitive to say that something is not necessary or not obligatory.
*He **doesn't have to** do it if he thinks it's dangerous.
You **don't have to** do it if you're not a trained diver.*

| | | | |
|------------------------|------------------------------------------------|-----------------|----------------------------------------------------------------------|
| I You We They | can/ can't have to/ don't have to | throw hit | the ball. the ball inside the line. |
| He She It | can/ can't has to/ doesn't have to | bounce do | the ball in basketball. it if they think it's dangerous. |
| Do/ Don't | I you we they | have to | stop at a red light? |
| Does/ Doesn't | he she it | have to jump | on the trampoline? |
| Can/ Can't | I you he she it we they | play | tennis? |

Module 6

The Present Perfect Simple

- We use the Present Perfect Simple to talk about:
 - activities and events in the past when we don't know or are not interested in exactly when they happened.
*Some experts **have suggested** Machu Picchu was a prison.
International tourism to Angkor **has increased** in recent years.*
 - the result of some activity in the past that is still obvious.
*Jerash, in Jordan, **has survived** to the present day.
Amsterdam's Olympic Stadium **has undergone** many changes.*
- We use *have/has* + past participle to form the Present Perfect Simple.
*We **have visited** Peru many times.
She **has taken** pictures of the ancient city.*
- We add *-ed* to the infinitive of the verb to form the past participle of *regular verbs*.
*I **have visited** the old citadel before.
My friend **has travelled** around the world several times.*
- The past participles of irregular verbs are sometimes similar and sometimes different from the infinitive and from the past form. You have to memorise them.
*catch – caught – caught
put – put – put
take – took – taken*
- We use *have/has* + *not (never)* + past participle to form the negative.
*We **have never been** to Peru.
She **hasn't seen** her uncle for a long time.*

- We put *have/has* before the subject to form the interrogative.

Have you ever **been** to Lima?

Has Sawsan **done** her homework?

- We use the following adverbs with the Present Perfect Simple: *before, just, ever, never*. We always place *ever* and *never* between *have/has* and the past participle.

Have you **ever** **been** to Antalya?

No, we have never **been** to Antalya **before**.

| | | | |
|------------------------|------------------------|--------|------------------|
| I You We They | have haven't | been | to Qatar before. |
| He She It | has hasn't | learnt | about monuments. |
| Have | I you we they | eaten | pizza today? |
| Has | he she it | found | them? |





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Evaluation and Adaptation Committee

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- Dr Hussein Mohammad Yagi
- Dr Fadia Fayez Suyoufie
- Dr Tha'er Issa Tawalbeh
- Dr Saleh Hassan Al-Omary
- Haifa Hafez Takrouri
- Narmin Dawod Al-Azza
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