

Action Pack 7

Seventh Grade

Student's Book

Virginia Paris

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

This level is for Grade 7 students.

The Action Pack series offers learners:

- modern, interesting and relevant topics
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- integrated skills which work with a particular focus on reading and writing
- consistent building and recycling of vocabulary
- special sections devoted to functional and situational language
- project work at the end of every module
- the development of critical thinking skills

Each level of Action Pack consists of a Student's Book, an Audio Cassette, an Activity Book and a comprehensive Teacher's Book.



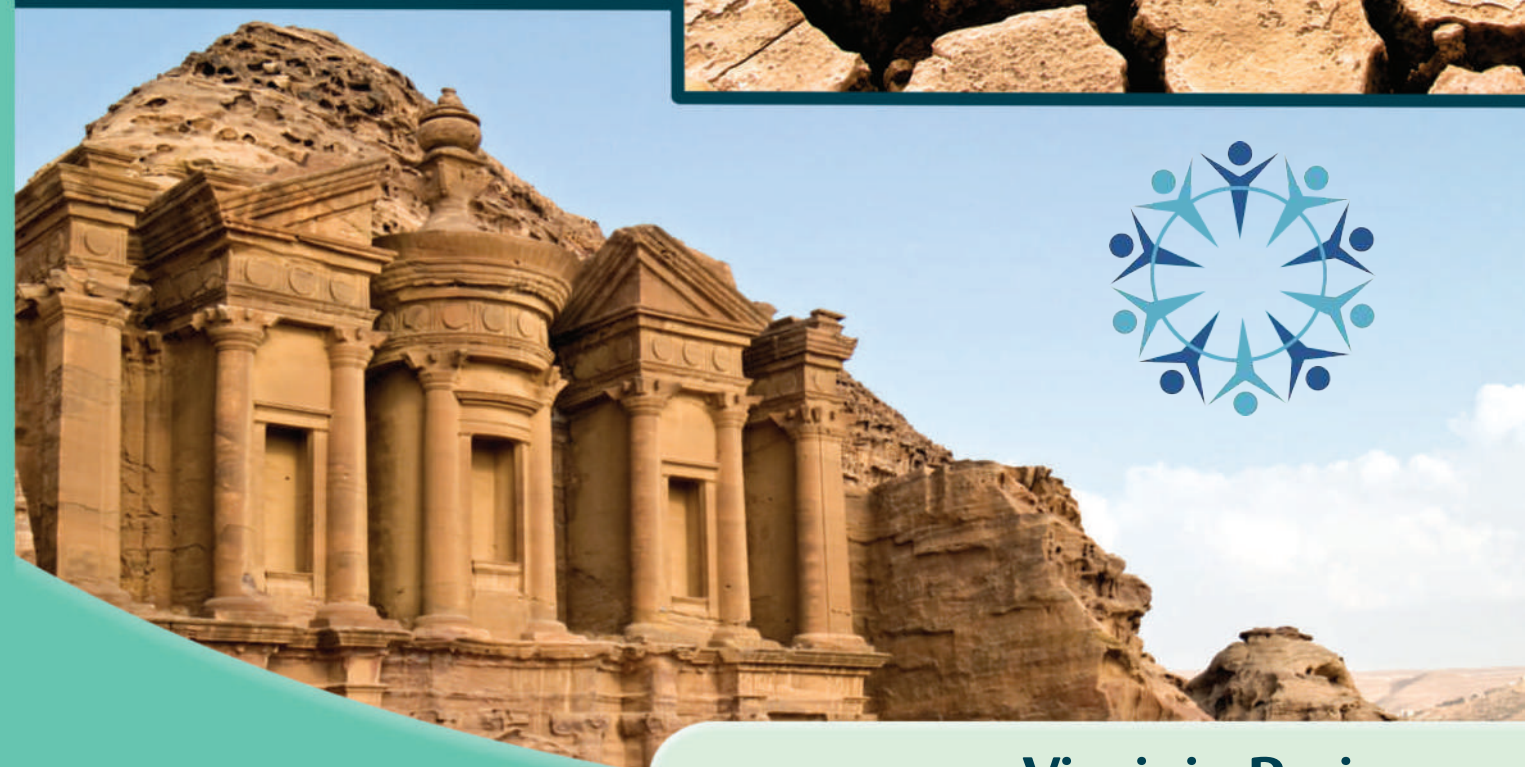
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إدارة المناهج والكتب المدرسية

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منهاجي
متعة التعليم الهادف



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Map of the book

FIRST SEMESTER

Module	Title/Theme	Functions	Vocabulary
1 page 4	What do you do? ► Routines	- Identifying job routines - Asking about routines - Reporting the dangers of jobs - Inquiring about a job or sport - Comparing jobs and sports - Following instructions to make a periscope	- Jobs - Risky sports
2 page 16	Fighting global warming ► Global warming	- Predicting the future of global warming - Warning against contributing to global warming - Giving advice to slow global warming - Advising people how to recycle - Recommending that students join the Ecology Club - Proposing projects to help the environment	- Climate change - Recycling
3 page 28	Visiting places ► Places in a city: the market, the museum	- Identifying what can be bought in a market - Expressing preferences about what to find in a museum - Giving directions - Reporting about museums - Identifying features of a place - Proposing a transportation plan for a town	- Markets - Museums

Revision Modules 1–3 page 40

SECOND SEMESTER

4 page 42	Wonders of the ancient world ► World wonders	- Discussing wonders of the ancient world - Describing historical places in the Middle East/Jordan - Identifying people's reasons for preferring places - Expressing preferences for places to visit - Comparing places - Following instructions to make a diorama of the favourite wonder of the world	- Seven Wonders - Historical places
5 page 54	Elementary, my dear Watson! ► Great detectives of all time	- Describing issues related to detectives - Identifying qualities of a detective - Responding to a narrative - Predicting events in a story - Suggesting solutions to problematic events - Following instructions to write a detective story	- Qualities - Detecting
6 page 66	I'm having fun! ► Holidays ► Great travellers in history	- Identifying issues related to tourism - Describing places to visit in one's country - Narrating the events of a holiday - Expressing opinions about reasons for travel - Evaluating one's own actions - Comparing events - Designing a tourist brochure	- Tourism - Holiday activities

Revision Modules 4–6 page 78

Story page 80	Reading for fun	<i>The Boy Judge</i> – adapted from <i>One Thousand and One Nights</i>
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Grammar Notes page 86

	Grammar	Skills	Project
	► Present Simple (affirmative, negative and interrogative)	Listening to people talking about jobs and activities Speaking about a dangerous job or sport Reading an interview about dangerous activities Writing an email about a job or sport	Make a periscope
	► Present Simple with adverbs of frequency ► The Imperative	Listening to a dialogue about the Kids Ecology Club Speaking about environmental initiative Reading about recycling instructions Writing a poster to advertise a campaign	Be a recycling champion
	► Countable and Uncountable Nouns with <i>There is / There are</i>	Listening to a dialogue about the British Museum Speaking about markets and other places Reading information about the British Museum Writing a brochure about an interesting place in Jordan	Design your ideal town

	► Past Simple (<i>to be</i>, regular verbs, affirmative, negative and interrogative)	Listening to a dialogue about the ancient world Speaking about life in the past Reading information about world wonders Writing a report about a world wonder	Make a wonder diorama
	► Past Simple (irregular verbs) ► Adjectives (the comparative, the superlative)	Listening to a story about a bank robbery Speaking about detective and mystery stories Reading a story about the lost bag Writing a detective story	Who did it? (solving a mystery)
	► Present Continuous (affirmative, negative and interrogative)	Listening to information about Ibn Battuta Speaking about personal activities and opinions Reading notes from Ibn Battuta's journal Writing a newspaper article about a famous traveller's story / a postcard	Make a tourist brochure
		Listening to story extracts Roleplaying a character in the story	Reading a short story Writing a brochure



What do you do?



Outcomes

You will be able to:

- predict the meanings of new vocabulary items
- talk about people's jobs, sports and routines
- listen to people talk about their jobs
- read about people's reasons for choosing dangerous jobs or sports
- review the time and the days of the week
- practise the Present Simple tense to talk about your own routines and sports
- write an email
- Project: Make a periscope



Before you start

Look at the pictures.
Do you like travelling
by plane? Do you like
airports?

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

exciting, boring,
dangerous, safe,
interesting, challenging

- 2**  Listen again and check your guesses in the Activity Book Glossary pages 69–70 or in the classroom dictionary.

- 3** Follow the instructions below.

Work in a group. Look at the man in the picture above. What does he do? Imagine you were this man. Write down some notes about your routine: What time do you begin work? Where do you fly? Are you happy with your job? Is it interesting, boring, challenging? Use the words in the box to describe your everyday routine.

- 4** In a group, discuss different jobs and grade them on a scale from 0 to 10, in which 0 is boring and 10 is exciting. Then choose one and think of a daily routine for it.



A day in the life of a pilot



Before you start
In pairs, check
your notes about
the life of a pilot.



- 1 Read the following paragraph, then listen and answer.

We always think that the life of an airline pilot is exciting and never boring. But is this true? What does a pilot do before the aeroplane takes off? What does he do after landing? Let's listen to the Jordanian pilot, Kareem Mahmoud.

- 2 Do your notes match Kareem's routine? In what way are they similar? In what way are they different?
- 3 Listen to Kareem Mahmoud again and fill in the missing verbs in his timetable.

check in land take off check get on

- a 9.50 p.m.: I check in with my airline.
- b 10.00 p.m.: I check the flight details.
- c 10.05 p.m.: I _____ the plane.
- d 10.35 p.m.: The plane is ready to _____.
- e 03.05 a.m.: We _____ in Sao Paulo.

- 4 Listen to Kareem Mahmoud one more time and write down the words he uses from the box below. In pairs, try to guess their meanings.

airport, aeroplane, airline, flight, flight attendants, passengers,
cabin, to check in, to take off, to land, weather forecast,
every day/week/month, always, never
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday

Grammar

The Present Simple (affirmative)

- 1 Complete this paragraph with the verbs in the correct form.

feel like work have *be* be



Salma (1) is a nurse. She
(2) _____ at night.

Salma: I (3) _____ my job. At
night, I (4) _____ time to talk to
people. And people (5) _____
they (6) _____ not alone.

- 2 Listen and put these verbs in the corresponding group.

hears takes gets tells closes
checks matches arrives prints

/z/	/s/	/iz/
runs	helps	watches

- 3 Listen again and repeat these verbs.

The Present Simple (negative)

- 4 Complete the sentences about Salma from exercise 1, the nurses that she works with and the people in the hospital. Use **do not**, **does not**, **is not** and **are not**.

Negative with <i>do/does not</i>		
Salma	(1) _____ work	during the day.
Nurses	(2) _____ have	time to talk to people during the day.

Negative with <i>is/are not</i>		
Salma	(3) _____	a doctor.
People in the hospital	(4) _____	alone at night.

- 5 Sami is a fisherman. Read what he says about his job, and then rewrite this paragraph with the correct form of the verbs.



Hi! I'm Sami! I (1) **be** an engineering student in California, but I (2) **work** as a fisherman during the summer. You (3) **not need** a lot of experience to be a fisherman on a fishing boat. People (4) **think** that a good fisherman (5) **not get** seasick. But it (6) **not be** true!

Example

Hi! I'm Sami! I am an engineering student in California ...

The Present Simple (interrogative)

- 6 Ask Sami about his job. Complete the tables with **do** or **does**.

Yes/No Questions			
(1) ____	you	need	experience to be a fisherman?
(2) ____	Sami	work	in winter?

Wh- Questions			
Where (3) ____	he	study	engineering?
What (4) ____	people	think	about fishermen?

Over to you . . .

- 8 In pairs, ask and answer the questions in exercise 7. Then, write sentences saying what you do and what your friend does on Friday. Include some incorrect information. Read your sentences aloud. Your classmates have to guess the false information.

Example



I'm Ablu. I'm a student. On Friday, my friend Nour and I don't go to school. I always get up at 7 o'clock. My friend ...

- 7 Work in pairs. Use these words to ask questions.

a. go / Do / to / on / ? / you / school / Friday
Do you go to school on Friday?



b. you / get up / What / on / do / Friday / ? / time



c. your / your / Does / make / breakfast / ? / mother



d. on / Does / father / Friday / ? / your / work

Hooray! It's Friday!



e. do / What / on / lunch / you / ? / time / Friday / have



f. with / go out / you / your / on / ? / Do / family / Friday

g. time / you / What / do / on / ? / pray / Friday



h. sports / you / on / practise / Friday / ? / Do



i. friends / Do / go out / with / you / your / on / Friday / ?



Skills focus



Why do some people like danger?

Before you start

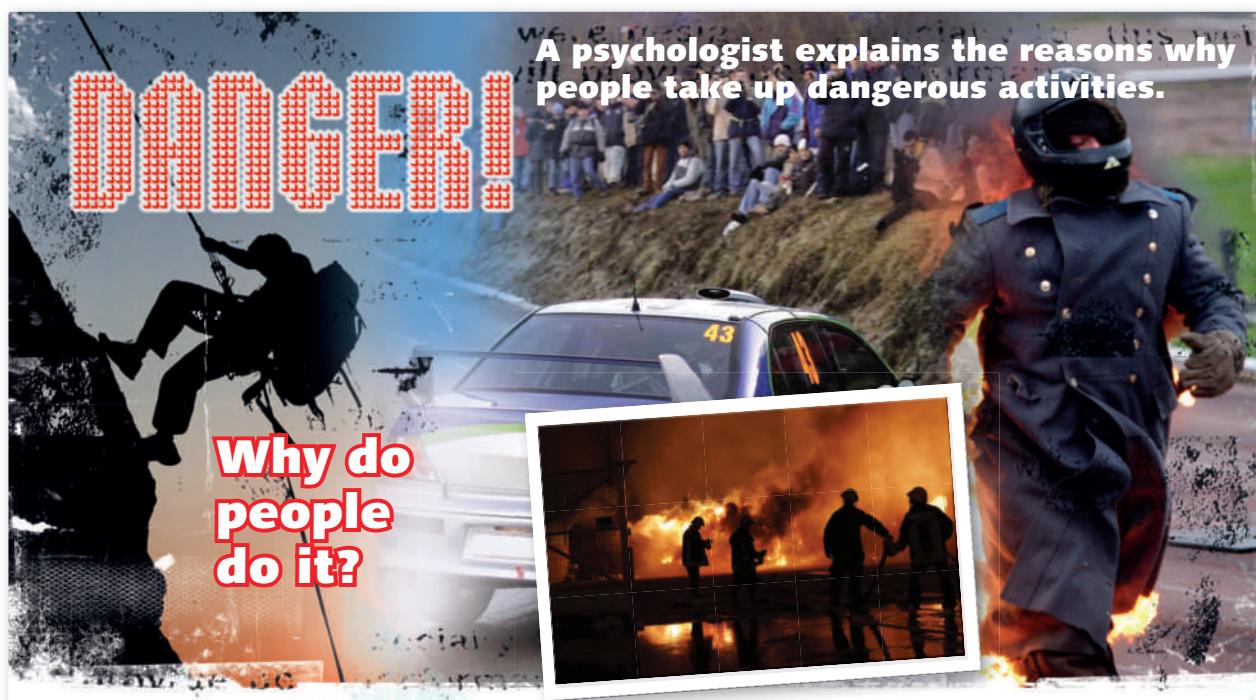
Listen to the words in context. Try to guess their meanings.

policeman, fireman, miner, stuntman, artist, rally driving, scuba diving, rock fishing, rock climbing, mountain biking, horse riding

- 1 Listen again and check your guesses in the Activity Book Glossary pages 69–70 or in the classroom dictionary.
- 2 In a group, discuss how dangerous these activities and jobs are. Tell the others which of these activities and jobs you prefer. Do you do any of them? Do you know people who do them?

Find the words

- ▶ This person fights and puts out fires.
- ▶ This person performs dangerous actions in a film.
- ▶ This person digs out coal, gold, etc. from the ground.



Journalist: Why do some people do dangerous activities and jobs?

Dr Fred: It is because there are two elements in danger: one is fear, the other is the need to defeat fear. When they defeat fear, people feel a physical reaction.

Journalist: So, do we always need to do dangerous activities to get this feeling?

Dr Fred: Not at all! Take a journalist, a football player or even an artist. They probably do not have to take physical

risks. But the artist, the rock climber or the mountain biker feel the same physical enjoyment as a footballer after scoring a goal.

Journalist: What about people who work in dangerous professions?

Dr Fred: Well, policemen, firemen or even stuntmen share a certain type of personality with artists and sportsmen who practise dangerous sports. But they perform dangerous activities because these are part of their job.

Speaking Strategies: Hesitation

- When you are having a conversation, don't worry when you pause or stop.
- Use hesitation words to give you time to think (e.g. *So ... / Well ... / And then...*).

4 Read the interview again and answer these questions.

- Why do people perform dangerous activities or have dangerous jobs?
- What do a football player, a stuntman and a policeman have in common?
- In your opinion, in what way is a fireman different from a mountain biker?

5 Work in pairs. Choose one of the activities or jobs mentioned by Dr Fred. Prepare some notes explaining what you do and what you feel when you do it. Read the Speaking Strategies to exchange an interview with your friend.

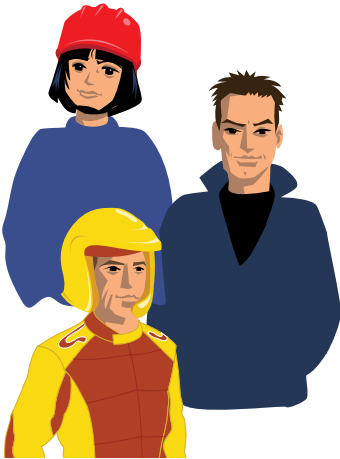
VOCABULARY

- 6 What do we call the people who do these activities?
Write the corresponding forms.

Rock fishing	Rally driving	Scuba diving	Mountain biking
			
a rock fisherman	b _____	c _____	d _____

What do you notice? Why do you think one of the forms is different?

LISTENING



- 7 Read the Listening Strategies.

Listening Strategies: Prediction

- Read the questions before you listen.
- Think about what you know about the topic. Look at the pictures.
- Guess the answers to the questions. Then listen and check your answers.

- 8  Follow the Listening Strategies and guess the answers to these questions. Write down your guesses. Then listen to three people talk about their activity or job and check your answers.

- What activities or jobs do these people do?
- Do they have any experience in them?
- What are these people's reasons for doing these activities?

What do you think?

A happy life consists in the mastery of hardships.

HELLEN KELLER

Name	Activity/Job	Experience	Reasons
Kazem Salameh			
Musa Haidar			
Salwa Mohsen			

- 9 In a group, discuss your guesses.

Asking questions

Before you start
Read the questionnaire and think about your answers.

Are you adventurous?

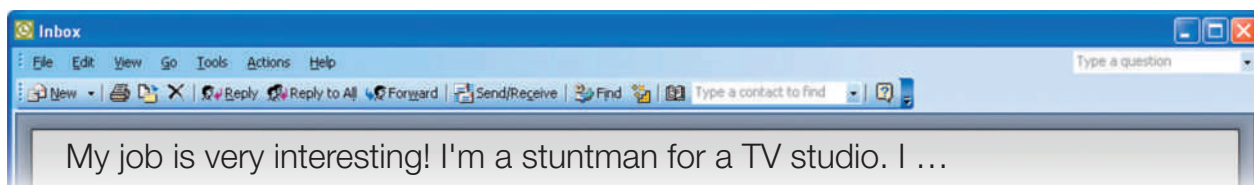
- 1** Do you come to school ...
- a** on foot? ☐
 - b** by bike? ☐
 - c** by car (your parents drive you)? ☐



- 2** Your idea of a first-class weekend is ...
- a** to go to the theatre with your friends. ☐
 - b** to go camping with your friends. ☐
 - c** to stay at home watching television. ☐

- 3** On the way home, you see a person stealing an old lady's handbag. You ...
- a** call an adult or the police. ☐
 - b** walk away. ☐
 - c** cry "Thief!" and run after him. ☐

- 1** In pairs, ask and answer the questions above. Are you adventurous or not? Justify your answer.
- 2** Work in pairs. Imagine one of you is a journalist interviewing a person who practises a dangerous sport or has a dangerous job.
 - a.** Agree on the job or activity of the interviewed person.
 - b.** If you are the journalist, write down the questions. Do not tell your partner.
If you are the interviewed person, think about what you do and get ready to answer the questions.
 - c.** Ask and answer the questions, then tell the class about the interview.
- 3** Imagine you are the interviewed person. Write an email to a friend about your job/sport. Use your answers to the interview.



Language Development

- 1 Match the following words to their statements.

Words	Definitions
a. scuba diving	1. We serve food and drink to the passengers.
b. passengers	2. I throw a fishing line from the shore into the ocean.
c. flight attendants	3. We are people who travel on an aeroplane.
d. rock fisherman	4. It means to arrive and register at the airport.
e. to check in	5. It is the sport of diving underwater.

- 2 Complete this passage with the correct form of these verbs.

**say jump fall
begin turn smash burst**

The director (1) says, "Action!" The stuntman (2) _____ from the roof of a building and through the open roof of a car, (3) _____ on the engine and a car chase (4) _____. He (5) _____ into a parked car and (6) _____ out as cars (7) _____ into flames around him.

- 3  Listen to the previous passage and check your answers.



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

1. The artist and the scuba diver feel the same physical thrill.

The artist and the scuba diver do not feel the same physical thrill.

Do the artist and the scuba diver feel the same physical thrill?

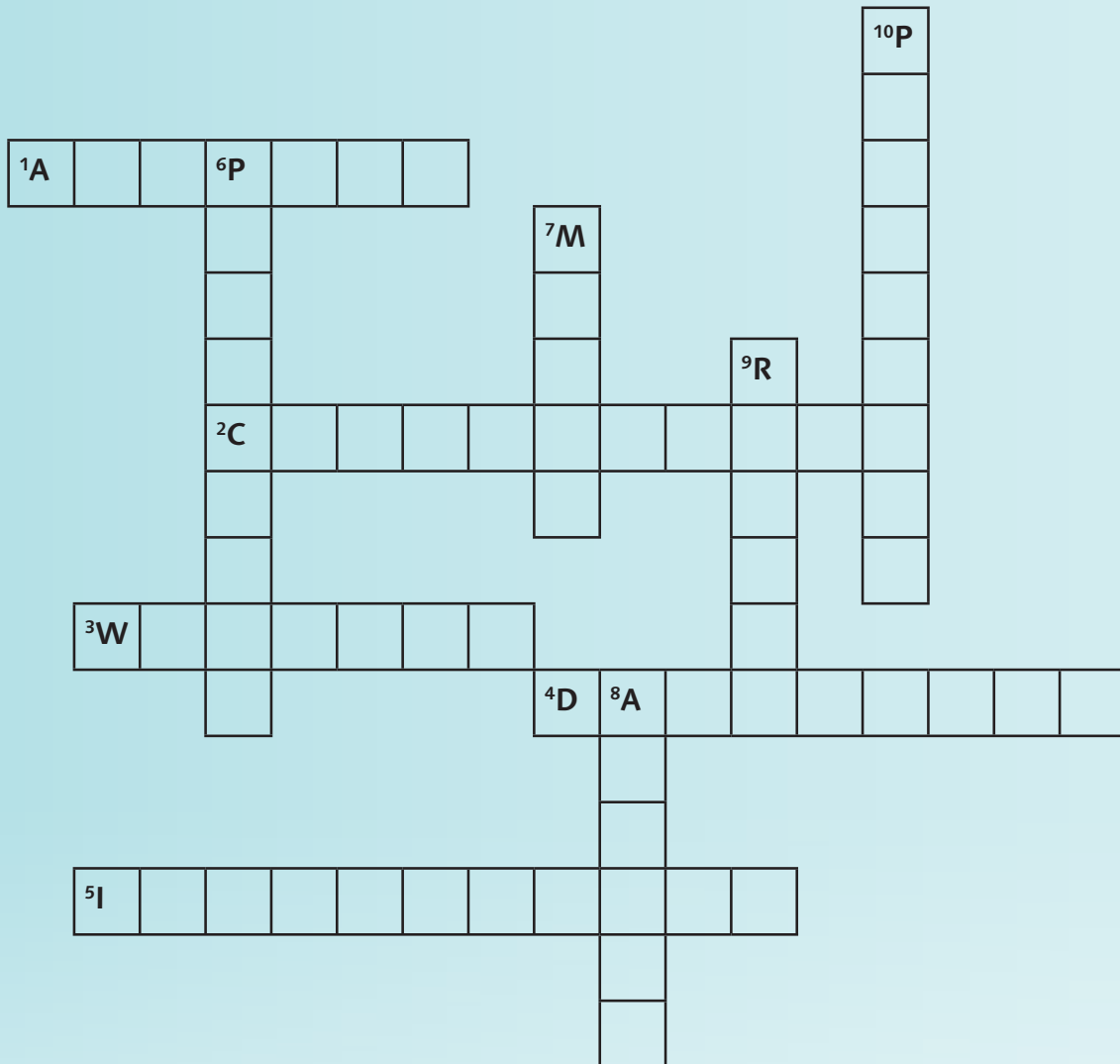
2. At night, nurses have time to talk to people.
3. Sami studies engineering in California.
4. A policeman does a very dangerous job.
5. My brother goes to the gym every Friday.

- 5  Write all the verbs in exercise 2 in the 3rd person singular. Listen and put them in the corresponding group according to the final sound.

runs	
helps	
watches	

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. It is the place where aeroplanes land.
2. My job is not boring at all. It is very _____.
3. I tell people when it is going to rain.
I present the _____ forecast.
4. My job is _____ because I often have to take risks at work.
5. My job is never boring. It is always _____.

Down

6. My job is to protect people.
7. I dig out gold from the earth.
8. I play music and I love painting.
9. I am a sportsman. I love horse _____.
10. I travel by plane. I am a _____.

?

In 2010, 33 Chilean miners were trapped underground for 69 days. How do you think they survived for so long?

Make a periscope

PROJECT

1

Before you start

Find two long, thin, empty boxes, two small mirrors, a roll of tape and scissors.

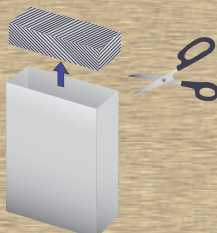
Your task is ...

To make a periscope like the one people use in submarines to see objects above the water.

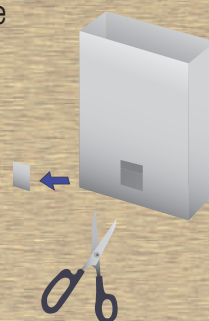
A Your first assignment

Build a periscope. Follow these directions:

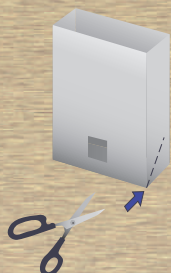
1. Take one box and cut the top off so the box is open.



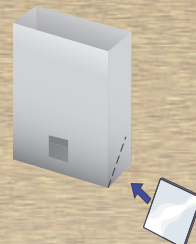
2. Cut a square hole at the bottom of one side to make a little window.



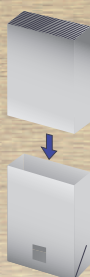
3. Cut a line on the side near the hole at a 45-degree angle.



4. Put a mirror in the cut with the shiny side up.



5. Put one box on the table with the opening facing up and the window side facing you. Then put the second box on top of the first with the opening facing down and the window side facing away from you.



Repeat steps 1–4 for the second box.

6. Tape the two boxes together and look through the bottom window. You will be able to see what's on the other side!

B Your second assignment

Guess the hidden objects. Follow these directions:

1. Work in groups of three. Place 5 or 6 objects on the table.
2. One member of your group hides under the table while the other members remove one of the objects on the table.
3. He/She should then use the periscope to look at the remaining items and guess which one is missing.
4. Take turns to be the person who hides under the table.

MODULE 2

Fighting global warming

Outcomes

You will be able to:

- ☁ predict the meanings of new vocabulary items
- ☁ talk about global warming using adverbs of time and frequency
- ☁ listen to people talking about global warming
- ☁ read an article about things you can do to save the Earth
- ☁ practise the Imperative to prepare a list of actions
- ☁ write information for a poster

Project: Be a recycling champion

2





Before you start

Look at the pictures. Are storms in your country dangerous? Why are droughts so frequent nowadays? What do you know about global warming?

- 1**  Listen to a specialist talking about global warming and write down notes.
- 2**  Listen to the words below in context. Try to guess their meanings.

global warming, temperature, Earth, atmosphere, climate, drought, storm, flood, carbon dioxide, violent, to rain, to slow down/to accelerate, to warm up/to heat up, to freeze/to melt

- 3**  Listen again and check your guesses in the Activity Book Glossary pages 70–71 or in the classroom dictionary.
- 4** In a group, discuss the consequences of global warming. Make a list of climate changes in Jordan or in the region (changes in the seasons, temperatures, rain and floods, wind, droughts, etc.)

We are still in time to save the Earth!

Before you start

What is global warming?

What are its consequences?

Can you name some of its causes?

Reading Strategies: Prediction

- Before you read, look at the picture and the title. Try to guess what the text is about.
- Read the questions and try to guess the answers *before* you read.



What can we do to slow down global warming?

The oceans, the atmosphere, the hot and the cold parts of the planet, deserts and rainforests depend on the Earth's climate. But our climate is a complex system that depends on the sun.

Man's machines, cars, planes, trains and computers emit carbon dioxide which doesn't allow the heat from the sun to leave. When there is too much carbon dioxide in the atmosphere, the Earth's temperature goes up. This is called "global warming."

We must slow down global warming. Here are some simple things we can do:

- Walk or take the bus to school.
- Reuse and recycle paper, glass, plastic and aluminium.
- Turn off the water while you brush your teeth.
- Turn off the lights, the heating, the air conditioning, the TV or computers when you don't use them. Don't play video games all the time: they use a lot of energy!
- Plant trees or start a vegetable garden.
- Wear cool clothes in summer and turn down the air conditioning. In winter, wear warm clothes and turn down the heating.

1 Answer these questions following the Reading Strategies. Then read the article above and check your answers.

- How is man responsible for global warming?
- Why shouldn't we use computers or play video games all the time?
- In your opinion, what will happen if we don't try to slow down global warming?

2 Read this conversation between Nawal and Hisham and fill in the missing words.

temperature carbon melts warming climate rise

Nawal: I'm worried about global (1) _____.

Hisham: Oh! Come on! There is no global warming!

Nawal: Oh, Hisham! Of course there is! The Earth's (2) _____ goes up every year. There is too much (3) _____ dioxide in the atmosphere.

Hisham: Can you see carbon dioxide? Of course not! Where is it?

Nawal: It's around us! It affects the (4) _____. The temperature goes up. The ice in the Poles (5) _____. The sea levels (6) _____. Our planet is in danger!

Grammar

The Imperative (affirmative and negative)

- 1 Look at the pictures and complete the sentences with the words from the box.

Walk Plant Turn
Don't play take start



- (1) Walk or
(2) _____
the bus to
school.



- (3) _____
off the water
while you
brush your
teeth.



- (4) _____
video games
all the time.



- (5) _____
trees or
(6) _____
a vegetable
garden.

- 2 Write sentences (a) and (b) in the corresponding column. Then add more examples of instructions from the text on page 18. Work in pairs.

Affirmative	Negative

- a. Don't throw away plastic cups.
b. Reuse supermarket bags.

- 3 Complete this dialogue with the verbs in the correct form of the imperative.

~~Get~~ walk don't throw
Reuse turn Don't have

Hisham: OK! Global warming is a big problem. But what can we do about it?

Nawal: We can do a lot! For example:

- (1) Get up at 6 o'clock instead of 7 and (2) _____ to school!
Don't go by car.

Hisham: You're crazy!

Nawal: Of course I'm not! And we must save water, so have a shower.
(3) _____ a bath.

Hisham: Well. That sounds OK. And what about brushing my teeth?

Nawal: Brush your teeth, but
(4) _____ off the water while you brush them.
And (5) _____ away paper or plastic!

Hisham: What do you mean? I can't use old paper! I can't use old plastic cups!

Nawal: Of course you can!
(6) _____ them!

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

The Present Simple with adverbs of frequency

- 5** In groups of five, read this questionnaire and write down your answers.
- 6** Now complete the table below with the adverbs *always*, *sometimes* or *never*.

How often do you ...

I _____ turn off the water while I brush my teeth.

I _____ walk to school.

My family _____ recycle or reuse paper cups and supermarket bags.

My brother/sister _____ uses a bicycle to come to school.

I _____ turn off the lights when I leave a room.



Over to you . . .

- 7** Work in pairs. Go back to pages 18 and 19 and make a list of actions we can do to fight global warming. Then ask questions in pairs with **How often do you ... ?**

Example

A: How often do you turn off the computer when you don't use it?

B: I always do.

Are you and your partner good global warming fighters? Justify your answer.

Do you fight **global warming**?

- 1** How often do you turn off the water while you brush your teeth?

- a** Always
- b** Sometimes
- c** Never



- 2** How often do you walk to school?

- a** Always
- b** Sometimes
- c** Never



- 3** Do the members of your family recycle/reuse paper cups and plastic supermarket bags?

- a** Always
- b** Sometimes
- c** Never



- 4** How often does your brother/sister use a bicycle to come to school?

- a** Always
- b** Sometimes
- c** Never



- 5** How often do you turn off the lights when you leave a room?

- a** Always
- b** Sometimes
- c** Never





Skills focus

Do you recycle?



Before you start

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

pollution, environment, to rinse, to recycle, junk mail,
nappies, aluminium, instructions

1

 Listen again and check your guesses in the Activity Book Glossary pages 70–71 or in the classroom dictionary.

Find the words

- ▶ It is the information that tells you how you should do things.
- ▶ It is the air, water and land around you.
- ▶ It is the things that make the air, water and land dangerously dirty.

How to recycle paper

- 1 Check local recycling centres.
- 2 Separate paper into three groups: white paper, newspaper and mixed-colour paper.
- 3 Recycle all white paper together.
- 4 Tie newspapers in packs. Remove rubber bands, plastic and anything that is not paper.
- 5 Put all mixed-colour paper together, including magazines and junk mail. Remove plastic stickers.

How to recycle plastic

- 1 Check local recycling programmes to find out what type of plastic to recycle and where to take it.
- 2 Rinse and sort your plastic containers.
- 3 Recycle plastic bags as well as milk, juice, water and other bottles according to the instructions. Wash out before recycling.
- 4 Throw out plastic food wraps, yoghurt containers, syrup bottles, nappies and bottle tops. The plastics industry does not recycle these.
- 5 Remove the tops from plastic containers.
- 6 Crush plastic containers to save space in your recycling bin.

READING

- 2** Work in pairs. Read the recycling instructions above and answer these questions.

- a. How many types of recyclable paper are there?
- b. What types of plastic are not recyclable?
- c. In your opinion, why is it important to recycle?

- 3** Read the instructions again. In pairs, make a list of things that we can and that we cannot recycle.

We can recycle	We cannot recycle
newspapers	yoghurt containers

- 4** Think about all the recyclable/reusable things you and your family have at home. Make a list. Prepare a routine for you and your family for recycling/reusing them. Tell your friends.

VOCABULARY

What do you think?

"The south wind brings wet weather,
The north wind wet and cold together,
The west wind always brings us rain,
The east wind blows it back again."

COMMON SAYING

- 5** Match the verbs with their opposite.

- | | |
|---------------|------------------|
| a. to slow | 1. to freeze |
| b. to heat up | 2. to accelerate |
| c. to warm | 3. to make cold |
| d. to melt | 4. to cool |

- 6** Fill in the blanks with six verbs from exercise 5.

The sun (1) _____ the air. Humid hot air rises and expands. Expansion (2) _____ the air and makes clouds and rain. The sun also (3) _____ up the Earth. As the Earth heats up, the ice in the Poles (4) _____. Pollution (5) _____ this process. We have to (6) _____ it down.

LISTENING

- 7  Listen to the dialogue between two friends. Then, fill in the blanks with the following words.

Ecology centre pollution Club recycling environment

WHY DON'T YOU JOIN THE Kids Ecology Club?



Tareq: Hi, Laila! How are you?

Laila: Hi, Tareq! I'm very busy. I'm a member of the Kids (1) _____ Club.

Tareq: What is the Kids Ecology (2) _____?

Laila: It is a non-profit organisation. It helps young people to defend the (3) _____.

Tareq: And what do you do?

Laila: We take part in projects about keeping our cities clean. We also try to develop ways to preserve water and energy and to prevent (4) _____. Why don't you join us?

Tareq: I don't know. What is your project?

Laila: I want to start (5) _____ in our school cafeteria.

Tareq: Really? How?

Laila: Well first, I explain to my classmates why recycling is good and I show them how to recycle. Then, we talk to our teachers, to the School Head and to our parents about recycling. Next, we make a recycling (6) _____ in the cafeteria.

Tareq: Sounds good to me!

Laila: Great! Why don't you join us?

Listening Strategies: Key words

- When you listen in English, concentrate on the key words. These give the meaning.
- You don't have to listen to every word.
- Some words in English nearly 'disappear'.

- 8  Now listen again, following the Listening Strategies, and check your answers. In a group, discuss your guesses.

SPEAKING

- 9 In a group, discuss what environmental initiative you can start at school. Make notes. Tell the class about it.

An advertising campaign

Before you start
Read this poster.
Do you know
what a jumble
sale is? Discuss
its meaning with
a partner.



Come to our jumble sale

Don't keep your old clothes and toys at home!
Somebody needs them!
Bring them to our end-of-the-year
jumble sale at school.

Help us stop waste!!

Bring your used clothes, furniture,
toys and sporting goods.
Put the things you don't use to good use!

REMEMBER THE THREE "R"s

Reduce, Recycle and Reuse!

Any questions?

We are the students of ...

Contact us in room ...

SPEAKING AND WRITING

- 1 In a group, make a list of environmental projects you can start at school. Here are some ideas:
 - planting trees and grass in the school garden
 - paper recycling at school and at home
 - recycling at the cafeteria
- 2 Choose a project and discuss a campaign. Write all the arguments you can think of to convince your parents, your teachers and your classmates to join you in your campaign. Here are some arguments:
 - **Reduce waste.** Buy less. Repair products. Avoid waste.
 - **Recycle.** Recycle what you don't use! Pass it on to others!
- 3 Make a poster to advertise your campaign. Use the poster above as an example. Then, make an oral presentation of your campaign for the class.

Language Development

- 1 Look at the information in the table and write sentences with *never* (*), *sometimes* (**) or *always* (***).

	cycle to school	turn off water while brushing teeth	recycle old clothes
Me	*	**	***
My friend	**	***	*
My brother and sister	***	*	**

- 2 Use these words to ask questions using *How often*.

- a. you / take the bus to school d. you / discuss global warming with your friends
b. you / plant trees e. your family / recycle glass
c. your father / reuse envelopes

- 3 Now answer them.

- 4 Look at the pictures and complete these instructions with the correct form of these verbs.

Wash Put ~~Get~~ Keep Remove Plant Cover Cut Water Put

Make a mini greenhouse:



1. Get a 2-litre plastic bottle.
2. _____ the label from the bottle. Save the top!
3. _____ the bottle and top.
4. _____ the bottle close to the bottom.
5. _____ potting soil in the base of the bottle.
6. _____ a few seeds in the potting soil.
7. _____ the seeds.
8. _____ the top on the bottle.
9. _____ the base with the top of the bottle.
10. _____ in a sunny spot and wait for your seeds to grow.



- 5 Listen to the previous instructions and check your answers.

6 Match the words with the definitions.

b. environment

c. flood

a. junk mail

1. It's a gas in the atmosphere.

2. It's the name of our planet.

3. It's a large amount of water that covers a place.

4. It's the place where people and animals live.

5. It's mail that we receive without asking for it.

6. It's when the atmosphere of our planet warms up.

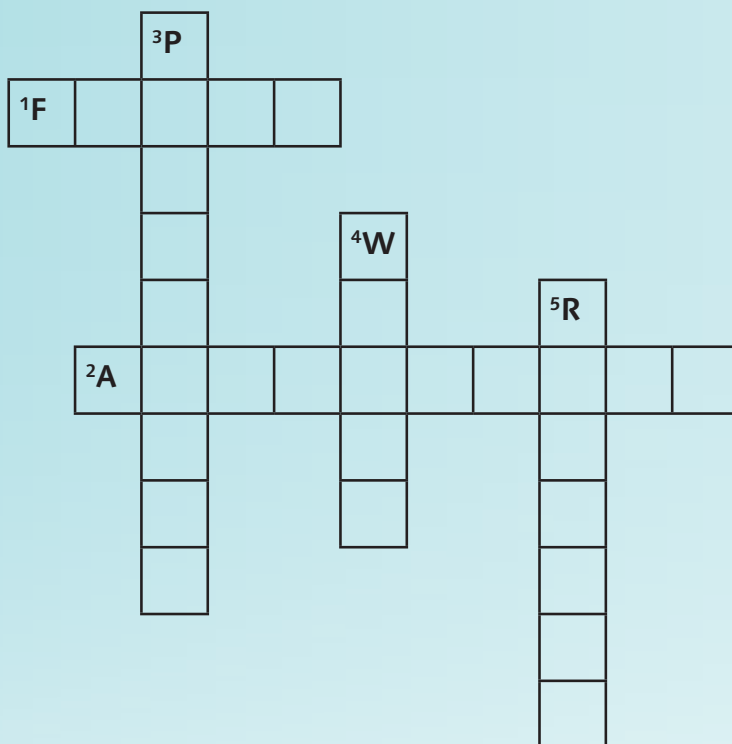
f. carbon dioxide

e. Earth

d. global warming

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. It is a huge amount of water that covers a land.
2. The gases around the Earth form the _____.

Down

3. Cars and smoke cause air _____.
4. They are things that are left after you have used something.
5. To treat things so they can be used again is to _____.

?

Specialists say "The ice at the North and South Poles melts and sea levels rise." Find proof of this.

Be a recycling champion

PROJECT ②

Your task is ...

To research the issue of littering in your school and think of a recycling solution.

A Your first assignment

Listen as your teacher gives you your instructions.

① Focus

Select an area of your school where your group will start researching. Where will you begin?

② Start looking

Go to your chosen location and look for litter there. At least one member of your group should act as a reporter making notes. What did you find? Where did you find it? Was there anything else with it?

③ Analyse your findings

Return to the classroom with your notes. Create a table with four columns: *Paper, Plastic, Glass, Other*. List each of the items you saw in the correct column. Also include the other information in your table (where you found it and what with). Look at your table to see if you can suggest answers for the following question:

1. Which exact locations had the most litter?
2. Were certain types of litter found in certain places?
3. Where would you recommend to place different types of recycling bin (paper, plastic, glass, etc.)?
4. What other recycling solutions can you think of?



B Your second assignment

Make a poster to present your information to the rest of the class.



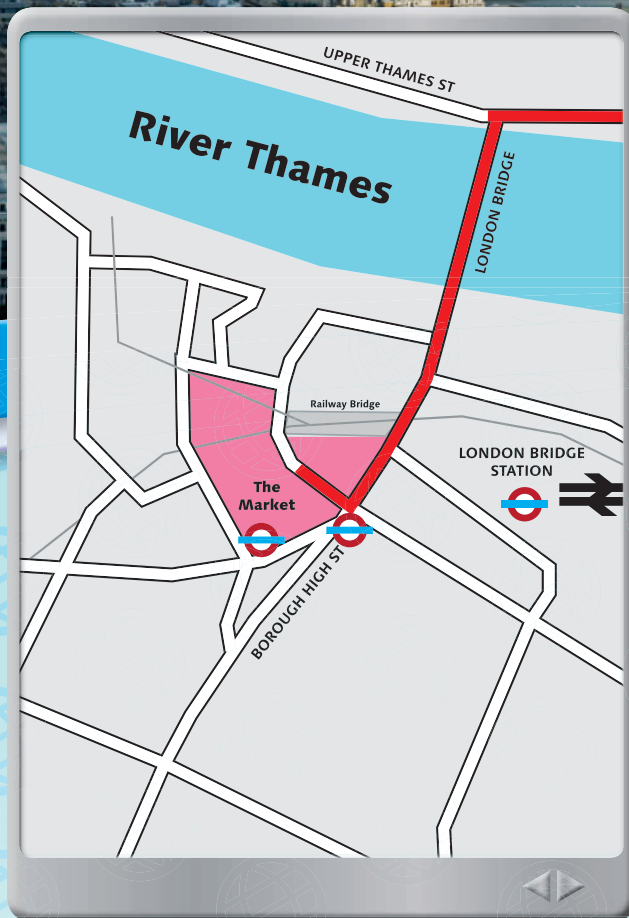
MODULE
3

Visiting places

Outcomes

You will be able to:

- 🌐 predict the meanings of new vocabulary items
- 🌐 describe a place using *There is/There are* and countable/uncountable nouns
- 🌐 give directions to get to a place
- 🌐 read an article about the British Museum
- 🌐 listen to a radio commentary about Souk Jara
- 🌐 write a brochure about a famous or popular place in your town
- 🌐 Project: Design your ideal town!



Before you start

Look at the photographs. What are these places? Do you know where they are? What do you know about them?

- 1  Listen to the journalist Peter Manson. What is the time? Where is he? Trace his drive on the map above.

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

street, bridge, underground station, food, market, shop, restaurant, trader

- 3  Listen again and check your guesses in the Activity Book Glossary pages 72–73 or in the classroom dictionary.

- 4 Discuss in a group Peter's report. What can you buy at the market? Who shops there? What else can we see in the market?

Welcome to Souk Jara!



Before you start

Do you know any markets in Jordan? What time do they open? What can you buy in them?

annual, outdoor, handicrafts, antique, homemade, traditional, inexpensive, theatre, traffic, bread, honey

Souk Jara

Jabal Amman's annual market in one of the capital's oldest neighbourhoods

Come early to avoid traffic.

Opening Times
Fridays 10 a.m. – 10 p.m.

Fawzi Maalouf Street
Jabal Amman 1st roundabout
Amman, Jordan



1 Read this leaflet and answer these questions in pairs.

- Why does the leaflet suggest that visitors should come early?
- How many times a year does the Souk Jara market take place?
- Do you go to Souk Jara or any other market in Jordan? What do you do there?

2  Listen to the words in the box above in context and guess their meanings. Then, check your guesses in the Activity Book Glossary pages 72–73 or in the classroom dictionary.

- 3 Read a radio commentary about Souk Jara and fill in the blanks.

market theatre inexpensive
bread fruit juice Street honey food

Souk Jara is an outdoor (1) _____ which opens throughout the summer every year. It is busy, noisy and full of a wide variety of goods, food and activities for everyone.

It is located in Fawzi Maalouf (2) _____ and has four important areas in it:

- Souk Jara market where there are some (3) _____ handicrafts, antiques, paintings, traditional dresses and homemade items.
- Souk Jara café where there is some (4) _____ made by the people who live in Jabal Amman. You can buy some (5) _____, corn and (6) _____. There are also flowers, vegetables and some very delicious and refreshing (7) _____ you can buy while shopping around.
- Souk Jara (8) _____ where you can watch short films and attend musical concerts.
- Souk Jara games where there is a variety of games for children and adults.

Don't miss any of them! One important thing: try to get to the market early before the traffic.

Grammar

Countable and Uncountable Nouns

- 1 Work in pairs. Which nouns from the list below can you put in the plural (countable nouns)? Which nouns can't you put in the plural (uncountable nouns)? Write them down in the corresponding column.

theatre traffic vegetable bread
honey flower street market food
trader

Countable nouns	Uncountable nouns
market	traffic

- 2  Listen to the plurals of these countable nouns and put them in the corresponding group.

chickens eggs tomatoes
apricots potatoes plums cherries
boxes pears peaches watches
cakes plants

/z/	/s/	/iz/
eggs	apricots	peaches

- 3  Now, listen again and repeat these nouns.

- 4  Now listen to the radio commentary and check your answers.



There is / There are

- 4 Each of the sentences below contains a mistake. Correct the mistakes and explain what is wrong.

1. There is some beautiful handicrafts in Souk Jara.

5. Are there any bread in the market?

2. There are some fruit juice in the café.

6. Is there any games for children?

3. There aren't some flowers in the garden.

7. There are any vegetables in Souk Jara.

4. There aren't any honey in the kitchen.

8. Are there some paintings in the market?



Over to you . . .

- 5 In pairs, write questions about what **there is/are** and what **there isn't/aren't** in Souk Jara.
6 In pairs, take turns to ask and answer the questions. Use short answers.

Example

Are there any antiques in Souk Jara?
Yes, there are.





I want to see the mummies!

Before you start
Look at the map.
In pairs, describe
what there is and
what there isn't
near the British
Museum.

Find the words

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

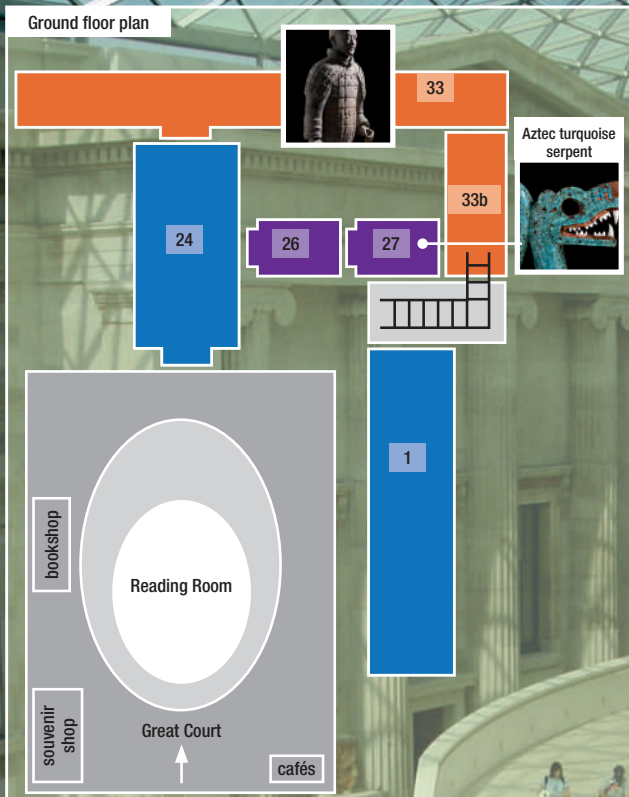
museum, souvenir shop, gallery, ground floor,
upper floor, treasure, mummy

- 2 Listen again and check your guesses in the Activity Book
Glossary pages 72–73 or in the classroom dictionary.

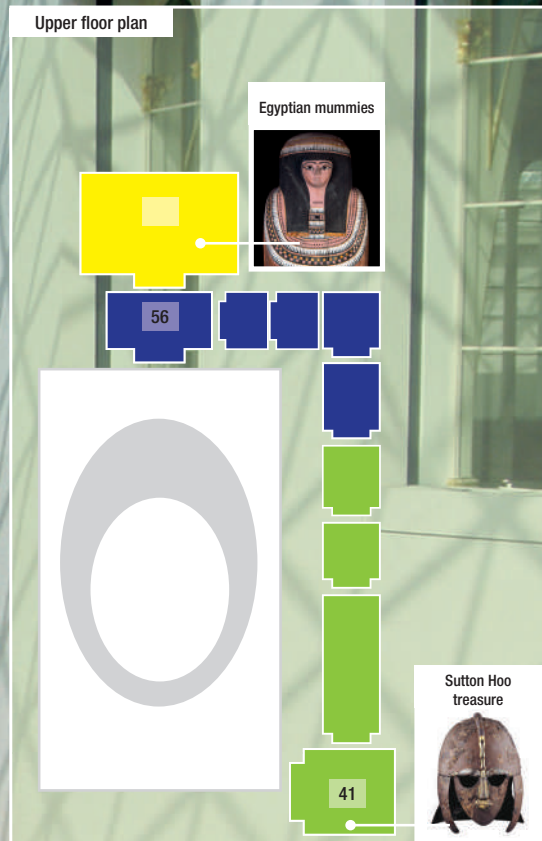
- ▶ It is a place to show great works of art.
- ▶ It is a body that is kept wrapped up in cloth.
- ▶ It is a group of precious things such as gold, silver, paintings, etc.

Visit the British Museum

Ground floor plan



Upper floor plan



As you enter the British Museum, you go into the Great Court. There are two cafés, a souvenir shop, a bookshop and the famous Reading Room.

5 Visit the galleries to see famous objects like the Aztec turquoise serpent, the Sutton Hoo treasure and the Egyptian mummies.

10 Do you want to feel what people felt in the past? Visit the “Hands on” desks and touch the objects from the museum’s collection!

How can you get to the British Museum?

Simple! There are four underground stations near the museum. Get off at Russell Square. Walk down Southampton Row. Turn right at Great Russell Street. Look out for the road sign; it’s a one-way street. Walk past Bloomsbury Square on your left and Bedford Place and Montague Street on your right, and there you are. If you get to the traffic lights, you’re gone too far!

READING

3 Read this article about the British Museum and answer these questions.

- What are some of the objects found in the galleries of the museum?
- What activities can you do to help you learn about the way people lived in the past?
- What would you like to see in the British Museum? Why?

4 In pairs, take turns to give each other directions to get to the British Museum from the other underground stations.

Example

Get off at Goodge Street. Walk down ...

VOCABULARY

- 5 Read the dialogue between Ibrahim and Noura. Then, fill in the blanks with the following words. You can look at the plan of the museum to help you.

souvenir ground floor upper floor bookshop treasure
turquoise mummies

Ibrahim: Well, at last! Here we are at the British Museum. The Great Court is enormous!

Noura: Look! That's the (1) _____ shop!

Ibrahim: Girls! You always want to buy things. Why don't we see the objects before buying souvenirs?

Noura: OK! Where do we go first?

Ibrahim: Let's see. We're on the (2) _____. Let's see the Sutton Hoo (3) _____. How do we get there?

Noura: Let me see the plan. We go

past the (4) _____, through rooms 26 and 27, we go up the East Stairs, through room 33b, and there we are on the upper floor! The treasure is in room 41.

Ibrahim: Brilliant! Do you want to see any objects on the ground floor?

Noura: Well, I want to see the (5) _____ serpent. It's in room 27.

Ibrahim: OK. Why not? And then? Where do we go after that?

Noura: Well, I want to see the (6) _____, so let's go to the (7) _____.

Ibrahim: Me too! I love mummies!



What do you think?

"If you want to understand today, you have to search yesterday."

PEARL BUCK

Writing Strategies: Thinking of and organising ideas

- Before you start, decide what you want to write about.
- Use diagrams to help you think of ideas and organise them.

- 6 Now listen to Ibrahim and Noura and check your answers. In a group, discuss your guesses.

- 7 Match the places with the actions.

- | | |
|------------------------------|---|
| a. In an underground station | 1. you can buy food and gadgets. |
| b. At the museum | 2. you can see historical objects. |
| c. In a souvenir shop | 3. you can travel from one part of a city to another. |
| d. At the market | 4. you can buy souvenirs for your family and friends. |

- 8 In a group, give each other directions to see the objects Noura and Ibrahim want to see. Tell the class about it.

- 9 In pairs, find out about your partner's area. Ask questions with *Is there a ... / Are there any ... ?* and *How many ... are there?* Use short answers.

- 10 Follow the Writing Strategies on the left to write a paragraph about a museum you have been to. What did you like most about it? Why?

WRITING

There is a famous place in my town.

Before you start
Look at the photo and read the title of the brochure. Have you been to this place before? Tell your partner about your experience.



VISIT THE ROMAN THEATRE IN AMMAN

Welcome to the Roman Theatre in Amman, one of the most amazing sights in the city. It was built in the second century CE (Common Era) in what was the Roman city of Philadelphia.

The theatre was divided into three parts: important people sat in the part nearest the stage and soldiers sat further away; ordinary people sat far away at the top of the theatre but because the theatre was so well designed they could still see and hear the actors.

Near the stage you will find the Jordanian Museum of Popular Traditions, and the Amman Folklore Museum where you can see traditional costumes and handicrafts.

You can get to the museum on foot from the centre of downtown, the modern part of Amman, or get a taxi from any of the central hotels.

SPEAKING AND WRITING

- 1 Read the brochure. What is special about the way the theatre was built?
- 2 In a group, make a list of interesting places in your city or in another city in Jordan.
- 3 Make a brochure about one of these places. Write down its main characteristics. Here are some ideas about what to include:
 - A map of the place and its surroundings, some photographs
 - Opening date or approximate age
 - Special characteristics of the building
 - How you can get there (underground, bus, taxi, car, on foot)
- 4 To make your brochure, follow the outline in exercise 3 and the brochure above. Then present your brochure orally to your class.

Language Development

- 1 Mr Faisal is a restaurant owner. Every morning he goes to the market in Amman. Read a small part of his shopping list and write **some** or **a/an** in front of each noun.

meat	egg	potato
fish	cheese	tea
tomato	honey	coffee
apple	bread	sugar

- 2 Mr Abbas is a trader at the market. Read the conversation between Mr Faisal and Mr Abbas. Complete the gaps in the dialogue underlining the correct word **some** or **any**.



Mr Abbas: So, how are you today, Mr Faisal? What do you need for your restaurant?

Mr Faisal: Fine, thanks, Mr Abbas! Are there (1) **some/any** nice big aubergines today?

Mr Abbas: Here you are! How many kilos?

Mr Faisal: Just eight kilos. Oh! And (2) **any/some** potatoes, onions, carrots, ...

Mr Abbas: The usual ten kilos of each?

Mr Faisal: Yes, and (3) **some/any** tomatoes too.

Mr Abbas: What else, Mr Faisal? I've got (4) **any/some** very sweet apples.

Mr Faisal: Are there (5) **some/any** cherries?

Mr Abbas: I'm afraid there aren't (6) **any/some**.

- 3 Listen to the conversation and check your answers.

- 4 Salma and her mother are talking. Complete the gaps in their dialogue with these forms of the verb **to be** – **is ('s)**, **are ('re)**, **isn't**, **aren't**.



Mrs Fayed: So, what do we buy for your party? How many friends (1) _____ there on your list?

Salma: There (2) _____ fifteen.

Mrs Fayed: Fifteen! That's a lot of people! OK! Let's see. We need ... (an hour later ...)

Salma: Well, I think we have all we need. There (3) _____ a lot of cheese and bread for the sandwiches. There (4) _____ a lot of lemonade too.

Mrs Fayed: What else, Salma? (5) _____ there any tea or cola?

Salma: I'm afraid there (6) _____ any tea. The girls don't like it very much.

Mrs Fayed: Oh no! What will I drink?!

- 5 Listen to the conversation and check your answers.

Crossword Puzzle

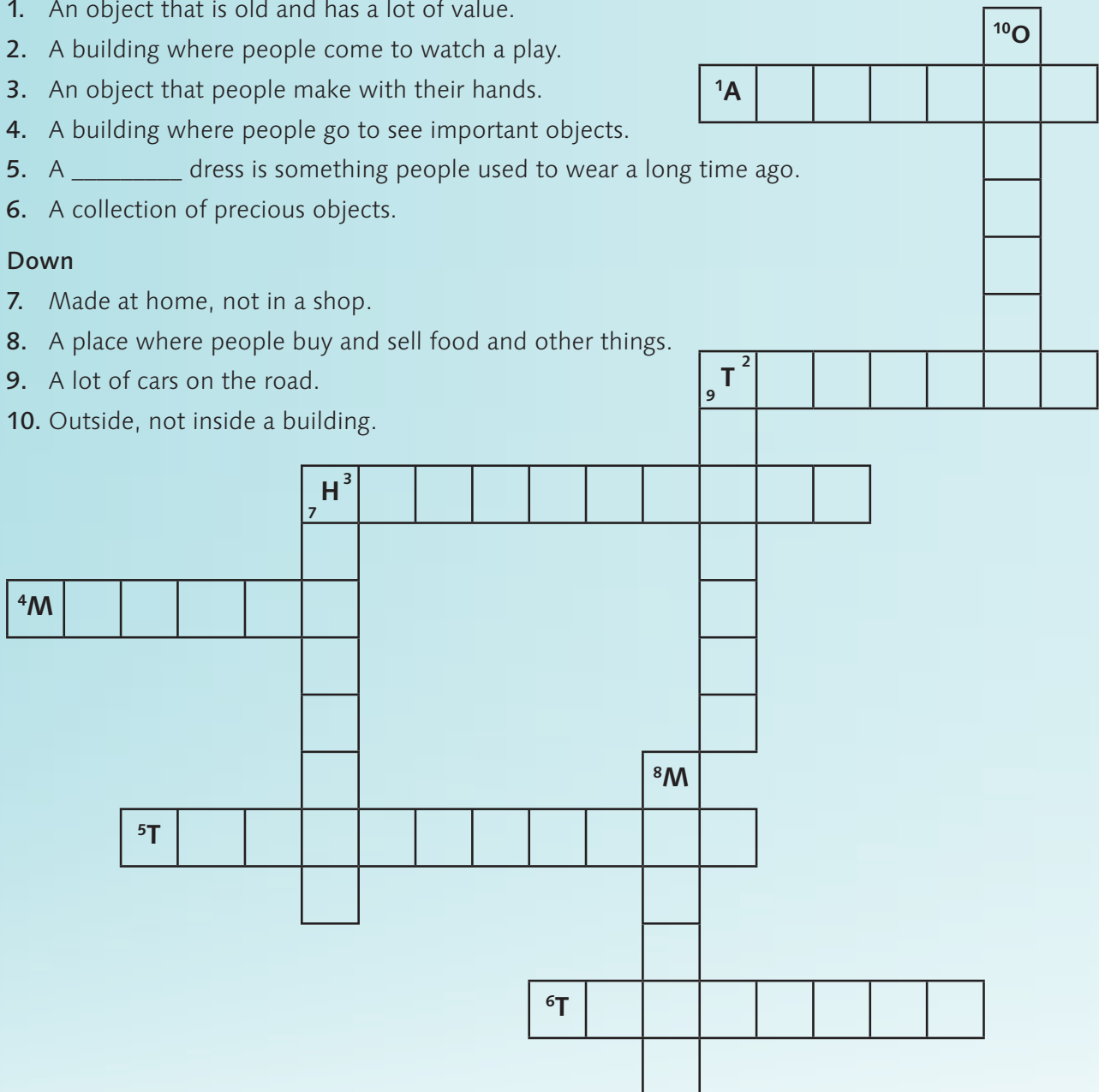
Read the clues and write the words in the puzzle.

Across

1. An object that is old and has a lot of value.
2. A building where people come to watch a play.
3. An object that people make with their hands.
4. A building where people go to see important objects.
5. A _____ dress is something people used to wear a long time ago.
6. A collection of precious objects.

Down

7. Made at home, not in a shop.
8. A place where people buy and sell food and other things.
9. A lot of cars on the road.
10. Outside, not inside a building.



?

Which of these isn't a fruit? Why?
melon potato banana plum

Design your ideal town

PROJECT

3

Before you start

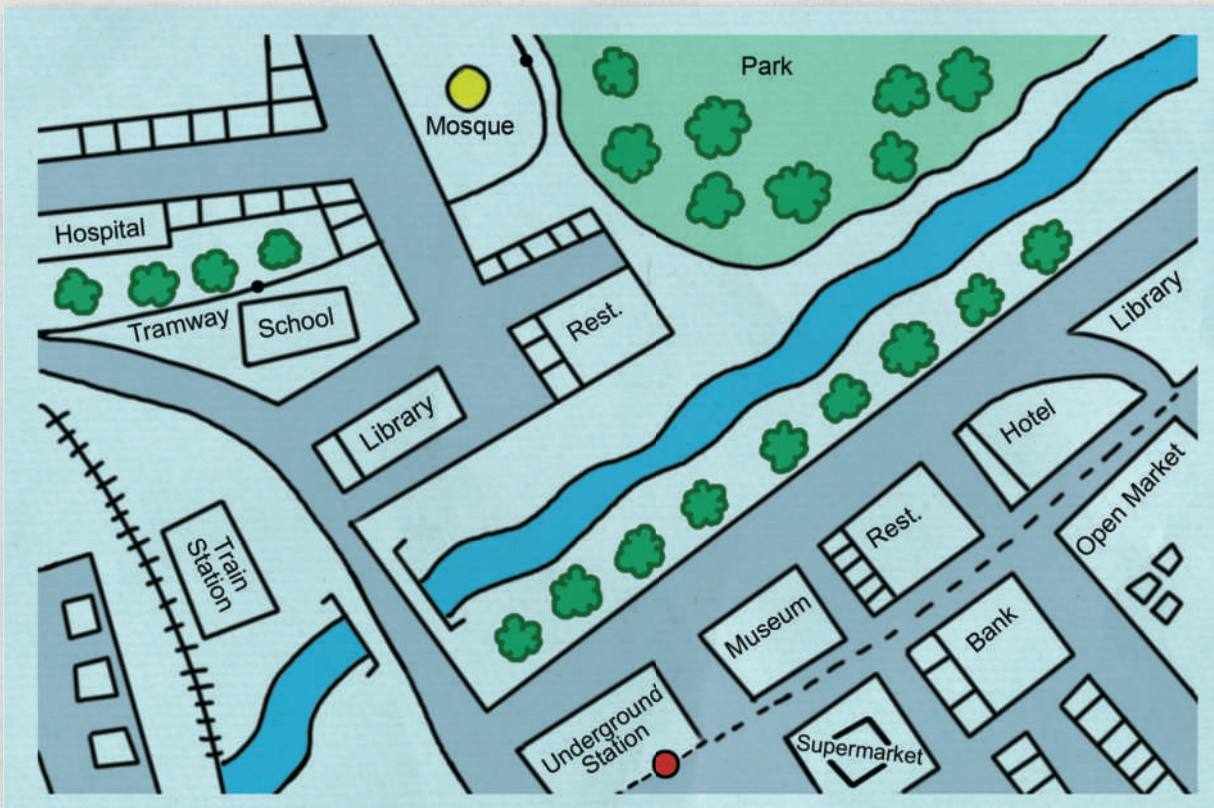
Think about your ideal town. What would you like to have: a park, a museum, a theatre, a school, a train station, a bank? Is there a river, a bridge, a mosque? Are there a lot of houses? Where are they?

Your task is ...

To draw the plans for your ideal town and to design a brochure about an eco-friendly public transportation system.

A Your first assignment

You and your friends are architects. Decide where you want the buildings to go and draw them on a large piece of paper. Draw the streets, the parks and the river.



B Your second assignment

What types of transportation are there in this town? Bus, railway, underground? Discuss which system is best for the environment and what buildings it should link. Decide where to put the underground, bus and railway stations. Give your town a name. Present your town to the class.

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

Answer these questions about jobs, global warming and different places.

1 Who takes care of people in a hospital?

- a. flight attendant
- b. nurse
- c. fireman

2 What does a miner do?

- a. digs the earth
- b. puts out fire
- c. performs dangerous actions in a film

3 Which person protects people?

- a. stuntman
- b. policeman
- c. fireman

4 What is global warming?

- a. It is when the climate of the Earth changes.
- b. It is when the weather is very hot.
- c. It is when Earth's atmosphere warms up.

5 When do we have a flood?

- a. when there is drought
- b. when there is a lot of pollution
- c. when it rains very much

6 What do the gases around the Earth form?

- a. the atmosphere
- b. carbon dioxide
- c. the climate

7 In which Jordanian area is Souk Jara?

- a. Jordan Valley
- b. Jabal Amman
- c. downtown

8 Where can we find the Sutton Hoo treasure?

- a. in the Roman Theatre
- b. in London's market
- c. in the British Museum

9 How many parts was the Roman Theatre in Amman divided into?

- a. 2
- b. 3
- c. 4



- 1 Complete the questions with these words.

Why How many Who
Where When What

1. ____ does Kareem Mahmoud fly every Friday?
2. ____ is a fisherman?
3. ____ does Dr Fred do?
4. ____ does Salma talk to people?
5. ____ do policemen perform dangerous activities?
6. ____ elements are there in danger?

- 2 In pairs, look for the answers to the questions in exercise 1 in Module 1.

- 3 Complete this passage with the correct form of these verbs.

emit be can see be have

Aeroplanes (1) ____ a big effect on global warming. An aeroplane (2) ____ a lot of carbon dioxide into the atmosphere. These (3) ____ responsible for about 3% of all CO₂ emissions on our planet. Carbon dioxide is a very dangerous gas, but it (4) ____ (not) the only one. Some aeroplanes also emit lots of another greenhouse gas: water vapour. We (5) ____ (not) see carbon dioxide, but we can (6) ____ water vapour – the white streaks left behind an aeroplane.

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

- 5 Find 10 words from Module 3 and write them down.

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

Across

1. o _____
2. m _____
3. s _____
4. m _____
5. th _____
6. r _____
7. t _____
8. t _____

Down

9. p _____
10. m _____

Self-assessment

	Always	Sometimes	Never
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.			

Wonders of the ancient world



Outcomes

You will be able to:

- ☞ predict the meanings of new vocabulary items
- ☞ practise the Past Simple tense to talk about ancient cities and wonders of the world
- ☞ listen to a dialogue about the wonders of the ancient world
- ☞ read an article about the list of the Seven Wonders of the world
- ☞ write a report about a wonder of the world
- ☞ Project: Make a wonder diorama



Before you start

Look at the pictures.
Where are these places?
How old do you think
they are? What else do
you know about them?

- 1**  Follow these instructions.

Listen to two students talking about
the wonders of the ancient world. How
old are they? What were they used for?
How do we know about them? Take
notes about what you hear.

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

wonders, ancient, tomb,
to bury, archaeologist, to explore,
monument, location

- 3**  Listen again and check your
guesses in the Activity Book
Glossary pages 73–74 or in the
classroom dictionary.

- 4** In a group, use your notes to discuss
what you know about the wonders
of the ancient world. Where can
they be found? What makes
them so important? Are there any
monuments present today that
are similar to those mentioned in
exercise 1?



The new Seven Wonders

Before you start

How many of the new Seven Wonders of the world do you know? What do you know about them? Have you visited any of them?

1 Read the Reading Strategies.

Reading Strategies: Preparation

- Before reading, look at the title, pictures and the first few lines of the text. Look for clues to help you predict what kind of text it is and what it is about.
- Read the text to get the general idea. Ignore words you don't know.
- Read the text again. Try to work out the meaning of important new words. Use a dictionary if you can't.
- Read any comprehension questions and try to think of possible answers. Then find answers to the questions in the text.

2 Read this newspaper article about the city of Petra.



Petra comes back to life

7 July 2007

Today is a very important day for Jordan. A lot of people voted for Petra to be one of the new Seven Wonders of the World. The name Petra comes from the Greek word **rock**. The city received its name because its people, the Nabateans, constructed it from the land's stones in the 2nd century BC. Centuries after the Nabatean civilisation disappeared, archaeologists rediscovered the city in the 1800s. Recently, Petra gained its place as one of the top locations in the world. It will attract thousands of visitors who will come to explore this unique site in the future.

3 Use the Reading Strategies to answer these questions.

- a. How did the city of Petra get its name?
- b. In which century did archaeologists rediscover Petra?
- c. When was Petra chosen to be one of the new Seven Wonders?
- d. Why do you think people from all over the world voted for Petra?

4 Find these words in the article in exercise 2 and underline the sentence in which they are used. Guess their meanings with a partner.

to vote, to construct, to gain, Nabateans, civilisation, to attract, unique

Grammar

The Past Simple (affirmative)

- 1 In pairs, find the six verbs in the Past Simple in the text on page 44. Then fill in the table.

Verb in the Past Simple	Infinitive form of the verb
voted	to vote

- 2  Listen to the **-ed** endings of these verbs. Then in pairs, put them in the corresponding column.

explored worked used interested
lived disappeared liked received
voted

/d/	/t/	/id/
explored	worked	interested

- 3  Listen again and repeat.
- 4 In pairs, find the two forms of verb **to be**.

The Hanging Gardens of Babylon were one of the Seven Wonders of the ancient world. Was Petra one of them too? No, it became a wonder of the modern world in 2007.

- 5 Continue to work in pairs. Write two sentences using **was** and two sentences using **were**.
- 6 Rewrite the following sentences using the correct form of the verbs in bold.

- Archaeologists **discover** that Jordan *is* a rich historical location.
In the last century, archaeologists discovered that Jordan ...
- Many people **live** in this area.
... during ancient times.
- Citizens **work** hard on building their cities using materials which **are** available around them.
In the past, ...
- The markets **attract** people from various locations.
Many years ago, ...



The Past Simple (negative and interrogative)

- 7** Complete these sentences about the passage on page 44 with *Did/did not/didn't*.

Past Simple negative		
Petra (1) _____ lose its ancient glory.		
The Pyramids of Giza are the only ancient wonder that (2) _____ disappear.		
Past Simple interrogative		
Yes/No questions	(3) _____ people vote for Petra as a wonder of the world?	Yes, they did.
	(4) _____ archaeologists build the Pyramids?	No, they didn't.
Wh- questions	Why (5) _____ Petra get the Greek name rock?	
	When (6) _____ archaeologists discover Petra?	

- 8**  Complete this passage with the verbs from the list. Then, listen and check your answers.

decided didn't last were voted was started

The ancient wonders of the world (1) _____ some of the most beautiful places that were ever built. Many of them (2) _____ to the present day. That's why people recently (3) _____ to search for new wonders that we can still visit now. They (4) _____ to choose the best monuments and locations of the modern world. Many people (5) _____ online for their favourite place. The city of Petra in Jordan (6) _____ one of the places people chose.



Over to you . . .

- 9** In pairs, ask and answer questions about ancient wonders of the world.

Example

What is your favourite wonder of the world? Why?





Skills focus

Amazing historical places

Before you start
Look at the pictures and guess where these places are.

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

traveller, historian, buyer, seller, journey, famous, visitor, centre

- 2**  Listen again and check your guesses in the Activity Book Glossary pages 73–74 or in the classroom dictionary.

Find the words

- ▶ They know a lot about history and write about it.
- ▶ It is a long trip from one place to another.
- ▶ Very well known

The wonders of the ancient world

A long time ago, people liked to visit new and different places. Jordan was an important place with a rich history. It was a centre for travellers from all around the world. Many people visited it and the markets were very busy with buyers and sellers. People started to write about what they saw in their

journeys across the land. They made a list to describe the best places in the world to visit. Anyone who wanted to see new and beautiful locations around the world visited the areas mentioned in the list. This is how the list of the Seven Wonders of the world was created.

What do you think?

"There are no seven wonders of the world in the eyes of a child. There are seven million."

WALT STREIGHTIFF

4 Read the article again and answer these questions.

- Why was Jordan an important place in ancient times?
- Why did many people in the past travel around the land?
- How was the list of the Seven Wonders of the world created?
- In your opinion, why is it important to study ancient places?

5 Work in a group. Choose seven locations from around the world you would like to visit. Discuss with your friends the reason for your choice.

VOCABULARY

6 Underline the correct word to complete the sentences.

1. The people of ancient Jordan *liked/lived* in very busy cities.
2. Jordan was a *centre/civilisation* for travellers because it had a rich history.
3. Many people made *journeys/flights* across the land.
4. In Jordan, travellers experienced the beauty of the most wonderful *monuments/pyramids* in the world.
5. Historians *visited/learnt* about the best locations through the list that ancient people wrote.

7 Tom Jiff is a tourist guide. He is showing tourists the ancient cities of Jordan. Read this paragraph. Then in pairs, fill in the blanks with these words.

locations centre famous visitor Archaeologists

Ancient locations in the Middle East

"And here we are in one of Jordan's most (1) _____ historical (2) _____ where people lived a long time ago. (3) _____ discovered these old buildings and houses. To build them, people used the rocks of the land. The cities opened their doors to any (4) _____ who wanted to come in. They were a (5) _____ for all people to meet."



8 Now listen to him and check your answers. In a group, discuss your guesses.

SPEAKING

9 Imagine you are a traveller in the past. In a group, discuss: what you see, where it is, and how important it is to history. Draw a picture of what you see, and tell the class about it.

Writing a report on the wonders of the world

Before you start

Look at the monument in the picture. What is it? What do you think it was used for?



The Great Pyramid of Giza is a great wonder. It was built thousands of years ago. The pyramid was a very large monument. It was the shape of a triangle. It was made of rocks from the land. The pyramid was a big tomb. Tombs were places where ancient kings and queens were buried. Pyramids had underground rooms.

The Pyramid of Giza had rooms for each of its kings and queens.

It was the tallest building made by man, for thousands of years.

The pyramid is still found today and it is in a very good condition.

SPEAKING AND WRITING

- 1** Read the report above. Then use the list of the seven locations you chose in exercise 5, page 48, and discuss in a group which location deserves to be a wonder.
- 2** Choose one location and read about it. Write down its main characteristics. Here are some questions to consider:
 1. What is the name of your wonder? Where is it?
 2. What does your wonder look like?
 - a. How old is it?
 - b. What was it used for?
 - c. Is it still in the same condition that it used to be in the past?
 3. Draw a picture of your location.
 4. What makes your location so wonderful?
- 3** Write a report about your wonder of the world. Follow the outline in exercise 2 and use the report as an example.

Language Development

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

be live not change disappear be



The wonders of the ancient world were places where people (1) _____. (2) _____ there many wonderful locations in the past? Yes, there (3) _____ a large number of historical places that were unique. Some of these wonders (4) _____ at all over the years, but some (5) _____ after many years.

- 3 Use these words to ask questions in the Past Simple about the previous passage.

1. people / live in wonderful places?
2. historical places / be unique?
3. locations / change over the years?
4. all wonders / disappear?

- 4 Now answer the questions in pairs.

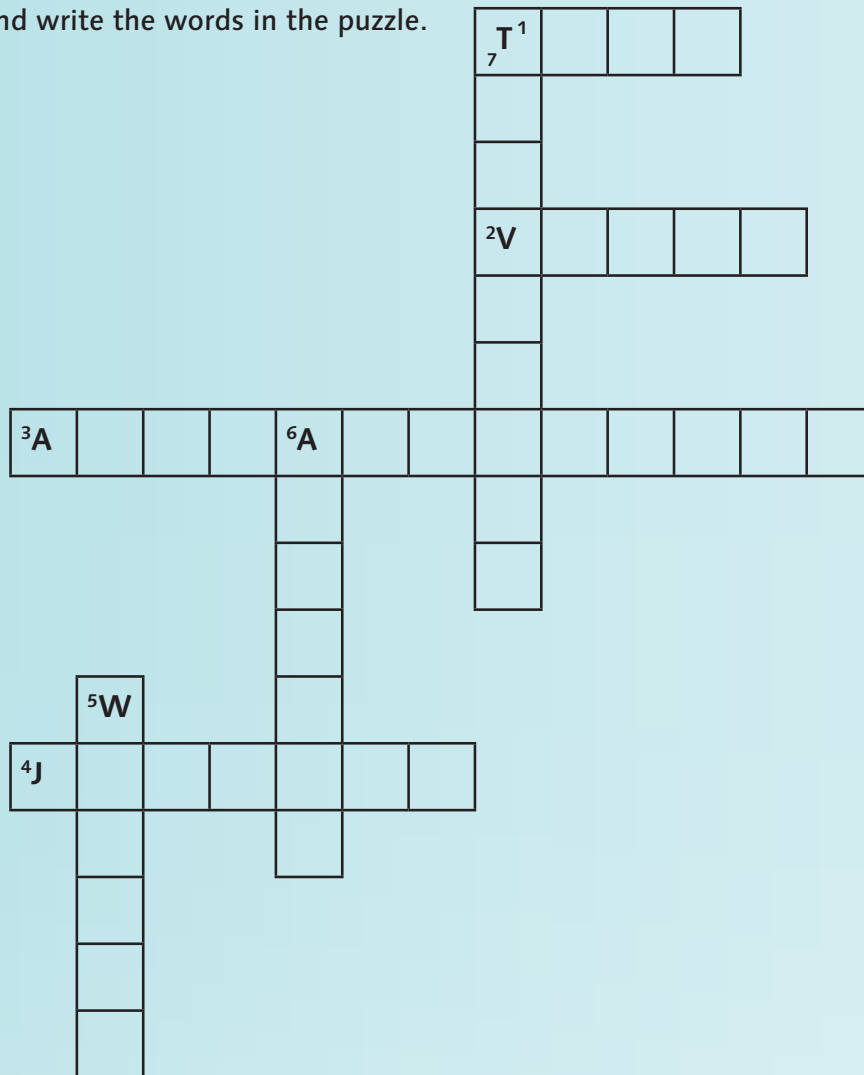
- 5 Match the following words to their definitions.

Words	Definitions
a. historical	1. It is something from the past.
b. pyramid	2. It is a location below the ground.
c. underground	3. It means something very special.
d. to disappear	4. It means to be lost.
e. unique	5. It is a triangle-shaped building.

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

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A _____ is the place where people are buried.
2. I would like to _____ all the wonders of the world, one day.
3. An _____ studies old places and monuments.
4. A _____ is a long trip from one place to another.

Down

5. The Great Pyramid of Giza is considered a _____ of the world.
6. Petra is an _____ city that was built many years ago.
7. A _____ is a person who goes to different countries and places.



The wonders of the world were normal places ancient people lived in.
What places are similar to the Seven Wonders of the world?

Make a wonder *diorama

PROJECT

4

Before you start

Find a large box, coloured paper, crayons or marker pens, a glue stick and scissors. You will need to use your wonder report.

Your task is ...

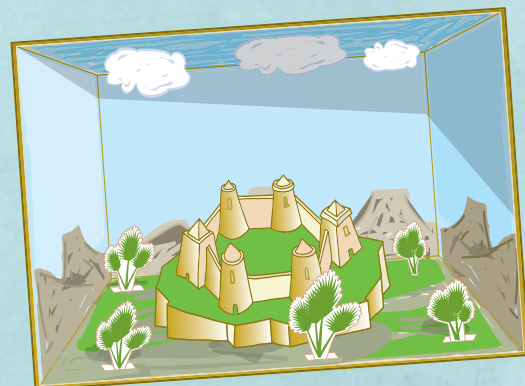
To make a diorama of your favourite wonder and tell your classmates about it.

A Your first assignment

The box is the land for your wonder to be built on.

- Draw and colour your favourite location with all its details.
- You may also add people and other smaller objects.
- Leave a small stand under the pictures you draw.
- Glue the drawings to soft cardboard.
- Decorate the inside of the box with crayons.

Remember: the wonder is ancient, so the people and places are old.



B Your second assignment

- Cut out the drawing of the wonder and the things around it with their stands.
- Put them in a box.
- Paste the stands in place.
- Use tape and thread to hang anything that comes from the sky above your wonder.

C Your third assignment

Present your wonder report to the class, telling them about it. Why did you choose it? What special characteristics made it a wonder of the world?



*diorama: a small three-dimensional model

MODULE
5

Elementary, my dear Watson!



Outcomes

You will be able to:

- predict the meanings of new vocabulary items
- talk about the greatest detectives throughout history using the Past Simple tense
- practise the comparative and the superlative degrees to talk about the qualities of great detectives
- listen to a story to act it out
- read about famous detectives
- write a detective story

Project: Who did it?

5

1 Read the following conversation. Why do you think Sherlock Holmes and Dr Watson are such famous characters?

Sherlock Holmes sat at the breakfast table and gave me a walking stick. There was something written on it: "To Mr James Mortimer, from his friends – 1884."

'Well, Watson, what can you tell me about the owner of the stick?' asked Holmes.

'I think that Mr Mortimer is an old country doctor. His patients like him, so they gave him this walking stick.'

'Good!' said Holmes. 'Why do you think he's a country doctor?'

'Because this stick is very scratched. A city doctor does not carry such an old stick.'

Holmes took the stick from my hands and looked at it.

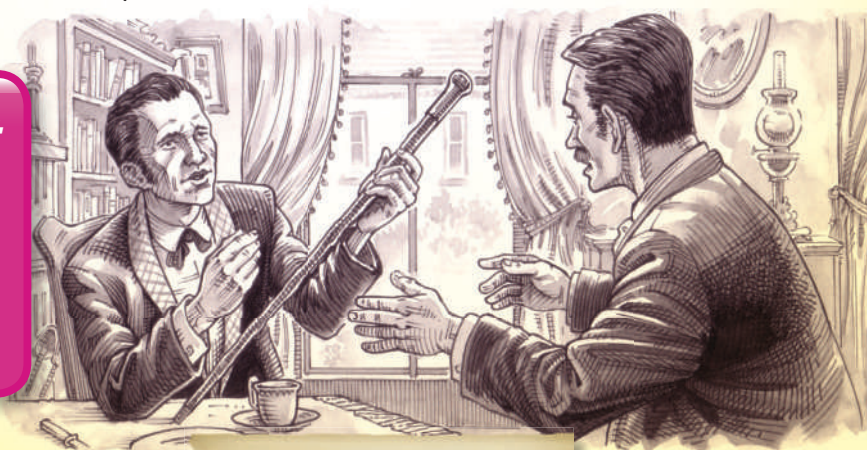
'Interesting! I think the man is a country doctor, but he is not old. He's a young, pleasant and absent-minded doctor.'

'How did you know that?'

'Elementary, my dear Watson. Only pleasant people get presents, and only absent-minded men forget their sticks.'

Before you start

Look at the picture. Who are these two men? What do you think they are doing?



Sherlock Holmes and Dr Watson

2 Go to the Glossary pages in the Activity Book pages 74–76 or use a classroom dictionary and look up the meaning of the words you don't know.

owner, patient, conclusion, method, interested, elementary, absent-minded, scratched

intelligent, famous, wise, kind, logical, professional, pleasant

3 How did Sherlock Holmes find out who the owner of the stick was? In a group, use the same method to identify the owner of an object.

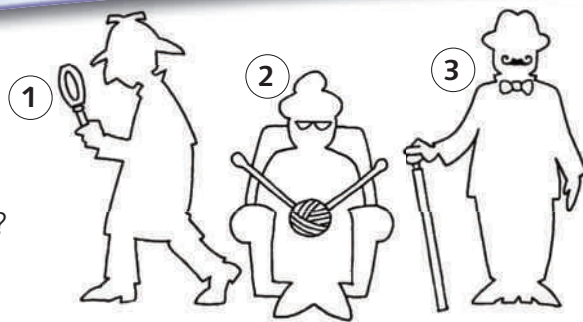
4 Do you want to be a detective? What makes a good detective? In a group, make a list of the characteristics of a good detective. Use the words from exercise 2 to guide you.

'The best detective of all time'

Before you start
Look at the three outlines.
Who are they?
Which of the key words help you recognise them?

1 Read and answer.

Do you know these characters? They are famous, professional detectives: Sherlock Holmes, Miss Jane Marple and Hercule Poirot. People all over the world read stories of their adventures or watch them on DVDs. These three detectives were very different.



walking stick, feather,
knitting needles, pen,
magnifying glass,
moustache, book,
glasses, bow tie

Hercule Poirot was less interested in details than Sherlock Holmes. He was more interested in studying the mind of the suspects. He thought that the best tools to solve a crime were the "little grey cells" in the brain. So, he sat quietly and thought.

Sherlock Holmes is more famous than Poirot and Miss Marple. In fact, he's the most famous detective of all time. The basis of his method was observation, observation and observation. After observing an object, he made logical conclusions.

Miss Jane Marple is less famous than Holmes or Poirot, but more pleasant than them. She didn't look like a detective at all. She lived in a small village in the country and she used her experience of life in her village to solve crimes. She was wiser than Holmes because she was older than him. In fact, she was the oldest of the three.

- How did Sherlock Holmes solve crimes?
- According to Poirot, what are the best tools to solve a crime?
- Why was Miss Marple unusual?
- Which of the qualities listed in exercise 1 on page 55 describes the three detectives the best?

Grammar

The Past Simple (irregular verbs)

- 1 In pairs, find the Past Simple forms of these irregular verbs in the texts on pages 55 and 56.

sit take think give make

- 2 Now in pairs, complete this dialogue with the verbs from the list. Two words are used more than once.

was thought were became wrote

The character Sherlock Holmes (1) _____ a professional detective. He (2) _____ fame (3) _____ not important. Watson (4) _____ his stories for people to know Holmes' role in them. Holmes' tools (5) _____ science, logic and observation of small details. His techniques, such as examining fingerprints, later (6) _____ a reality in police investigations. Next time you are in London, visit his famous apartment at 221b Baker Street. It (7) _____ a museum in 1951.

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

The Comparative

- 4 Compare the two books in the photos. Use the adjectives in the list to write sentences.

big small thick famous
old colourful



encyclopaedia



story

Example

The encyclopaedia is bigger than the book.

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

Raed: I saw one of Poirot's stories on TV yesterday!
Fatima: Poirot? I don't like him. I only love Miss Marple.
Raed: Miss Marple! That boring old lady!
Fatima: She's not boring. In any case, she's (1) _____ (*boring*) than Poirot.
Raed: She's (2) _____ (*intelligent*) than Sherlock Holmes. Holmes and Poirot are (3) _____ (*logical*) and (4) _____ (*professional*) than Miss Marple.
Fatima: Maybe, but she's (5) _____ (*old*) and (6) _____ (*wise*) than them.
Raed: In any case, I like detective stories. They are (7) _____ (*interesting*) than romantic novels.

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

- 7** Complete the text by the new detective Sameer. Use the comparative form of the adjectives from the list.

**courageous patient logical intelligent
hard**

Hello! I'm Sameer. I finally passed the test and became a real detective, but Joe didn't. It wasn't so easy; in fact, it was (1) _____ than we expected. I was (2) _____ than Joe and didn't give up thinking about the solutions of the different problems. The head detective said that I was (3) _____ than Joe since all the solutions I suggested made perfect sense. Although Joe is (4) _____ than I am, he couldn't solve all the problems. I think he was a bit scared of failing; I was (5) _____ than him and didn't care about the test results.



The Superlative

- 8** Complete this table with the superlative form of the adjectives.

Adjective	Comparative	Superlative
old	older	1 the oldest
pleasant	more pleasant	2 the most pleasant
hot	hotter	3 _____
famous	more famous	4 _____
good	better	5 _____
bad	worse	6 _____

- 9** Read each situation and decide which of the two sentences a) or b) is correct.

- Sherlock Holmes is a very well-known character.
 - He is the more famous detective of all time.
 - He is the most famous detective of all time.
- Poirot was an arrogant man.
 - He thought he was the better detective in the world.
 - He thought he was the best detective in the world.
- Holmes and Poirot are younger than Miss Marple.
 - Miss Marple is the most old detective.
 - Miss Marple is the oldest detective.
- Everyone loved Miss Marple.
 - She became the most popular detective in history.
 - She became the more popular detective in history.

Now write a situation like the above ones about Holmes, Poirot or Miss Marple. Ask your partner to guess the correct answer.

Over to you . . .

- 10** In pairs, discuss the qualities of each detective. Who do you prefer?



Skills focus

The lost bag

Before you start

Look at the picture. Who are these people? Where are they? What is there in the bag?

Find the words

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

servant, merchant, loss, to wander, to pull

- 2 Listen again and check your guesses in the Activity Book Glossary pages 74–76 or in the classroom dictionary.

- ▶ It is someone who is paid to clean someone's house, cook for them, etc.
- ▶ It means to walk without knowing where you are going.
- ▶ It is someone who buys and sells things.

LISTENING

3  Listen to this story which an old man is telling to his grandchildren. Then act it out with three of your classmates.

The Lost Bag

A long time ago, there lived a rich merchant. He was always dressed nicely and he carried many fine jewels with him. He travelled from one city to another. A band of camels and servants often travelled behind him in a long line. His business was buying and selling goods. He was very good and kind to poor people.

5 Once, the merchant was travelling with a lot of money. As he was on his way back home, his money bag fell to the ground. But he did not notice it. He only discovered the loss of his money when he reached home.

The merchant did not worry about the lost bag. He still had enough money for himself and for helping others. Then, there came a time when business was not
10 so good. He became an old man with very little money. The poor merchant sold everything he had and, soon, he did not have any money at all. Very often, he and his wife had nothing to eat. And then, one cold night ...

Wife: We have no more food. Let us walk to the next village where no one knows us. Someone will help poor people like us.

15 And so they walked in the cold night air. They wandered for a long time until they reached the first house in the next village. The wife was too tired to walk any more. She fell down on the steps and began to cry. The Sheikh who lived in the house heard her and opened the door.

Sheikh: Who are you? What are you doing here at this time of night?

20 The merchant and his wife told him their sad story. The Sheikh asked them to come in.

Sheikh: What colour was your bag?

Merchant: It was a round, black bag with a string around it. Inside were some jewels and a thousand dinars.

25 **Sheikh:** It is late and you must be very tired. Eat some hot food and rest with us for the night. Tomorrow you will feel better.

The next morning, they all sat around the table for breakfast. The Sheikh pulled an old, black bag from a box.

Sheikh: Now, I have a story to tell you. A long time ago, I found this bag on the
30 road near my house. I hid it away safely. I knew that some day I could return it to its real owner. Now I am sure you are the person. Is this the bag you lost?

Merchant: Yes, it is! It's the bag that I lost. I cannot tell you how thankful I am ... I will always remember how kind you were to me.

READING

4 Read the story on page 60 and answer these questions.

- How did the merchant become poor?
- How did the Sheikh know that the merchant was the real owner of the bag?
- Why didn't the Sheikh spend the money he found?
- What would you do with the money you gained back from the Sheikh if you were the merchant?

5 In pairs, fill in the blanks with the verbs from the list.

investigated knew robbed came
saw arrived made followed



Someone (1) _____ a bank in the city. A very famous detective (2) _____ from another country and (3) _____ a plan to solve the mystery. When he (4) _____ at the bank, he (5) _____ the way the thief broke in through a glass window. He (6) _____ the guard and (7) _____ that his footprints were always next to the broken glass. So, this is how he (8) _____ that the guard was the thief.

What do you think?

"When you eliminate the impossible, whatever remains is the truth."

SHERLOCK HOLMES

6 Now, listen and check your answers. In a group, discuss your answers.

Speaking Strategies: Interacting in discussions

- Don't be the only one speaking. Listen to what the other person says.
- When you want to say something, wait for the other person to pause.
- Invite the other person to speak, asking his/her opinions (e.g. What do you think about ... ?)

SPEAKING

7 In a group, discuss the merchant's story, following the Speaking Strategies above. What do you think about the Sheikh's actions? What would you do if you found a bag full of money? How would you try to find the owner? Take down notes.

Writing a detective story

Before you start
Check the meaning of these words. Then read the story.

frightened,
suspect, ransom,
to cover up,
to kidnap,
to investigate,
victims,
police officer

Hayek went to see the Jordanian police on Thursday morning. He was very frightened.

"I think somebody wants to kidnap me tonight, Officer," he said.

"Why do you think so?" asked the police officer.

"This started three days ago. I usually get back home late from work and go right to bed. On Monday, I heard my new neighbour who lives next door arguing with his wife."

"I don't see anything wrong," said the police officer.

"They were discussing the same plan on Tuesday and Wednesday. The neighbour said:

'Omar and Waleed are going to break into the flat next door on Thursday night. Omar takes all the money and Waleed will cover up for him.'

'What if they kidnap the man? Omar and Waleed will kidnap him and ask the Jordanian police for a ransom,' his wife said."

"Mmmm," said the police officer. "Who are your new neighbours? Let us investigate them."

"They are Mr Ibrahim and Sawsan Yousef," said Mr Hayek.

"Ibrahim and Sawsan Yousef!" said the police officer.

"This case is not so difficult. There would be no victims.

You don't watch TV very often, do you?"

How did the police officer know?

Answer: Mr Ibrahim and Sawsan Yousef are the scriptwriters of a TV show. Omar and Waleed are actors.

SPEAKING AND WRITING

- 1 In a group, discuss the story and find the solution to the case. Consider the following questions: Why was Mr Hayek worried? What did the policeman know about the suspects?
- 2 In a group, solve this case answering the following questions.
 - a. What happened?
 - b. Where did it happen?
 - c. Who did it?
 - d. How did it happen?
 - e. Why did he/she do it?

One night, a panda disappeared from its cage in the zoo. In the morning, the zookeepers found the door of the circular cage was open. Nobody knew where the panda was. Only three men had keys to the zoo. A detective arrived and interviewed the three men.

"Where were you the night the panda was stolen?"

"I was having dinner at home with my family," said the zoo owner.

"I was cleaning the corners of the cages," said the zoo cleaner.

"I was feeding the lions," said the manager.

Who lied? How did the detective know?

- 3 In a group, write your own story and illustrate it. Then tell it to the class. Don't give them the answer. Let them think and then tell you! Use the story above as an example.

Language Development

- 1 Complete this passage with the correct comparative or superlative form of the adjectives in brackets.

Sam Spade and Philip Marlowe are (1) _____ (famous) American detectives. Spade is (2) _____ (not wise) and (3) _____ (not intelligent) than Marlowe. Marlowe is (4) _____ (popular) than Spade. He's also a (5) _____ (good) man than Sam Spade. Marlowe enjoys chess and poetry, and he is (6) _____ (kind) than Spade.



- 2 Now listen and check your answers.

- 3 In pairs, take turns to use the following verbs in sentences about things you did yesterday. The winner is the one who makes the most correct sentences.

be buy do forget give meet
read run see think write

Example

I forgot to turn off my computer yesterday.

- 4 Use these words to ask questions about the different detective stories throughout this module.

1. What (Dr Mortimer / receive)?
2. Where (Miss Marple / live)?
3. What (Hercule Poirot use to solve a crime)?
4. What (Marlowe / enjoy)?

- 5 Now answer them.

- 6 Use these words to write sentences.

1. detective / looked like / . / Holmes / a / / , / Miss Marple / didn't / but
2. Poirot / . / than / Holmes / kinder / Miss Marple / is / and
3. observed / before / . / an / conclusions / Holmes / object / making
4. smart / . / was / Poirot
5. Holmes / know / . / people / Many / Sherlock

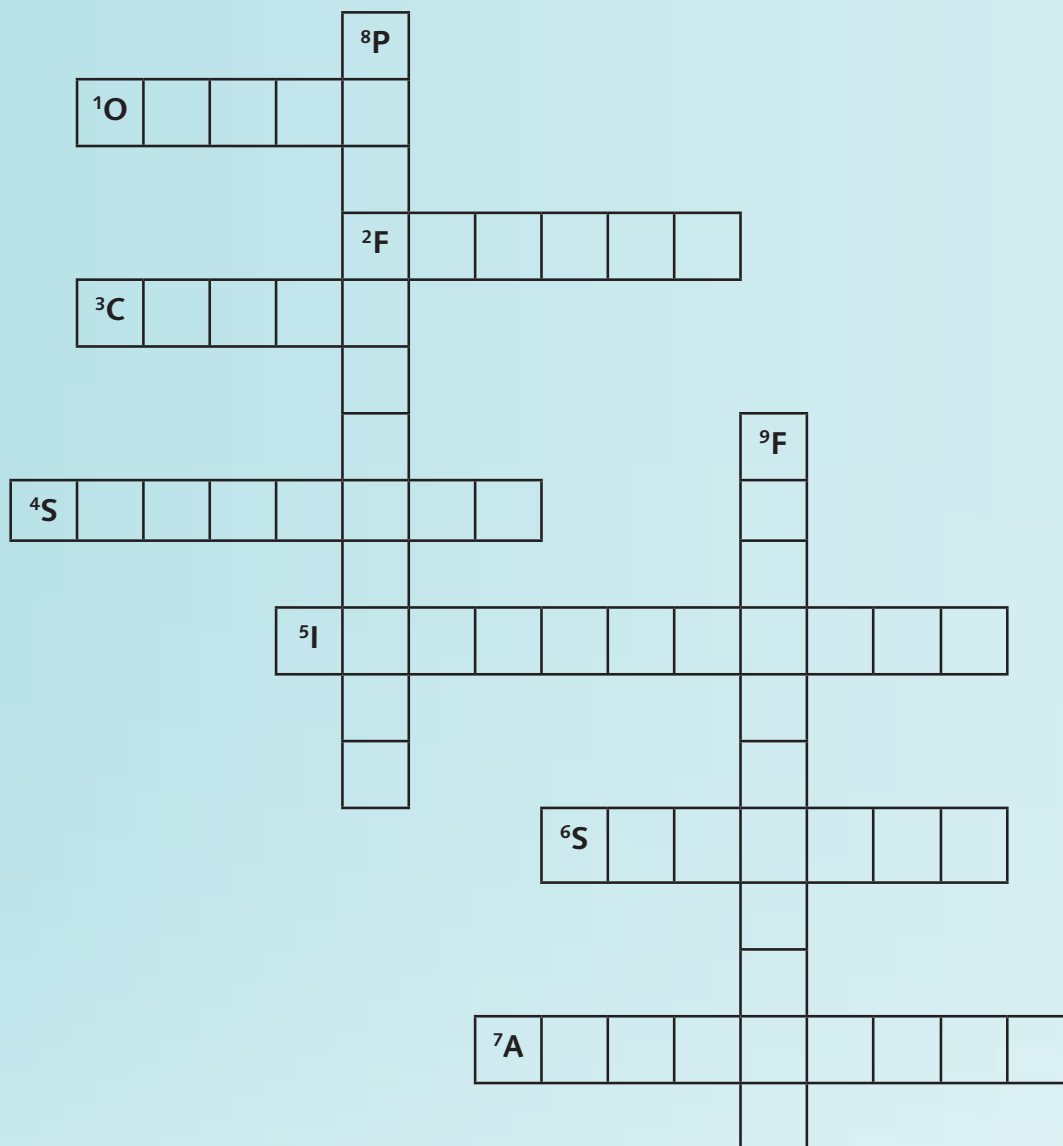
- 7 Match the following words with the sentences above.

- a. logical
- b. professional
- c. pleasant
- d. famous
- e. intelligent



Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

1. A person who has something for himself is an _____.
2. Someone who is known by many people is a _____ person.
3. A _____ is a bad action that is punished by law.
4. The end of a difficult situation or problem is a _____.
5. Someone who is clever is _____.
6. People think he committed a crime. He is a _____.
7. An exciting experience is an _____.

Down

8. Someone who is good at his or her job is _____.
9. The mark that stays on the objects you touch and that the police use to find a criminal is a _____.

?

According to The New York Times, *Sherlock Holmes* is the third most read book on the planet. In how many languages can we read his stories?

Who did it?

Before you start

Take a sheet of paper and listen carefully to your teacher's instructions.

PROJECT 5

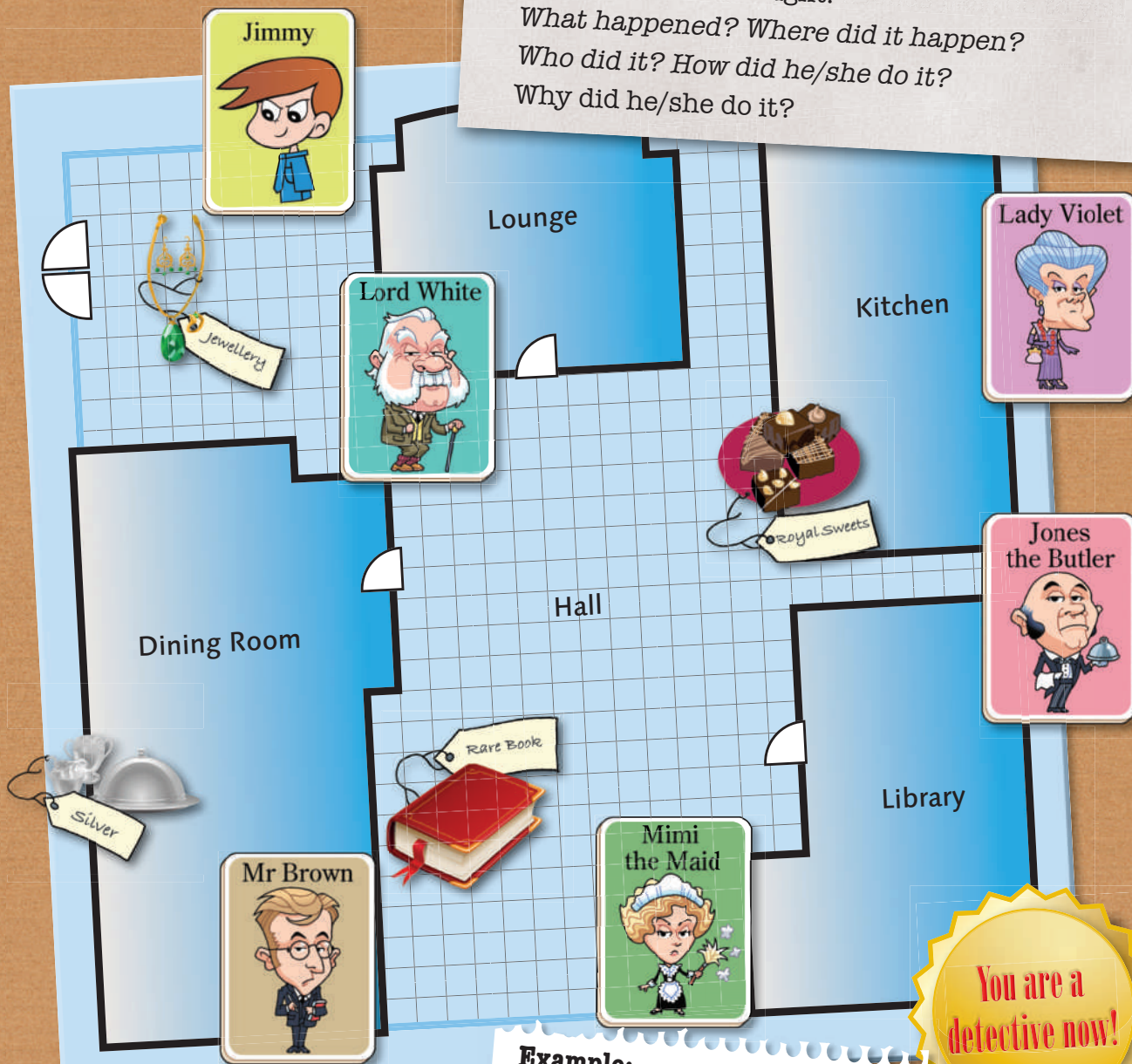
Your task is ...

To find out what happened to Lady Violet's treasures.

A Your first assignment

Write the answers to these questions on the sheet of paper your friends pass on to you. Fold the sheet to hide your answer and pass it on to your friend on the right.

What happened? Where did it happen?
Who did it? How did he/she do it?
Why did he/she do it?



B Your second assignment

Unfold your sheet and use the answers on it to write a detective story. Then read it to the class.

Example:

A rare book was used to make a fire. The butler did it in the library because he was cold ...

You are a detective now!

MODULE 6

I'm having fun!

Outcomes

You will be able to:

- 🌐 predict the meanings of new vocabulary items
- 🌐 talk about holidays and travel
- 🌐 listen to a report by an expert on tourism
- 🌐 read a dialogue and notes about travel
- 🌐 practise the Present Continuous tense to talk about an ideal holiday
- 🌐 write a newspaper article
- 🌐 Project: Make a tourist brochure

6



Before you start

Look at the pictures of people on holiday. Do you know where they are? Where do you usually go for your holidays? What do you usually do on holiday? Where did you go on holiday last year? Where did you stay? What was the weather like?

- 1 Follow the instructions below.

Listen to the expert on tourism talking about adventure tourism and ecotourism. What is the difference between them? What does a responsible tourist do? Write down notes as you listen.



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

tourism, adventure holiday, ecotourism, beach holiday, sandcastle, to build, to lie, to phone, to rain, to relax, to rest, to shine, to sunbathe

- 3 Listen again and check your guesses in the Activity Book Glossary pages 76–77 or in the classroom dictionary.

- 4 In a group, use your notes to discuss different types of holidays. Can you go on an adventure or on an ecological holiday in your country? Make a list of the places you can visit and of the activities you can do there.

Before you start

Take the list you made in the last lesson. Imagine you are on an adventure holiday in one of those places. Tell the class about it.

Adventure holidays are brilliant!

- 1 Read the following dialogue between Hassan and Omar. Where is Hassan? How is each member of his family spending the holiday?



Hassan: Hi, Omar! How's life?

Omar: Hassan? I thought you were on holiday. Where are you phoning from?

Hassan: I'm having a wonderful adventure holiday in New Zealand. It's fantastic!

Omar: What are you doing?

Hassan: Right now I'm lying under a tree. I'm resting because we are cycling up a mountain. We are enjoying the wonderful weather: the sun's shining! What's the weather like back home?

Omar: It's actually raining here! I am sitting in my bedroom, looking out of the window. So where's

the rest of your family? What are they doing? Are they enjoying the holiday?

Hassan: Well ... Dad isn't really having fun. He broke his leg when we got here. Right now, he is sunbathing on the beach and playing chess with my younger brother. Khaled's playing hide and seek with the rest of the boys.

Omar: Where's Sami? He can't ride a bicycle.

Hassan: No, he didn't come mountain biking with me, but you know how he loves danger. He's doing rock climbing! Oh! The group leader is calling us. I'm coming! Bye, Omar! See you next week!





Grammar

The Present Continuous

- 1 Omar asks: "What are you doing?" and Hassan answers:

"Right now I'm lying under a tree. I'm resting because we are cycling up a mountain.

We are enjoying the wonderful weather: the sun's shining!"

Underline the sentences in the Present Continuous in the rest of the dialogue on page 68. Then in pairs, have a similar dialogue using the verbs underlined.

- 2 Write the *-ing* form of the verbs in the dialogue on page 68 in the corresponding column. Which verb is the exception to all the following rules? Work in pairs.

Verbs ending in a vowel	do	<u>doing</u>
Verbs ending in -e	have	<u>having</u>
Verbs ending in -y	enjoy	<u>enjoying</u>
Verbs ending in a consonant	rest	<u>resting</u>
Verbs ending in one vowel followed by a consonant	sit	<u>sitting</u>

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

Alia: This is the best beach holiday ever! Let's build a sandcastle!

Samira: Yes! Is that your father?

What (1) _____ he _____ (do)?

Alia: He (2) _____ (play) chess. He can't swim because he broke his leg yesterday.

Samira: Where's your mum?

Alia: She (3) _____ (buy) lemonade.

Samira: Oh! It's so hot! Look, those

girls (4) _____ (eat) ice cream. Where's their mother?

Alia: She's over there. She

(5) _____ (read) a book.

Samira: Is that your sister? What

(6) _____ she _____ (buy)?

Alia: No, that's her friend Mariam.

She (7) _____ (buy) some

necklaces. My sister (8) _____ (learn) diving.

4 Now listen to the passage and check your answers.

5 Read each situation and complete the following sentences with a or b.

1. Don't forget to take your umbrella.

- _____
- a. It rains.
 - b. It's raining.

2. Every Friday, _____

- a. Sami drives his son to football practice.
- b. Sami is driving his son to football practice.

3. Be quiet! _____

- a. The baby sleeps.
- b. The baby is sleeping.

4. You will not find Hind at home right now. _____

- a. She visits her grandparents.
- b. She is visiting her grandparents.

5. Once a week, _____

- a. we go to a music class.
- b. we are going to a music class.

6 Look at the picture on pages 68 and 69 for two minutes. Try to memorise what the people are doing.

7 Now close your book and write down as many sentences as possible about the people in the picture. In pairs, check each other's sentences. The one with the most correct sentences wins.



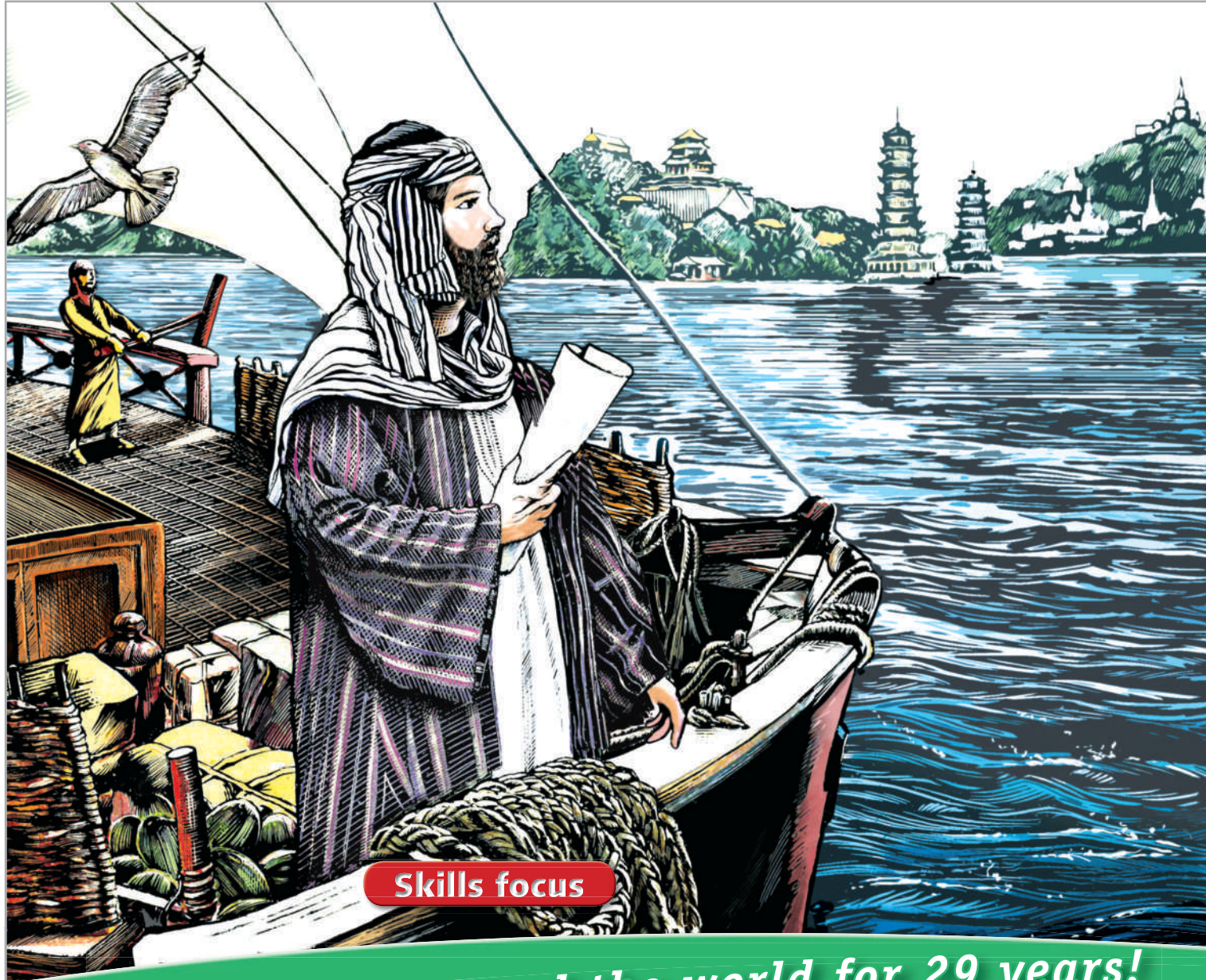
Over to you . . .

8 Imagine you are on your ideal holiday. Where is it? Where are you staying? What is it like? What do you do every day? What are you doing now? Write down notes. In pairs, take turns to have a telephone conversation like the one on page 68.

Example

A: Hi, Ahmad! Guess where I am?

B: Hi, Khalil. What are you doing?



Skills focus

He travelled around the world for 29 years!

Before you start

Look at the picture above. Who is this person? What do you know about him?

Reading Strategies: When to use the dictionary

You do not need to know all the words in a text. Try to guess the meaning of the words you do not know from the words or sentences before and after it. Use your dictionary only when you cannot guess.



Find the words

- ▶ The process of walking a long distance with a group.
- ▶ It is a building protected against an attack.
- ▶ It is a place providing protection from danger.

READING

1 Read the notes from Ibn Battuta's journal.

THE LONGEST JOURNEY

Ibn Battuta was a Moroccan scholar and traveller. He visited the Middle East, Turkey, North, East and West Africa, Southern and Eastern Europe, Central Asia, Southeast Asia, China and parts of India. Ibn Battuta met kings, ministers and other powerful men. He travelled for twenty-nine years. Historians read his travel notes to find out what happened in those times.

2nd Rajab 725 (14th June, 1325)

I am 22 years old and I am leaving Tangiers today. My parents are very sad.

9th Ramadan 726 (9th August, 1326)

I am in Damascus. I am living at Malikite College. The Umayyad Mosque is the most beautiful mosque in the world.

New moon of Shawwal 726
(1st September 1326)

The Hijaz caravan is leaving Damascus for Medina and I am travelling with it. First we are going to the Castle of Karak. Kings use this fortress as a refuge in difficult times.

...
I am very tired. After a march of two days, we are staying at Tabuk for four days to rest and to water the camels.

...
Now, at last, we are travelling to Medina
...

1st week of September, 1344

I am staying in the palace of the Sultan of Ceylon. We met at the port, and he invited me to visit his palace. He gave me the best pearls in his kingdom as a present.

VOCABULARY

2 Use the Reading Strategies on page 71 and guess the meanings of the underlined words from the context.

1. scholar

- someone who is on a journey
- an intelligent and well-educated person
- a ruler in a country

2. refuge

- a hotel
- a place for people to be safe
- a house for poor people

3. kingdom

- a country ruled by a king or queen
- the people who live in a palace
- a large, beautifully decorated house

3 Now check your answers using a dictionary.

4 Read the text again and answer these questions.

- How do we know about Ibn Battuta's journey?
- Why do you think he wanted to leave his country?
- Which means of transportation did he use?
- Why do you think travelling is important? What can we learn from visiting different places?



LISTENING

What do you think?

To travel hopefully is
better than to arrive.

PROVERB

5 Listen to a history teacher talk about Ibn Battuta. Complete the sentences with the new information.

- Ibn Battuta joined the Moroccan army when he was _____ years old.
- The Black Death was a _____. It killed millions of people.
- Ibn Battuta went to Malaga because he wanted to see its famous _____.
- The most important city in Andalusia at the time was _____.
- Ibn Battuta returned to Tangiers at the end of _____.

6 Now listen again and check your answers. In a group, discuss your answers.

7 Write down five activities you've done and at least one thing that happened in the last twenty-four hours. Write down your opinion: was it a good thing or a bad thing, interesting or uninteresting, and did you enjoy it or not?

8 In a group, discuss what you have written. Do all of you have the same opinion about the activities or events you mention in your notes? Why are there similarities and differences? Imagine a historian is reading these accounts a century later. What would he think about your different points of view? Can we believe everything Ibn Battuta said in his travel notes? Why or why not?

**WRITING AND
SPEAKING**

Writing a newspaper article



Before you start

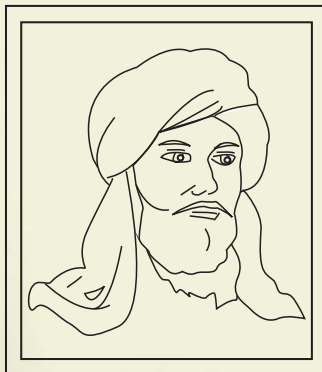
Do you like travelling? What are the places you'd like to travel to?

The Oman Times

Oman, 2011

AN INTELLIGENT SAILOR

The famous sailor Ahmad Bin Majid was a very intelligent traveller. This is his story.



Ahmad Bin Majid wanted to discover the world, so he started sailing when he was 17. He lived in the 15th century. Most of his travels were to the Red Sea and the western Indian Ocean. He wrote many books and poems about sailing. Indian sailors used his books in their trips.

Ahmad Bin Majid was an intelligent sailor. He examined the ship after building it. He knew the direction of the wind by putting a piece of cloth on the ship. He was also good at astrology.

SPEAKING AND WRITING

Writing Strategies: Organising ideas

- First, think of the information you want to include. Write down some ideas on a piece of paper.
- Use the model article above and a paragraph plan similar to the one in exercise 2 to help you organise your ideas.

- 1 Read the story about Ahmad Bin Majid. It goes back to the 15th century. Why do you think it was written in a recent newspaper?
- 2 In a group, answer the following questions about Ahmad Bin Majid.
 - a. Why did he want to be a traveller?
 - b. What are the places that he visited the most?
 - c. Was he an intelligent sailor? Why or why not?
 - d. Did he help other sailors? If yes, how?
- 3 In a group, write a newspaper article about a famous traveller's story and the places he visited. Illustrate with pictures and drawings. Read the Writing Strategies to be guided in your writing.

Language Development

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

Zeina: Hi Nadia! How are you?

Nadia: Zeina? Where are you? I thought you were in Disneyland with Malek and the children.

Zeina: That's precisely where I am! We (1) _____ (have) a great time.

Nadia: I'm glad to hear it. And tell me: is it as brilliant as they say?

Zeina: It's fantastic! Now I can understand why it is the most popular amusement park in the world.

Nadia: Are Malek and the boys enjoying it there?

Zeina: Yes, they are. Malek (2) _____ (fish) right now. Sami (3) _____ (play) golf, and Tareq (4) _____ (ski).

Nadia: And what (5) _____ you and the girls _____ (do)?

Zeina: I (6) _____ (relax) on the beach and the girls (7) _____ (play) at the Neverland Club.

2 Use these words to ask questions about the above dialogue.

- family / Zeina / her / ? / are / Where / and
- are / boys / ? / the / What / doing
- on / relaxing / Zeina / beach / ? / Is / the
- the / doing / ? / are / What / girls

3 Now in pairs, answer them.

4 In pairs, write the names of different places on pieces of paper—use the list below to guide you. Then you and your partner take turns to choose a piece of paper, and ask and answer questions to find out where you are.

theatre

café

market

museum

train station

living room

school

swimming pool

beach

Example

A: Are you reading? **B:** No, I'm not.

A: Are you buying books? **B:** Yes, I am.

A: You are at a bookshop! **B:** Yes, I am.

5 Imagine you are on holiday in New Zealand. Write five sentences about what you and the members of your family are doing. In pairs, ask and answer questions.

Example

A: What's your father doing?

B: He's playing football.

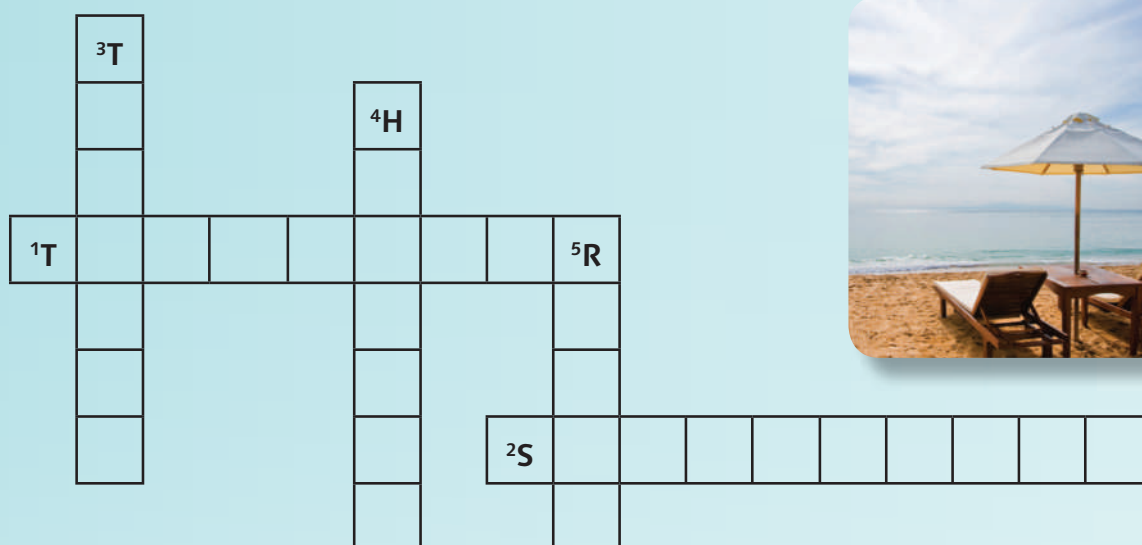
- 6 Put the following words under the three headings in the table below.

ecotourism traveller sunbathe lie scholar adventure
holiday relax historian beach holiday sailor

Types of holiday	People	Actions
ecotourism		

Crossword Puzzle

Read the clues and write the words in the puzzle.



Across

- A person who goes to visit other places is a _____.
- It is a castle made of sand.

Down

- Visiting a place for fun is called _____.
- When people are on _____, they often travel to another place.
- To feel calm and comfortable is to _____.

?

Ibn Battuta is the short form of the name of this famous traveller.

What was his full name?

When was he born?

Where was he born?

Make a tourist brochure

PROJECT 6

Before you start

Find a large sheet of coloured paper, crayons or marker pens, photos of a place Ibn Battuta visited, a glue stick and scissors.

Your task is ...

To make a tourist brochure about a place Ibn Battuta visited, and tell the class about it.

Malaga



This is Malaga today. Six hundred years ago, when Ibn Battuta visited it, he said:
"Malaga is smaller than Granada. But it is one of the largest and most beautiful towns of Andalusia."



This is the Alcazaba. Badis, ruler of Malaga, built it in 1057 CE. This fortress is one of the largest Muslim military buildings in Spain. Don't miss the view over the town and the port.



Finally, visit the Roman Theatre. It is right next to the Alcazaba.

A Your first assignment

Find out more details about the place. You can use a search engine or the library. Read about the importance of the place, where it was, what important buildings you can see there and what important people lived there.

B Your second assignment

Write and illustrate a tourist brochure about the place Ibn Battuta visited. When you are ready, present it to the class.

You are now
an expert
traveller!

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

Answer these questions about the ancient world,
detective stories and travelling.

- 1 Which wonder of the ancient world has the shape of a triangle?
 - a. the Lighthouse of Alexandria
 - b. the Great Pyramid of Giza
 - c. the Hanging Gardens of Babylon
- 2 What do we call someone who studies old cities and monuments?
 - a. an archaeologist b. a tourist guide c. a historian
- 3 Which Jordanian city was voted one of the New World Wonders in 2007?
 - a. Jerash b. Amman c. Petra
- 4 Who is the most famous detective character in history?
 - a. Miss Marple b. Sherlock Holmes c. Hercule Poirot
- 5 What was Sherlock Holmes' friend called?
 - a. Dr Watson b. Mr Mortimer c. Hercule Poirot
- 6 Which detective was interested in studying the mind of the suspects?
 - a. Holmes b. Poirot c. Watson
- 7 In which century did Ibn Battuta live?
 - a. 12th century b. 13th century c. 14th century
- 8 What did Ahmad Bin Majid write?
 - a. books and poems about sailing
 - b. books and poems about his life
 - c. books and poems about his crew
- 9 Why was the Castle of Karak important in Ibn Battuta's days?
 - a. because kings used to live in it
 - b. because people used it as a refuge in wars
 - c. because kings used it as a refuge in wars



- 1 In pairs, put these words and expressions in the correct column.

built thousands of years ago Jordan
new wonder big tomb Egypt
rediscovered in the 1800s ancient wonder

Petra	Great Pyramid of Giza

- 2 Use the information in the table to write sentences about Petra and the Great Pyramid of Giza.
- 3 Choose three of the adjectives below and use them in the comparative and the superlative forms to compare the detectives in Module 5 as in the example below.

intelligent kind wise pleasant
perceptive logical professional famous

- 4 Complete the questions with these words.

What Why When Who Where How

- ___ is Hassan having an adventure holiday?
 - ___ is on holiday in Disneyland?
 - ___ did Ahmad Bin Majid start sailing?
 - ___ can tourists travel responsibly?
 - ___ is the difference between "adventure tourism" and "ecotourism"?
 - ___ did Ibn Battuta travel to Granada?
- 5 In pairs, look for the answers to the questions in exercise 4 in Module 6.

- 6 Find the 10 words below and write them down.

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

Across

- i _____
- s _____
- p _____
- a _____
- w _____

Down

- v _____
- v _____
- w _____
- b _____
- s _____

Self-assessment

	Always	Sometimes	Never
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.			



One Thousand and One Nights

One Thousand and One Nights is a collection of Arabic stories and is over one thousand years old. It is also known as *Alf Layla wa Layla* in Arabic.

The stories are told by a character called Scheherazade who is the new wife of the king Shahryar. Scheherazade has to prove to the king that she deserves to stay alive. This is why she decides to start telling him a new story each night. Then before the king goes to sleep she stops the story so Shehryar has to let her live to complete it the following day. One thousand and one nights are passed in this way.

Some of the famous characters in the stories are people from the past like caliph Haroun Al-Rashid and his vizier Ja'far Al-Barmaki. In addition to the original stories, the European edition of *One Thousand and One Nights* also includes well-known stories such as "Aladdin's Wonderful Lamp", "Ali Baba and the Forty Thieves", "The Voyages of Sinbad the Sailor" and "The Boy Judge".

The *One Thousand and One Nights* are about many things, including religion, friendship and travel. They have now been translated into many languages and are read by people from all around the world.

The Boy Judge

adapted from *One Thousand and One Nights*



In the time of Caliph Haroun, a man called Ali Cogia lived in Baghdad. Ali was not rich; he was a seller of sweets and cakes. He had no wife or children, and he had enough for his own needs. Every week he put a small gold piece into a jar and over the years he saved more than a thousand gold pieces, 'more than enough for the times when I am old,' he said to himself.

He was a good man and gave money to the poor but he had never made the pilgrimage to Mecca. His life in Baghdad was good and the road to Mecca was difficult but he decided to go. He hid his gold in the jar under some olives. He foolishly thought he could trust his friend, so he left the jar with him.

'Brother Massoud,' he said, 'you know that I am going to Mecca. Can I leave this jar of olives with you till I come back?'

Massoud was glad to help his

friend. He told him to leave the olives in the corner of his shop. 'They will be safe there.'

Ali put on his best clothes for the road; he wore his green and golden-yellow thobe with a green belt and a purple turban and set off to his destination. On the road, every time he felt tired he stopped to rest and discovered many beautiful new places.

After many weeks, Ali reached Mecca. He completed his religious duties as a pilgrim. When the time came for him to leave, he realised that he would like to keep travelling. Some merchants told him, 'Come back with us to our home country. There is always work there for a maker of sweets.' So Ali went with them and stayed for two years. After that he moved on to Damascus. Time passed. It was nearly seven years since he had left Baghdad. Then one day he decided he would like to return home to Baghdad.

On the same day that Ali left Damascus, Massoud's wife needed some olives. There weren't any in the house, and the shop in their street was shut. Massoud remembered that there were some in his shop. He thought that if Ali was not back after seven years, perhaps he would not return at all. So he went to take his friend's food. The top layer of olives was quite dry so he put his whole arm in to reach to the bottom. When he pulled it out he was holding a gold piece in his hand. Finding that the jar contained many gold pieces, he

70 threw out the olives and buried the gold in his garden. Then he bought new olives to refill the jar.

‘Seven years is a long time,’ he said to himself, ‘but I can’t be sure that Ali Cogia won’t return. If he does come back, I shall have a jar of olives to give to him. And that is what he asked me to look after – a jar of olives.’

80 A few weeks later, Ali Cogia came back to Baghdad. He went to Massoud’s house to get his gold. ‘My friend,’ he said to Massoud, ‘you have looked after this jar for seven years. Now I want to give you something. You will see what is in the jar that you have kept so well.’

90 With these words he put his hand deep into the jar. But instead of finding gold pieces, he found more olives.

‘Where is my gold?’ he asked at last.

95 ‘Gold? What gold? You did not tell me about a jar of gold. You only gave me this jar of olives.’

100 Ali was a really good man so he asked his friend to be honest and said: “My dear friend, if you need the money for your family or your shop, you can always repay me week by week, so do not worry about anything, Massoud.”

105 This made the thief even more nervous and he insisted that he did not know anything about any gold. Ali felt really disappointed with his friend’s behaviour and asked for a judge. It was not easy for Ali to do so because he loved his friend. The judge said that Ali was not telling the truth because nobody had seen him put the gold in the jar.

115 Ali was angry at the judge’s words because they were very unfair with him, so he decided to deal with the

problem himself. He wrote to the caliph and gave his letter to one of the caliph’s servants. By this time, the story of the jar of olives had passed through all the markets of Baghdad. Everybody was talking about it, some believing Ali, and others believing Massoud. So when the caliph got Ali’s letter, he read it with care.

120 That night he called for his vizier and said, ‘Let us put on plain clothes tonight and walk in the city. I want to hear what people are saying about this Ali Cogia. Is he a fool, or a man of truth, or a thief?’



135 They walked through the streets, they heard many comments about both men and everyone was trying to solve this case. Some came up with stupid solutions which made the caliph laugh loudly; others were really good but no one could prove anything. The caliph and the vizier kept on walking and saw some children playing. One boy was playing the judge, and two others were playing Ali and Massoud. The boy judge was asking good questions. The caliph had an idea. He told his vizier to invite the boy judge to the palace the next morning. He also asked for the judge, Ali Cogia, Massoud, two olive merchants and the jar of olives.

155 The next day all these people came before the caliph. They were all afraid: the judge thought that he

might have made a mistake; Ali was afraid because the caliph might *think* he was a thief; Massoud was afraid because he was a thief; the merchants were afraid because they did not know what the caliph might know about them; and the boy was afraid because he had never visited such a wonderful, huge palace before ...

'Come,' said the caliph to the boy. 'I heard you judge these two men in play last night. Today you shall really do it.' The caliph told the judge to watch and learn.

The boy asked for the jar. Then he put his arm into the jar, pulled out some olives and gave a few to everyone who was present at the trial, slowly eating one himself.

'These are very good olives,' he said. Everyone agreed.

Then he asked Massoud if he had eaten one before today. Massoud said that he had not even touched them. Then the boy turned to the olive merchants and asked if they enjoyed the olives. He said to them, 'They are good olives, although seven years old.'

'Seven years old? Are you sure of

what you are saying? This can't be true! They still have their colour and they are not even wrinkled,' cried one of the merchants.

The other merchant agreed: 'I can see by looking at them that they are not so old. No olive is any good after three years. These olives are fresh.'

Massoud's face became white. His eyes were turned to the ground.

'I took the gold,' he said. 'It's in a hole in my garden.' The caliph then spoke: 'You know how the law punishes thieves.'

But before Massoud could answer, Ali said, 'Oh great caliph, don't cut off his hand. He was once a good friend to me. Let him go with a beating.'

The caliph looked at the boy judge. 'A beating would be enough,' the boy said.

'Then let it be so,' said the caliph.

So Massoud kept his hand, but lost his good name; Ali lost a friend, but got his gold back; and the boy judge was sent by the caliph to study law. For as the great Haroun said, 'Twenty jars of gold can't buy a good judge.'



VOCABULARY

1 Find these words in the text. Use the Reading Strategies on page 71 and guess their meanings.

1. to save

a. to earn

b. to keep

c. to spend

2. safe

a. dangerous

b. lost

c. protected

3. to look after

a. to take care of

b. to watch

c. to take away

4. thief

a. someone who lies
sells things

b. someone who steals

c. someone who

5. to hand

a. to give

b. to hold

c. to wait

2 Now, check your answers in a dictionary.

READING

3 Read the story again and answer these questions.

1. What did Ali keep?
2. Where did he leave it?
3. Why did Ali not return to Baghdad immediately?
4. What did Massoud do when he discovered the gold?
5. How did the caliph try to discover the truth?
6. In your opinion, who do you think helped Ali the most?
7. What do you think the moral of the story is?
8. What is your favourite character in the story? Justify your answer.

4 Match the names of the characters with the facts and qualities from the story.

a. Ali	1. knows the laws of the kingdom unfair does not observe well
b. Massoud	2. poor makes sweets honest
c. the judge	3. has a shop next to Ali's a thief
d. the boy judge	4. wise fair
e. the caliph	5. intelligent young

5 Organise these events from 1–10 as they happen in the story.

- ☐ a. Massoud discovers the gold in Ali's jar.
- ☐ b. The boy judge proves that the olives are fresh and not seven years old.
- ☐ c. The caliph discovers the boy judge while walking the streets of Baghdad.
- ☐ d. Ali gets his gold back.
- ☐ e. Ali writes to the caliph asking for help.
- ☐ f. After seven years, Ali finds olives instead of gold in his jar.
- ☐ g. The judge defends Massoud and takes his side.
- ☐ h. Ali decides to make a pilgrimage to Mecca.
- ☐ i. Ali asks the caliph to let Massoud go with a beating, instead of having his hand cut off.
- ☐ j. The caliph asks Ali, Massoud, the judge, the boy judge and two olive merchants to come to his palace.

LISTENING

6 **Listen to the discussion and say what or who the underlined words refer to.**

1. 'I heard you judge these two men in play last night.'
2. He said to them, 'They are good olives although seven years old.'
3. 'I can see by looking at them that they are not so old.'
4. His eyes were turned to the ground.

SPEAKING

7 **Imagine that you heard the story of the missing gold as it passed through the streets of the city. Work in a group of three and choose to play one character each (Ali, Massoud or the judge). Make notes on what you think your character would say. If you are Ali, how would you explain the situation? If you are Massoud, how would you try to defend yourself? If you are the judge, how would you try to find out the truth? Work together to roleplay the scene.**

WRITING

8 **On his way back from pilgrimage, Ali spent some time in Jordan. Imagine the things he saw there. Try to design a brochure about some of these things. Refer to page 77 for some tips on writing a brochure.**

Grammar Notes

Module 1

The Present Simple

- We use the Present Simple to talk about things that we do *every day/month/week, always, never, sometimes, often*.
I always arrive at the airport early.
- We form the Present Simple with the base form of the verb for all persons and pronouns, except for the 3rd person singular. We add -s at the end of the verb for *he, she, it*.
The captain tells me about the flight details.
The plane takes off.
- We use *do/does + not* + the base form of the verb to form the negative.
A pilot does not fly more than 100 hours a month.
Fishermen do not need a lot of experience.

Module 2

The Imperative

- We use the imperative:
 1. to give instructions or commands
Open your books at page 23.
Don't talk!
 2. to give advice
Turn off the computer when you don't use it.
- We form the imperative with the base form of the verb. The subject of the imperative is always *you*.
Recycle old envelopes.
- We use *do + not* + the base form of the verb to form the negative.
Don't throw away used paper cups!

Adverbs of Time and Frequency

- We use certain adverbs with the Present Simple to indicate how often we do things. These adverbs are: *always, sometimes, never*.
I always turn off my computer.
I sometimes recycle old envelopes.
My father never drives me to school.
- In a sentence, we place these adverbs after the subject and before the verb.
My friend Peter never recycles old envelopes.

Module 3

Countable and Uncountable Nouns

- Some English nouns are countable. They:
 - have a singular and a plural form

flower – flowers

- can take *a/an* or a number in front of them

There is a supermarket opposite my house.
I've got five friends.

- Some English nouns are uncountable. They:
 - have no plural form and always appear with a singular verb:
This tea isn't very good.
 - cannot take *a/an* or a number in front of them:
This coffee is excellent, but the bread isn't.
 - take *some, any, a little, a lot of* in front of them:
There isn't any sugar in this bowl.
There's a lot of butter in the fridge.

There is/There are + countable nouns

- We use *There is/There are* to say that a countable noun is present in a place.
There is a theatre near my house.
There are four underground stations near the British Museum.
- We use *Is/Are there + any/a/an* to ask about the presence of countable nouns.
Is there a train station near your house?
Are there any cars in the street?
- We use *There is + not + a/an* and *There are + not + any* to form the negative for countable nouns.
There isn't a train station near my house.
There aren't any cars in the street.
- We use *How many ... ?* to ask about quantity for countable nouns.
How many markets are there around here?
There are a lot.

There is + uncountable nouns

- We use *There is + some* to say that an uncountable noun is present in a place.
There is some coffee in the tin.
- We use *Is there + any* to ask about the presence of uncountable nouns.
Is there any cheese in the fridge?
- We use *There is + not + any* to form the negative for uncountable nouns.
There isn't any coffee in the tin.
- We use *How much ... ?* to ask about amount for uncountable nouns.
How much coffee is there in the tin?
There isn't any.

Module 4

The Past Simple [to be]

- We use the Past Simple of the verb *to be* to talk about past situations.
Jordan was a centre for travellers.
- *Was* and *Were* are the forms of the verb *to be* in the past.
The pyramid was a very large monument.
The markets in ancient Jordan were very busy.
- We use *was/were* + *not* to form the negative.
Petra wasn't a world wonder until recently.
Pyramids weren't tombs for people, but for kings and queens.
- We put *Was/Were* before the subject to form the interrogative.
Was Petra one of the ancient world wonders?
Were the cities in Jordan a centre point for people to meet?
- We may put an interrogative word at the beginning of the sentence.
Why did they build the Pyramids?

The Past Simple [regular verbs]

- We use the Past Simple to talk about past events.
Archaeologists explored ancient locations.
- We use *did* + *not* + the base form of the verb to form the negative.
Petra didn't lose its ancient glory.
- We put *Did* before the subject to form the interrogative.
Did archaeologists build the Pyramids?
- We add *-ed* to the infinitive of regular verbs to form the past.
live – lived use – used vote – voted

Module 5

The Comparative

- We use the comparative to compare two people or things.
Sherlock Holmes is wiser than Dr Watson.
- We use *-er* + *than* to form the comparative of one-syllable adjectives or two-syllable adjectives that end in *-y*.
Miss Marple was older than Hercule Poirot.
She was brainier than other women detectives.
- We use *more/less* + *than* to form the comparative of two-syllable adjectives that do not end in *-y* and adjectives with more than two syllables.
Miss Marple is more famous than Poirot.
Poirot is less logical than Holmes.

The Superlative

- We use the superlative to compare more than two people or things.
Miss Marple is the oldest detective.
- We use *the* + *-est* to form the superlative of one-syllable adjectives or two-syllable adjectives that end in *-y*.
Miss Marple is the wisest/brainiest of women detectives.
- We use *the most* + adjective to form the superlative of two-syllable adjectives that do not end in *-y* and adjectives with more than two syllables.
Sherlock Holmes is the most famous detective in history.
Poirot was the most arrogant detective ever.

Irregular Comparatives and Superlatives

- *Good* and *bad* are irregular adjectives. Their comparatives are *better than* and *worse than*. The same rule applies to the compound adjective *well-known*.
Holmes was a better detective than Watson.
Poirot was a worse detective than Holmes.
Poirot is better-known than Miss Marple.
- The superlative of *good* and *bad* are *the best* and *the worst*.
Wolfe was the best detective in New York.
Clouseau is the worst detective in history.
Holmes is the world's best-known detective.

Module 6

The Present Continuous

- We use the Present Continuous to talk about activities that are happening at the time of speaking.
I'm having an adventure holiday in Jordan.
Mum's reading a book.
We are having a great time.
- We use *am/is/are* + base form of the verb + *-ing* to form the Present Continuous.
I'm lying under a tree.
He's playing hide and seek.
They're watching a DVD.
- We use *am/is/are not* + base form of the verb + *-ing* to form the negative.
Dad is not having fun.
We aren't playing football.
- We put *Am/Is/Are* before the subject to form the interrogative.
Is your sister riding a bicycle?
Are your parents sunbathing?
- We may put an interrogative word at the beginning of the sentence.
What are your brothers doing?

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